



Waterford 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
Andrew Heironimus	Principal
Stephanie Klonicke	Special Education Dean
Sara Mills	Reading Specialist/SIP Contact
Donell McEwan	5th Grade/Social Studies Lead
Katie Cruise	4th Grade
Nicole Daquilante	3rd Grade/Science Lead
Beth Wolford	2nd Grade
Kaarin Chavez	1st Grade
Jessica Pack	Kindergarten Teacher
Jennifer Colson	EL
Elsbeth Mayo	School Counselor
Nancy Farrell	Instructional Facilitator - Technology
Bethany Waterfall	Math Lead/Gifted Resource

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 Waterford Elementary, reading and writing instruction is based on the science of reading. Instruction is in alignment with the Virginia Standards of Learning. Teachers meet at regular intervals with their CLT to review current student data and determine if students require additional intervention in the area of reading as well as to progress monitor students' progress.

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 Waterford Elementary, math instruction is built into the master schedule by grade level. Teachers deliver instruction using a math workshop model. CLTs meet regularly to review student progress, develop interventions for students that require them, and analyze student data to plan for future instruction.

Science: At Waterford Elementary, 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.

Social Sciences & Global Studies: At Waterford Elementary 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.

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.

SOL Pass Rates

Waterford remains a “Level One” School for accreditation with VDOE and has received the VDOE Exemplar Performance - Highest Achievement Award for two consecutive school years. This is in part due to the teachers' consistent implementation of math workshop and daily literacy instruction, as well as our use of data to target students' specific needs and provide intervention in those areas.

SOL Pass rates are:

Math

- 2020-2021 - Pass Rate 66%
- 2021-2022 - Pass Rate 78%
- 2022-2023 - Pass Rate 74%
- 2023-2024 - Pass Rate 79%

On the 2023-2024 MAP Math Testing, Students with Disabilities (SWD) achieved a conditional growth percentile that was 2% lower than their general education peers (54% vs. 56%).

Reading

- 2020-2021 - Pass Rate 86%
- 2021-2022 - Pass Rate 88%
- 2022-2023 - Pass Rate 80%
- 2023-2024 - Pass Rate 80%

On the 2023-2024 MAP Reading Testing, Students with Disabilities (SWD) achieved a conditional growth percentile that was 5% lower than their general education peers (49% vs. 54%).

Science

- 2020-2021 - Pass Rate 63%
- 2021-2022 - Pass Rate 85%
- 2022-2023 - Pass Rate 83%
- 2023-2024 - Pass Rate 76%

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).

Strengths:

Student:

95% - I feel like I belong in this school.

95%- I like this school.

95% -Teachers and adults let me know when I demonstrate positive behavior.

93%- I feel safe at school.

Family -

91% - My child has a sense of belonging in this school.

91%- Teachers at this school communicate with me effectively.

97% My child's teachers care about my child

Staff -

Above county average in most categories

Opportunities for Growth:

School provides opportunities for parents to be involved.

From the Family Survey -

The following questions were areas of relative weakness for Waterford:

- "School provides opportunities for parents to be involved."
- "My child has access to social-emotional support at this school"
- "This school provides opportunities for me to connect with other families."
- "This school has high expectations for student behavior"

The team noted that these concerns regard building a stronger school community. We need to do a better job of communicating what we are doing to our families. This year we will add identity and career day to involve parents.

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:

Our PTO provides many extended learning opportunities through assemblies and guest speakers. Many of these assemblies provide different cultural perspectives for our students. Our students also attend field trips throughout the

year to further reinforce or extend the content that is taught in the classroom. The school counselor works with our community and families to host a career day.

This year, we will host an Identity Day to help recognize student's unique interests and talents as well as increase their sense of belonging in our school.

Family and Community Engagement Opportunities:

Our community is engaged with the school. We plan to create a literacy community committee in order to plan school-wide literacy events: school-wide read aloud and celebrations, reading incentives, and events where parents will assist with a Battle of the Books event. The PTO hosts events at the school in the evening, including dances, movie nights, and an end of year carnival.

Our fifth grade students participate in an end of year musical, continuing a decades' long tradition at Waterford. The community supports the production with resources and expertise.

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;

At Waterford Elementary, our survey data shows a school that continues to have a positive climate and culture. Parents and students report feeling welcome in the school and the staff survey shows scores that are consistently higher than the district average.

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 Waterford Elementary, we use ROCK (Respect; Ownership; Community). Students are explicitly taught these expectations in their classroom and they are reinforced throughout the school day.

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. In our school we support and teach SEL through the Second Step curriculum during morning meeting time in every classroom.

