Sully Elementary School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary

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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.

Sully Elementary School follows the curriculum outlined by Loudoun County Public Schools which is based upon the Virginia Standards of Learning.

PreK/STEP: Starting Towards Excellence in Pre-School (STEP) is a state (Virginia Preschool Initiative Grant – VPI) and locally funded program that serves children who are four by September 30. The curriculum is aligned with Virginia's Foundation Blocks for Early Learning and focuses on early literacy and early math instruction, as well as developmentally appropriate social and behavioral expectations. Criteria for enrollment include residing in a family with income levels within guidelines for free and reduced price lunch, having a single or an unemployed parent, having a suspected or identified disability or being an English language learner. Students must reside in a geographical area served by STEP. STEP has a three hour program with a.m. and p.m. sessions. There are a maximum of 17 students per session.

K-5 Reading/Writing: We provide a balanced literacy program, which includes Reading, Writing, and Oral Language based on the five components of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). Literacy Model: Students participate in large group, small group, and independent activities during the 2 - 2 ½ hours reading and writing block. Instruction includes: Interactive Read-Aloud using Linda Hoyt's Interactive Read Aloud model (Teacher reads and models the strategy making her thinking visible). Shared Reading (Teacher and students read a short text that is revisited each day during the course of a week,

focusing on different skills and strategies). Independent reading (Students read texts independently while the teacher confers and/or works with small groups). Guided Reading and Strategy Lessons (Teacher provides differentiated instruction to small homogenous groups reading books that match their instructional reading level). Readers Workshop (Readers in grades K-5 are taught using Lucy Calkins Readers Workshop Units of Study). Writers Workshop (Writers are taught the writing process using Lucy Calkins Writing Units of Study). Word Study LCPS's spelling program which is based on Words Their Way. During the 2018-2019 School year teachers in grades K-5 participated in Literacy Labs to learn, observe, and implement the reading workshop with fidelity.

K-5 Mathematics: We provide instruction designed to support student accomplishments of the following process skills: • becoming mathematical problem solvers • communicating mathematically • reasoning mathematically • making mathematical connections and • using mathematical representations to model and interpret practical situations.

K-5 Science: Students will develop enduring understandings that reflect the nature of science by engaging in inquiry-based science opportunities and hands-on investigations that promote problem solving skills and critical thinking.

K-5 Social Science/Social Studies: We provide a variety of engaging, student-centered, differentiated learning opportunities designed to develop enduring understandings and to promote cultural diversity, critical thinking skills and active, informed citizenship.

K-5 Art, Music, Physical Education and Library: Students have an opportunity to develop skills that enhance their critical thinking, creativity and general development in these areas. Also, all specialists reinforce the curriculum taught in the general education classrooms.

K-5 Special Education: Students who qualify for specialized instruction are provided support via Individual Education Plans. Students may receive support within regular education classrooms or within a specialized setting. Sully Elementary School houses two Intellectual Disability Programs for special education students with Individualized Education Plan goals that are supported through this specialized instruction/setting.

K-5 Gifted and Talented services are available for those students identified through the process outlined by Loudoun County Public Schools. These services are delivered as weekly pull-out services. Additionally, the SEARCH teacher provides small group enrichment sessions weekly for students in grades K-3.

K-3 Phonological Awareness Literacy Screening services are delivered by a PALs tutor per guidelines from the Commonwealth of Virginia to grades K-3.

K-5 Reading Specialist services are available in reading for all students who are identified per our current guidelines. Reading, English Language Learner, and Special Education teachers work with classroom teachers to create instructional plans for children requiring additional support. Supplementary lessons are taught in addition to quality core instruction provided by the classroom teacher. During the 2017-2018 school year, Title 1 funds were utilized to support the delivery of K-5 Reading instruction to include intervention sessions.

All teachers utilize LCPS pacing guides to plan for instruction. A balanced literacy program has been implemented division-wide to ensure the fidelity of the reading instruction for all K-5 students. Guided math, process skills, and high cognitive demand tasks are the focus for math instruction for all K-5 students.

Positive Behavior Interventions and Supports (PBIS) - Student behavior is reinforced through our Tier 1 and Tier 2 Positive Behavior Interventions and Supports. PBIS refers to a systems change process for an entire school that teaches behavioral expectations in the same manner as any core subject. This includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavioral supports is implemented in the classroom and non-classroom settings.

PBIS provides the structure within which to model, teach and reinforce positive pro-social skills and consistently provides learning opportunities designed to increase demonstration of these skills. Restorative Practices is another way that Sully supports the development of positive social behavior. This emphasizes open communication and helps people understand how their harmful actions have impacted others. These teams have developed a behavior-consequence system that includes both community service and peer tutoring.

One to the World (OTTW) - an instructional initiative that addresses what an LCPS graduate should know and be able to do upon graduation. This instructional approach focuses on significant content and important competencies as well as the joy of teaching and learning.

Digital Citizenship (Common Sense Media) - Kids and teens today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls too. Meanwhile, schools are dealing with the associated ramifications — like cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn — and for teachers to teach — digital literacy and citizenship skills. Students in grades K-5 receive instruction on digital citizenship.

Loudoun Creates - Through the Loudoun Creates initiative, students will transition from consumers of digital content to creators of digital content, leading to increased engagement and deeper learning. LCPS student digital content is showcased and accessible to the world through the Loudoun Creates video channel. Three general education teachers – one in grades 1, 2 and 5 participate in this division-wide initiative.

Project Based Learning (PBL) - Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential Project Design Elements include: Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.

- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Personalized Learning - from the Glossary of Education Reform, this "refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students." During the 2016-17 school year, students in grades 3-5 bagan participating in Personalized Learning. During the 2018-2019 school year, students in grade 2 joined those in 3-5 in participating in Personalized Learning. Students have access to an increased number of digital content providers. Teachers have received targeted professional development on these programs since the fall of 2016 and continue to receive in-house and county provided professional development.

Social and Emotional Learning - from All Social and Emotional Learning Resources, this is the process of helping students develop the skills to manage emotions, resolve conflicts and make responsible decisions. This is delivered during weekly counseling sessions in grades K-5, through the use of social skills curriculum, Kelso's choices, and Second Step. Second Step, is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

Co-Teaching - Sully is an inclusive learning environment where students with disabilities as well as second language learners are instructed with their peers in general education settings. Grade levels as well as SPED and ELL teams meet weekly to discuss student data on common summative and diagnostic assessments and adjust instruction, supports, and interventions accordingly. During CLTs, student data is analyzed in Reading, Writing, Math, Science, Social Studies, and Behavior.

Extended Learning Opportunities

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

Students are provided opportunities for intervention and enrichment through multiple venues and community partners. Students have the opportunity to participate in supplemental instruction through extended day/year programs to include an after school Standards of Learning camps - for all tested subject areas for grades 3 – 5; weekly during the months of January - May; Criteria is based on student performance on previous Standards of Learning assessments; report card performance for the first semester and Tier Status, Saturday STEM camp offered on six Saturdays based on student performance on previous quarterly assessments and report card performance for the first semester, an extended 10 week Latina Sci Girls STEM academy, and during the summer, students may participate in our two week Grades 2-5 Summer STEM Camp based on specific criteria. Finally, the School Leadership Team developed a Tier Entry/Exit criteria, a Tier Information Chart (to include frequency, duration, group size and research-based strategies to be implemented) as well as Tier Resource Chart for Reading and Math to utilize when making decisions for tier placement and instructional delivery plans during quarterly collaborative learning team "tiering" meetings.

Additionally, students have opportunities to participate in both fall and spring 4 - 6 weeks enrichment/after school programs to include some of the following: Sports Club, Before School Early Bird Club; Lego Club; Cooking; INOVA Healthy Club and Digital Comic Book Making.

Triannually, students are identified through a tier system (Tiers 0, 1, 2, 3 and 4) in the areas of Reading and Math based on quarterly assessments. Sully Elementary School uses a tiered, differentiated intervention process (based on variety of assessments for Reading: PALs; triannual benchmarks and MAP; and Math: triannual MAP benchmark, to include ongoing conversations with instructional leadership teams and using data points for all students. Research-based interventions are assigned which are aligned with the individual needs of

identified students. 100% of identified intervention students (Gap Groups 1, 2, 3 and 4) will be provided the opportunity to participate in a researched-based Reading and Math intervention.

Sully ES utilizes a process for monitoring targeted intervention students. The Child Study Team, a multidisciplinary team, meets quarterly with teachers and parents of identified students (Gap Groups 1, 2 3 and 4) who are not making progress with targeted interventions (at least 3 documented attempts) to determine the impact of selected interventions on student progress.

The Principal spends a minimum of 50% of time working directly with teachers to monitor and to reinforce instructional strategies, to include Marzano's high yield instructional strategies, Blooms' Taxonomy, Student Engagement, Positive Behavior Interventions and Supports, alignment of curriculum, Standards of Learning, learning objectives as well as the learning environment. The Administrative team participates weekly in CLT (Collaborative Learning Team) meetings as well as monthly Team Leaders, SLT (School Leadership Team), Literacy, Math, STEAM, PBIS, PBL, PL and quarterly Resilience Team meetings.

The Principal, in conjunction with both the Assistant Principal and the Supervisor, completes, on average, 100 classroom observations monthly. A Teacher Observation schedule, Walk-Through schedule and summary reports, Google Doc Collaborative Learning Team Meeting Agendas, and Sully Teacher handbook documents located in our Sully Net are evidence of our instructional framework.

The Administrative team provides feedback to teachers on lesson planning and uses feedback discussed during weekly Administrative team meetings. Administrative team meetings includes the Principal, Assistant Principal, a School-Based Instructional Facilitator, Division Instructional Facilitator, and the Instructional Facilitator of Technology. School Leadership and Grade Level/Team meetings determine professional development plans moving forward. A google doc is utilized to document lesson plan review feedback to include the review and analysis of the nine VDOE components and reflections for K-5 Reading/Writing, Science, and Math lesson plans. A google doc walkthrough summary is reviewed by the SLT Committee who utilized this data to develop professional development opportunities based on both grade level, department and school-wide needs.

Currently, Sully ES includes both LCPS district level professional development as well as assessment of strengths and areas in need of improvement from classroom observations of effective teaching indicators. These are addressed during whole faculty professional development as well as differentiated professional development co-hort opportunities.

The Sully Leadership Team also aligns professional development to the needs of staff for OttW/PBL/Loudoun Creates/Personalized Learning/STEM (grades 2-5) as determined by review of lesson plans, as well as walkthrough and assessment data. The Sully Administrative Leadership Team provides ongoing explicit feedback and support to teachers on lesson planning and the development of OttW/PBL/Personalized Learning (grades 2-5)/Loudoun Creates projects and exhibitions. Another manner in which explicit feedback and support is provided to teachers on the implementation of OttW/PBL/Personalized Learning (grades 2-5)/Loudoun Creates is through both formal and informal observation and walkthrough data. The Administrative 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 OttW/PBL/Loudoun Creates. Additionally, all professional development presentations are included in Google Docs related to the following initiative: Personalized Learning (grades 2-5).

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.

<div align="center">SCHOOL AREAS OF STRENGTH</div>

A systemic and complex process for identifying strengths and weaknesses of students is in place. Through weekly, subject area (Reading/Writing/Math/Social Science/Science) focused Collaborative Learning Team Meetings, quarterly assessment analysis data, placement meetings and child study meetings, the school ensures a whole child approach. Grade level teaching staff to include classroom, ELL, Reading and Special Education teachers and the Administrative team review student growth, strengths and weaknesses on a regular basis and discuss high yield instructional strategies. Student achievement is disaggregated, analyzed and instructional plans revised accordingly. Next steps for delivery of instruction to include both remediation and enrichment is established and documentation is kept in a grade level specific Google doc that is shared with all stakeholders. Selected strategies are determined based on students' identified needs. A collection of common grade level, summative assessment data is monitored to ensure proficient levels of student growth achievement using the following: common summative assessments, PALs, Power School, Imagine Learning, MAP, Attendance and Behavior. Identification of tier placement as well as documentation of researched-based intervention strategies utilized to support learner proficiency.

Additionally, students receive an annual Student Climate survey that addresses student relations, rules and expectations, school safety, teacher-student relations, behavior problems, punitive techniques and positive techniques. This information is utilized by the Positive Behavioral Intervention Systems Tier 1 and 2 teams. Action plans are developed and implemented throughout the remainder of the current school year and into the following school year

Student Achievement Reading SOL Pass Rates: Reading Accreditation

Based on our most recent Accreditation Data, our Reading performance increased from 90% in the 2016-2017 School Year to 91% in the 2017-2018 School Year. This increase is negligible and should be interpreted with caution when seeking to identify a root cause. Regardless, a key strength of this data is that our Reading Performance has increased by 1% and is currently 16% above the State minimum requirement.

Several reasons for this success include our ongoing, schoolwide use of the Pathways Model to Reading and Writing as well as the addition of Blended Learning opportunities in Reading through a newly implemented Personalized Learning Grades 3-5 School Initiative. In addition, a new intervention strategy called Power of 12 was used to support core reading instruction. According to our Accreditation Data, Reading performance is a relative strength. We hope to continue this as we plan to send staff members to Teacher's College PD in New York City.

Student Achievement Math SOL Pass Rates: Accreditation

Based on our most recent Accreditation Data, our Math performance decreased by 2% from the 2016-2017 (89%) to 2017-2018 (87%) School Years. Regardless, the change is negligible and should not be used to determine a root cause regarding a change in performance. Additionally, the actual math performance for both years are relatively high at 87% and 89% (12% and 14% above the state minimum), and should be interpreted as areas of strength. Root causes for consecutively high performance include a focus on implementing Number Talks and Math Workshop, as well as the use of technologies such as Blended Learning that extend the learning opportunities for students (ie, ALEX math). In general, our school's math performance according to the accreditation report should be interpreted as an area of strength.

Student Achievement Social Science SOL Pass Rates: Accreditation

Based on our most recent Accreditation Data, we saw an 87% pass rate for Social Science on the 2017-2018 SOL. Although this is a drop from 98% on the 2016-2017 SOL, the 2017-2018 performance is 17% above the previous state minimum. This is a strength and could be the result of several factors including the use of Project Based Learning to enhance student engagement as well as a targeted SOL Camp that focussed on specific student deficits identified through quarterly assessments.

Student Achievement Science SOL Pass Rates: Accreditation

Based on our most recent accreditation data, student performance decreased 10% from 82% during the 2016-2017 school year to 72% during the 2017-2018 school year. Consequently, student performance for the 2017-2018 school year was 2% higher than the State minimum requirement of 70%. Student performance in Science is an overall strength of the school and can be attributed to several factors. Our school provided differentiated professional development opportunities for new and returning staff, incorporated a STEM Lab during the 2016-2017 School Year, enhanced and rebranded the STEM lab to the STEAM lab for the 2017-2018 School Year as well as the creation of a STEAM team with grade level representation. Funds were also allocated for resources aimed at enhancing the current STEAM lab and STEM Lessons were made readily available to staff. Additionally, teachers focus on Core Instruction, particularly through the use of Core Experiences. Factors for low performance the previous year could be due to the fact that all 5th grade teachers were new to that grade level.

It should be noted that although our lowest performing subgroup during the 2017-2018 SOL, students with disabilities, had a pass rate of 55%, this represents an increase of 27% from 2016-2017 (18% passed). Based on the 2017-2018 accreditation data the male pass rate of 73% was 11% higher than the female pass rate of 62%. In the 2 previous years the average difference between male and female students was 4.5%.

Project Based Learning:

Of the 28 teachers that are returning for the 2017-2018 school year 20, or 71.4%, have received PBL101 training. This includes classroom teachers, ELL teachers, SPED teachers, ID teachers, reading teachers, instructional facilitators, and administrators. During the 2016-2017 school year grades 1, 4, 5, and full day kindergarten all participated in 4 OttW or PBL experiences. Second grade participated in 3 OttW or PBLs, the STEP program participated in 5, and third grade participated in 8 for a total of 32 OttW or PBLs in SY '16-'17. Of those OttW or PBLs, 25 had a public exhibition display or presentation beyond the classroom.

PBL Strengths:

During SY 2016-2017 Sully ES staff, through the facilitation of the PBL committee, focused on the 5 components of building a school climate conducive to gold standard PBLs. This includes norms, student voice and choice, independent work, teamwork, and collaboration. After a series of ongoing professional development sessions and implementation, Sully staff members took a self-survey focusing on the 5 components of PBL. Collaboration was found to be a relative strength due to 100% of staff members reporting that they are in the developing stage. Voice and choice and choice was a relative strength because 86% of teachers believed they were in the developing stage and 14% said they had achieved the gold standard. Independent work was a relative strength because 86% of teachers reported that they were in the developing stage and only 14% believed they were in the beginning stage. During the 2017-2018 school year, the PBL committee focused on supporting PBLs by providing feedback to lesson plans quarterly. This allowed for teachers to increase their capacities in other areas outside of the "Climate" indicator. As we are a wave 1 PL school, we will continue to learn and grow by attending the PL summit, looking for ways to ensure deeper learning with PL and PBL teaching practices.

Discipline (suspension/disproportionality rates):

Based on our 2017-2018 Discipline Referral Report, 12% of the population is identified as homeless with 11% of the incidents coming from this population. Our school will continue building a positive climate by using mindfulness practices and ensuring each class participates in Second Step lessons.

Climate, Student:

Based on the results of the 2017-2018 Student School Climate Survey, the students' attitudes towards the school rules and expectations, the student teacher relations, and the school safety were identified as relative strengths. Based on the 2017-2018 Student School Climate Survey, the broad topics of Student Support (95%), Rules and Expectations (92%), and Student Engagement (96%) were identified as relative strengths.

Climate, Staff:

Based on the 2017-2018 staff survey results (32 respondents), teachers reported categories like student centered mission, vision, and policies and teacher relations with student and home as areas of strength. Subcategory indicators like, "Data are used to determine the level of individual student achievement" and "School policies are consistent with state policies" were observed by 100% of survey respondents, both of which are 5% and 6% above the county average. Another strong indicator was, "There is collaboration among faculty" which scored 81%, 1% higher than the LCPS average. The 2017-2018 staff survey data (45 respondents) revealed that the broad topics of Collaborative Working Relationships and School Leadership were relative strengths compared to county averages (+7% and +8% respectively). This was a reversal from the 2016-2017 school year where broad categories were Sully's greatest areas of weakness relative to the county average. Collaborative Working Relationships increased from 51% to 92%. School Leadership increased from 53% to 92%. This can be attributed to a focus on climate throughout the year guided by the input from staff members and the support of the leadership team.

Climate, Parents:

Based on the parent school climate survey results, of which there were 39 respondents, parents reported categories like, "I am satisfied with how much my student learns at school" and "The school provides a variety of ways for parents to become involved" relatively high compared to the county averages. The LCPS average for parent satisfaction with how much their child learns at school is 86%, at Sully the number is 94%. The LCPS average for parents satisfaction with the schools providing opportunities to be involved is 93%, at Sully the number is 97%. A relative area for growth is "I am taken seriously by school staff when I have concerns" where Sully scored 83%, below the county average of 91%. A second area for growth is, "This school provides high expectations for student behavior at this school" where 86% of Sully respondents agreed. The LCPS average was 97%. The 2017-2018 revealed that nearly every broad category was at or near 100%. It should be noted that there were only 14 respondents to this survey which does not qualify as a statistically relevant sample size. We will continue to host PBIS Family Nights to connect with and educate our families with our PBIS framework.

Technology

Based on results of the 2016-2017 BrightBytes Staff and Student Surveys (Grades 3-5), a student strength was utilization of multimedia skills. For staff, a strength was utilization of online skills. Based on the 2017-2018 BrightBytes Student and Staff Surveys, a student strength was in their beliefs about technology with 93% of students reporting that technology enhances learning and their daily life.

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.

READING AREAS OF CONCERN:

Based on our 2017-2018 accreditation data, Students with Disabilities and Asian subgroups were the only subgroups that saw a decrease. According to our reading performance, Students with Disabilities decreased 10% from 86% in 2016-2017 to 76% in 2017-2018. A root cause for this decrease in performance could be attributed to implementation of Personalized Learning, lack of specialized reading program implementation/training for special education and Reading teams and change in enrollment of VGLA and VAAP. Our AMO results indicate that our overall reading performance is an area for growth. Implementation of both Power of 12 intervention groups in grades K-2 as well as Comprehension Club intervention groups in grades 3-5 are supported by three Reading Specialists. Reading Specialists developed a Decision Making Tree regarding instructional delivery support and used to determine if specialized reading is needed for students not meeting proficiency benchmarks. Also, each Reading Specialist provides coaching, modeling and professional development of core grades K-5 Pathways to Reading and Writing Workshops. All cross-categorical special

education teachers received Specialized Reading Training during the course of the school year and work collaboratively with Reading Specialists and EL Teachers to provide reading intervention instruction for students. Additionally, the reading specialists supply class libraries with books including book giveaways and hosting Family Reading Nights. They also continue to support staff by building on to the guided reading book room as well as coordinating author's visits and kindergarten readiness.

MATHEMATICS AREAS OF CONCERN:

Based on our 2017-2018 accreditation data the Hispanic(-4%), English Learners(-3%), and Economically Disadvantaged(-3%) subgroups all decreased over the previous year. An additional area of concern is our Students with Disabilities subgroup whose performance (71%) is at least 15% lower than all other subgroups. include the performance of all student subgroups according the accreditation report. Possible Root Causes include adaptive test in grades 4 and 5; implementation dip of Personalized Learning; and identified MAP learning gaps. Continuation of MAP assessment analysis and Personalized Flex instructional model for grades 2-5 support math instructional delivery. Additionally, Sully has held 2 differentiated 3 month professional development cohorts about the Math Workshop model and Sully has hosted a Family Math Night to help connect and share resources with families. We continue to attend, annually, VCTM to build our capacity in the way of Mathematics instruction. Finally, Sully's Math Team is participated in LCPS' Math Workshop training and provided follow up professional development to all licensed staff.

SCIENCE AREAS OF CONCERN:

Patterns/Trends were determined after reviewing the Science Standards of Learning Assessments the 2016-2017 to 2017-2018 School Years. Grade 5 Science Standards of Learning scores decreased from 82-72% over this time period. Although these scores are above the Accreditation Benchmark of 70%, our Science Score from the 2015-2016 School Year was below the Benchmark, at 66%. Due to the low performance of our Science Scores from the 2015-2016, Science continues to be an area of focus for us in spite of being above the benchmark each of the last 3 years. Our interventions and enrichment include spiraling 4th Grade Science into 5th Grade Curriculum, increasing our focus on providing students with Core Experiences, enhancing our STEAM Lab and developing STEAM Activities and Lessons organized by SOL and Grade Level, and increased focus on developing science-based PBL activities. We have also formed multiple business partnerships with science organizations that provide our students with scholarships to attend science internships, and host STEAM, Math, and Family Science Nights for our parents and students multiple times throughout the school year. Finally, 5th grade students participate in Saturday STEM sessions based on 5th grade Science SGA data.

SOCIAL SCIENCE AREAS OF CONCERN:

Based on our accreditation data from the 2017-2018 Virginia Studies SOL the Economically Disadvantaged subgroup (78%) was 9% or more below all other subgroups. The Economically Disadvantaged subgroup performance dropped 18% from the previous year. While 100% of female students passed the Virginia Studies SOL during th 2017-2018 school year, only 71% of male students passed. The subgroups Two or more races and Asian both had 100% pass rates while the subgroup White had a pass rate of 90% and Hispanic had a pass rate of 87%. We will continue to take advantage of resources like VA Studies Weekly and SOL Pass to continue our current success.

TECHNOLOGY AREAS OF CONCERN:

Based on the 2017-2018 BrightBytes Staff and Student Survey, teachers report that students readily use online skills 20% of the time. According to survey results, 50% of teachers believe they are highly knowledgeable in the way of digital citizenship skills.

Technology Summation:

Identified areas of need include student recognition of and understanding of digital citizenship skills, with only 9% of students describing these skills as taught monthly in SY2016-2017, and utilization of online skills, with only 16% of students readily utilizing these skills in SY2016-2017. Among staff, an area of need is utilization of

multimedia skills, with 53% of staff finding those tasks easy to perform in SY2016-2017, and understanding of digital citizenship skills, with 33% of staff identifying as highly knowledgeable on the topic. In the area of 21st century learning, the use of authentic problems in classroom learning is a need, with only 26% of students indicating that they were asked to solve authentic problems with technology on a monthly basis in SY2016-2017. With the implementation of one-to-one devices in grades 3-5 for the 2018-2019 SY, an increase in charging stations for students will be required. The IFT will continue to attend the VSTE and ISTE conferences continuing to build her capacity to support teachers with the meaningful integration of technology in the classroom. This year, with the addition of ipad charging stations, classrooms will have access to devices that are ready on-demand.

<p style="text-align:center">SCHOOL CLIMATE AREAS OF CONCERN</p>

STUDENT

Based on the results of the 2017-2018 Student School Climate Survey, action items were developed for the PBIS Team. The results of this survey were generated by all 205 students in grade 3 through 5 who were surveyed across several categories. The following categories and statements are areas for growth with a % of 80% or less: Student Support: Students care about each other - Grade 5 (76%) Adults in this school treat students fairly. Grade 4 (71%) Grade 5 (74%). Most teachers and other adults at this school listen to what students have to say. Grade 5 (79%). Rules and Expectations: The consequences for breaking school rules are fair. Grade 4 (71%) Student Relations: Students are kind to each other. Grade 4 (62%) and Grade 5 (58%). Students care about each other. Grade 5 (76%) Students in my school respect differences in other students (for example, where they come from, what they look like, if they are a boy or girl). Grade 4 (75%) Bullying: Bullying is a problem at this school. (Percent Disagree) Grade 3 (56%) Grade 4 (51%) Grade 5 (67%) Most students at this school treat other students with respect. Grade 4 (74%) Bullying is a problem at this school. (Percent Disagree) Grade 3 (56%) Grade 4 (51%) and Grade 5 (67%) I have been bullied at school this year. (Percent Disagree) Grade 3 (79%) and Grade 4 (75%)

Discipline (suspension/disproportionality rates)

Based on our 2017-2018 Discipline Referral Report, Students with Disabilities and Males have higher rates of incidents compared to demographic data. According to Sully's School Profile, 52% of students are male while 80% of incidents occur by male students. Although only 11% of students have an IEP, 40% of incidents are a result of behaviors from students with an IEP.   Black student enrollment is 2.6% of the total student population, however this subgroup counts for 9.8% of the total number of office referrals.

STAFF

School Climate (Staff) Summary:

Based on the 2017-2018 staff survey results (48 respondents), teachers reported the following in the category of Student Responsibility For Learning the following areas of growth: "Students are persistent in completing difficult tasks (78%/LCPS: 81%)"; "Students look for ways to improve their own performance (78%/ LCPS: 79%);" "Students view assessment as a means to give them feedback on their learning - not only as an end in and of itself (62%/ LCPS: 70%)."; and "Students accept responsibility for their own learning (76%/ LCPS: 74%)."

PARENTS

School Climate (Parent) Summary:

Based on the 2017-2018 parent school climate survey results, of which there were 14 respondents, parents reported all categories at 90% or above. The number of respondents is an area of growth.