



ALDIE 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
Ashley Barkley	Principal
Jill Redenburg	ITF/ Point of Contact
Kara Wolfe	Reading Teacher/ELA Content Lead
Christine Balog	KG Teacher
Michelle Morgenstern	G1 Teacher, Math Content Lead
Judi Fishman	G2 Teacher
Toni Hershey	G3 Teacher/SSGS Content Lead
Erica Meadows	G4 Teacher/Equity Lead
Katherine Joyce	G5 Teacher/Science Content Lead
Erin Miller	EL Teacher/EL Content Lead
Alice Daniel	SpEd Teacher/SpED Lead
Stephanie Klonicke	SpED Dean
Jason Brier	School Counselor/Climate Rep
Stefanie Clay/Rob Clay	PTA President/LEAF Representative
Gwenn Hess	Alide United Methodist/Community
Jessica Halterman Vermont	Behavior Resource Teacher/PBIS Lead



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 Aldie Elementary teachers use the HMH Literacy resources and the LCPS Scope and Sequence to plan and implement high-quality literacy instruction aligned to the Science of Reading. Teachers routinely collaborate with EL staff, Reading Specialists, Administrators, and Special Education staff during CLT meetings to analyze literacy data to develop differentiated supports, plans for supplemental instruction during intervention time, and to develop MTSS plans for Tier 3 students. All staff responsible for reading instruction have completed the VLA literacy training. Many staff have voluntarily participated in additional specialized reading professional learning to include LETRS 1 and 2 and OG. Teachers provide targeted instruction to engage students in differentiated learning experiences and conduct ongoing assessments. Aldie staff continually assess student progress in literacy using the FASTBridge screening and progress monitoring assessments.

We are excited to continue using the Into Reading core instructional resources. Under the leadership of administration and our reading specialist we ensured that our staff was more than adequately prepared to begin utilizing these resources in the 24-25 school year. During this School Improvement Plan cycle (July 2024 to June 2027) we have set a goal that all students will increase their Reading proficiency by meeting their projected growth from Fall to Spring by 5% each year until June 2027. This will be measured using the MAP Reading assessment. We surpassed this goal in the 2024-2025 school year, and will continue this goal into the 25-26 school year.

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 Aldie, math instruction, including interventions, is outlined in the master schedule to ensure students' individual needs are met through intervention and remediation in order to better access core instruction through the mini lesson. Mini lessons are aligned to the Virginia Standards of Learning, and through a collaborative planning model, teachers develop lessons aligned to the SOLs in mathematics using workshop models.

Instructional practices rooted in research:

- grade level teams plan with intentionality to ensure a focus on rigor, sustained, reciprocal conversations, and a language rich learning environment
- Guided math model for remediation; math workshop approach
- Number talks daily
- Intervention time during math workshop block to address lowest deficit area in math
- Bridges used as an intervention program
- Math playlists and tasks are used to practice concepts as well as differentiate the instruction, providing opportunities for rigor
- Pre- and post-assessments for math

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; generate and evaluate scientific evidence and explanations; understand scientific knowledge's nature and development; and participate productively in scientific practices and discourse.

At Aldie, staff follow the LCPS Scope and Sequence to plan interactive, project-based science units aligned to the SOLs. Teachers will invite parents to participate in projects actively or to attend as audience members to the students' final presentations. Our librarian, music and art teachers routinely collaborate with grade level teachers to enrich and enhance science content across disciplines. Students are provided hands-on learning experiences through a variety of field trips, presentations from outside agencies, STEAM events, and technology integrated lessons.

Social Sciences & Global Studies: Social Science and Global Studies instruction in LCPS is grounded in a culturally responsive approach to the content 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 Aldie Elementary School, the master schedule includes time daily for social science instruction. Teachers include projects, experiences and direct instruction. Students are provided hands-on learning experiences through field trips, projects and technology integrated lessons.

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.

At Aldie, we are extremely proud of our students' overall academic achievement. The 2025 SOL pass rates are as follows:

- Reading- 98%
- Math- 95%
- VA Studies- 100%
- Science- 96%

Areas of concern for Aldie include:

- Some subgroups of students performed below the overall pass rates (these groups are not named due to confidentiality purposes and the size of the subgroup)

Family Survey Data from 2025:

- 100% of parents noted that teachers at this school care about how their child does at school
- 97.5% of parents noted that there are high expectations for academic achievement in their child's classroom and this school provides a high quality education

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).

Student survey results indicated:

- 95.2% of students feel that they belong in this school
- 97.6% of students like this school
- 95.3% of students want to learn as much as they can at school

Areas of improvement include:

- 76.2% of students indicated that they help their class make decisions in the school
- 66.9% of parents indicated that this school encourages their child to take academic risks
- 79.6% of parents indicated that the school empowers them to become a partner in their child's education

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.

Aldie Elementary School offers a rich array of extended learning and engagement opportunities that create a vibrant community for students and families. The school hosts a Family Literacy Night that coincides with the book fair and an author visit, fostering a love for reading. In music, students can join the Glee Club, participating in multiple performances each season, and the Chorus, which rehearses weekly and performs during holidays and spring showcases. Chorus students collaborate with Lightridge High School for special performances, including the National Anthem and a cluster concert. They also participate in events like Veterans Day, DARE graduation, holiday caroling, and promotion ceremonies.

After-school activities include Friday Fun Day, enjoyed by more than 50% of students, and the After School Fitness Club, promoting health and wellness with participation from one-third of students. Educational assemblies throughout the year cover various topics, such as bullying prevention, music and computer science, friendship, and more, with a highlight being the Planetarium Family Night. Field trips enhance experiential learning, with visits to Camp Highroad for fifth graders to build belonging, local farms and heritage sites for different grade levels, Luck Stone to enhance the science curriculum, and iFly for 5th grade to enhance the Science curriculum. In addition, we provide unique hands-on learning experiences at school through multiple visits/presentations from the Oak Spring Garden Foundation and the Goose Creek Association's Watershed presentations.

Family and community engagement is strengthened through events like Popsicles on the Playground, Bingo nights, and Family Socials. The Literacy Night/Book Fair brings families together for literacy discussions. The Veterans Day assembly invites community participation, while Field Day involves the whole school and local volunteers. The school recently began a dinner theater, which brings families together for dinner, while showcasing their child's musical talents.

The PTA sponsors additional after-school clubs, including Drama Club, Fitness Club, Glee Club, Chess Club, and Tennis, further enriching the student experience. They also host a school-wide variety and talent show, allowing students to showcase their unique talents and fostering creativity and confidence. These diverse programs at Aldie Elementary School not only enhance learning but also strengthen community bonds, creating a supportive and engaging environment for all.

Extended Learning:

Clubs- Glee, Chess, Lego/Robotics, Tennis, Fitness

5th grade choral performances with Lightridge - National Anthem, Cluster concert

Veterans Day, DARE graduation, Holiday caroling, Promotion music performances

Family events- BINGO Night, Glow Party, Dinner Theater, Welcome Back Events, Talent Show, STEAM Night, Book Fair, Trunk or Treat, Fun Run, Book Fair

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;

Aldie Elementary school is committed to creating a learning environment where people treat each other with respect and students and staff feel safe taking instructional risks. We are committed to continuous improvement in our instructional program, ensuring that we meet the academic needs for all students. School staff strive to promote problem solving, responsible citizenship, instruction that is rigorous, a desire for lifelong learning and student and staff empowerment. We are focused on implementing core instruction and interventions with fidelity as well as ensuring that our tier 1 students are also making educational growth. Our perceptual data indicates that Aldie is safe, students and adults care about each other and learning is a top priority. Aldie staff are committed to PBIS using positive reinforcement and a common language throughout the school. Our intervention time provides targeted instruction focused on research based strategies, for identified students.

Chronic Absenteeism:

Daily attendance is critical to success in school. A student is considered chronically absent if he or she misses two or more instructional days per month (18 days, or 10 percent of a 180-day school year) regardless of whether the absences are excused or unexcused.

At Aldie, only 2.1% of students were chronically absent during the 2024-2025 school year.

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 Aldie, the schoolwide PBIS plan focuses on 4 essential character traits: Respect, Ownership, Community and Kindness. All students are taught these expectations through principal announcements, behavior assemblies, and in the classroom. During the 2025-2026 school year, Aldie will implement the House System, which will increase belonging in the school.

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.

Through the integration of PBIS and SEL, Aldie Elementary School has created a comprehensive framework that addresses both behavioral and emotional development. The review of the R.O.C.K. values, the engaging rollout activities, and the continuous reinforcement strategies have collectively fostered a positive and inclusive environment for all students. This initiative not only enhances the school climate but also equips students with the skills they need to succeed academically and socially.