

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

Needs Assessment Summary: Pinebrook is about refining the way that we address student needs. For many years, teachers worked harder and harder to help students achieve and it worked. However, with greater knowledge available about students we are rebuilding our strategies and programs to improve how we think, plan, and discuss how we provide the best instruction we can to our students for our community.

We've concluded that relationship building is the cornerstone of our efforts. With stronger relationships, students are able to express their thinking and collaboration with each other. We've instituted a Restorative Practices model for students to be able to learn stronger communication skills, provide a wider perspective, and thus greater empathy for other students. These skills can be translated to various scenarios in social situations, online interactions, and classroom groupings.

The idea of increased communication and collaboration should be practiced by the teachers as they work together to provide quality instruction and incorporate PBL experiences for students. Teachers understand the PBL expectations and walk the bridge between Pinebrook's STEAM initiative from years ago to PBL.

Further, teachers need to work together to address the specific needs of students. For Pinebrook, this work involves increasing our ability to use available information to more specifically understand the instructional, emotional, or behavioral needs of a child so that we can identify resources and address the concern. Instructionally, we can meet those needs through differentiation (guided math and small groups in reading) and we can use Restorative Practices model in combination with our Tier I and II PBIS programs to help students emotionally and behaviorally.

We have instructional success as demonstrated by our Gap Group scores in math and reading. We also have areas to address with some subgroups in both subject areas. Through our Restorative Practices model, our work to draw clear information about what content students know, and our PBIS programs we are transitioning to the authentic learning environment that we feel is best for our students. Our work is coming together, slowly but surely, as we meet the needs of this community in which we are fortunate to serve.

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	1. Staff will participate in PD on Restorative Practices. 2. Teachers will participate in reading PD that addresses small group instructional practices 3. Teachers will engage in PBL 101 PD
	Quarter 1 Status:	
	Quarter 2 Status:	
	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	<ol style="list-style-type: none"> 1. Teachers will be receiving feedback on the use of Restorative Practices. 2. Teachers will receive feedback on their planning and instructional delivery on small group instruction 3. Teachers will receive feedback on their implementation of PBL lessons
	Quarter 1 Status:	
	Quarter 2 Status:	
	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	<ol style="list-style-type: none"> 1. Restorative Practice will be utilized to promote communication, supports student perspective, promotes trust and foster peer relationships. 2. Team leaders attended the Team Leader institute and will attend the Fierce Conversations sessions that have been offered by LCPS and implement strategies to support collaboration and growth towards initiatives. 3. Professional Development throughout the year will support teacher understanding of PBL concepts as way to increase or build upon knowledge
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	