# Cool Spring Elementary School

**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 |
|---|---|
| Avery Turner<br><br>Tina Chelgren | Site Based Point of Contact, Third Grade Teacher<br>Site Based Point of Contact, Division Instructional Coach |
| Danielle Turner | Kindergarten Teacher |
| Jennifer Luzier | First Grade Teacher |
| Cara Isenberg | Second Grade Teacher |
| Lauren Airey | Fourth Grade Teacher |
| Alicia Schofield | Fifth Grade Teacher |
| Andrea Demasi | Special Education Teacher |
| Kelli Piliere | EL Teacher/Co-Lead |
| Liubov Torsell | EL Teacher/Co-Lead |
| Noel Blakeney | Physical Education Teacher/Co-Equity Lead |
| Kristen Cook | Reading Specialist |
| Jennifer Schenck | Teaching Assistant, Kindergarten |
| Chris Cadwell | Principal |

| | |
|---|---|
| Maria Carreras | Assistant Principal |
| Nathan Hine | Dean |
| Julie Hogan | Math Resource 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 Cool Spring Elementary, Grades K-5 students have access to core literacy instruction that connects to the pillars of literacy. A consistent timing structure is in place in alignment with the LCPS instructional minutes guidance. Grade level teams utilize literacy focused CLTs and common planning meetings to review literacy screening and progress monitoring data to inform instructional planning for small group targeted instruction aligned to student needs. Special Education and English Learner Teachers also attend the CLT and planning meetings, and are involved in supporting core literacy instruction through provision of small group instruction within the classroom setting.

Cool Spring implements a Response to Intervention (RtI) framework in the area of Reading with a dedicated intervention time (WIN- What I Need) noted for each grade level within the instructional day. Each grade level identifies students in need of intervention, tiers and establishes skill specific groups, intervenes and progress monitors the students and

interventions utilized. Several of our resource staff have been trained in specialized reading programs, expanding our capacity to provide tailored reading intervention to students requiring more intensive support. Our staff work in grade level Collaborative Learning Teams to review student data and identify strengths, areas for growth and plan for differentiated instruction within and outside of core instruction to support student learning. Interventions are selected through discussion, data analysis and in accordance with the LCPS intervention matrix. Staff develop literacy goals for students receiving intervention as part of the Multi-Tiered Systems of Support (MTSS).

During the 2024-2025 school year, staff participated in professional learning around the new core curriculum resource Houghton Mifflin Harcourt's *Into Reading*. Staff developed an understanding of the program components, structure and how to implement the program within the provided literacy block. Staff participated in modules related to the pillars of literacy which helped teachers connect the pillars with practices and resources to be implemented during literacy instruction. Classroom, EL and Special Education Teachers as well as Reading Specialists participated in professional learning related to the science of reading as required by the Virginia Literacy Act. Staff engaged in learning about supplemental and intervention programs or resources such as UFLI, Lexia Core 5 and Spire(Spec. Educ. Teachers) to support students in developing reading and related literacy skills. Some teachers participated in the LETRS cohort. Grade level teams in Gr. K-3 also received support with interpretation and use of data from the VALLS assessment.

**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 Cool Spring Elementary, as part of core math instruction, students in Grades K-5 engage in number sense routines to support development of students' number sense, math vocabulary and mathematical thinking skills. Targeted instruction is provided within teacher-led small groups. Students engage with math skills and content through choice boards, digital playlists, math games, centers, as well as through integrated computer science activities. Grade level teams utilize Math focused CLTs to engage in data discussions around the MAP Math Growth Assessment, VKRP, and grade level common assessments. During the 2024-2025 school year, grade level teams began using pre and post unit assessments in order identify and support student needs for differentiated instruction and flexible groups within each unit of instruction. Grade level teams have engaged in the unpacking standards process to identify key vocabulary and strategies for core instruction that include both the concrete and abstract representations.

Cool Spring implements the Bridges program for math intervention. CLTs use the LCPS decision tree, classroom performance and Bridges program placement assessment information to guide determination of Tier 2 or Tier 3 intervention. Math intervention plans with goals and intervention are developed and student's learning is progress monitored. Math goals and plans are reviewed during CLT meetings, with students exiting or entering into a plan based on their progress. Math intervention is implemented by grade level teachers, EL Teachers and a part time Math Interventionist.

During the 2024-2025 school year, staff participated in professional learning around vocabulary/language strategies. CLTs were intentional during their meetings about identifying key vocabulary in their math units and planning for how they will teach it. Staff participated in professional learning around the use of the Performance Matters assessment tool to administer common pre-post unit Math assessments and use the data to plan for small group differentiated instruction. Staff engaged with the CRA model and how to use that model in planning for small group instruction to support students'

conceptual understanding. Additionally, teachers engaged in Penguin Peaks (learning walks) with partner grade levels (K-1, 2-3, 4-5) for the purpose of seeing how teachers implement small group differentiated instruction.

**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 Cool Spring Elementary, students engage in units of science instruction that are grounded in the 5E instructional model, which consists of phases of learning to include: engagement, exploration, explanation, elaboration and evaluation. Units are typically two to three weeks, and lessons incorporate the 5E's at different points in the unit. The 5E model provides natural opportunities for students to be exposed to and practice skills such as making observations, predictions and collecting and interpreting data. Vocabulary instruction is emphasized within each unit of instruction, with strategies for explicit, contextual and application of vocabulary utilized. Teachers include regular opportunities for students to use vocabulary in science discussion and hands-on activities. Opportunities for investigations and cross content integration are included. Technology resources are used as part of research, classwork and project based learning tasks. Student learning in science is assessed using aligned grade level common assessments.

**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 Cool Spring Elementary, Social Science & Global Studies instruction is provided daily in each grade level. While following the Virginia SSGS standards, students are exploring and learning through inquiry based learning experiences as well as integrating literature, discussion and hands-on activities. Cross curricular integration is at the forefront of instruction by integrating reading, writing and computer science to promote higher level thinking and provide varied experiences to content.

**Title I Budget Implications:** See list at bottom

## 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.*

**Math**

*The Achievement and Conditional Growth Percentile (CGP) of student groups based on the MAP Math Growth Assessment (Spring 2025) indicated growth among some subgroups:

All Students- Achievement: 50%; CGP: 55%
Student with Disabilities- Achievement: 36%; CGP: 48%
EL Students- Achievement: 31%; CGP: 53%
Black Students- Achievement: 48%; CGP: 48%
Asian Students- Achievement: 58%; CGP: 52%
Gifted Students- Achievement: 85%; CGP: 60%

Spring 2025 MAP Tier Placement (Math)

| | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| First Grade | 76% (67 students) | 10% (8 students) | 14% (12 students) |
| Second Grade | 51% (49 students) | 34% (33 students) | 15% (15 students) |
| Third Grade | 54% (55 students) | 24% (22 students) | 22% (21 students) |
| Fourth Grade | 70% (62 students) | 20% (17 students) | 10% (8 students) |
| Fifth Grade | 60% (52 students) | 30% (24 students) | 10% (9 students) |

Tier 1 Fall 2024-Spring 2025 Student Proficiency (Grades 1-5)

- 269 students in the Fall
- 285 students in the Spring

Student Tier Movement from Fall 2024-Spring 2025 (Grades 1-5)

- 16 students from Tier 3 to Tier 2
- 3 students from Tier 3 to Tier 1
- 36 students from Tier 2 to Tier 1
- 11 students from Tier 2 to Tier 3
- 27 students from Tier 1 to Tier 2
- 1 student from Tier 1 to Tier 3

Average Fall 2024 to Spring 2025 CGP

- Tier 1 53%
- Tier 2 59%
- Tier 3 62%

*The raw SOL Math proficiency rate (24-25SY tested) was 65% for Gr. 3-5 students. The raw SOL proficiency rate was 69% for Gr. 3-5 students in the tested 23-24SY. According to the new School Performance Support Framework, the estimated SPSF index is 88.7 out of 100 in Math. In the weighted SPSF calculation, 182 students who scored "Pass/Advanced" and 100 students who had "Fail/Basic" contributed to the weighted numerator.

*The raw SOL Math proficiency rates(24-25SY tested) for student reporting groups were as follows:
Asian 60%
Black 65%
Hispanic 48%
White 86%
Students with Disabilities 40%
EL Students 41%

*During the 2024-2025 school year, we had a focus on developing students' foundational math skills, vocabulary and mathematical thinking. This was emphasized through implementation of explicit, contextual and application related vocabulary strategies as well as differentiated instruction during Math Workshop. Grade level CLTs have been intentional during their meetings about identifying key vocabulary in their math units and planning for how they will teach it. Grade level teams began implementing common pre-post assessments for each math unit, as well as using other formative data, to guide planning for small group differentiated instruction. Review of walkthrough data as well as assessment data indicated our focus strategies were being implemented with increasing consistency. Student growth within the grade levels was seen in review of pre-post unit assessments and on the Spring 2025 MAP Growth Assessment, as well as growth among student focus groups.
Moving to the 2025-2026 school year, there is a need to continue current strategies with a focus on differentiated learning and closing gaps in foundational skills for identified subgroups. Differentiated support will be needed for planning instruction using the CRA model and using data to plan and implement small group differentiated instruction.

**Reading**

*The Achievement and Conditional Growth Percentile (CGP) of student groups based on the MAP Reading Growth Assessment (Spring 2025) indicated growth among some subgroups:

All Students- Achievement: 46%; CGP: 61%
Student with Disabilities- Achievement: 24%; CGP: 35%
EL Students- Achievement: 23%; CGP: 49%
Black Students- Achievement: 55%; CGP: 48%
Asian Students- Achievement: 47%; CGP: 47%
Gifted Students- Achievement: 81%; CGP 54%

Spring 2025 MAP Tier Placement (Reading)

| | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| Second Grade | 55% (52 students) | 23% (22 students) | 22% (21 students) |
| Third Grade | 49% (48 students) | 18% (18 students) | 33% (30 students) |
| Fourth Grade | 70% (61 students) | 18% (15 students) | 10% (10 students) |
| Fifth Grade | 64% (56 students) | 17% (13 students) | 19% (16 students) |

Tier 1 Fall 2024-Spring 2025 Student Proficiency (Grades 2-5)

- 199 students in the Fall
- 215 students in the Spring

Student Tier Movement from Fall 2024-Spring 2025 (Grades 2-5)

- 10 students from Tier 3 to Tier 2
- 3 students from Tier 3 to Tier 1
- 33 students from Tier 2 to Tier 1
- 13 students from Tier 2 to Tier 3
- 18 students from Tier 1 to Tier 2
- 2 students from Tier 1 to Tier 3

Average Fall 2024 to Spring 2025 CGP

- Tier 1 52%
- Tier 2 57%

- Tier 3 45%

*The MAP Reading Growth Assessment Student Percentage by Instructional Area, Spring 2025 (Grades 2-5):
Vocabulary and Word Analysis

| | Lo | LoAvg | Avg | HiAvg | High |
|---|---|---|---|---|---|
| 2-5 | 20% | 15% | 25% | 24% | 16% |

Informational Text (Comprehension)

| | Lo | LoAvg | Avg | HiAvg | High |
|---|---|---|---|---|---|
| 2-5 | 23% | 18% | 17% | 26% | 16% |

Literary Text (Comprehension)

| | Lo | LoAvg | Avg | HiAvg | High |
|---|---|---|---|---|---|
| 2-5 | 22% | 19% | 21% | 22% | 17% |

*The raw SOL Reading proficiency rate (24-25SY tested) was 61% for Gr. 3-5 students. The raw SOL proficiency rate was 57% for Gr. 3-5 students in the tested 23-24SY. According to the new School Performance Support Framework, the estimated SPSF index is 84.9% out of 100 in Reading. In the weighted SPSF calculation, 148 students who scored "Pass/Advanced" and 106 students who had "Fail/Basic" contributed to the weighted numerator.

*The raw SOL Reading proficiency rates(24-25SY tested) for student reporting groups were as follows:
Asian 45%
Black 80%
Hispanic 43%
White 80%
Students with Disabilities 27%
EL Students 33%

*VALLS Spring 2025 Review of Risk Band levels, Grades K-3

| | Low Risk | Moderate Risk | High Risk |
|---|---|---|---|
| Kindergarten (90 students assessed) | 35 students (39%) | 14 students (16%) | 41 students (46%) |
| First Grade (92 students assessed) | 39 students (42%) | 17 students (18%) | 36 students (39%) |
| Second Grade (53 students assessed)+ | 3 students (6%) | 14 students (26%) | 36 students (68%) |
| Third Grade (56 students assessed)+ | 9 students (16%) | 8 students (14%) | 39 students (70%) |

+Not all students in Grades 2, 3 were assessed in Spring 2025

*A review of scaled score reports indicated that although students may remain in the high risk band, growth was being made.

During the 2024-2025 school year, staff were engaged in learning and implementing the new core curriculum resource Houghton Mifflin Harcourt's *Into Reading*. Staff are shifting to more skill based reading instruction as part of the changes brought forth from the science of reading. Teachers utilized an I Do-We Do-You Do approach in implementing the new curriculum lessons. Core instruction is providing explicit instruction around skills and vocabulary. Teachers used core resources, supplemental materials (paper/digital), centers, and playlists as part of efforts to provide targeted learning and support. Teachers engaged in work around interpretation and use of the VALLS assessment during CLT meetings to guide planning for small group instruction.
Moving into the 2025-26 school year, our assessment data in reading indicates a need for improvement in students' decoding and comprehension skills in order to increase student achievement. A focus is needed around designing and implementing differentiated small group skills based instruction. Included in this work may be use of both VALLS assessment data (to be given K-5) as well as the skill based assessments provided with the core curriculum resource to create flexible groups and use of other supports within the literacy block to provide targeted learning.

**Science**
*The raw SOL Science proficiency rate (24-25SY tested) was 60% among Grade 5 students. According to the new School Performance Support Framework, the estimated SPSF index is 94.1 out of 100 in Science. Staff believe that student challenges in the area of reading impact success on the Science SOL assessment, particularly among our Students with Disabilities and English Learner students as we see in the Reading SOL raw pass rates for these groups.

*The 2024-25 Accreditation Report (tested year 23-24) indicated a proficiency rate of 69% (Level 1) for Grade 5 students.

**Additional Contextual Information**
*The WIDA ACCESS assessment given in 2025 noted that 34 students have reached proficiency (Level 4.4). Our proficiency percentage is 15.32%.
*The VDOE expected WIDA Progress Percentage for 2025 is 56%. Our school's progress percentage is 57.41%

*The Response to Intervention Implementation Rubric completed in the Spring 2025 indicated Cool Spring has a strong commitment to supporting students across the grades with tiered intervention in Reading and Math. A framework is in place that includes identifying students in need, a focus area, appropriate intervention around the area of need as well as frequent progress monitoring. In our reflection and completion of the rubric for the 2025-26 school year, an area noted for growth is providing core literacy instruction that is differentiated and scaffolded to student needs.
We will also review any updated guidance from VDOE regarding supplemental and intervention resources and review our practices to ensure continued alignment.

A review of MAP Growth and classroom assessment data, discussions with staff members and feedback from families indicate a need for enrichment opportunities for students to support student learning. In the perceptual family survey, 69% of families indicated that the school offers a challenging curriculum.

**Title I Budget Implications:** See list at bottom.

## 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).*

During the 2024-2025 school year, our attendance team and UMHT have been holding meetings twice monthly to review attendance data, patterns and have engaged families through conversation, attendance letters, conferences and MDT meetings to support students and families in improving school attendance. As the VDOE School Performance Support Framework (SPSF) records chronic absenteeism as the percentage of students NOT chronically absent, the percentage of students NOT chronically absent for the 2024-2025 school year was 90.1%. This calculation is included as part of the Readiness Index score and percentage in the SPSF. Cool Spring's Readiness Index score is 8.9 and the Readiness Index Percentage is 88.9%
At the conclusion of the 2023-2024 school year, Cool Spring's chronic absenteeism rate was 11% (Level 1 under the previous VDOE accountability system).

It has been noted that there is an increased number of students who display more intense, frequent behaviors and require more time and support from school staff during these last two years. During the 2024-25 school year, Cool Spring teachers, staff and administrators reviewed areas where additional proactive supports and strategies were needed to encourage positive student behavior. Staff also increased engagement with families of students who were having behavioral challenges.
Student discipline data and data from the Staff Perceptual Survey suggests that staff efforts have been supportive of more positive outcomes. Students with noted discipline violations decreased from 201 violations in 23-24 to 106 violations in 24-25 (47% decrease). The number of students with a violation also decreased from 93 to 57 (39% decrease). Violations related to safety concerns decreased from 43.3% to 41.5% over the same period.

Staff Perceptual Data:
*93% of staff indicated that teachers and other adults at this school support one another to meet the needs of all students.
*84% of staff indicated that school administrators set high expectations for behavior for all students.
*96% of staff indicated that there are supports for students to develop positive behavior.
*98% of staff indicated that students are recognized for positive behavior.
*78% of staff indicated that teachers and other adults consistently enforce rules for student behavior.
*80% of staff indicated that school administrators support teachers' efforts to maintain discipline in the classroom.
*93% of staff indicated that students know how the school defines appropriate behavior.
*100% of staff indicated that they feel physically safe at this school.

Student Perceptual Data related to engagement (administered to Grades 3-5):
*89% of students indicated that they feel they belong at the school.
*94% of students indicated that they like the school.
*93% of students indicated that they want to learn as much as they can at the school.
*86% of students indicated that they learn about people who are different from them.
*90% of students indicated that they feel safe at school.
*86% of students indicated that they can work with and learn from other people to solve problems together.
*85% of students indicated that they have a choice about how they show what they learn in school.
*87% of students indicated that they get along well with other students at this school.
*92% of students indicated that teachers or other adults care about them.
*93% of students indicated that there are teachers or other adults they can talk to if they need help with something.

**Title I Budget Implications:** See list at bottom.

## 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:**

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

Students in Grade 4-5 who have been identified as eligible for the FUSION program receive enrichment activities in Math and/or Reading as well as additional opportunities outside of those instructional blocks provided by the Gifted Teacher. Given the impact of enrichment provided through the FUSION program and the positive feedback on limited enrichment opportunities we were able to provide in Grades 1-2 during the second half of the 2023-24 school year, this was expanded for the 2024-25 school year. During the 2024-2025 school year, we began implementing flexible math enrichment groups in Grades K-3 (KDG began in Semester 2). Data from unit pre-post assessments, MAP Growth Assessment data and teacher input were used to identify students. This process also recognized that students can have varied levels of skill development in the domains of math. For the 2025-26 school year, we intend to provide additional enrichment opportunities for students in Reading/Language Arts.

We recently acquired several kinds of computer science tools as well as a 3D printer. We plan to identify opportunities for staff to collaborate around purposeful integration within the curriculum to enhance student learning.

We have a JEDI (Justice, Equity, Diversity, Inclusion) Penguins group, with representatives from each Fourth and Fifth Grade classroom. Students engage in learning about justice, diversity, equity and inclusion and discuss actions that we can take to make our school welcoming and affirming for all. Students identified activities and projects that they wanted to lead implementation of and engage with the general school population around supporting an inclusive, welcoming and affirming environment. JEDI Penguins also serves as a leadership development opportunity for the students. We plan to continue this program in the 2025-26 school year.

We have started an Arabic Club, which meets quarterly during the school year. Some of our Arabic speaking students spend time sharing about their culture, interests and forming relationships with other Arabic speakers in our school. Several Arabic speaking parents come to the meetings to help facilitate the sessions. We plan to continue the Arabic Club in the 2025-26 school year.

We participate in service learning activities during the school year that we can tie into instructional units or project based learning experiences and that directly support the Cool Spring community, or local non-profit groups.

We partner with our PTA to offer a fall, winter and spring session of After School Enrichment, which includes classes that are related to STEM, art, sports, music, science topics and more. We offer a Fall and Spring Chorus program. These will continue in the 2025-26 school year.

**Family and Community Engagement Opportunities:**
Cool Spring Elementary offers various opportunities for family and community engagement during the school year. Our school's Family Engagement Plan/Procedures (Title I) are developed with staff and family input and presented early in the school year. For the 2024-25 school year, we moved away from using the PEP curriculum as part of our family sessions. We surveyed families to ascertain some topics that would be supportive for them in supporting their students and developed our own sessions based on the input from families. We plan to continue to tailor sessions based on input from families and staff for the 2025-26 school year. We also want to seek feedback from families and staff as to actions we might take to further strengthen our school-home partnership.

During the 2024-25 school year, we had an Author Visit with an author whose books integrate science and STEM topics. She talked with students and families about the writing process, research and how books are published.
A Family Literacy Night is offered whereby families learn about reading fluency, phonemic awareness and comprehension and engage in activities that they could use at home with their students. Students receive books to use at home as well.
A Reading Under the Stars event encouraging the enjoyment of reading is held for students to come enjoy read-alouds with staff and community members, and set up a public library account.
A Community Celebration Night is held whereby students and families enjoy trivia from countries around the world and a potluck dinner with families providing food dishes from their culture. Various grade level music programs and performances during the year are coordinated with our Music Specialists and teachers.
The Cool Spring administration held an Attendance Information session for families to share information about the importance of school attendance, chronic absenteeism, and family resources to support students with regular school attendance. School administrators and our Equity Team held sessions for families around how to use technology to support learning at home and also use of ParentVUE.
We hold a summer reading program whereby staff visit with students in the community, read and discuss books. Books are also provided for students to keep and read at home.

We partner with our PTA to offer other events/programs (some change per year) to include Donuts with Grown Ups, Family Service Night, Popsicles on the Playground (for Kindergarten families), Sweetheart Dance, Community Picnic, Family Basketball Night, Bingo Night, CSP's Got Talent! Talent Show, Movie Night, and a Trunk or Treat event

Related to engagement opportunities, data from the Family Perceptual Survey noted:
*79% of families indicated that the school provides them with opportunities to connect with other families.
*95% of families indicated that the school provides them with multiple opportunities for family engagement in school activities.
*98% of families indicated that the school shares information about the activities and clubs that are available.
*92% of families indicated that the school provides different ways for families to be involved.
*86% of families indicated that they know how to access translation services for their family, when needed.
*77% of families indicated that the school empowers them to become a partner in their child's education.

**Title I Budget Implications:** See list at bottom.

## 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;***

**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 Cool Spring, we focus on 'Penguin Pride' which is ' Respect for Self, Others and Property'. We explicitly teach the expectations for Penguin Pride throughout the school using a school created teaching matrix, supporting consistency, common expectations and language. Components of social emotional learning are also included on the matrix as a way to integrate the two areas. Visuals highlighting Penguin Pride are displayed throughout the school (classrooms, hallways, restrooms, office, playground). Students are positively reinforced individually and on a class-wide basis. Students are encouraged to take ownership of their social-behavioral choices through collaboration with their teacher to set class behavioral goals and select a reinforcer. Additionally, we have added a system for visually tracking and reinforcing positive behavior in the cafeteria, which was identified as an area where more consistency was needed.

Cool Spring is implementing the House System within our school. Each student and staff member is placed within a house. This provides an additional opportunity for students to build relationships with other students and adults creating communities within the larger school community, provide leadership opportunities for our older students and encourage positive behaviors across our school. Students and staff participate in monthly House Meetings. During the house meetings, students engage in activities designed to emphasize communication, collaboration, as well as SEL skills of active listening, kindness, team building, growth mindset, and appropriate social engagement with others. A group of our Grade 4-5 students have developed and led the activities for a couple House meetings, providing student voice and leadership.

We have a monthly character strength focus, where students participate in lessons and activities around various character traits through the school year, and learn how to develop and/or use those traits in and out of school.

Beyond the school-wide PBIS structure, Cool Spring provides additional mechanisms for supporting students who display difficulties with developing or demonstrating appropriate social skills or school behaviors. The support mechanisms include small group sessions with the School Counselors or Social Worker, development of student specific behavior intervention plans, staff-student informal mentoring, Check In-Check Out, and for families seeking additional support, referral to Care Solace.
Our School Counseling Team, based on review of behavior data, surveys and input from staff, implement classroom lessons on specific topics that are identified as skills that need further development within a grade level. Lessons provided included executive functioning, importance of school attendance, organizational skills and social problem solving skills.

Grade level teams hold monthly Kid Talks during CLT meetings. At these meetings, teachers discuss students who are experiencing academic, behavioral and/or social emotional concerns and identify strategies that can be put in place to support the students. School administrators as well as members of our School Counseling Team and School Psychologist, Educational Diagnostician and School Social Worker attend to provide support.

Our United Mental Health Team, consisting of School Administrators, School Counselors, our School Social Worker and the Attendance Officer meets twice monthly to discuss individual student needs, develop strategies and identify resources to support the student and family. We also hold PSST meetings with teachers, school administrators, diagnostic staff and staff from the district level to discuss students displaying significant academic, behavioral or social emotional needs. The UMHT also follows up with support for students or families on cases brought up in the Kid Talk meetings.

During the 2024-2025 school year, staff participated in professional learning around strategies to support Tier 1-2 behaviors in the classroom.
Data from our student perceptual survey, staff input and review of student discipline data indicated that students demonstrated growth with developing positive social skills and self-regulation, and continued support in these areas will need to be continued during the 2025-26 school year.

We implement our Cool Pops program, in partnership with parent and community volunteers, for identified students. Students meet with Cool Pops mentors during the school year twice monthly and engage in discussions and activities to support the students in developing positive social behaviors, decision making skills and self-awareness.

Related to school climate, data from the perceptual surveys noted:
<u>Student Survey</u>
*85% of students indicated that students treat other students who are different from them with respect.
*87% of students indicated that they get along well with other students at this school.
*78% of students indicated that they work out disagreements with other students by talking with them (incr 4% from 23-24)
*76% of students indicated that they can manage their emotions when upset (80% across elem.)
*73% of students indicated that they can name the feelings of others.
*87% of students indicated that they know what will happen when they break a school rule.
*89% of students indicated that teachers or other adults let them know when they demonstrate positive behavior at school.
*69% of students indicated that staff discipline students the same way for the same behavior (76% across elem.).
*90% of students indicated that they feel safe at this school.
*73% of students indicated that they have not been bullied at school (79% across elem.).
*55% of students indicated that bullying is not a problem at school (63% across elem.)
*68% of students indicated that they stopped bullying when they saw it (65% across elem.), and 65% of students indicated that they told a teacher or another adult about the bullying. Students indicated that 87% of the time a teacher or other adult helped stop the bullying.
*91% of students indicated that their classroom is welcoming.
*87% of students indicated that their classroom makes them feel good about their customs and traditions.

<u>Family Survey</u>
*96% of families indicated that teachers at this school care about how their child does in school.
*93% of families indicated that teachers provide help when their child needs it.
*95% of families indicated that the school communicates effectively with families.
*91% of families indicated that school staff take them seriously when they have concerns.
*95% of families indicated that they feel welcome in their child's school.
*95% of families indicated that the school respects diversity and welcomes all cultures.
*93% of families indicated that the school creates an inclusive environment.
*88% of families indicated that the administration is responsive to families and children.
*96% of families indicated that their child feels respected by staff.
*89% of families indicated that their child has access to social-emotional support at school.
*93% of families indicated that school staff treat them with respect.
*87% of families indicated that there is a trusted staff member that they can reach out to when they have a concern, question or need.
*83% of families indicated that the school works with them to make key decisions about their child's education (80% across elem).
*97% of families indicated the school provides a safe place for students to learn.

*94% of families indicated that their child knows the behavior expectations at this school.
*85% of families indicated that the school has high expectations for student behavior.
*92% of families indicated that their child is being taught to respect people of different racial, ethnic and cultural backgrounds.

**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 Cool Spring Elementary, we implement social emotional learning throughout Grades K-5, via a dedicated Morning Meeting each day. We use the Second Step SEL curriculum to deliver lessons on the pillars essential to SEL: self-awareness, relationship building, social skills, empathy and self-regulation skills. SEL is an important component in helping all students feel safe, supported and connected to their classroom and broader school community. SEL helps students build positive, healthy relationships with others. Teachers and staff utilize SEL vocabulary and strategies within other areas of the day with students to encourage authentic application. SEL resources are made available to families so that they can incorporate the SEL language in the home setting.

Completion of the SEL Implementation Rubric in the Spring 2025 indicated an average overall percentage of implementation at 89%, with particular strengths in areas within SEL Teaming Structures, Foundational SEL Learning Opportunities, Shared Vision and Understanding, Adult SEL and Culturally Responsive Practices, Explicit SEL instruction, Staff Collaboration and Supportive, Inclusive, Culturally Affirming Environment.

Our school has a committee that meets monthly and includes both PBIS and SEL. The committee provides oversight of the implementation of PBIS and SEL systems, including House meetings. The committee reviews discipline data to examine behavior trends, any areas of disproportionality and identify PBIS or SEL related strategies to positively impact student behavior.

**Title I Budget Implications:** Decodable texts for reading instruction; classroom library books; student take home books, math manipulatives; literacy center activities; Literacy and Math professional development materials; computer science materials (ex.coding/building games, 3D printer materials); supplemental Math/Literacy software, student instructional materials and supplies; author visit
Transportation from school to home for students/families attending evening school/PTA events; assemblies, field trips, Materials (games, consumables, supplies) and food for Literacy Night/Parent Coffees; Childcare at family engagement activities; food at family engagement activities
PBIS House meeting materials, PBIS incentives materials, social skills and behavior instruction materials
Funds to compensate staff for preparing family session learning and/or materials
Funds for part time staff to implement enrichment in K-3 and Math intervention in Grades K-5