

John W. Tolbert, Jr. Elementary School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary

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[Website](#)

Ms. Susan Mullen, Principal
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[LCPS School Profile](#)
[Virginia School Quality Profile](#)
[School Improvement Plan](#)

Stakeholder Input

- ✓ Teachers
- ✓ Building Administrators
- ✓ Central Office Administrators
- ✓ Parents / Guardians
- ✓ Community Members
- ✓ Business Partners
- Others (specify):

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.

Reading/Writing

Tolbert will be implementing the Pathways Units of Study Reading and Writing curriculum K to 5 for the 2018-19 school year. This along with the other components of a balanced literacy program (shared reading, read aloud and word study) compose our core curriculum. For RTI in reading, Tolbert uses PALs and MAP data for universal screening. Fastbridge is used for progress monitoring. Tolbert has thirty minute WIN time each morning for targeted intervention groups.

Math

Tolbert currently uses a math workshop format for our math instruction. Math workshop coupled with personalized learning provides differentiated approach to instruction and learning that meets the needs of all students. Tolbert will be piloting the Math RTI program for the 2018-19 school year. MAP data will be used to universally screen all students K to 5. Fastbridge will be used for progress monitoring.

(con't below)

Personalized and Project-Based Learning

Tolbert is will be implementing personalized learning in grades k to 5 this year. Differentiated staff development is being offered to teachers to help in the implementation of PL. Each lower grade teacher has been assigned an upper grade PL mentor. At the end of September Tolbert will have all but two staff members trained in PBL (our two teachers new to the county). This year each grade level will conduct one PBL experience through collaboration with someone from the specialist team to be shared at our school wide wellness week in March.

Behavior

Tolbert's Positive Behavior Interventions and Supports (PBIS) Committee meets monthly to assess progress toward schoolwide behavior goals and interventions, and analyzes current behavior data to plan both Tier I (school-wide) and Tier II interventions for behavior. At the schoolwide level, Tolbert students benefit from the use of Morning Meeting to establish relationships and classroom norms, as well as a social thinking curriculum that teachers students about how their expected and unexpected behaviors are perceived by others. At the Tier II level, Tolbert offers supports to students in need through "check in, check out", small-group counseling sessions, and other approaches based on student need. Students at the Tier III level generally have a behavior plan with personalized goals and supports.

Tolbert grade-level CLTs meet periodically to assess their classroom behaviors and to make recommendations for further supports. This analysis allows grade-level teams to understand where unexpected behaviors occur most frequently and to problem-solve and resulting situations. Support staff, including school counselors and administrators, attend these meetings to ensure that all staff play an active role in supporting students.

Social-Emotional

(new for 2018-19) Based on the Comprehensive Needs Assessment and student perceptions data, Tolbert staff have set a goal to expand core instruction as well as data-based interventions in the area of social-emotional wellness. In addition to the school counselor and social thinking curriculum previously embedded in the master schedule, Tolbert teachers will be incorporating a 15-minute Morning Meeting at the beginning of each day to develop and model trust, respect, wellness, and to establish a nurturing classroom community. A universal screening instrument will be used to identify students who are at-risk for social-emotional difficulties, and grade-level CLTs will collaborate to determine appropriate interventions for these students. These interventions will be monitored on an ongoing basis.

Extended Learning Opportunities

Provide information to describe extended learning opportunities for students, staff, families and community. Nineteen Tolbert teachers have attended the TCRWP Homegrown institute, twenty-three teachers have attended the Foundations of Literacy Instruction training and seventeen have had PD in Orton Gillingham. Tolbert will be hosting its first literacy night this year for parents.

Areas of Strength

Tolbert stakeholders identified a variety of school strengths through the Comprehensive Needs Assessment (CNA) process. These include:

- SOL pass rates in SY 2017-18 that exceed scores from SY 2016-17. Passing rates in math increased from 90% to 93.5%. Passing rates in reading increased significantly from 86% to nearly 94%. Virginia Studies and Science scores remained even in the low-90% range.

- Student perceptual data indicating that teachers care about students (98%), the school provides instruction on stopping bullying (96%), and that students understand school rules (95%).
- Staff perceptual data indicating that students have voice and choice in their learning (100), data are used to drive interventions and instruction (100%), and students are encouraged to work collaboratively (100%).
- Parent survey data indicating that Tolbert respects diversity and welcomes all cultures (99%), children are taught to respect others (98%), and a welcoming environment exists at the school (97%).
- Strengths of the school environment including a weekly communication system available for stakeholders, weekly grade-level Collaborative Learning Team (CLT) meetings built into the master schedule, and a system of tiered academic, behavioral, and social interventions through MTSS, PBIS, and RTI.
- The number of office referrals and suspensions at Tolbert were low, and distribution across racial lines indicates relative equitability of discipline school-wide. Only one student was suspended during SY 2017-18.
- A low student absentee rate of 7% due to an increased emphasis on attendance interventions and collaboration with the LCPS Attendance Officer.

Areas for Growth

Tolbert stakeholders have established the following as growth areas for the 2018-19 school year, and have incorporated these elements into the School Improvement Plan.

Reading

SOL testing data indicated that additional growth can be made in the area of reading, especially at the third grade level (87% passing rate in SY 2017-18). The following goal has been developed within the School Improvement Plan:

During the 2018-19 school year, Tolbert teachers will implement four Units of Study in Reading and Writing as well as the other components of a balanced literacy program (word study, shared reading and read aloud). A multi-tiered system of support will be used for any student who is determined to require interventions.

This goal will be accomplished through the following:

- Full implementation of the Units of Study Reading and Writing programs K to 5.
- Closely monitoring implementation of all parts of the county model for a balanced literacy program including shared reading, read aloud and word study.
- Conducting regular reading walks focusing on the walkthrough look fors established by the Reading Department
- Establishing a reading team led by the school reading specialist for regular communication and support of the school reading and writing programs
- 20 minute after school refreshers based on staff need provided by our reading specialist
- Using a well structured MTSS structure for reading.

Distributed Teacher Leadership

Teacher perceptual data across multiple years demonstrated that staff did not always feel that they were a part of the decision-making process of the school. The following goal has been developed within the School Improvement Plan:

During the 2018-19 school year, Tolbert team leaders and committee leaders will be empowered with leadership responsibilities directly correlated to the school's mission and vision.

This goal will be accomplished through the following:

- The creation of major and minor staff committees; each with teacher leadership
- Empowering grade-level and specialist CLT leaders to plan and run weekly data-based CLT meetings
- The providing of ongoing leadership development for team leaders utilizing a variety of resources, including the Division Instructional Facilitator assigned to Tolbert.

Student Social Emotional Health

Student and staff perceptual data across multiple years points to the need for explicit core instruction in student social-emotional wellness, as well as a tiered system of interventions for students at risk of social-emotional difficulties. The school's comprehensive needs assessment demonstrated that 32% of students "felt that bullying was a problem at this school", and 26% students felt "like they had been bullied". Though these perceptions were in line with LCPS averages, Tolbert staff feel that this is a meaningful area for growth and improvement. The following goal has been developed within the School Improvement Plan:

During the 2018-19 school year Tolbert staff will implement an MTSS (Multi-tiered System of Support) framework for student social emotional needs.

This goal will be accomplished through the following:

- The development of a universal screening tool for social-emotional health
- The conducting of universal screening on the student population with the screening tool (ongoing)
- The assignment of appropriate social-emotional interventions based on the initial screening (ongoing)
- The monitoring of the effectiveness of social-emotional interventions (ongoing)

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Empowering all students to make meaningful contributions to the world.

STRAND I: TEACHING FOR LEARNING

Domain	Smart Goal(s)
Domain 1 - English Language Arts	During the 2018-19 school year, Tolbert teachers will implement four units of study in reading and writing as part of a balanced literacy program (word study, shared reading, read aloud). A multi-tiered system of support will be used for any students who are in need of interventions.

ACTION PLAN

1. Essential Action/Research-Based Strategy: *Provide professional development for Reader's Workshop, Writer's Workshop, with periodic monitoring and ongoing support*

Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/> Performance Assessments	<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> Student Agency	<input type="checkbox"/> Technology Enabled	<input type="checkbox"/> Blended / Personalized Learning
	<input type="checkbox"/> Assessment & Internal Accountability	<input type="checkbox"/> Safe & Supportive Learning Environments	<input checked="" type="checkbox"/> Data to Support Student Success	<input checked="" type="checkbox"/> Powerful Planning	<input checked="" type="checkbox"/> LCPS Five Cs

Focus Area [Domain(s), Student Group(s)]	Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)
Domain 1 - English Language Arts	Provide planning time and support to create a calendar for the year	Grade level teams and reading specialists	5/1/2018	5/1/2018	A calendar of dates will be provided to administration
Domain 1 - English Language Arts	The reading committee and administrators will conduct periodic walk-throughs	Reading committee and administration	9/1/2018		Walk-Through Forms
Domain 1 - English Language Arts	Establish a reading committee to monitor and support reading and writing programs	Administration	9/1/2018		Agendas
Domain 1 - English Language Arts	Teachers will post reading and writing plans in Planbook	General Education Teachers	9/1/2018		Planbook.com

2. Essential Action/Research-Based Strategy: *Implement a Multi-Tiered System of Supports through which students will be screened, provided interventions, and monitored for progress in the area of reading.*

Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/> Performance Assessments	<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> Student Agency	<input checked="" type="checkbox"/> Technology Enabled	<input type="checkbox"/> Blended / Personalized Learning
	<input checked="" type="checkbox"/> Assessment & Internal Accountability	<input type="checkbox"/> Safe & Supportive Learning Environments	<input checked="" type="checkbox"/> Data to Support Student Success	<input checked="" type="checkbox"/> Powerful Planning	<input type="checkbox"/> LCPS Five Cs

Focus Area [Domain(s), Student Group(s)]	Action Steps	Staff Role(s) Responsible for Implementation	Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)
Domain 1 - English Language Arts	Grade levels will universally screen students to determine students in need of intervention	Administration, teachers, reading specialist	9/1/2018		Student MAP, DRA, PALS data
Domain 1 - English Language Arts	Collaborative Learning Teams and administration will meet to analyze student data and plan for reading interventions	Administration, teachers, reading specialist	9/14/2018		CLT Meeting Agendas, intervention group rosters
Domain 1 - English Language Arts	Teachers will provide reading interventions through morning WIN (what I need) time	Teachers, Reading Specialists	10/1/2018		WIN time rosters, activities
Domain 1 - English Language Arts	Tolbert staff will utilize progress monitoring to ensure that students' response to interventions are effective	Administration, teachers, reading specialist	10/7/2018		FastBridge Data

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Empowering all students to make meaningful contributions to the world.

STRAND II: SCHOOL ENVIRONMENT

Domain	Smart Goal(s)
Domain 6 - Leadership and Governance	During the 2018-19 school year, Tolbert team leaders and committee leaders will be empowered with leadership responsibilities directly correlated to the school's mission and vision.
Domain 8 - Safe and Supportive Environments	During the 2018-19 school year Tolbert staff will implement an MTSS framework for student social emotional needs.

ACTION PLAN

1. Essential Action/Research-Based Strategy:		<i>Establishing distributed leadership models and responsibilities</i>								
Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input checked="" type="checkbox"/>	Assessment & Internal Accountability	<input type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input checked="" type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	LCPS Five Cs
Focus Area [Domain(s), Student Group(s)]	Action Steps			Staff Role(s) Responsible for Implementation		Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)		
Domain 6 - Leadership and Governance	Provide ongoing leadership development for team leaders			Administration / Instructional Facilitator		8/1/18	6/1/19	Trainings Agendas		
Domain 6 - Leadership and Governance	Create major and minor committees with staff leadership			Administration / Committee Leaders		8/1/18	6/1/19	Committee Meeting Agendas		
Domain 6 - Leadership and Governance	Empower team leaders to plan and run grade level CLT meetings			Administration / Team Leaders		8/1/18	6/1/19	CLT Agendas		
2. Essential Action/Research-Based Strategy:		<i>Develop and implement processes for more effectively supporting students in social-emotional health</i>								
Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input checked="" type="checkbox"/>	Project Based Learning	<input checked="" type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input checked="" type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	LCPS Five Cs
Focus Area [Domain(s), Student Group(s)]	Action Steps			Staff Role(s) Responsible for Implementation		Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)		
Domain 8 - Safe and Supportive Environments	Develop universal screening tool for social-emotional health			School counselor		8/1/18	8/31/18	Screening tool		
Domain 8 - Safe and Supportive Environments	Conduct universal screen on student population with screening tool (ongoing)			Counselors, teachers, admin		9/1/18	6/1/18	Screening tool results		
Domain 8 - Safe and Supportive Environments	Assign appropriate interventions (ongoing)			Counselors, teachers, PBIS		9/1/18	6/1/18	List of interventions		
Domain 8 - Safe and Supportive Environments	Monitor effectiveness of social-emotional interventions for students (ongoing)			Counselor, teachers, PBIS		9/1/18	6/1/18	Follow-up screening results		

Status of Essential Actions and Action Steps

Strand I: Teaching for Learning

Domain 1 - English Language Arts

Strategy: Provide professional development for Reader's Workshop, Writer's Workshop, with periodic monitoring and ongoing support

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
Provide planning time and support to create a calendar for the year	A calendar of dates will be provided to administration							
The reading committee and administrators will conduct periodic walk-throughs	Walk-Through Forms							
Establish a reading committee to monitor and support reading and writing programs	Agendas							
Teachers will post reading and writing plans in Planbook	Planbook.com							

Strategy: Implement a Multi-Tiered System of Supports through which students will be screened, provided interventions, and monitored for progress in the area of reading.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
Grade levels will universally screen students to determine students in need of intervention	Student MAP, DRA, PALS data							
Collaborative Learning Teams and administration will meet to analyze student data and plan for reading interventions	CLT Meeting Agendas, intervention group rosters							
Tolbert staff will utilize progress monitoring to ensure that students' response to interventions are effective	FastBridge Data							

Status of Essential Actions and Action Steps

Strand II: School Environment

Domain 6 - Leadership and Governance Domain 8 - Safe and Supportive Environments

Strategy: Establishing distributed leadership models and responsibilities

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status	Date	Status	Date	Status	
Provide ongoing leadership development for team leaders	Trainings Agendas							
Create major and minor committees with staff leadership	Committee Meeting Agendas							
Empower team leaders to plan and run grade level CLT meetings	CLT Agendas							

Strategy: Develop and implement processes for more effectively supporting students in social-emotional health

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		Reflection
		Date	Status	Date	Status	Date	Status	
Develop screening tool for social-emotional health	Screening tool							

