

Catoctin Elementary School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary
LCPS School Profile
Virginia School Quality Profile

School Improvement Team:

Name	Position
Janet Platenberg	Principal
Jackie Spencer	Assistant Principal
Jeremy Tipton	Dean
Holly Janson	School Counselor
Austin Thomas	Teacher
Brittany Luce	Parent/PTA President
Jennifer Hartmann	Guardian & SBIF
Molly Agosta	IFT
Kara Haakonson	Parent/Teacher

Instructional Overview

Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social emotional needs for all students.

August 2022 - This year we are continuing our work with strengthening our CLTs for planning and data analysis to drive instruction. The planning component is solidly in place with teams. This year we will work on creating & strengthening formative and summative assessments and using the data to drive instructional planning.

Other initiatives include LETRS training and implementing UFLI in primary grades. We added a STEAM lab this year to support more intentional science instruction. Every class has a scheduled lab time and the SBIF and IFT are helping to design integrated, meaningful lessons.

Aug. 2021 - We are returning to in-person instruction this year after almost a year and a half of distance and hybrid learning. We have cross categorical and ECSE programs at Catoctin. This is the first year that we have a full time gifted teacher who will work inclusively with our general education teachers to support gifted learners. This is also the first year that we have a school based instructional facilitator to support all staff and students. Catoctin will also be supporting the Computer Science Integration in grades 3-5.

We have restructured team planning collaboration focusing on teachers discussing the standards, essential skills/knowledge, and pacing guides. The in-person collaboration is a time for teachers to agree on learning objectives for the following week and then create individual lesson plans that support the needs of the students in their classroom.

We have fully implemented SEL. Our School Counseling team heads our Equity Team and our Mental Health Team at Catocotin. We are reintroducing our House System which is our PBIS model. We divide houses vertically so that students and staff K through 5 are integrated into our six houses (F.L.I.G.H.T). This is an opportunity for our staff members to talk about common strands such as character development and good decision making.

Extended Learning Opportunities

Provide information to describe extended learning opportunities for students, staff, families and community.

August, 2022 - Over 15 staff members are being LETRS trained, our SBIF and Reading Specialists are training K - 2 teachers in UFLI, we are continuing to expand our computer science integration, and all K - 5 teachers are being trained and supported in our new STEAM lab.

For parents, administrators are continuing our Coffee Chats to address topics that are pertinent to families. There is always a Q&A time at the end and we solicit topics from parents as well. We are also continuing our PEP program for our English Learning Families.

In the fall of 2021, the Catocotin Elementary Special Education staff identified students who would benefit from taking part in our Fall Enrichment Program. The Fall Enrichment Program will run from October until Winter Break in December. Students will work in small groups with two Special Education teachers focusing on phonics, reading, and math instruction.

For the 2021 - 2022 school year, Catocotin Elementary was identified as a school who would support the Computer Science program in our grades 3-5. As a school we are starting with our third grade students and adding in grades 4 and 5 as the school year progresses. Also, this year Catocotin welcomed a school based Search/Futura teacher. In the Fall Semester, our teacher provides Search Lessons for grades 1-4. In the winter, this will change to add Kindergarten and dismiss fourth grade. Fourth grade this year was added in the fall to help identify students for the FUTURA program. For FUTURA, the gifted teacher pushed into two of our fifth grade classes twice a week for an hour at a time, and then pulls the students for activities in a small group for two hours twice a week. Finally, our gifted teacher is able to offer enrichment suggestions and resources for all grades levels.

We are going to continue to provide our staff with opportunities for personalized staff development. This is going to be done through county wide staff development. Where staff are able to choose their own classes based on their teaching needs and their student needs. Throughout the year, Catocotin will offer staff development on a range of topics based on teacher needs as indicated through conversations, team planning, and CLTs. We are also going to continue to ensure that all staff members are trained in MANDT Relational. By completing this training, teachers will have a better understanding of student behaviors and how they might react to different situations.

In order to reach our community, Catoclin is going to continue to provide parents with Coffee Chats on a quarterly basis and as needed throughout the school year. At the start of the school year, Administration polled the families to determine areas in which they would like more knowledge. We will use those results and topics that will come up during the year to base our coffee chats on. Administration and teachers will continue to keep parents informed through the use of their weekly newsletters. Finally, our EL department is providing our families who speak another language the opportunity to participate in our PEP program. This year, we are providing the program online which is allowing greater access.

Areas of Strength

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of strength. Provide a clear connection between outcomes and contributing factors.

August, 2022 - According to our Spring MAP and SOL data we exceeded our original three year goals in English and Math.

In MAP, Conditional Growth Math

Grade	All	Tier 1	Tier 2	Tier 3
3 rd	65%	68	66	63
4 th	71%	74	58	72
5 th	61%	63	58	51

Conditional Growth Reading

Grade	All	Tier 1	Tier 2	Tier 3
3rd	64%	60	73	66
4th	63%	62	65	63
5th	58%	57	61	68

In our Spring SOLs all subgroups performed extremely well in both English and Math.

English -

All Students - 93.5 %

Black - 81.8%

Economically Disadvantaged - 91.5%

English Learners - 96.4%

Hispanic - 93%

Multiple Races - 90%

Students With Disabilities - 92.9%

White - 96.3%

Math -

All Students - 92.3%

Black - 71.4%

Economically Disadvantaged - 88.5%

English Learners - 98.3%

Hispanic - 93.4%

Multiple Races - 100%

Students With Disabilities - 78.1%

White - 93.6%

Climate Surveys indicate very strong agreement in all areas by students, staff and parents. Student/Family/School relationships show over 98% agreement in all groups. Students strongly agree that we create a culturally responsive environment and parents overwhelmingly agree that we create a safe environment.

August, 2021 - As indicated by our data from the staff survey, our staff feels that administration continues to provide them feedback that can improve their performance. This is accomplished through notes from walk-throughs, observations, and teacher/administration conferences. Staff also indicated that teachers and other adults support one another to meet the needs of all students. Catoctin accomplishes this through weekly team planning, monthly CLTs, and Student Intervention Team meetings. Finally, the staff indicated school administrators support the needs of staff. A few of the ways that administrators at Catoctin support the needs of staff are through weekly meetings with teachers, support offered to staff and students, and personalized professional development.

According to our parent survey, students feel they know how the school defines appropriate behaviors. This directly relates to the fact that parents feel that the school is providing a safe place for the students to learn and that their students are safe from bullying. To maintain our strengths in this area, Catoctin will continue to provide lessons through our school counseling department and teachers on social emotional learning, expected behaviors, our house initiatives, and our new bullying prevention through social emotional learning curriculum. Parents also indicated that teachers in this school care about how well my child is doing and that their child feels respected by staff at this school. At Catoctin, teachers make an effort to communicate with parents on their students strengths and weaknesses. Teachers know the students deeply and are not only able to speak to their academics but also their socio-emotional growth.

Finally, the last area of strength is Catoctin's ability to provide opportunities for families to communicate through multiple family events, coffee chats, PTA meetings, and always welcoming families to communicate with teachers and administration. The community also feels that the school effectively communicates important information to families. Catoctin continues to strive to keep parents informed through weekly newsletters, teacher newsletters, coffee chats, and principal updates during the PTA meetings.

Areas for Growth

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of concern. Provide a clear connection between outcomes and contributing factors.

Due to the loss of learning time from Covid school shutdowns/distance learning/hybrid learning, students need rigorous instruction in core content (reading and math). SIP goals will focus on reading and math instruction, PD, and student progress moving forward.

Students identify bullying as a problem at school. The SIP will focus on PBIS, SEL, and a new counseling initiative around bullying prevention curriculum introduced in 2021-2022 school year.

We have also added several parents to our SIP team to gain greater parent input into our school improvement efforts.

School Improvement Goals
Strand 1

STRAND I: TEACHING FOR LEARNING

Domain 1 - English Language Arts

<p>Outcome Goal:</p>	<p>Acheived: 50% of students in grades 3-5 will meet their growth goal or EOY benchmark in Reading MAP 2024. New Goal: Students in Tiers 2 & 3 will demonstrate a 58% or higher in conditional growth in their spring MAP assessment in 2023 and 2024.</p>	<p>Process Goal:</p>	<p>Teachers will individually plan using data from common formative and summative assessments and deliver differentiated reading instruction through the Readers' Workshop model as observed by walkthroughs, lesson plans, observations, and planning discussions 80% of the time.</p>
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Domain 2 - Mathematics

<p>Outcome Goal:</p>	<p>Acheived: 50% of students in grades 3-5 will meet their growth goal or EOY benchmark in Reading MAP 2024. New Goal: Students in</p>	<p>Process Goal:</p>	<p>Teachers will use common formative and summative assessments to analyze data to plan and deliver differentiated math instruction through the Math Workshop model as observed by walkthroughs, lesson plans, and</p>
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	Tiers 2 & 3 will demonstrate a 58% or higher in conditional growth in their spring MAP assessment in 2023 and 2024.		planning discussions 80% of the time.
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Domain 3 - Science			
Outcome Goal:	80% of students in grade 5 will score proficient or pass advanced on their Science SOL in the spring of 2024.	Process Goal:	Teachers will plan and deliver Science instruction based on the Scientific Method in our STEAM lab as measured by the schedule and observations.

<p>School Improvement Goals Strand 2</p>
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Domain 8 - Safe and Supportive Environments			
Outcome Goal:	Students, families and staff will continue to feel safe and welcomed at Catoctin Elementary by establishing positive relationships (peer to peer, peer to staff) 90% of the time as noted in	Process Goal:	Instruction will be differentiated to meet student needs based on data and assessments, communication efforts and outreach will be multilingual and in person/virtual, and traditions/new practices/celebrations will be highlighted.

	climate surveys taken in the spring of each school year.		
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Select Domain			
Outcome Goal:		Process Goal:	

Select Domain			
Outcome Goal:		Process Goal:	