Catoctin Elementary

Loudoun County Public Schools

Comprehensive Needs Assessment - Executive Summary

LCPS School Profile

Virginia School Quality Profile

LCPS Strategic Plan 2023-2027

School Improvement Team:

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

Name	Position
Janet Platenberg	Principal
Jacquelynne Spencer	Assistant Principal
Jennifer Hartmann	School Based Facilitator
Molly Agosta	IFT
Val Lacy	Reading Specialist
Holly Janson	School Counselor
Meredith McCarthy	General Education Teacher
Kristen Veltz	Special Education Teacher
Kelly Miller	EL Teacher
Hannah Franks	Parent

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 Catoctin Elementary School, we also provide professional development for all teaching assistants. We provide opportunities for our paraprofessionals to engage in learning that aligns their practice with the teacher. Students are engaged in core instruction in the general education classroom in an inclusive, co-teaching model where applicable. Students who need intervention are provided daily intervention whether it is remediation or enrichment. All students are encouraged to take risks in their learning and be critical thinkers.

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.

Catoctin staff works diligently to help students understand mathematical principles, content vocabulary, and problem solving. Students understand that there may be several solutions to a problem and are encouraged to articulate their thought process. Students are also exposed to math in cross-curricular activities such as science and computer science 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.

Science instruction at Catoctin focuses on the scientific process as well as content knowledge mastery. Vocabulary is explicitly taught in each unit. There is a STEAM lab which provides an environment for teachers and students to enrich and create more concrete experiences for students with hands-on learning experiences.

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

Catoctin staff work to help students understand the content in a safe and nurturing learning environment. Connections to social sciences and global studies are further developed through our special area instruction in art, music, and library.

Comprehensive Needs Assessment
Academic Achievement

A s*ummary 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 Data -79% of students passed their Math SOL., 48% of SpEd passed, 51% of EL passed

Estimated SPSF percent is 96.9%.

MAP Conditional Growth Percentile 53.1%

Reading Data - 73% of students passed their Reading SOL, 31% of SpEd passed, 33% of EL passed

Estimated SPSF percent is 91.3%.

MAP Conditional Growth Percentile 53.1%
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Comprehensive Needs Assessment
Student Engagement

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

In 2024, Catoctin dropped from 20.98% chronically absent to 8%. With this data we will be identified as a level 1. At Catoctin 6.94% of our students received support for social emotional /mental health from our UMHT. According to our PBIS walkthroughs, data indicates that students spoken to (score of 4/5) were able to identify behavioral expectations at our school and (score 5 / 5) students said their teachers recognized

them for positive behaviors throughout the school.

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: All students have extended learning opportunities at Catoctin. Students participate in virtual field trips and virtual learning opportunities with experts across the world. Students attend field trips and guest speakers regularly visit our school. In grades K - 2 our PTA offers monthly AIMS to our students. K - 5 students are enriched in our STEAM lab. We frequently partner with Loudoun County High Schoolers who come over to engage in learning and mentoring activities with our students. We have identified higher level vocabulary and feature a word of the week for our students. Our gifted teacher collaborates with all grade levels to offer ideas for extension activities throughout the year. The PTA at Catoctin also offers After school programs for students throughout the year.

Family and Community Engagement Opportunities: Family and community engagement is a priority at Catoctin. We kick off the year with an Ice Cream Social for families to reconnect and celebrate with one another. We offer a Family Science Night each year. Families can connect with administration and staff during our quarterly coffee chats. Topics are catered to families and include: SIP, tips for working with students at home, and counseling highlights. Each year we offer PEP for our multilingual families. PTA events include a family fun run, two "Hand Me Down" events, Spaghetti Dinner and a Harvest Festival.

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 Catoctin we use the 3Rs which stands for respect yourself, respect others, and respect property. All students are taught these expectations and are provided reinforcement when displaying the 3Rs behaviors. We also have a house system for kindergarten through fifth grade students. House meetings focus on building connections K - 5 between students and staff. Quarterly house meetings and Minute To Win It challenges help to create a strong, positive connection.

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.

In our school we support and teach SEL through the Second Step curriculum during morning meetings in grades K - 5. Every morning, our teachers kickstart the day with a purposeful morning meeting centered around SEL lessons from the Second Step curriculum. These sessions begin with a warm greeting and a check-in where students express their feelings, setting a positive tone for the day ahead. We then review key concepts from previous lessons, celebrating instances where students have applied these skills. Introducing new lesson material follows, engaging students with activities and discussions that relate directly to their everyday experiences. Throughout the day, whether navigating social interactions or tackling academic challenges, students continuously apply and reinforce these lessons, fostering a supportive and empathetic classroom environment.