

Countryside Elementary School 2017-2018 School Improvement Plan Loudoun County Public Schools

Needs Assessment Summary: Based on the parent, student, and staff survey, Countryside's strengths include providing a safe environment where students of all cultures and ethnic backgrounds are treated with respect. The clear communication between staff and parents/students allows for the school rules and expectations to be clear. Parents feel their children have access to social-emotional support at school. While both students and teachers indicated school rules are fair and adequately communicated, only 42% of teachers reported that the consequences for breaking school rules is fair. The teachers report that they are not able to play a significant role in the decision-making process, which inhibits their understanding of the consequences that students receive. Additionally, the teachers are still working to understand the process of transitioning from a teacher-led model of teaching to a student-centered model. Teachers reported that the students still view assessment as a means to give feedback on learning rather than looking for ways to improve their own learning.

Thirty eight of the sixty-one teachers at Countryside have received PBL training through the county. During the 2016-2017 school year, teachers worked to organize at least two PBL projects; one in the Fall, and one in the Spring. Grade levels and Specialists worked together to plan and support classroom PBL projects. Many of the projects were shared within the school, and others were shared with parents and with the community as a whole. While Countryside is still in the developing stage of PBL growth, the staff is motivated to continue working to incorporate PBL thinking skills into the daily instructional opportunities. The staff at Countryside successfully incorporated PBL components into some lessons, but continues to express feeling less confident in fostering a learning environment that is driven by student voice rather than direct teacher instruction. Many of the upper grade teachers continue to struggle with how to separate standardized tests and assessment as learning feedback, rather than helping the students use assessment as opportunities for self-reflection on learning.

As indicated by responses to the Brightbytes survey, the students and staff at Countryside continue to emerge as Digital Citizens. The students report having been taught to act respectfully online, but are unsure how to share information about themselves online. While the staff reports confidence in legal use of web content, recognizing and preventing bullying, and online safety, an area for growth lies in knowledge of creating an online presence.

Countryside is a school that caters to a diverse population. When reviewing office referrals and suspension rates, it was noted that the rates were higher in the subgroups that are more often represented in the school population as a whole (White and Hispanic) and lower in those subgroups that have a lower representation in the overall school population (Asian and Multi-Racial). The monthly PBIS meetings where data was reviewed and analyzed to react to student needs is credited for contributing to this area of strength. Additionally, the Implicit Bias Professional Development provided to all staff has assisted in stabilizing the school's Disproportionality Calculator. A commitment by all staff to post, discuss, and explicitly teach the school-wide guidelines and expectations ensured that students reported feeling the school rules and consequences are fair and clear. While the students acknowledge the rules are clearly communicated and are fair, they do not feel they are given rewards for being good

and that their classes do not get rewards for being good. Teachers have requested more Professional Development to support behavior management in the classroom for chronic disruptions to avoid having office referrals for students with repeat offenses.

Chronic absenteeism is not an overlying issue at Countryside. Overall, fewer than 10% of the student population was absent more than 10% of the school year. The positive and welcoming school climate contribute to encouraging students to want to attend school regularly. There are some subgroups (Asian, Two or more races, and Students with Disabilities) that were absent more than 10% of the school year. Possible root causes of this include: families from Central Asia traveling for lengthy stays to visit extended family; issues with special transportation buses; lack of alternate transportation if a student misses the bus; and increased mental health needs requiring extended inpatient stays in behavioral health facilities.

Countryside has met and surpassed the state accreditation rate for the past three years. As the number of students enrolled has increased, Countryside has consistently surpassed the state accreditation rate. The root causes for this continued success can be linked to the Climbing Cougars SOL Remediation, where students are identified as requiring additional after school support in Math and/or Reading prior to the SOL testing window. Additionally, the regular meetings between ELL teachers, Special Education teachers, and General Education teachers to plan lessons and necessary accommodations/modifications has contributed to the area of strength. An increased emphasis on utilizing CLT meetings to discuss interventions and monitoring rather than just identifying students in need has assisted in continued SOL score success. Although Countryside has met and surpassed the state accreditation rate for the past three years, the scores fell across tests (excluding Math) each of those three years. Possible root causes of this area for growth includes limited vocabulary knowledge which effects the ability for the English Learner students to demonstrate comprehension and word analysis skills. Additionally, while all upper grade teachers were trained in the Pathways reading model, it was not executed in the classroom with fidelity.

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
Action Steps		<ol style="list-style-type: none"> 1. Professional Development to all staff regarding behavior management techniques/methods to assist with teacher desire to manage chronic behavior disruptions in the classroom rather than relying upon office referrals. 2. Continued PBL Professional Development to all staff to provide support in encouraging students to be critical thinkers and to further facilitate the process of transitioning from a teacher-led model of teaching to a student-centered model. Supporting teachers in encouraging students to look for ways to improve their own learning rather than viewing assessment as a means to give feedback on learning. 3. Continued Pathways Reading training for upper grade teachers to encourage execution in the classroom with fidelity.
Quarter 1 Status:		PBIS has been the topic of two professional developments along with PBL. PBL lessons/training/discussions are addressed at all PDs, faculty meetings and CLTs. Teachers have been required to hand in their first quarter project design plans for projects. Teachers are also being encouraged to incorporate smaller PBL concepts into daily lesson

		planning. Our next PD will concentrate on collaboration using google suite/classroom/docs. Pathways training and implementation has continued.
	Quarter 2 Status:	A PBIS assembly was held for all grade levels to encourage students to be respectful, responsible, and ready to learn. Guidance counselors continue to do lessons for students and teachers on what it looks like to be responsible for behavior in the classroom and in other parts of the school. A video was made modeling these behaviors and was shown at the PBIS assembly. Teachers are continuing in their follow up training for PBL projects as well as using PBL projects in the classroom. Pathways continues to follow the plan set out for facilitators and teachers. Countryside did have a PD on collaboration using google suite/classroom/docs for teachers.
	Quarter 3 Status:	
	End of Year Status:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
	Action Steps	<p>1.Math and Reading lesson plans turned in to a Google Drive Folder weekly for review and feedback.</p> <p>2.Walk-throughs conducted regularly by Principal, Assistant Principal, and Dean.</p> <p>3.The Leadership Team supports the CLTs and the use of data to evaluate the effectiveness of instructional delivery to meet the needs of all students for PBL/Loudoun Creates.</p>
	Quarter 1 Status:	Math and reading lesson plans have been turned into admin. Feedback is provided. Walk throughs have taken place when possible and will continue on a more regular basis after this evaluation cycle is complete. CLTs and the use of data is continually being honed in order to provide the best core instruction in addition to interventions to meet all student needs for PBL/Loudoun Creates.
	Quarter 2 Status:	Lesson plans continue to be turned in to admin for feedback. Countryside continues to improve our expertise on using multiple data points in order to provide for all students during CLTs. Admin and our DIF attend CLT meetings to facilitate collaboration. If teachers need help, admin is there to guide and direct. A walk-through schedule is being reviewed. Our leadership team continues to attend the TLI sessions. They have completed the first four modules and have scheduled a follow up.
	Quarter 3 Status:	
	End of Year Status:	
Objective	The school focuses on the achievement of all students.	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	<p>1.Participation in Loudon County FAST Cohort 1. Assessments done three times per year on all students in grades three through five, and Reading support provided weekly to all Tier 2 and Tier 3 students.</p> <p>2.Specialists scheduled to provide weekly support during Reading and Math to each General Education classroom as well as additional time to support weekly FAST computer lessons.</p> <p>3.Student Intervention Team (SIT) and PBIS Behavioral SIT meetings held two times every month to discuss student concerns and to provide classroom teachers with strategies for supporting student needs.</p>
	Quarter 1 Status:	Students in tier 3. grades 2-5, have been screened in CBMReading in FastBridge. We will screen tier 2 students by the end of December. Interventions are being readied and will be put into place by January. Specialists continue their support in the classrooms. SIT and

		PBIS meetings have occurred and will continue to meet to address student concerns and to provide classroom teachers strategies to support student needs.
	Quarter 2 Status:	Countryside will attend another training for FAST Cohort 1 in the next few weeks. We have finished winter screening in FASTBridge for grades 2-5 and are preparing specific interventions necessary for students. Specialists support classroom teachers for RI. Our SIT and PBIS Behavioral SIT meetings address student needs/provide teachers with strategies to ensure all students are supported.
	Quarter 3 Status:	
	End of Year Status:	