

Cool Spring Elementary
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary

[LCPS School Profile](#)
[Virginia School Quality Profile](#)

School Improvement Team:

Name	Position
Tiffany Truslow	Kindergarten Teacher
Kaitlyn Dailey	Grade 1 Teacher
Chad Pasch	Grade 2 Teacher
Amanda Noyd	Grade 3 Teacher
Jackie Keener	Grade 4 Teacher
Kim Berkey	Grade 5 Teacher
Andrea Demasi	Special Education Teacher
Kelli Piliere	EL Teacher
Laura Arrowsmith	Equity Lead/EL Teacher
Noel Blakeney	PE Teacher
Kristen Cook	Reading Specialist
Michelle Champ	Teaching Assistant
Bonnie Walker	Parent
Nathan Hine	Dean
Maria Carreras	Assistant Principal
Chris Cadwell	Principal

Instructional Overview

Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social emotional needs for all students.

Cool Spring Elementary School takes a whole child approach in supporting our students via an array of academic, behavioral, social and emotional programs/interventions. We utilize the workshop model as the structure for delivering instruction in Language Arts and Math. Students participate in core instruction aligned to grade level standards, with small group instruction, conferences, and other learning activities (digital and non-digital) to differentiate for students' needs. Cool Spring Elementary began implementation of personalized learning experiences during the 2019-20 school year, with an emphasis primarily in the area of Math, to build upon existing structures and practices in efforts to move all students toward deeper learning. As we move beyond the Covid-19 pandemic and now enter a more typical school year, we return to an emphasis in targeted instruction in reading and math utilizing flexible grouping based on formative and diagnostic data. Instructional activities are designed to meet students where they are and offer multiple pathways to understanding, fostering an equitable and supportive environment for our students. Students are also offered choices within their learning to encourage a growth mindset and ownership of learning.

Cool Spring implements a Response to Intervention (RtI) framework in the area of Reading with a dedicated intervention time (WIN- What I Need) noted for each grade level within the instructional day. Each grade level identifies students in need of intervention, establishes skill specific groups, intervenes and progress monitors the students and interventions utilized. Several of our resource staff have been trained in specialized reading programs, expanding our capacity to provide tailored reading intervention to students requiring more intensive support. An intervention matrix was developed to guide selection of interventions and available resources to a specific reading focus. Our staff work in grade level Collaborative Learning Teams to review student data and identify strengths, areas for growth and plan for differentiated instruction within and outside of core instruction to support student learning.

Cool Spring is committed to supporting the social-emotional development of our students. We implement social emotional learning throughout Grades K-5, via a dedicated Morning Meeting each day. We use the Second Step SEL curriculum to deliver lessons on the pillars essential to SEL- self-awareness, relationship building, social skills, empathy and self-regulation skills. SEL is an important component in helping all students feel safe, supported and connected to their classroom and broader school community. SEL helps students build positive, healthy relationships with others. Teachers and staff use the SEL vocabulary and strategies within other areas of the day with students to encourage authentic application. SEL resources are made available to families so that they can incorporate the language in the home setting. In addition to the SEL lessons, students also have access to support groups on a variety of social, emotional, academic and family oriented topics, in addition to individual support from the School Counselor.

We utilize a PBIS framework with a focus on 'Penguin Pride'- Respect for Self, Others and Property. We explicitly teach the expectations for Penguin Pride throughout the school using a school created teaching matrix, supporting consistency, common expectations and language. Components of social emotional learning are also included as a way to integrate the two areas. Visuals highlighting Penguin Pride are displayed throughout the school. Students are positively reinforced individually and on a class basis through earning 'fish', 'blue penguins' and 'gold penguins' (bus). All students are empowered to take ownership of their social-behavioral choices through collaboration with their teacher to set class behavioral goals and select a reinforcer. Positive student behavioral choices are also encouraged through service opportunities to others within the school/community as well as through school-wide incentives.

For the 2022-2023 school year, we are implementing the House System within our school. Each student and staff member is placed within a house. This provides an additional opportunity for students to build relationships with other students and adults creating communities within the larger school community, provide leadership opportunities for our older students and encourage positive behaviors across our school.

Extended Learning Opportunities

Provide information to describe extended learning opportunities for students, staff, families and community.

Cool Spring Elementary offers various opportunities for students that support learning within the grade level curriculum, foster a sense of community among all families and contribute to the development of our students as positive, contributing citizens. We offer field trips to support and extend curriculum related learning. Battle of the Books is a monthly book club program offered to encourage reading interest, enjoyment and support reading comprehension skills. Students have access to extension and support activities (ex- STEM baskets, math games, Makerspace, Breakfast Club) during student arrival each morning. We utilize our cluster high school's Varsity Leadership buddies to work with students on projects, Makerspace activities, classroom activities and to provide individual reinforcement.

We highlight and educate our community about the rich diversity within Cool Spring throughout the school year. Students representing the various cultures and backgrounds work with members of our EL Team to create hallway displays that share information about their country of origin, families, traditions and more. Students share the information on our CSPN news show and are proud to have the opportunity to share about their culture.

We participate in service learning activities during the school year that we can tie into PBL experiences and directly support the Cool Spring community, or local non-profit groups. Cool Spring Elementary offers a summer reading program for students in need. For parents, aside from teachers, administrators and our Parent Liaison ensuring we are accessible to support our parents and their families within the educational program, we offer Parent Coffee's and a successful PEP program which educates parents about the school system and pertinent topics. We began a soft relaunch in the spring of 2022 of our Cool Pops program, in partnership with a local nonprofit group, to reshape the program as a mentor program for identified students.

We partner with our PTA to offer other events/programs (some change per year) to include Reading Under the Stars, Family Service Night, Sweetheart Dance, Community Picnic, Family Service Night, Family Basketball Night, Bingo/Game Night, CSP's Got Talent' Talent Show and an After School Enrichment Program.

Cool Spring faculty participate in professional learning opportunities connected to student needs and as supported by school or district initiatives. Faculty may also participate in self-selected workshops- face to face or online learning opportunities- around topics relevant to their endorsement area.

Areas of Strength

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of strength. Provide a clear connection between outcomes and contributing factors.

*62% of students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment.

*68% of students with disabilities in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment.

*55% of Hispanic students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment.

*70% of white and asian students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment.

*65% of students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*56% of Black students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP

Growth Assessment.

*59% of students with disabilities in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*69% of English Learner students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*66% of Hispanic students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*68% of white students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*58% of asian students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Math MAP Growth Assessment.

*During the first year (2021-22) of the three year School Improvement Plan, the conditional growth of English Learner students Gr. 3-5 on the Math MAP Growth Assessment was 62%.

*According to the VDOE Accreditation Report for 2022-23, the overall achievement for students in English (based on the SOL pass rate and growth calculation) was 90% in Grades 3-5 (Performance Level 1).

*According to the VDOE Accreditation Report for 2022-23, the overall achievement for students in Math (based on the SOL pass rate and growth calculation) was 90% in Grades 3-5 (Performance Level 1).

*According to the VDOE Accreditation Report for 2022-23, the overall achievement for students in Science (based on the SOL pass rate and growth calculation) was 79% in Grade 5 (Performance Level 1).

*According to the VDOE Accreditation Report for 2022-23, the Quality School Indicators focus on Achievement Gaps among specific sub groups indicated that for English all groups were at Level 1 for this current year with the exception of Black students which was noted as Level 2.

*According to the VDOE Accreditation Report for 2022-23, the Quality School Indicators focus on Achievement Gaps among specific sub groups indicated that for Math all groups were at Level 1 for this current year.

*The Response to Intervention Implementation Rubric completed in the Spring 2022 indicated Cool Spring has a strong commitment to supporting students across the grades with tiered intervention in Reading. A framework is in place that includes identifying students in need, determining research based interventions and frequent progress monitoring.

*A dedicated Rtl (WIN) block is built into the master schedule. Collaborative Learning Teams hold data meetings with classroom teachers, interventionists and school administration to review student progress and needs based on a variety of data sources.

*The Teacher SEL Perception of Impact Survey indicated agreement that adequate professional development was provided to support delivery of the Second Step curriculum.

*The Teacher SEL Perception of Impact Survey indicated that teachers felt the Second Step curriculum supports the social and emotional development of their students and that students are growing in their use of relationship skills, empathy and social cues.

*The SEL Schoolwide Implementation Rubric completed by the SEL Team indicated an average overall percentage of implementation at 70%, with particular strengths in areas within Foundational Support and Planning, Cultural Responsiveness, Explicit SEL instruction and School Climate.

*Average Attendance Rate for SY 2021-22 was 94.35%.

Student Perceptual Data

- *86% of students indicated that students treat students who are different from them with respect.
- *92% of students indicated that they feel like they belong in this school.
- *93% of students indicated that teachers and other adults at this school treat them with respect.
- *89% of students indicated they learn about people that are different from them.
- *91% of students indicated they get along well with other students at this school.
- *88% of students indicated that teachers let students know when they see positive behavior at this school
- *91% of students indicated they feel safe at this school.
- *93% of students indicated that they know what will happen if they break a school rule.
- *80% of students indicated that staff discipline students the same way for the same behavior. (78% across all elementary schools)
- *81% of students indicated that they can manage their emotions when upset.
- *87% of students indicated they can ask questions and think in creative ways.
- *81% of students indicated they can explain an idea to other people and have them understand what they are saying.
- *92% of students indicated that their classroom is welcoming and makes them feel good about their customs and traditions.
- *78% of students indicated that they have not been bullied at school this year (76% across elementary schools).
- *95% of students indicated that there are teachers or other adults they can talk to if they need help with something.

Family Perceptual Data

- *86% of families indicated that the school seeks ways to improve their child's learning.
- *88% of families indicated that high expectations are evident in their child's classroom.
- *86% of families indicated that they are satisfied that their child is receiving a quality education at this school.
- *80% of families indicated that the school provides opportunities to empower them to become a partner in their child's education.
- *90% of families indicated that the school effectively communicates important information to families.
- *88% families indicated that they are taken seriously by school staff when they have concerns.
- *83% of families indicated that teachers provide them feedback on their child's progress including suggestions for improvement.

*92% of families indicated that they know how to access interpretation or translation services for their family, when needed.

*82% of families indicated that the school seeks feedback regarding school improvement.

*91% of families indicated that the administration is responsive to families and children.

*93% of families indicated that the school provides multiple opportunities for family engagement in school activities.

*94% of families indicated they experience a welcoming environment in this school.

*97% of families indicated that this school respects diversity and welcomes all cultures.

*96% of families indicated that this school supports an inclusive environment.

*96% of families indicated that this school provides a safe place for students to learn.

*90% of families indicated that there are high expectations for student behavior at this school.

*99% of families indicated that their child knows what behaviors are expected of them at school.

*91% of families indicated that their child feels safe from bullying at this school.

Staff Perceptual Data

*100% of staff indicated that teachers and other adults at this school support one another to meet the needs of all students.

*96% of staff indicated that teachers and other adults at this school provide students the support they need to succeed.

*92% of staff indicated there are supports to help students who consistently misbehave develop positive behavior.

*91% of staff indicated that the school does a good job of encouraging family involvement.

*96% of staff indicated that they feel physically safe at this school.

*88% of staff indicated they give students opportunities to reflect on their learning and shape and their learning journey.

*90% of staff indicated that their school is a welcoming, affirming environment.

*95% of staff indicated that they address racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice and oppression in school.

*88% of staff indicated that they consider the impact of bias due to race and other factors when interacting with their students regarding their behavior.

*87% of staff indicated that professional development provides ongoing opportunities for staff to work with colleagues to refine teaching or work practices.

*75% of staff indicated that they have received feedback that can help them improve their performance.

Areas for Growth

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of concern. Provide a clear connection between outcomes and contributing factors.

*49% of EL students in Grades 3-5 met their growth goal on the Reading MAP assessment administered in Spring 2022.

*31% of Black students in Grades 3-5 met their growth goals from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment.

*The conditional growth of EL students in Grades 3-5 from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment was 47%.

*The conditional growth of Black students in Grades 3-5 from Fall 2021 to Spring 2022 on the Reading MAP Growth Assessment was 38%.

*According to the VDOE Accreditation Report for 2022-23, the Quality School Indicators focus on Achievement Gaps among specific sub groups indicated that for this current year Black students were noted as Level 2.

*According to the VDOE Accreditation Report, for the school year 2021-22, 87(15%) students were identified as having absence totals that were above 10% of the school year. This is identified at Level 2.

*Vertical articulation discussion notes from June 2022 show agreement that students (across grades) need additional opportunities to develop place value (number sense), build and use meaningfully math vocabulary, as well as build math fact fluency.

*The SEL Team identified as an area of focus for the 2022-23 school year integrating the 5C's with SEL. This can be connected to the Student Support indicator in the SEL Schoolwide Implementation Rubric which identifies common vocabulary across school settings to support carryover of SEL skills and supports.

Student, Staff and Family Perceptual Data

*66% of students indicated they helped their class make decisions at school.

*77% of students indicated that they can work out disagreements with others by talking with them.

*75% of students indicated that they can name the feelings of others (79% across elementary schools).

*Of students who indicated they saw bullying, 60% stopped bullying (65% across elementary schools).

*75% of families indicated that this school encourages their child to take academic risks.

*79% of staff indicated that teachers and other adults have taught them things to do their job better.

*74% of staff indicated that professional development enhances staff members abilities to better meet students needs.

*47% of teachers indicated that they have time to collaborate with colleagues.

*60% of staff feel comfortable raising issues and concerns that are important to them with school administrators.

*The SEL Teacher Perception of Impact Survey indicated that teachers were neutral (3.53) with regards to students applying calm-down strategies to manage strong feelings and resolving conflict (3.67) with others.

School Improvement Goals
Strand 1

STRAND 1: TEACHING FOR LEARNING

Domain 2 - Mathematics

Outcome Goal:	By June 2024, students scoring below the 39th percentile will have an average conditional growth percentile of 62 or higher from fall to spring on the MAP Math assessment.	Process Goal:	Implement deeper learning strategies and supports within the Math Workshop 80% of the time as measured by observations and walkthroughs.
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Domain 1 - English Language Arts

Outcome Goal:	By June 2024, students scoring below the 39th percentile will have an average conditional growth percentile of 60 from fall to spring on the MAP Reading assessment.	Process Goal:	Implement deeper learning strategies and supports within the Reading Workshop 80% of the time as measured by observations and walkthroughs.
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Select Domain

Outcome Goal:		Process Goal:	
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School Improvement Goals Strand 2

Strand II: School Environment

Domain 8 - Safe and Supportive Environments
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Outcome Goal:	By June 2024, students in Grades 3-5 will demonstrate understanding of SEL skills, indicated by average score of at least 3.5 on the SEL perceptual impact survey.	Process Goal:	Teachers will implement the Second Step SEL curriculum in Grades K-5 90% of the time as measured by walkthroughs/observations.
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Select Domain

Outcome Goal:		Process Goal:	
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Select Domain

Outcome Goal:		Process Goal:	
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