Loudoun Valley High 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
Melissa Stecura	School Testing Coordinator
April Tennant	Instructional Facilitator, technology
Michael Skvarch	International Baccalaureate Coordinator
Wendi Walker	Student Activities & Engagement Coordinator
Sarah Grantham	Student Support Advisor
Ashley Taylor	Social Sciences & Global Studies Dept Chair
Sarah Weller	Student Leadership Advisor
Eileen Lowry	English Dept Chair
Leslie Deeb	Math Dept Chair
Jesse Sheehan	Science Dept Chair
Ella Hopson	Special Education Dept Chair
Janine Davis	English Learners Dept Chair
Shawna Kelican	Reading Specialist
Violet Dube	Special Education Dean
Stacy Walter	Media Specialist
Erin Boldin	World Language Dept Chair

Heidi Trude	**World Language Dept Chair**
Matthew Herbert	**Fine Arts Dept Chair**
Jason Young	**Health & PE Dept Chair**
Nicole Herndon	**Assistant Principal**
William Gulgert	**Assistant Principal**
Andrew Johnson	**Assistant Principal**
Paul Hall	**School Counseling Director**
Erin Bucci	**Parent Liaison**
Kelly Schober	**PTSA Board President**
Christi Porter	**PTSA 1st VP of Membership & Communication**
Thomas Ketchum	**PTSA 2nd VP of Community & Education Engagement**
TBD	**PTSA 3rd VP of Student Engagement**
TBD	**PTSA 4th VP of Fundraising**
Jenna Alexander	**PTSA Treasurer**
Sienna Dhillon	**SCA Board President and Student School Board Representative**
Connor Ellis	**SCA Board & Supt Student Advisory representative**
Jordan Phillips	**SCA Board & Supt Student Advisory representative**
Kate Schoss	**SCA Board & Supt Student Advisory representative**
Susan Ross	**LVH Principal**

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

Secondary English and Reading:
Curriculum and Instruction: Secondary English and Reading instruction is grounded in the science of reading and utilizes evidence-based literacy practices that reflect three of the five pillars of literacy: fluency, vocabulary, and comprehension, in addition to writing. Instruction across all areas of literacy is explicit and systematic and aligns with the Virginia Standards of Learning (SOLs). The purpose of curriculum and instruction is to develop knowledgeable readers, writers, speakers, and thinkers. *Resources:* All classrooms are provided with state-approved resources consistent with the expectations of the Virginia Literacy Act and VDOE recommendations. Resources include digital content such as No Red Ink, Newsela, and Schoology as well as authentic literature and informational texts. *Professional Learning:* Secondary teachers and reading specialists engage in continuous professional development to support the implementation of best practices for literacy instruction in classrooms and intervention settings. *Intervention and Progress Monitoring:* Each student's literacy progress is monitored through multiple data points including Lexia scores, SOLs, and IReady as well as formative assessments. Students who have identified areas of need are provided with differentiated classroom instruction and/or evidence-based intervention. English teachers and the Reading Specialist use the Lexia program to provide intervention for specific student reading deficits and then track individual student growth and adjust intervention accordingly. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act.

At Loudoun Valley high school reading and writing instruction is focused on:
Thinking skills
Communication skills
Research skills
Self-management skills
Social skills

Approaches to teaching include:
Based on inquiry
Focused on conceptual understanding
Developed in local and global contexts
Focused on effective teamwork and collaboration
Differentiated, scaffolded and personalized to meet the needs of all learners
Informed by assessment (formative and summative).

We aim to develop learners who are:
Inquirers
Knowledgeable
Thinkers
Communicators
Principled

CLTs are focused on unpacking standards into learning targets; creating frequent formatives based on learning targets; analyzing the data from those frequent formatives to develop rapid interventions and enrichments for students.

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 Loudoun Valley high school, math instruction is focused on:
Thinking skills
Communication skills
Research skills
Self-management skills
Social skills

Approaches to teaching include:
Based on inquiry
Focused on conceptual understanding
Developed in local and global contexts
Focused on effective teamwork and collaboration
Differentiated, scaffolded and personalized to meet the needs of all learners
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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 Loudoun Valley high school, science instruction is focused on:
Thinking skills
Communication skills
Research skills
Self-management skills
Social skills

Approaches to teaching include:
Based on inquiry
Focused on conceptual understanding
Developed in local and global contexts
Focused on effective teamwork and collaboration
Differentiated, scaffolded and personalized to meet the needs of all learners

Informed by assessment (formative and summative).

We aim to develop learners who are:
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Principled

CLTs are focused on unpacking standards into learning targets; creating frequent formatives based on learning targets; analyzing the data from those frequent formatives to develop rapid interventions and enrichments for students.

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 Loudoun Valley high school, SSGS instruction is focused on:
Thinking skills
Communication skills
Research skills
Self-management skills
Social skills

Approaches to teaching include:
Based on inquiry
Focused on conceptual understanding
Developed in local and global contexts
Focused on effective teamwork and collaboration
Differentiated, scaffolded and personalized to meet the needs of all learners
Informed by assessment (formative and summative).

We aim to develop learners who are:
Inquirers
Knowledgeable
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Principled

CLTs are focused on unpacking standards into learning targets; creating frequent formatives based on learning targets; analyzing the data from those frequent formatives to develop rapid interventions and enrichments for students.

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.*

25-26 Accreditation shows maintenance of steady gains in English reading and writing scores; we will continue with the practices started last year. Math scores and grades also show continued gains and we will continue to refine those practices so that earlier intervention occurs to support those students in need. Science scores show significant discrepancies among subgroups and science teachers will focus on early intervention based on frequent formative assessments to shore up students' skills, content knowledge and confidence with time to review before the SOL tests and end of second semester. AP scores and DE grades continue to show high achievement across content discipline areas.

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).*

Students are highly engaged in over 50 clubs at Loudoun Valley. We also employ student focus groups quarterly to give students an opportunity to provide input and feedback on various school operations topics. We will continue these practices but they are not a focus of this year's SIP because engagement success is part of our school climate and culture. Attendance rates continue to climb after Covid. Last year our chronically absent rate decreased from 18% in 22-23 to 12% in 24-25. Our graduation rates and other rates associated with career readiness remain steadily high in the high 90's percentiles.

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:

As stated above, LVH has over 50 clubs including many that meet both during the school day on Fridays on a regular rotation as well as many that also meet before and after school such as the debate club, the academic team, the fellowship of Christian athletes, our DECA students, and many others.
LVH has numerous affinity clubs to support students of various affinity groups.
All departments are committed to "outside of classroom" activities and trips, including but not limited to:
Outdoor Education class trips to Shenandoah National Park
Environmental class trips to the trail across the street as well as to Wallops Island, VA.
Art class trips to museums and other cultural centers.
English class trips to museums and other cultural centers.
Social sciences class trips to museums and other cultural centers
Music trips to New York city and Nashville
International trips to our sister school in Hungary every other year; with that school visiting Valley in the alternate years.
International trips during the summer sponsored by our World Languages teachers to Germany, Ecuador, the Netherlands and France.

Family and Community Engagement Opportunities:

The LVH Fine Arts Dept sponsors arts nights during the evenings of theater performances.
In the Spring, LVH sponsors a CLUSTER-Wide arts showcase of all elementary, middle and high school student art projects from throughout the school year.
Throughout the school year, our music department sponsors CLUSTER-wide evenings of performances for musicians of all ages from the Cluster elementary, middle and high school.
Our PEP sponsors monthly PEP meetings for our parents of English Language Learners.
Athletics sponsors numerous Western Loudoun athletics evenings throughout the school year at various LVH athletic events.
Parents engage in numerous booster clubs including: PTO, Music Boosters, Athletic Boosters, Theater Boosters.
The IB program offers numerous opportunities for families to engage in information sessions related to the IB program. In addition, once a family commits to the IB program numerous additional evening events are offered for both socialization as well as deeper, more specific information on specific courses, assessment and grading, and IB exams.
Finally, LVH extends its invitational reach frequently throughout the school year to the feeder middle schools that feed our IB program. Our IB coordinator visits students at those middle schools during the school day, and participates in numerous parent/community events at those middle schools throughout the year in order to share the climate and culture of Loudoun Valley high school as well as information about the IB program at Loudoun Valley.

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 Loudoun Valley high school, we have a long standing culture of inclusivity, kindness, and high expectations. Our attendance rates decreased after covid, but we reduced our chronically absent rate from 18% to 12% in just one year last year with solid and enthusiastic support from our community and families.

For two years in a row, Loudoun Valley has been host to the springtime Virginia Special Olympics Feet Meets that invite special needs students as participants from all over Loudoun County Public Schools to have fun competing in track and field and other events. These students are accompanied by their able-bodied general education peers, so these events serve the entire community in terms of a genuine sense of inclusion as well as a learning environment for all students to become more aware and more empathetic about human beings who are not as advantaged as they might be.

With the implementation of our International Baccalaureate program, we are focused on high levels of critical thinking by way of writing and communicating; highly actively engaged students, and locally to globally focused projects - all in fulfillment of our school mission and vision.

We are a Cognia accredited school of distinction - a designation given to only 2 or 3 schools in the state of Virginia per year. This is based on the data collected last year for our accreditation with Cognia. As part of that, all stakeholders continue to support our positive, uplifting, inclusive and yet demanding and challenging school climate and culture.

One graduate mentioned to a senior staff member over the summer of 2024 that she'd just graduated from the University of Virginia and she "loved LCPS and loved Loudoun Valley because Loudoun Valley was more rigorous than the University of Virginia" had been for her in her time there.

We use quarterly face to face focus groups with all stakeholders to solicit and process input and feedback in real time from students, staff, and parents. This approach is preferred because it allows for conversations for improvement and a deeper understanding of what stakeholders are intending to want to improve.
Finally, a hallmark at Loudoun Valley has been our "Capstone" program for seniors at the end of their senior year. LVH started the Capstone program in 2012 and it continues to this day but has been modified to fit the IB program CAS (Creativity, Activity, Service) model. Regardless of what it is called and how we adjust the requirements, our greater community benefits from over 80% of our senior class serving the greater school community in some way. Whether it is cleaning up local hiking trails and parks, serving as teacher assistants in the CLUSTER elementary schools, serving as interns for local veterinarians, or discovering how the Loudoun County recycling program works; our graduating seniors give back to our greater community in meaningful ways at the end of their high school journey.

Multi-Tiered System of Supports (MTSS): At Loudoun Valley, we have a highly structured system of support for students that are tiered or leveled to meet the needs of any student at any time. In a climate of high expectations where we ask students to challenge themselves with higher level classes and challenging projects, a system of support for students helps to give them the necessary confidence they need as they are developing their sense of self academically. This system of support is designed to "catch" students before they begin to struggle and certainly before they get a failing grade for a quarter, semester, or year. Inside of those structures (meetings and time during the day for student tutoring) we have built communication processes with various areas of staffing in the school; and we are able to closely monitor student success in real time because of these processes.
These communication processes link the following staff members to ensure that students are focused on doing their best each and every day, make up work they might have missed during an absence, or retake a test that is being offered by the teacher. These staff include: department chairs, school counselors, teachers, case managers, student support advisor, student activities and engagement coordinator, administrators, reading specialist, media specialist, and the instructional facilitator of technology as well as support staff in our study halls. This results in many staff members knowing how students are doing every day; and provides actionable pathways for students and staff to take so that students are succeeding daily rather than falling behind and feeling both hopeless and helpless inside a fast-paced academic setting.
LVHS MTSS Process Web

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 Loudoun Valley high school we use: Responsibility / Safety / Respect as our pillars for student behavior. Students are rewarded frequently, regularly, and authentically by teachers, safety officers, administrators, other staff - including cafeteria staff - and parents for responsible, respectful and safe behavior. A highlight of our PBIS approaches includes the "warm fuzzy" letters sent directly to students for positive behavior from our school Principal.

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 Loudoun Valley high school we support and teach SEL through our structure of daily Viking Time that occurs for 35 minutes between the first and second blocks of the day. During this time, students have many options for getting their needs met academically, socially, and emotionally. Students can request and receive tutoring from teachers, get tests and assignments made up, connect with fellow students on projects and/or interests, go to various clubs on Fridays, receive advisory lessons from our Unified Mental Health Team, and participate in lessons from our PEER student group and our Sources of Strength Club. PEER / SCA / Sources of Strength sponsor 3 days per school year focused on health, wellness, and activities in order to emphasize the importance of mental health and SEL.