Rosa Lee Carter Elementary School

Loudoun County Public Schools

Comprehensive Needs Assessment - Executive Summary

LCPS School Profile

Virginia School Quality Profile

One LCPS: 2027 Strategic Plan for Excellence

School Improvement Team:

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

Name	Position
Uzma Askari	Principal
Ryan Mouw	Assistant Principal
Jennifer Hedges	Administrative Dean
Robert Donahue	English Learner Teacher
Colette Bradley	Instructional Technology Facilitator
Sandra Harvey	Reading Specialist
Sarah Brewer	Reading Specialist
Anna Arias	Special Education Teacher
Kristi Quill	Special Education Teacher
Sarah Maczek	EL Teacher
Karla Paulson	Gifted/Fusion Teacher
Amanda Wilkinson	Kindergarten Teacher
Riham Said	First Grade Teacher
Natalie Mencini	Second Grade Teacher
Christine Crabb	Third Grade Teacher

Alissa Kinney	**Fourth Grade Teacher**
Julie Myers	**Fifth Grade 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 Fluency, Vocabulary, and Comprehension, in addition to Writing. Instruction across all areas of literacy should be explicit and systematic, and aligned 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 the implementation of best practices for literacy instruction. Teachers reflect and respond continuously by collecting and considering information, data, and feedback, then respond by making adjustments or taking appropriate actions. Each student's literacy progress is monitored through state-provided assessments (Virginia Language and Literacy Screener [VALLS]) or the use of Measures of Academic Progress (MAP). Teachers assess and monitor progress to provide timely feedback and inform instruction for all students. Students who have identified areas of need are provided with differentiated classroom instruction and 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 to deliver high-quality literacy instruction and intervention, all teachers participate in Literacy Collaborative Learning Team meetings with their grade-level teams, including resource staff. During these instances, teachers collaborate and share student progress, strategize, and plan instruction for all students. Teams participate in opportunities for professional development within CLTs to elevate the level of learning for all students. Additionally, all Rosa Lee Carter Elementary teachers utilize the LCPS Instructional Framework and pacing guides to plan for instruction across all content areas.

Rosa Lee Carter ascribes to a strategic process for identifying academic strengths and areas for further development for students. Learning experiences are intentionally designed, created, and reflective of individual student strengths, needs, experiences, backgrounds, and perspectives. The school strives for a comprehensive plan with a focus on teaching and learning through Collaborative Learning Team Meetings. Student progress is discussed and analyzed in a team setting. Multiple data points are utilized, including SOLs, VALLSS, MAP, Running Records, Performance Matters, Measures of Academic Progress (MAP), Attendance records, and school behavior. The use of Measures of Academic Progress (MAP) has strengthened the school-wide focus on differentiating instruction. Digital content is provided and used throughout all grades to enhance the learning experience for students and provide opportunities for content to be presented at each student's level of readiness. Grades 3-5 utilize the digital content provided in coordination with our Personalized Learning framework.

Based on classroom visits, observations, teacher reflections, and data, the school is effectively implementing integrated digital content, targeted instruction, and making data-driven decisions across all literacy areas.

At RLC, high expectations are established for each and every student. Students are provided opportunities for intervention and enrichment through a differentiated lens and a strategic plan to maximize teaching and learning through personalized learning, co-teaching, specialized reading, and literacy tutors for grades K-3. Literacy instruction, including reading, writing, vocabulary, and phonemic awareness, is delivered in accordance with the Virginia Literacy Act (VLA).

Math: At Rosa Lee Carter Elementary, our LCPS Math Curriculum and Instruction utilizes a **math workshop structure** focusing on student-centered learning activities that include daily number sense routines and reflection. Instruction prioritizes inquiry-based learning, focusing on conceptual understanding, utilizing vocabulary, representations, digital content, and hands-on experiences using models/manipulatives. Instruction emphasizes the implementation of the Process Goals and the 5Cs through student collaboration, reasoning, communicating, making connections, and problem-solving. Teachers plan small-group targeted instruction, varying the groups regularly. Teachers embrace a data-driven approach utilizing both formative and summative assessments to guide instruction. Students with identified areas of need are provided differentiated classroom instruction and/or explicitly taught content through evidence-based intervention strategies.

Science: At Rosa Lee Carter Elementary, our 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 use content vocabulary to observe 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. RLC aims to foster a deep understanding through inquiry-based learning and encourages our students to ask questions, conduct investigations, and draw conclusions based on evidence.

Social Sciences & Global Studies: At Rosa Lee Carter Elementary, our Social Science and Global Studies instruction 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' developmental thinking skills and provide opportunities to make their thinking visible. Students demonstrate their understanding, knowledge, and skills through a variety of formative and summative assessments, including authentic performance tasks. Through student-centered activities, we prioritize the needs and interests of students, encouraging them to take ownership of their learning.

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.*

After analyzing student academic achievement data, it is clear that Rosa Lee Carter Elementary School's commitment to ongoing professional development, providing authentic learning opportunities, and maintaining high standards for all students has had a significant positive impact. Students received differentiated and elevated instruction designed to meet their individual needs. Overall, RLC is a high-achieving school demonstrating strong SOL proficiency, with an overall

pass rate for grades 3-5 in the high 80s. SOL proficiency rates indicate a high level of academic achievement and effective instruction. MAP assessment achievement percentiles show a consistent focus on the effectiveness of instructional strategies in math and reading. Overall, students demonstrated reading, math, and science growth across grade levels. While these achievements are commendable, it was noted that RLC recognizes the need for extended learning opportunities and enrichment instruction to elevate tier-one students with additional growth opportunities by extending learning access to resources to support all students. Our RLC staff members engaged in focused data analysis through a comprehensive needs assessment to identify strengths and areas of growth to assist with establishing goals for the 24-25 school year, with an emphasis on vocabulary and language development. For the 25-26 school year, the focus will emphasize differentiated small groups across all content areas, differentiating and extending opportunities required to enhance instruction and increase learning opportunities for all students, specifically in the area of English Language Learners. According to the Measures of Academic Progress, an assessment provided to students in grades 1-5 in math and reading, in mathematics, students achieved an average performance at the 71st percentile, which is 10 points higher than the LCPS average. In reading, students reached an average achievement level of 68%, outperforming the LCPS average by 9 points. These results indicate strong academic performance in both subjects relative to district benchmarks.

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 Opportunities

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

To engage parents in the learning process, multiple school and PTO events are held annually. Coyote Parent Workshops are presented on topics such as Technology, School Success, Reading, Writing, SEL, PBIS, and Assessments to foster parent partnership with student learning. RLC consistently demonstrates close to 100% parent participation in academic conferences with teachers to discuss student progress. Grade-level teachers engage in student-led conferences to give students an active role in reflecting on their learning and setting academic goals. These conferences empower students to take ownership of their progress while fostering meaningful communication between teachers, students, and families. Our math and literacy leads from each K-5 team are receiving professional development in their content committees in their respective subjects, and provide turnaround training to their colleagues at Collaborative Learning Team meetings each month. Additionally, students at RLC have opportunities to engage in assemblies, field trips, and author visits (both in person and virtually) throughout the school year. The school's PTO offers a variety of enrichment opportunities for students through after-school programs throughout the school year.

The ITF actively collaborates with teachers during regular Engage, Empower, Enrich (EEE) CLT meetings. These sessions serve as a platform to collectively enhance teaching practices. To evaluate existing lessons, teachers employ Scott McLeod and Julie Graber's 4-Shifts Protocol, which focuses on deeper thinking, authenticity, student agency, and digital integration. Together, existing lesson plans are redesigned to maximize their effectiveness and impact and align with LCPS's Instructional Framework.

The PTO at RLC offers several additional enrichment opportunities for students, including the following:

Odyssey of the Mind: This creative problem-solving competition provides opportunities for students to work in teams to solve problems involving writing, designing, and constructing. It promotes critical and innovative thinking.

Math Club: This enrichment program challenges students to solve complex mathematical problems. The goal of the club is to foster an interest in mathematics to improve skills and teach strategies for math problem-solving.

Virginia Science Olympiad: This non-profit organization is dedicated to fostering interest in STEM (Science, Technology, Engineering, and Mathematics). It provides students with opportunities to collaborate and learn in a competitive and supportive learning environment.

WordMasters Challenge: The PTO sponsors three teams each year for third through fifth-grade participants. Approximately 150 students engage in the national competition, which focuses on high-level thinking in the areas of vocabulary development and verbal reasoning.

Family and Community Engagement Opportunities:
Events include but are not limited to Veteran's Day Assembly, "This is RLC" event, Grandparents' Day, Informances across K-3 grade levels, 4th/5th Grade Chorus, PTO Bingo Events, Coyote Fun Run, Glow Dance, Watch Dog Dads, and Donuts and Muffins with Grown-ups to build continuous partnerships and engagement with RLC families.

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.

The 2024-2025 Climate Data school year demonstrated growth in both family, staff, and student responses. With daily attendance at Rosa Lee Carter. RLC Chronic Absenteeism decreased from 14% to 12%. Attendance team meetings (bi-monthly) have been established for the 25-26 school year and track progress with subgroups who are more likely to experience chronic absenteeism. RLC retains a high percentage of staff year to year, and teacher climate data shows that RLC fosters building relationships, a strong work environment, and a safe environment. With an emphasis on differentiating instruction to strengthen core 1 instruction, professional development in the area of small group differentiated instruction, and continued emphasis on vocabulary will be a focus. Families (145 respondents) expressed that students are cared for at school (95.5%) and provided an environment that is inclusive and respectful of all cultures. Our families do feel that RLC can improve in providing feedback to families, setting high expectations for students, and encouraging academic risks. Students (321 respondents) expressed that they feel like they belong at this school (95%), and feel safe at school (97%). Staff (35) expressed that my school is a good place to learn and work (97%), and the school administration sets high academic expectations for all students (97%).

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, 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 Rosa Lee Carter Elementary, we HOWL, which stands for Honorable, Organized HardWORKING Leaders. All students are taught these expectations daily through the morning news show and provided reinforcement when displaying behaviors that are courteous, caring, and through student and staff connections.

Students are recognized for demonstrating HOWL behavior as courteous Coyotes and following the 4Es (to Engage, Empower, Enrich, and Elevate others) throughout the school day. RLC developed a Student Ambassador Team (SAT) to develop student leadership, provide opportunities for student voice, and welcome new students to RLC.

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. Rosa Lee Carter Elementary School teaches social-emotional learning through the use of the Second Step curriculum during morning meetings, a time established in the master schedule. The RLC PBIS, UMHT team, Kid-Talk and Attendance teams meet monthly to discuss how to support students with positive engagement, social skills, positive behavior, and interventions to support students.