

Liberty Elementary School

2017-2018 School Improvement Plan

Loudoun County Public Schools

Needs Assessment Summary:

Liberty's culture is one of being aware of our student needs and developing strong relationships that promote learning and treating students fairly and with respect. We are a school with high and clear expectations for all students. Among grade level teams, Liberty exhibits strong collaboration that promotes teaching and learning. Specialist teachers are consulted as PBL opportunities are planned by each grade level team. In addition, Liberty has a supportive and active PTA and community. Student-Teacher relationships are strong and students report feeling safe to take academic risks at school. Liberty will continue to improve school environment. We want to provide a school culture where students are intrinsically motivated to learn and look for ways to improve their own performance. We want to strengthen student perceptions in understanding behavior, responsibility and peer relations. We want our staff to continue establishing relationships that promote collaboration, trust, and respect beyond grade-level teams.

Based on the data, Liberty Elementary School teachers provide lessons that are tied to curriculum and aligned to LCPS pacing guide. Lesson objectives and essential questions are posted and articulated throughout the lesson. Teachers also scaffold instruction to aid understanding, differentiate instruction to meet the needs of all students, and develop activities at higher level of Bloom's Taxonomy: analyzing, evaluating, and creating. Formal and summative assessments are used to monitor student learning and adjust instruction.

PBL is implemented at a very high level at Liberty. Over 50% of teachers have been PBL 101 trained. Each grade has implemented at least two major projects and exhibitions in the year. However, all kindergarten, 1st grade, and STEM team members at each grade level and specialists have implemented PBL Gold Standard elements routinely in instruction. All projects meet gold standard in most of the eight essential key elements of PBL. PBL is aligned with the school vision of instruction with our STEM focus and implemented with fidelity. Currently, 100% of Liberty staff members are STEM-trained. As new teachers are hired, they attend a STEM Boot Camp PD presented by the STEM Team. All teachers attend differentiated STEM PD throughout the year as they fine-tune the implementation of STEM lessons. By January 2018, 100% of staff will be PBL trained. We will work to blend STEM and PBL by incorporating the elements of PBL into existing STEM design briefs throughout the curriculum. Through targeted PD at each grade level, teachers will examine existing STEM Design Briefs and PBL experiences to reflect and improve each lesson. Targeted PD at each grade level to begin to merge STEM Projects with PBL elements. Planning time will be provided for grade level teams to reflect upon and improve existing STEM and PBL lessons.

At Liberty, the overall pass rates on SOLs for All Students are higher than state and district averages; Math 86%, Reading 87%, Science 92% and History 99%. Classroom teachers keep parents informed as educational partners through weekly detailed emails regarding curriculum and upcoming assessments. CLT weekly planning at each grade level provides teams the opportunity to collaborate on instructional strategies and common assessments as they analyze data to help guide instructional decisions. Lesson plans and resources are shared using Planbook.com. The number of Students with Disabilities passing the Reading SOL is significantly lower than All Students (3-Year trend: 45%- 64%- 58). By January 2018, all Special Education and Reading Specialist will be trained in Fundamentals of Literacy

Instruction. All students in grades 2-5 will be screened in reading using a common assessment tool to identify students reading significantly below grade level standards. Special Education teachers will work closely with our Facilitator of Reading Instruction to assess and plan reading intervention strategies and design explicit instruction for students reading below grade level standards. Special Education teachers and Reading Specialists will be trained in progress monitoring to guide instruction.

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. Blending STEM and PBL for all licensed staff 2. Behavior intervention and support strategies for students with disabilities (special education staff and regular education inclusion teachers) 3. Fundamentals of Literacy Instruction (FOLI) (special education teachers, reading specialists, and regular education inclusion teachers) 4. Provide coding lessons aligned to grade-level curriculum and digital competencies 	
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. Provide STEM/PBL team planning opportunities and feedback with specialist support/input 2. School administration will conduct classroom observations (formal/informal), lesson plan reviews & walkthroughs with specific feedback for all teachers 3. Schedule Learning Walks for teachers in their first three years to visit other classrooms with targeted objectives and reflection with administration 	
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. Instructional support in reading for identified students (In-house follow-up to FOLI training, coaching, specialized reading resources) from Specialized Instructional Facilitator of Reading 2. Train staff in the use of FASTBridge as a progress monitoring tool in reading 3. PBIS Team will meet monthly to analyze discipline data and offer supports to grade level teams 4. Intervention CLTs by grade level will meet monthly to provide support and strategies for students requiring intervention (Tier 2 and 3) 5. Plan a minimum of one STEM Design Brief per unit and incorporate the elements of PBL in daily lesson plans to ensure deeper learning for all students 	
Quarter 1 Status:		
Quarter 2 Status:		
Quarter 3 Status:		
End of Year Status:		