

**Round Hill Elementary School  
2021-2024**

**Loudoun County Public Schools  
Comprehensive Needs Assessment - Executive Summary**

[LCPS School Profile](#)

[Virginia School Quality Profile](#)

**School Improvement Team:**

<b>Name</b>	<b>Position</b>
<b>Colleen O'Neill</b>	<b>Principal</b>
<b>Daneesha Davis</b>	<b>Assistant Principal</b>
<b>Stacey Williams</b>	<b>School Counselor and Parent</b>
<b>Deborah Randazzo-Spangler</b>	<b>EL Teacher</b>
<b>Kahla Lose</b>	<b>D.I.F. and Parent</b>
<b>Shirley Fortenbaugh</b>	<b>SEARCH Teacher, Math Lead, and Parent</b>
<b>Janie Lyman</b>	<b>1st Grade Teacher</b>
<b>Jennifer Jewell</b>	<b>Social Science Lead and Parent</b>
<b>Kerry Mullane</b>	<b>Language Arts Lead</b>
<b>Christy Hollar</b>	<b>Instructional Facilitator, Technology</b>
<b>Shawn DeLuca</b>	<b>Computer Science Instructional Facilitator</b>
<b>Theresa Rinehart</b>	<b>Kindergarten Teacher</b>
<b>Jamie Wheelbarger</b>	<b>2nd Grade Teacher</b>
<b>Emily Parker</b>	<b>3rd Grade Teacher</b>
<b>Jaime Giles</b>	<b>5th Grade Teacher &amp; Parent</b>
<b>Becky Nielsen</b>	<b>Parent</b>

## **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.*

### **Social Emotional Needs and Development of a Positive School Climate**

Based on a review of our perceptual data to include our parent, student and staff surveys, Round Hill Elementary continues to provide a safe and orderly environment through strong communication and collaboration throughout the school. Based on the 2022-2023 LCPS Elementary School Family Survey, the average percent of positive responses in 6 out of 9 sections is above that of all LCPS Elementary Schools. We continue to yearly monitor both Student and Family Survey data and approach issues in a proactive and positive way, empowering students to utilize the skills that are taught in our school counseling lessons, Second Step's Social Emotional Learning (SEL) and Second Step's Bullying Prevention Curriculum. The Positive Behavioral Interventions and Supports (PBIS) House System continues to be successful in helping students and teachers build relationships across the school building and reinforce the 3Rs of ready, respectful and responsible in a variety of school settings.

### **Instructional Programs to Include Intervention and Extension Supports**

#### **Math**

Round Hill Elementary continues to demonstrate strong growth in the area of mathematics. Teachers begin each math class with a routine designed to increase number sense and mathematical discourse. Teachers use a variety of diagnostics and the guided Math workshop format in order to implement differentiated instruction to small groups of students. Teachers also design and implement targeted playlist activities in order to personalize learning and meet individual needs. Teachers consider the math process standards in addition to the learning standards when planning lessons. Grades KG-G2 utilize Zearn, digital Mathematics program and grades G3-G5 utilize ALEKS. G3-G5 students identified as gifted in Mathematics receive weekly lessons with the gifted specialist.

#### **Science**

Round Hill Elementary continues to demonstrate academic growth in the area of science. Science instruction incorporates both an inquiry and workshop model of instruction through a 5E lesson design (engage, explore, explain, elaborate/extend and evaluate). Science instruction is provided daily for 20-25 minutes in KG-G2 and 30-40 minutes daily in grades G3-G5. Reinforcement of essential scientific vocabulary is embedded into the morning announcements and cross-curricular lessons are designed to solidify key scientific concepts.

#### **Language Arts and Reading**

Round Hill Elementary continues to demonstrate strong academic growth in the areas of Reading and Language Arts. Teachers begin each reading workshop with a mini-lesson designed to introduce or reinforce reading skills and strategies to foster independent critical thinking. Select teachers are LETRS and UFLI trained and are incorporating the science of reading into their lessons. The amount of time focused on phonics instruction has increased. Teachers use a variety of diagnostics to assess mastery of reading and writing skills. Reading workshop, target time, and small group instruction is used to differentiate literacy instruction. Teachers utilize student performance data when planning lessons targeting specific learning standards. Identified Tier 2 and Tier 3 students receive interventions and specialized reading instruction by a Reading Specialist or Special Education teacher. Students identified as gifted in reading have weekly lessons with the gifted specialist.

**Deeper Learning - (Computer Science/Computational Thinking/5Cs/PBL/PL)**

Round Hill Elementary continues to integrate deeper learning experiences into instructional delivery. Computer Science standards and Computational Thinking is integrated into the various core content subjects. Students utilize various forms of programs and robotics to showcase their knowledge of specific SOLs. Teachers intentionally plan opportunities for students to highlight the LCPS Profile of a Graduate (5Cs) throughout the school day. The frameworks of PBL (Project-based learning) and Personalized Learning drive instruction and promote avenues for students to show ownership of their learning.

**Extended Learning Opportunities**

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

The Round Hill Elementary School faculty and staff seek to engage students, staff, families, and the community each year in a multitude of ways. One of the key ways that we extend learning opportunities is through our annual PTO parent and student events. Events like Family Bingo Night, Movie Nights, and Read-a-Thon are provided to help students practice appropriate academic, social and emotional skills as they have fun with friends and classmates. We also host staff-led events like “Family Reading Night” where students can hear stories read by their favorite teachers. Round Hill Elementary grade levels showcase events each year where families and community members are invited into our school to interact with students about the projects/products that students create. These projects are typically interwoven into comprehensive, multi-faceted project based learning opportunities. As a school focused on deeper learning through the incorporation of computer science standards and computational thinking, we seek to ignite and stimulate our students’ critical thinking, creativity, collaboration, communication and contribution skills.

Round Hill Elementary School partners with our PTO to offer numerous After School Enrichment Programs (ASEP) to extend learning opportunities for all students. Affordable costs and scholarships ensure that any child who wants to participate is able to do so. All of these programs are taught by Round Hill Elementary School staff members ensuring a safe and consistent environment where students can meet new friends and learn new skills.

Round Hill Elementary School provides ongoing home-school connections related to our implementation of our Second Step Social Emotional Learning (SEL) and Bullying Prevention Curriculum. Each week teachers send home our weekly lesson focus along with suggestions for how parents can continue the conversations and learning at home. These paired with the Principal’s weekly “Life Lesson” video on Friday and the Assistant Principal’s Monday “SEL moment” help to provide anchors for the learning taking place during daily morning meetings.

The Round Hill Elementary School administration works collaboratively with LCPS to provide personalized staff development support to include funding for conferences and seminars. Grade level specific professional development is offered to teachers based on a yearly assessment of their needs, their personal preference, and when we are considering the incorporation of new and innovative instructional practices. Examples of these innovative practices include computer science, computational thinking, and project based learning.

## **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.*

### **School Climate**

Round Hill Elementary School students continue to feel safe and respected by their peers and adults. Students feel like they belong and their efforts (academic and behaviors) are acknowledged by their teachers. Students like the school, feel it is welcoming and accepting of their customs and traditions.

Data from Student Climate Survey:

- 95% of students learn about people who are different from me
- 95% feel teachers treat students with respect
- 92% feel that there are teachers or other adults I can talk with if I need help
- 90% of students feel like teachers acknowledge their positive behavior
- 98% of students feel that educators expect them to do well in school

Staff members at Round Hill feel supported and respected by families, teachers and other adults. They feel safe at school and feel that there is a positive collaborative climate. They also feel supported as it pertains to professional development, resources and technology.

- 94% of staff feel that their performance is objectively evaluated
- 98% of staff believe students are acknowledged for positive behavior
- 100% of staff report that Round Hill ES is committed to providing an inclusive environment for individuals from varied racial, ethnic, and cultural backgrounds.

Families at Round Hill feel that teachers care and have high expectations for their children. Families report satisfaction with the learning and support that their children are receiving. Parents noted that the school provides opportunities for partnering in their children's education.

- 96% of families believe the Round Hill Staff builds strong relationships and provides a safe environment for students.
- 95% of families believe that Round Hill effectively communicates important information to families.
- 100% of families believe that their children are being taught to respect people of different cultural, ethnic, and racial backgrounds.
- 95% of families believe that Round Hill staff takes their concerns seriously.

### **Math/Science**

Based on SOL results of 2022-2023 SY, Round Hill Elementary School students continue to demonstrate progress in the area of science. Students in fifth grade achieved 75 percent proficiency. This is an increase from the previous year's result of 56.79% pass rate. Based on data from the SOL results of 2022-2023, Round Hill Elementary School students continue to demonstrate strength in the area of mathematics. Economically disadvantaged students held a pass rate of 89% for the current year. Of the students taking the SOL test, 100% of EL students passed or met the growth rate target.

### **Language Arts and Reading**

Based on data provided through the MAP and SOL results of 2022-2023, Round Hill Elementary continues to have significant areas of strength with 90% of all G3-G5 students meeting proficiency on the Reading SOL. 90% of economically disadvantaged students met proficiency and 100% of English learners passed or met the growth rate target. Finally, 84% of all students with disabilities met proficiency, an increase from 79% the previous school year. The average conditional growth percentile on the Reading MAP for Tier 2 and Tier 3 students was 71.9%; 72.9% for students with disabilities and 56.2% for English Language students. The target goal was 60%.

**Deeper Learning - (5Cs/Computer Science/Computational Thinking/PBL/PL)**

Round Hill Elementary continues to emphasize Deeper Learning experiences into instructional delivery through Computer Science and Computational Thinking integration. During the 2022-2023 SY, Round Hill Elementary held KG-G5 grade level's showcases. During the in-person showcase, students took the role of facilitator and utilized the LCPS Profile of a Graduate (5Cs) to educate parents on the use of CS/CT in their core content subjects. To promote ownership of learning, teachers and students set personal and academic goals throughout the school year.

## 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.*

### **School Climate**

Based on a review of the 2022-2023 LCPS Elementary School Student, Staff, and Family Survey reports, we see that questions asked by the students around the area of bullying continue to show scores below where we would want them to be. 96% of families strongly agree/agree that this school provides a safe place for students to learn and 88% of families strongly agree/agree that their child feels safe from bullying at this school. 92% of students reported "I feel safe at this school," while 70% of students reported "Bullying is a problem at this school," and 63% of students who saw bullying told a teacher or another adult about the bullying." Survey results under the topic of Social Emotional Wellbeing, indicate, "I can manage my emotions when I am upset." as an area of growth with an overall average of 74%. Although Round Hill scores are higher or lower (as applicable) than the district, in most question responses, as we will continue to provide targeted counseling lessons using the Second Step Bully Prevention curriculum and work on fostering positive student relationships through our classroom morning meetings, and collaborative learning. We will also continue to build trusting relationships, and reinforce academic, behavioral and social-emotional expectations, across the school through the implementation of our House System. Additionally, we reinforce social-emotional regulation strategies through announcements (ie., movement breaks, calm-down kit tools).

Furthermore, we will expand our student leadership opportunities and work to amplify student voices. This can be seen in the implementation of a student tech team, fifth grade safety patrol force, student/principal lunch bunches, and the implementation of a student advisory council.

### **Science**

Based on the SOL scores of the 2022-2023 SY, Round Hill Elementary demonstrated Science as a core academic subject area in the need of growth. The state benchmark for Science is 70%. The overall pass rate for the current year was 75%, with the 3 year average of 76%. This is a result of the previous year's pass rate of 57%. Students with disabilities had a pass rate of 80%, with Economically disadvantaged students with a pass rate of 57%. We will implement an inquiry/workshop model of instruction with a concentration on tiered vocabulary to support gaps of conceptual understanding and specific science concepts.

### **Language Arts and Reading**

Based on the SOL and MAP scores of the 2022-2023 SY, Round Hill Elementary demonstrated areas in need of growth. We will continue to incorporate the reading workshop model in conjunction with intentional tiered interventions for students who are not meeting grade level benchmarks or for students who are above grade level benchmarks.

- SOL- Hispanic students pass rate was 84%, which fell comparatively from 92% the previous school year.
- MAP - for English Language students, had a conditional growth rate of 56.2%, an increase from 44% in the previous year and with a target goal of 60%.

We will continue to support the research of the science of reading by focusing on the following: phonological awareness, phonics, fluency, vocabulary and comprehension. Concentration on vocabulary strategies, such those identified through the Quality Teaching of English Learner training, will be provided to teachers to implement during instructional delivery.

### **Chronic Absenteeism**

Based on data from the 2022-2023 SY, 473 Round Hill Elementary students had less than 10% absences, and 95 students had 10% or more absences. The absenteeism rate is 17%, therefore an Attendance goal will be included

in the Round Hill Elementary School Improvement Plan. The Unified Mental Health Team, Registrar and the Administrative Team will support the Attendance strategies developed.

**School Improvement Goals  
Strand 1**

**STRAND 1: TEACHING FOR LEARNING**

**Domain 1 - English Language Arts**

<b>Outcome Goal:</b>	Students below the 40% achievement percentile on the fall MAP reading assessment will have a fall to spring average conditional growth percentile of 65 or higher.	<b>Process Goal:</b>	Teachers will plan and implement instruction through the Reading Workshop model and through multi-tiered systems of support to target tier 2 and 3 students as measured by lesson plans, intervention plans, and instructional walk-throughs.
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**Domain 3 - Science**

<b>Outcome Goal:</b>	90% of students in grade 5 will score proficient or pass advanced on their Science SOL in the spring of 2024.	<b>Process Goal:</b>	Teachers will continue to plan and deliver new science standards while also incorporating spiral review of previous years' topics throughout the school year.
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**School Improvement Goals  
Strand 2**

### Domain 8 - Safe and Supportive Environments

<b>Outcome Goal:</b>	We will increase students' awareness and application of self-regulation strategies as measured on the LCPS Student Stakeholder Climate survey, by 6%.	<b>Process Goal:</b>	Teachers will utilize Social Emotional Learning curriculum delivered through Morning Meetings as observed through walkthroughs 90% of the time and pre/post UMHT surveys.
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### Domain 8 - Safe and Supportive Environments

<b>Outcome Goal:</b>	By June 2024, RHES will decrease the overall chronic absenteeism rate to less than 15%.	<b>Process Goal:</b>	The Attendance Team (AP, School Social Worker, Attendance Officer, Registrar and School Counselors) will identify students at risk of chronic absenteeism on a bi-weekly basis and implement an attendance plan of action 100% of the time.
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