Legacy 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
Kirsten O'Hara	Principal
Melissa Bugaj	Assistant Principal
Jeremy Lichliter	Dean
Logan McIntosh	Instructional Facilitator - Technology
Amy Collier	Kindergarten Teacher
Anna Scanga	1st Grade Teacher
Eric Hockensmith	2nd Grade Teacher
Kristin Kasuba	3rd Grade Teacher
Michelle Spinelli	4th Grade Teacher
Amy Marple	5th Grade Teacher
Catherine Monsalve	P.E. Teacher
Allison Kipp	Music Teacher
Annelise Lohmeyer	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: At Legacy Elementary, reading and writing instruction is grounded in the science of reading and integrates evidence-based practices that support the five pillars of literacy: Phonemic Awareness, Phonics and Word Study, Fluency, Vocabulary, and Comprehension, along with Writing. Instruction is delivered explicitly and systematically, in alignment with the Virginia Standards of Learning (SOLs) and the Virginia Literacy Act (VLA). All classrooms are equipped with state-approved resources that meet VLA requirements. Students benefit from the use of *Into Reading* by Houghton Mifflin Harcourt as the core instructional program, which reinforces each of the five pillars. Teachers receive ongoing professional development to ensure effective implementation of best practices in literacy instruction. Student progress is regularly monitored through state-provided assessments, including the Virginia Language and Literacy Screener (VALLS) and NWEA's Measures of Academic Progress (MAP). Students requiring additional support receive differentiated instruction and/or targeted, evidence-based interventions. Tiered supports are implemented using LCPS decision trees, in accordance with the VLA. All educators engage in professional learning focused on intervention strategies and programs. To sustain high-quality instruction and intervention, teachers collaborate regularly through Literacy Collaborative Learning Teams (CLTs) and Professional Learning Communities (PLCs), where they analyze student data, plan instruction, and share effective practices. **Math:** At Legacy Elementary, mathematics instruction is anchored in student-centered learning and delivered through the integration of Kiddom as the core instructional platform. Using a math workshop model, instruction emphasizes daily number sense routines, reflection, and hands-on, inquiry-based activities that promote conceptual understanding through the use of models, representations, and manipulatives. Teachers design flexible, small-group instruction tailored to students' evolving needs. Instruction also incorporates the Process Goals and the 5Cs—collaboration, communication, critical thinking, creativity, and citizenship—by engaging students in reasoning, problem-solving, and making meaningful mathematical connections. Both teacher and student practices reflect alignment with the LCPS Instructional Framework. Students identified with specific learning needs receive differentiated instruction and/or targeted, evidence-based interventions.

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 Legacy Elementary, our science curriculum is designed to actively engage students in the process of scientific inquiry and foster the development of critical thinking skills for a deeper understanding of science concepts. These programs teach students to know, use, and interpret scientific explanations of the natural world. Students are encouraged to generate and evaluate scientific evidence and explanations, understand the nature and development of scientific knowledge, and participate productively in scientific practices and discourse. By applying scientific concepts to real-world situations, students at Legacy Elementary learn to think critically and solve complex problems, enhancing their ability to understand and explain the natural world through evidence-based reasoning and hands-on experimentation.

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 Legacy Elementary, Social Science and Global Studies instruction is grounded in a culturally responsive approach that elevates multiple perspectives. Students are empowered through authentic, inquiry-based learning experiences that promote the development of historical thinking skills and provide opportunities to make their thinking visible. By incorporating diverse viewpoints and cultural contexts, we ensure that our curriculum reflects the rich history of our global community. Students at Legacy Elementary demonstrate their understanding, knowledge, and skills through authentic performance tasks, enabling them to engage deeply with the content and appreciate the varied experiences and contributions of different cultures. This approach not only enriches their learning but also fosters a more inclusive and empathetic worldview.

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.*

Upon reviewing student academic achievement data, it is evident that Legacy's commitment to ongoing professional development, emphasis on providing authentic learning experiences, and high expectations for all students have contributed significantly to overall progress. While the Standards of Learning (SOL) scores reflect high levels of student achievement overall; there are groups that we would like to see additional gains made during the upcoming school year. While it remains challenging to assess individual student growth based solely on score analysis. A measure that we identified as most effectively demonstrating this impact was our review of NWEA's Measures of Academic Progress (MAP) Growth assessment data. These computer adaptive assessments help to determine a student's instructional readiness level and track academic progress throughout the school year and from year to year. Overall, students at Legacy have shown growth. From Fall 2024 to Spring 2025, reading growth in grades 2-5 showed an average conditional growth percentile (CGP) of 45.9%, while math growth in grades 1-5 showed a CGP of 65.6%. Overall average achievement percentiles for the school were a strength compared to Division averages (72% vs 59% in reading; 67% vs 59% in math). While these scores were worth celebrating, one observation was that English Learner students had average achievement

percentiles lower than the Division averages (48% vs 59% in reading; 34% vs 59% in math). Based on SOL data for student achievement by proficiency levels, Legacy students out performed the division and state (86% vs 82% vs 74% in reading; 92% vs 82% vs 72% in math). English Learner students also out performed the division and state (41% vs 36% vs 33% in reading; 53% vs 49% vs 45% in math). Supporting all students in growing and developing as learners is important at Legacy. We aim to improve our efforts in consistently offering opportunities for remediation and enrichment within the curriculum for all students. We aim to close the achievement gap for English Learner students.

Aligned to the division's core values, one of the overarching goals Legacy aims to achieve during this cycle of improvement is to build staff and student capacity in the LCPS Instructional Framework, where elements can be observed through student and teacher actions as they engage in high-quality, student-centered, rigorous instruction. We believe this will be a catalyst in increasing measurable progress for all learners, regardless of each individual's strengths and areas of growth. By providing professional development opportunities to enhance teacher capacity, regularly reviewing formative and summative data such as lesson plans, classroom observations, and seeking input from staff, students, and families, we will be able to monitor progress effectively and deliver the necessary support in a timely fashion.

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).*

At Legacy Elementary, a comprehensive needs assessment has revealed important trends, patterns, strengths, and areas for growth in student engagement data, including attendance, discipline, and perceptual data. Analyzing data from family, student, and staff surveys provides valuable insights into our school community's engagement levels.

Engagement and Instruction: Our parent survey indicates that 70% of parents feel the school encourages their child to take academic risk, while 74.3% believe the school seeks feedback on ways to improve. 97% of parents stated that teachers at the school communicate effectively with them. Teacher survey data shows that 80.6% of teachers feel students put forth the required effort to learn material, but only 33.3% believe that division initiatives are improving our educational systems. Additionally, only 19% of teachers feel there is sufficient non-instructional time to complete required tasks, and 52.4% of teachers feel they have time available to collaborate with colleagues.

Social/Emotional Engagement: On the social/emotional front, 77.4% of students report helping make decisions in class, and 79.9% work out disagreements with other students by talking with them. Survey data from students also showed that 74.7% of students could name how they felt, and 79.7% could name the feelings of others. Furthermore, 80.6% of teachers feel comfortable raising issues and concerns with school administrators; 74.3% of parents appreciate the school seeking feedback.

Behavioral Engagement: Regarding behavior, 74.2% of teachers state that students know the consequences for breaking school rules, per the Student Code of Conduct, and 90.3% believe that teachers and staff consistently enforce rules for student behavior. 76.2% feel the school addresses differences in discipline data among student groups. Student data shows that 70.4% feel that staff discipline students the same way for the same behaviors.

Family and Community Engagement: Engagement from families has seen continued improvement with 94.1% of families specifying the school provides different ways for families to become involved. Also, 93.1% of families believe the school empowers parents to become a partner in their child's education.

Behavioral Patterns: Behavioral data indicates that supported students report a higher percentage of behavior incidents, with most incidents occurring within the classroom. This highlights the need for targeted behavioral interventions and consistent enforcement of school rules.

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:

At Legacy Elementary, we are dedicated to fostering extended learning and engagement opportunities that actively involve students, families, and the community. Our comprehensive approach aligns with GOAL 4: Engaged Community of the LCPS Strategic Plan, particularly GOAL 4.1, which aims to deepen family engagement by offering inclusive opportunities for conversation across the division.

Planned and Considered Events:

1. **Math and STEM Days/Nights:** These interactive evenings provide hands-on learning experiences where students and their families can engage in fun, educational activities that reinforce classroom learning.
2. **Read-a-thon:** The PTO runs a Read-a-Thon each year to encourage families to read together and discuss books, fostering a love of reading and literacy development.
3. **Multicultural Nights:** These events celebrate the diverse backgrounds of our students and families, promoting understanding and inclusivity within our school community. We ask that students sign up to perform a dance, song or custom from their culture. We also ask families to bring a sample of a traditional meal from their heritage and country that is unique to them.
4. **Parent Workshops:** Workshops on topics such as helping with homework, understanding the curriculum, and supporting social-emotional learning at home provide parents with valuable tools and insights to support their children's education.
5. **Student Showcases and Exhibitions:** Opportunities for students to display their projects and talents, such as social studies animal projects, civil war projects, as well as STEM projects, and musical performances, encourage family participation and celebrate student achievements. We also host a yearly Career Fair where parents come and share their occupation with each classroom in our upper grades.

Family and Community Engagement Opportunities:

- **Deepening Family Engagement (GOAL 4.1):** Our initiatives are designed to create inclusive opportunities for families to engage in meaningful conversations and activities that support student learning and well-being. The continued increase in family perception of available engagement opportunities reflects the success of these

efforts. The PTO runs Spooky Bingo Night and Parent Nights Outs that are popular with the families and students. They also have a themed dance in the spring that the families and students enjoy. The school is also seeking ways to be more communicative with families and include acknowledgment of positive behaviors and academic successes. The school has moved to a weekly "Lab of the Week" where students are recognized for their efforts and accomplishments with being a model student and adhering to the BARK rules. This recognition includes positive phone calls home to parents, by administration, to celebrate the honor of being named "Lab of the Week".

- **Inclusive Opportunities for Conversation:** By offering diverse events that cater to the interests and needs of our families, we ensure that all voices are heard and valued, fostering a strong, supportive community network.

Positive Trends and Continued Efforts: The significant improvement in family engagement underscores the effectiveness of our strategies and the importance of continued efforts to connect with our community. By aligning our extended learning and engagement opportunities with the LCPS Strategic Plan, we are committed to creating a welcoming, inclusive environment that supports the academic and social-emotional growth of our students while strengthening the bonds between school and home.

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;

School specific narrative At Legacy Elementary, we are deeply committed to addressing the needs of all children, especially those at risk of not meeting challenging state academic standards. Our strategies encompass a robust array of activities, including counseling, social-emotional learning (SEL) programs, and the implementation of Positive Behavioral Interventions and Supports (PBIS). These efforts align with the LCPS Strategic Plan goals, particularly Goal 1.3, which prioritizes 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 Legacy Elementary, our Positive Behavioral Interventions and Supports (PBIS) system is a comprehensive approach to fostering a safe and supportive learning environment. Through the implementation of a consistent vision, language, and practices, our school staff promotes social, behavioral, and academic success for all students. Our PBIS program revolves around the acronym B-A-R-K: Be Ready, Act Responsibly, Respect Everyone, and Kindness Counts.The BARK rules are

differentiated for each area of the school, such as how to BARK in the bathroom or how to BARK in the cafeteria. There are behavior challenges between grade levels throughout the year. The PBIS team conducts a pep rally for the school in the first days of the school year to sing the BARK rules song and remind them of school rules in a fun and engaging way. Each week, students have the opportunity to be recognized for adhering to these school-wide BARK Rules and demonstrating kindness to others. The Lab of the Week Award is given to two students per grade level for exemplifying good citizenship within our school community. Winners receive a certificate and are recognized on our News Show, in addition to having a phone call home celebrating their positive contributions between school administration and parents. Additionally, specials teachers are providing additional opportunities to recognize students for their efforts on a daily basis. This includes brag bracelets and PAW Power stickers, in addition to other incentives.

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 Legacy Elementary, our social-emotional learning (SEL) framework, conducted during Morning Meeting within each grade level provides students with explicit SEL instruction, practice, and reinforcement of skills through academic integration, creating a supportive environment that fosters relationships, belonging, safety, and a student-centered approach. This comprehensive framework is strengthened by the active involvement of all community members, including staff, students, families, and community partners. The benefits of implementing social-emotional learning in schools are significant. Research has shown that students participating in evidence-based SEL programs gain valuable social-emotional skills, exhibit improved attitudes about themselves, others, and school, demonstrate positive classroom behavior, and achieve higher academic performance in reading and math, with an 11 percentile-point gain. Additionally, these programs help reduce the risks of failure by decreasing conduct problems and emotional distress. Through our dedicated SEL framework at Legacy Elementary, we are committed to nurturing well-rounded, resilient students who are equipped for success both academically and personally.