Banneker Elementary

Loudoun County Public Schools

Comprehensive Needs Assessment - Executive Summary

LCPS School Profile

Virginia School Quality Profile

LCPS Strategic Plan 2023-2027

School Improvement Team:

(Your school improvement team should consist of a variety of stakeholders within your school community including parents)

Name	Position
Robert L. Carter	Principal
Melissa Martini	Division Instructional Coach
Sarah Brissing	Reading Specialist
Brandy Bales	Special Education Dean
Christa Lynch	Grade 5 Teacher
Molly Allen	Grade KG Teacher
Kathleen Elgin	Grade 3 Teacher
Sharon “DeeDee” Livesay	EL Teacher
Laura Alls	Grade 2 Teacher
Kathryn Cook	Grade 4 Teacher
Cara Hendershot	Grade 1 Teacher

Instructional Overview

Provide descriptive information related to the curriculum, instructional programs, professional learning and existing interventions utilizing a Response to Intervention approach to support the academic needs of students.
***Provide explicit connections to your school's instructional overview and how it supports and aligns with GOAL 1: Empowered Students of the LCPS Strategic Plan and Goal** 2.1 Offer high-quality Ongoing Growth and Development available to all staff; 2.2 Develop dedicated resources to improve Professional Collaboration across schools and the division*

Elementary Reading & Writing: Elementary Reading and Writing instruction is grounded in the science of reading and utilizes evidence based literacy practices that reflect the five pillars of literacy: Phonemic Awareness, Phonics and Word Study, Fluency, Vocabulary, and Comprehension, in addition to Writing. Instruction across all areas of literacy should be explicit and systematic, and align to the Virginia Standards of Learning (SOLs). All classrooms are provided with state-approved resources consistent with the expectations of the Virginia Literacy Act. Students are empowered through the integration of Houghton Mifflin Harcourt's *Into Reading* as the core instructional resource that supports each of the five pillars of literacy. Teachers are provided with continuous professional development to support implementation of best practices for literacy instruction. Each student's literacy progress is monitored through state provided assessments (Virginia Language and Literacy Screener [VALLS]) or through the use of Measures of Academic Progress (MAP). Students who have identified areas of need are provided with differentiated classroom instruction and/or evidence-based intervention. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act. All teachers are provided with professional learning on specific intervention strategies and programs. To support this collective and ongoing effort of providing high-quality literacy instruction, and intervention, all teachers engage in Literacy CLT/PLCs with their grade-level teams. During these instances, teachers are able to collaborate and share student progress, strategize, and plan instruction for all students.

At Banneker, we believe that many strands are woven into skilled reading. Therefore we carefully model our ELA instruction after Scarborough's Reading Rope (2021). Banneker uses high quality instructional materials (HQIM) and scientifically based literacy instruction by highly qualified master teachers. Banneker teachers masterfully weave language comprehension skills with word recognition skills to build highly skilled readers.

Math: LCPS Math Curriculum and instruction uses a math workshop structure and focuses on student-centered learning activities that include daily number sense routines and reflection. Teachers plan small-group targeted instruction, varying the groups regularly. Instruction prioritizes hands-on, inquiry-based learning focusing on conceptual understanding using representations and models/manipulatives. Instruction also emphasizes the implementation of the Process Goals and the 5Cs through student collaboration, reasoning, communicating, making connections, and problem-solving. Students who have identified areas of need are provided with differentiated classroom instruction and/or explicitly taught, evidenced-based intervention.

At Banneker, our approach to math instruction is thoughtfully designed around a workshop structure. Each lesson begins with an engaging number talk, setting the stage for a comprehensive whole-group lesson. The session culminates in focused small-group instruction, ensuring personalized attention and deeper understanding for every student. Banneker believes in a philosophy of growing our mathematicians to move from concepts that are *concrete*, to *representational*, and finally to *abstract*. This is also known as the CRA model. Banneker teachers, led by our mathematics contact and our instructional coach have participated in continuous professional learning opportunities centered around math instruction. Banneker teachers following the scope and sequence of unit plans created by the LCPS math department. Teachers are planning collaboratively during their team meetings using available resources from the county and from VDOE.

Science: LCPS science programs are designed to actively engage students in the process of science and use reasoning processes that build scientific thinking. These programs teach students to know, use, and interpret scientific explanations of the natural world; to generate and evaluate scientific evidence and explanations; to understand the nature and development of scientific knowledge; and to participate productively in scientific practices and discourse.

At Banneker, our science instruction embraces the 5E model. Students have opportunities throughout the week to engage, explore, explain, elaborate, and evaluate various scientific topics. Teachers utilize PowerSchool assessments to guide in evaluating students' progress throughout their learning journey. Students actively engage in hands-on learning experiences, and teachers are encouraged to work with families and community partners to engage in deeper learning experiences.

Social Sciences & Global Studies: Social Science and Global Studies instruction in LCPS is grounded in a culturally responsive approach to the content in a way that elevates multiple perspectives. Students are empowered through authentic, inquiry-based learning experiences that promote students' development of historical thinking skills and provide opportunities to make their thinking visible. Students demonstrate their understanding, knowledge and skills through authentic performance tasks.

At Banneker, teachers provide instruction in social science and global studies that is designed to empower students to forge meaningful historical connections. Through collaborative planning, teachers design opportunities for students to make authentic connections, enriching their understanding of the world around them. To bring history to life, several grade levels will be visiting historical sites across Virginia throughout the year. Additionally, Banneker has partnered with the Jamestown Foundation to visit the 2nd and 4th-grade classrooms, and bring historical artifacts for the students to interact with.

Comprehensive Needs Assessment
Academic Achievement

A *summary providing evidence of analysis of trends, patterns, proficiency, and growth in student academic achievement data. Provide a clear connection between outcomes and contributing factors.*

Banneker students grew in all academic areas from 2024-25. Banneker is expecting to receive a mastery percentile of 85.5%, a growth percentile of 78%, and a readiness percentile of 89% when all data is reported from VDOE. Banneker is expecting to be reported as ON TRACK with an overall framework score of 83.9%. The raw SOL pass scores without adjustments for growth, mastery or readiness are included in the charts below.

Reading SOL Pass Rates			**Math SOL Pass Rates**		
Reporting Group	2024	**2025**	Reporting Group	2024	**2025**
Overall	71%	85%	Overall	79%	79%
		100%	Asian	*	100%
Black	*	*	Black	*	*
Economically	46%	69%	Economically	61%	65%

disadvantaged			disadvantaged		
EL	8%	38%	EL	42%	46%
Hispanic	35%	63%	Hispanic	55%	63%
Multi-Racial	*	100%	Multi-Racial	*	*
SPED	53%	75.00%	SPED	59%	63%
White	92%	96%	White	90%	91%

*= The number of students from this category taking this test was considered too small to measure as a percentage by the State of Virginia.

The Measures of Academic Progress (MAP) were given in grades 2-5 (also in grade 1 for math) that helped to provide a predictor for passing the state Standards of Learning tests. The data below is as follows:

Reading MAP		**Math MAP**	
Gap Group	% SOL Pass Prediction	Gap Group	% SOL Pass Prediction
Overall	64%	Overall	73%
EL	33%	EL	43.8%
SPED	53%	SPED	64.7%

In addition, the Measures of Academic Progress (MAP) were given in grades 2-5 (also in grade 1 for math) that helped to provide an average reading achievement percentile for each subgroup. The data below is as follows:

Reading MAP		**Math MAP**	
Gap Group	Achievement %ile	Gap Group	Achievement %ile
Overall	53.3%	Overall	53.9%
EL	28.4%	EL	28.9%
SPED	43.8%	SPED	44.5%

The Virginia Leveled Literacy Screening (VALLS) was fully implemented during the 2024-25 school year. Students were categorized as low risk if they achieved expected benchmarks, moderate risk if they fell short of some of the benchmarks, and high risk if they scored low on many benchmarks. The data below shows the growth from fall ‘24 to spring ‘25

Fall

- Low risk: 39%
- Moderate risk: 29.6%
- High risk: 28.4%

Spring

- Low risk: 57.3%

- Moderate risk: 20%
- High risk: 21.3%

Students in the moderate and high risk categories were provided interventions to help overcome challenges that were reflected in individual student data points.

At Banneker, high quality science instruction has led to 20% growth in SOL pass rates since 2023. The data reflected from the Virginia Standards of Learning tests indicate that 71% of 5th grade students passed this test in 2025. The breakdown of the last three years is as follows:

- 2025: 71%
- 2024: 62.5%
- 2023: 51.52%

Comprehensive Needs Assessment
Student Engagement

A summary of trends, patterns, strengths and areas for growth in student engagement data, including attendance, discipline, perceptual data, and graduation data (HS only).

Banneker improved its chronic absenteeism rate from by 7% since 2023. 2025's chronic absenteeism dropped below 10% to 9.3%. The improvement can be connected to clear communication and reinforcement of attendance policies and the team's decision to offer support to families who struggled with attendance.
Other data points for student engagement

Here's what the kids say

- 96%- I get along well with others at this school
- 96%- My classroom is welcoming
- 98%- Teachers and other adults at this school care about me

Student-Teacher Relationships	LCPS Elem Schools 2024-2025	Banneker ES 2023-2024	Banneker ES 2024-2025
Teachers and other adults at this school treat me with respect.	94.5%	94.4%	95.7%
There are teachers or other adults at this school I could talk with if I needed help with something.	94.6%	100.0%	95.7%
My teacher says my name correctly.	94.9%	94.4%	95.7%
My teacher calls me by the name I prefer.	93.9%	98.6%	93.0%
Teachers and other adults at this school care about me.	95.0%	98.5%	98.6%

Here's what the parents say

- 100% say- teachers at this school care about how my child does at school
- 98% say- this school provides a high-quality education
- 96% say- my child has a sense of belonging at this school
- 90% say- this school empowers me to become a partner in my child's education
- 100% say- this school respects diversity and welcomes all cultures
- 96%- this school provides multiple opportunities for family engagement in school activities

Extended Learning and Engagement Opportunities

Provide information to describe extended learning and engagement opportunities for students, families, and community including what events you have planned or are considering hosting.
Provide explicit connections to your school's extended learning and engagement opportunities and how they support and align with GOAL 4: Engaged Community of the LCPS Strategic Plan, especially GOAL 4.1 Deepen Family Engagement by offering inclusive opportunities for conversation across the division.

Extended Learning:
At Banneker, each grade level is encouraged to take a field trip or invite a presenter to enrich the curriculum. Strong partnerships have formed with educational organizations such as Blandy Experimental Farm, Goose Creek Foundation, Oak Spring Garden Foundation, Steven F. Udvar-Hazy, Piedmont Heritage Association, Middleburg Public Library, the Middleburg Community Center and so much more. Students are also encouraged to participate in a variety of after school clubs including STEM, Physical Education, and Art. Each year Banneker hosts two assemblies. These sometimes include Math efficacy building, scientific investigation, or literacy efficacy building.

Family and Community Engagement Opportunities:
i.e. math night, literacy under the stars, student showcases, etc.
At Banneker, we use every resource we have to engage with all families. This includes regular PTO meetings, spirit wear days, literacy events (Stories Under the Stars & Camp Read-A-Lot) and family science nights. Banneker also engages the community in the construction and renovation discussions that are held at the school each month. Banneker is proud to have a thriving Parents as Educational Partners (PEP) program to help build perceived self-efficacy of our English Learner community. Banneker also has a full-time family liaison who connects with families who are unable to attend in-person and virtual events- often collecting the top five reasons why families cannot attend our events to make improvements to our next event planning cycle.

Climate and Culture

Provide a description of strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities such as counseling, social emotional learning and mental health programs, and PBIS implementation.
Make explicit connections to the LCPS Strategic Plan goals of 1.3 Prioritize Care for Students by ensuring a safe and affirming learning environment for all;

School specific narrative

At Banneker, staff members work to ensure that the whole student is recognized. In addition to providing for academic needs, staff members take great care in ensuring that the social and emotional needs of students are met. Data collected in family engagement surveys indicate that they and their students always feel welcome at Banneker, that they feel safe in our school, and are able to learn about and are comfortable with participating in learning about cultures and customs other than their own.

Positive Behavioral Interventions and Supports (PBIS): PBIS is a systemic approach for establishing a safe and supportive learning environment. Through the implementation of a consistent vision, language, and practices, school staff promote social, behavioral, and academic success for all students.

Successful implementation of PBIS can lead to a positive school climate, improved classroom management, increased

understanding of schoolwide expectations, strengthened relationships, increased positive behaviors, academic achievement and equitable learning experiences, and decreased office referrals and suspensions. To support implementation, the PBIS team meets regularly to evaluate behavioral data, provide behavioral lessons based on identified needs, and share resources.

At Banneker, we all agree to our community constitution. Our community constitution goes “I will always do my best to respect self, others, and property.” This pledge is made daily during the announcements when we recite it together. We also use it as the silent/attention sign during assemblies to let the speaker know that we are respecting them while they are visiting us. Our PBIS posters can be found in every classroom and throughout the common areas of the school. They remind us of the behavioral expectations in the following areas: classroom, cafeteria, hallway, bus, playground, and restrooms. Bronco Stands for (B) Balanced (R) Respectful (O) Optimistic (N) Noble (C) Compassionate (O) Outstanding

Social Emotional Learning (SEL): The social-emotional learning framework provides students with explicit SEL instruction, practice and reinforcement of skills through academic integration, and a supportive environment that cultivates relationships, belonging, safety and a student-centered approach. The framework is supported by the involvement of all community members, including staff, students, families and community partners.

At Banneker, we support and teach SEL through the Second Step curriculum during morning meetings each day.