Sully Elementary School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary
[LCPS School Profile](#)
[Virginia School Quality Profile](#)

School Improvement Team:

Name	Position
John Tuck	**Principal**
Jeffrey Mayer	**Assistant Principal**
Chelsie Grant	**IFT**
Annamarie Frost	**SBIF**
Clarissa Whitehead	**Special Education Teacher**
Angela Barbero	**Equity Lead**
Cindy Solano	**5th Grade Teacher**
Ruth Narcisse	**RTI Lead**
Samantha Moore	**EL Teacher**

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.

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 (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), and Writers Workshop (Writers are taught the writing process using Lucy Calkins Writing Units of Study). 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. Imagine Learning is used by our EL students to assist with language and vocabulary development.

Mathematics:
We instruct utilizing a math workshop model which includes a number talk, mini lesson, and small group instruction for students. Data is analyzed to create differentiated groups specific to the topic within the classroom. Dreambox is utilized as our main digital content for math. Student progress and lesson completion is analyzed to ensure the program is being used effectively. Teachers have access to manipulatives to ensure that students have math presented using the CRA model.

Content:
In 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. Resources within our school's STEAM Lab are used to provide these experiences for students and enhance Sully's Science program. In Social Science, 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. Project Based Learning and performance assessments are used to provide more authentic ways of interacting with the standards.

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.

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.

Personalized Learning:
Sully Elementary is a wave 1 Personalized Learning School. Teachers consistently used data to make instructional decisions based on the individual needs of the students. Playlists are utilized in the classroom to provide a variety of opportunities for students to progress through and practice skills. Teachers frequently meet with students to set and track their individual academic goals.

Social and Emotional Learning:
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 (Second Step). Teachers incorporate the Second Step curriculum into their daily morning meeting time as well as throughout the school day when it relates to the curriculum or needed skills. CICO (Check-in/Check-out) and community mentors are used to help students who need additional support or positive models. Sully's Unified Mental Health Team meets weekly to discuss students and ways that we can support their social emotional needs.

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 teachers 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.

School Structures:
A systematic and complex process for identifying strengths and weaknesses of students is in place at Sully Elementary. Through weekly Collaborative Learning Team Meetings, quarterly assessment analysis data, end of year placement meetings and child study meetings, the school ensures a whole child approach. Grade level teams to include classroom, ELL, Reading and Special Education teachers and the Administrative team review student growth on a regular basis and discuss high yield instructional strategies. Student achievement is disaggregated and analyzed to revise instructional plans accordingly. Next steps for delivery of instruction to include both remediation and enrichment are established and documented on subject specific unit plans. 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, Performance Matters, Imagine Learning, MAP, DRA, Dreambox, Attendance, and Behavior.

Extended Learning Opportunities

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

Students:
Students have opportunities to participate in 4 - 6 weeks enrichment/after school programs to include some of the following: SOL Remediation, Running Club, Soccer Club, INOVA Healthy Plate Club, Fall Enrichment (funded by the Office of Special Education), and PROPEL. Students are also provided access to extended learning

opportunities during the instructional day such as FUTURA, EDGE, student council, morning new show, coffee cart, and community mentors.

Staff:

The Sully Leadership Team also aligns professional development to the needs of staff for LCPS initiatives to include Equity, Project Based Learning, Personalized Learning, and the 5Cs as determined by review of lesson plans, as well as walkthrough and assessment data. Labsites for both literacy and math are used to provide targeted professional development related to reader's workshop, writer's workshop, and math workshop. The Administrative Leadership Team supports the CLTs and the use of data to evaluate the effectiveness of instructional delivery through the use of learning walks, walkthroughs and formal/informal observations to meet the needs of all students of LCPS' initiatives.

Families:

Families are provided a variety of extended learning opportunities to include: PEP (Parents as Educational Partners, virtual home visits, Family Coffees, and resources from community partners. Our parent liaison and school social worker assist families with finding and connecting to outside community resources if the need arises for families. Family Content Nights are held through-out the school year (Family Science Night, Family Reading Night).

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.

Student Achievement Reading

There is a strong correlation between the data seen on the Spring MAP assessment and SOL pass rates which allows teachers to trust the validity of the data. 100% of American Indians and African Americans met the PALS benchmark. 57.1% of Asian students are in the Tier 1 range which is the highest demographic area.

Student Achievement Math

The percentage of Hispanic students who scored in the Tier 1 range is higher than the overall percentage of students who scored in the Tier 1 range. 80% of White students passed the SOL assessment with 20% of them passing advanced; however, there were only 5 students who fell into that category which is a small sample size.

Discipline (suspension/disproportionality rates)

Based on the 2019- 2020 and 2020-2021 school year data, there were no significant areas of disproportionality related to discipline or suspension.

Climate (Student)

According to the 2020-2021 climate survey data, 97% of students said the teacher treated them with respect. 90% of students said they had an adult they could talk to at school. 91% of students said they treat students, different from themselves, with respect. 90% of students said their classroom is welcoming and makes them feel good about their customs and traditions.

Climate (Staff)

According to the 2020-2021 climate survey data, 1005 of staff feel teachers and other adults support one another to meet the needs of all the students. 100% of staff feel the school administration supports the

professional development of the staff. 100% of the staff said the school provides opportunities for families to communicate with the school. 100% of staff said they target instruction to meet certain needs and learning goals.

Climate (Families)

According to the 2020-2021 climate survey data, 97.3% of families feel that teachers at Sully care about how well my child does in school, and 95.9% of families feel that high expectations for academic achievement are evident in their child's classroom. With regards to communication, 93.7% of families felt the school effectively communicates important information to families, and 95.7% of families feel that teachers provide them with feedback on their child's progress including suggestions for improvement.

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.

Student Achievement Reading

According to the PALS assessment, 59.7% of our students scored below the fall benchmark.

According to the Spring 2021 SOL assessment, 62% of our students did not pass with only 2.5% of the students scoring in the advanced range.

According to the fall MAP administration, a significant percentage of our students scored in the Tier 2 (19.9%) or Tier 3 (42.1%) range.
- Grade 2 - Tier 3 - 64.4%; Tier 2 - 16.4%
- Grade 3 - Tier 3 - 44.1%; Tier 2 - 22.0%
- Grade 4 - Tier 3 - 35.1%; Tier 2 - 20.3%
- Grade 5 - Tier 3 - 20.0%; Tier 2 - 21.8%

Student Achievement Math

According to the fall VKRP assessment administered to kindergarten students, 54% of the students scored below the fall benchmark.

According to the Spring 2021 SOL assessment, 67.2% of our students did not pass with only 0.8% of the students scoring in the advanced range.

According to the fall MAP administration, a significant percentage of our students scored in the Tier 2 (28.8%) or Tier 3 (41.6%) range.
- Grade 1 - Tier 3 - 39.0%; Tier 2 - 34.1%
- Grade 2 - Tier 3 - 43.6%; Tier 2 - 30.8%
- Grade 3 - Tier 3 - 46.7%; Tier 2 - 30.0%
- Grade 4 - Tier 3 - 46.1%; Tier 2 - 25.0%
- Grade 5 - Tier 3 - 30.9%; Tier 2 - 21.8%

Student Achievement Science

According to the Spring 2021 SOL assessment, the overall pass rate was 32%.

Climate (Student)

According to the 2020-2021 climate survey data, 56.1% of students feel that they can make decisions at school.

54% of students feel that bullying is a problem. On the follow-up questions, 75% of students said they told a teacher, and 75% of the students said the teacher helped stop the bullying.

Climate (Staff)

According to the 2020-2021 climate survey data, the lowest section was teacher autonomy. 47.8% of staff feel that non-instructional time provided to teachers is sufficient. 65.2% of staff feel teachers have time available to collaborate with colleagues. 72.3% of staff feel they are free to be creative in their teaching approach.

School Improvement Goals
Strand 1

STRAND I: TEACHING FOR LEARNING

Domain 1 - English Language Arts

Outcome Goal:	By June 2022, students who are at the 30th percentile or below in Reading will have an average of 60% conditional growth on the Spring MAP assessment.	**Process Goal:**	Teachers will use the workshop model and specialized reading to deliver differentiated instruction to students as observed through walkthroughs and lesson plan reviews 80% of the time during the 2021-2022 school year.

Domain 2 - Mathematics

Outcome Goal:	By June 2022, students who are at the 30th percentile or below in Math will have an average of 60% conditional growth on the Spring MAP	**Process Goal:**	Teachers will plan and deliver differentiated math instruction and remediation through the Math Workshop Model as observed through walkthroughs and lesson plan reviews 80% of the time during the 2021-2022

	assessment.		school year.

Select Domain			
Outcome Goal:		**Process Goal:**	

School Improvement Goals
Strand 2

Strand II: School Environment

Domain 9 - Family and Community Engagement

Outcome Goal:	By June 2022, 85% of families will participate in at least one family engagement opportunity provided at the school.	**Process Goal:**	Conference, Home Visits, Classroom/Grade-level Engagement events, PEP, and Family Coffee attendance will be tracked throughout the school year and reminders/follow-up communication will be sent home to parents.

Domain 8 - Safe and Supportive Environments

Outcome Goal:	By June 2022, Students' perceptions of bullying at Sully elementary will decrease by 15%, according to the end of year Student Survey.	**Process Goal:**	Teachers will engage students in positive behavior support mechanisms and implement the MTSS framework strategies to address student behaviors and social emotional needs based on PBIS data and Student Climate Survey data.

Select Domain

Outcome		**Process**	

Goal:		**Goal:**	