



Madison's Trust Elementary 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
David Stewart	Principal
Tricia Ulbrich	Assistant Principal
Robert Rauch	Assistant Principal
Lauren Cunningham	Dean
Erin Lucchino	Dean
Jocelyn Link	Instructional Technology Facilitator
April Dockeney	Kindergarten Teacher
Paige Reaman	First Grade Teacher
Chelsea Bradley	Second Grade Teacher
Kim Mixon	Third Grade Teacher
Erin Hughes	Fourth Grade Teacher
Rebecca Chudy	Fifth Grade Teacher
Marla Vargas	Special Education Teacher
Jhissell Klingerman	English Language Teacher
Kelly Gesser	Reading Specialist
Mike Mitchell	P.E. (Specialist)
Nisha Azad	Equity Lead

Julia Jewett	Fourth Grade Teacher (Math Lead)
Dana Trombly	Reading Specialist (Reading Contact)
Natalie Martirossian	5th Grade Teacher (Science Contact)
Dana Tolli	2nd Grade Teacher (Social Science Contact)
Colleen Adams	School Counselor (SEL Lead)
Lori Vollmer	School Counselor (PBIS Lead)

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 MTE, reading and writing instruction is delivered in accordance with the Virginia Literacy Act (VLA). Instructional practices across all grade levels are aligned to Science-Based Reading Research (SBRR). Teachers provide core instruction using the state-approved curriculum program HMH *Into Reading* along with the newly adopted 2024 English Standards of Learning. Core instruction

encompasses the 5 Pillars of Literacy (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). In addition to core instruction, some students receive targeted or intensive intervention within the RTI model following Evidence-Based Literacy Instruction (EBLI) practices. EBLI includes an emphasis on explicit and systematic instruction, a focus on phonics and decoding skills, and flexible skill-based groupings based on student data. Assessments used to collect student data include universal screeners like VALLS and MAP. Students who need targeted or intensive intervention will then receive small group instruction from a teacher or interventionist. Students who receive intensive intervention will also have a MTSS reading plan created to meet the requirements of the VLA. These students will be progress monitored using VALLS or Fastbridge to determine the ongoing effectiveness of the intervention. Teachers and interventionists meet on a regular basis to review student data and ensure instructional practices are aligned to meet the needs of each individual student. Teachers at MTE realize the value of these foundational literacy skills to empower students to become proficient readers and engaged contributors to the world at large.

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.

Math instruction at MTE is tailored to be both efficient and impactful. Our program is designed to support students in developing strong math skills, fostering growth, and enhancing their understanding of mathematical concepts. Our students are guided to comprehend and provide reasoning for mathematical relationships, apply their knowledge, develop problem-solving strategies, and engage in critical thinking and reflection. Collaboration and discussion are encouraged among students. Our teaching approach is data-driven, utilizing both formative and summative assessments to guide instruction for the entire group and to provide personalized support for those who may need it. The purposeful spiraling of instruction has been invaluable to the success of our students. Students are expected to showcase their understanding of mathematical concepts through various methods -- including representative, concrete, and abstract approaches -- while also being able to articulate the reasoning behind their solutions. Our staff is committed to fostering a love of math in all students, and to helping them see the relevance of math in the world around them.

This year, MTE is implementing two new math programs: Magma Math and Kiddom. These programs are designed to enhance collaboration within and across grade levels, fostering a shared language, consistent pacing, and aligned assessment practices. Both platforms provide digital access that encourage students to articulate their mathematical thinking while receiving personalized enrichment or remediation as needed.

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.

MTE integrates various strategies to teach children about Science. At MTE, we engage students in many ways and help build their enthusiasm for learning about Science. We have a comprehensive approach to teaching Science which includes hands-on activities and experiments, inquiry-based learning, and student-centered experiences. Students are encouraged to be active learners and collaborators. Our Science instruction is focused on making observations, learning about scientific investigation, and thinking about scientific processes. Our students are also given authentic scientific problems and questions to solve and answer. Our staff ensures that instruction is aligned with the standards of learning and the 5 C's. Students demonstrate their understanding of scientific concepts through many methods, including quizzes, performance tasks, projects, and observations. We use formative and summative assessments throughout the year and create differentiated instructional plans for teaching our students based on the thorough and consistent review of our data. We also enrich our students' science education by having guest speakers, and going on field trips which incorporate hands-on STEM activities. MTE is dedicated to providing and encouraging students to solve problems, think critically, and become lifelong learners in the field of Science.

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.

Social Science and Global Studies at MTE promotes deeper learning by using inquiry based instruction, workshop models, stations and student led discussions. The 5C's are embedded into each unit so students are engaged in personalized learning and are given the opportunity and support to make meaningful contributions. Thinking routines are used to encourage students to think critically and collaborate with their peers. Students are provided primary and secondary sources from American history to help make their learning more authentic and make connections to present day life. Project based learning and performance assessments give students the ability to take ownership over their learning, make meaningful contributions, and show their understanding in various ways. Students are also given the opportunity to debrief and reflect on their learning by having informal discussions, completing quick checks/exit tickets or reviewing the driving question for the unit. At MTE, we use SSGS to provide cross curricular lessons that include written responses and reading material and sources to complete tasks. Students are partake in field trips locally and all over our state to make history come to life. Overall, students at MTE take part in learning about the past to engage in the present in order to build a just and equitable world.

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.

Madison's Trust is a high-achieving school where students receive rigorous, differentiated instruction designed to target each student's unique needs. The overall pass rate for all grade levels on the state Standards of Learning (SOL) tests was 94% in math and 88% in English. The overall pass rate for the Science SOL on the fifth-grade assessment was 85% and the overall pass rate on the VA Studies SOL on the 4th grade assessment was 97% this year. While data were typically consistent across grade levels, tiers, and subgroups, we noticed the most significant disparities among students with disabilities and our Tier 1 students.

Measures of Academic Progress (MAP) assessments report growth rates from the fall to spring testing sessions. Average conditional growth for each grade was 86%. While this was typically true across grade levels, tiers, and subgroups, we noticed the most significant disparities among students with disabilities and our Tier 1 students.

Our staff recently conducted data analysis sessions to identify patterns, strengths, and areas for growth. This process helped Madison's Trust select next steps and meaningful goals for the 2025-2026 school year. At Madison's Trust, we are committed to continually improving our instruction and ensuring equitable opportunities for all our students every single day.

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 Madison's Trust, students have the opportunity to participate in field trips and author visits. The school's PTA provides a variety of enrichment opportunities that students can select from three times a year.

The PTA at MTE offers the following opportunities:

Math Olympiad: Math Olympiad is an enrichment program to stimulate enthusiasm and a love for mathematics. The goal of this program is to introduce important mathematical concepts and to teach major strategies for math problem-solving.

Odyssey of the Mind: This program is an international educational program / competition which provides creative problem solving opportunities for students, K-college. Students learn life long skills in a hands-on fun environment:

- Learn and apply critical problem solving skills
- Learn to develop and implement creative solutions
- Seek and respect teammates' contributions
- Communicate and express themselves effectively
- Learn and apply team building skills
- Present solutions and answers in a group settings

Science Olympiad: This program is a national non-profit organization dedicated to improving the quality of K-12 science education, increasing male, female and minority interest in science, creating a technologically-literate workforce and providing recognition for outstanding achievement by both students and teachers.

Family and Community Engagement Opportunities:

At Madison's Trust, we offer a variety of Family and Community Engagement Events, including but not limited to: a Veterans Day Assembly, Thanksgiving Dinner fundraiser for Loudoun Hunger, a Spooktacular Storytime & Trunk or Treat event, a friendly volleyball game against a neighboring school, 1st grade Informances, Quarterly Awards Assemblies highlighting citizenship and effort, and Four Family Power & Engagement Seminars.

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 Madison's Trust Elementary School our students, staff, and families feel like they have a sense of belonging, support, and empowerment. When looking at student responses on the climate survey our students feel as though they have a sense of belonging and are able to help make decisions about their learning and their academic environment (96% of students responded positively to academic environment survey questions). Students have expressed that they like our school and want to learn as much as they can. Our students have stated that they could do better with treating others who are different from them with respect and learning more about people who are different from them (91% of students responded positively to student relationship survey questions). In doing so they would have the knowledge necessary to get along well with others.

Parents have felt that they feel students are safe when they are here at school (94% of parents responded positively to safety survey questions). Parents feel that our school sets high expectations for student behavior and that students are being taught to respect people of different cultural, ethnic, and racial backgrounds. Parents also feel that our school is clean and well-kept. Our parent population does feel that we could improve our communication (84% of parents responded positively to questions about communication in the climate survey). Parents feel that we could provide more opportunities for them to be involved in school activities and that teachers could provide more helpful feedback towards student work.

To help improve school climate and build positive cultural responsiveness towards student relationships and needs we implement a school wide PBIS system. We praise students both individually and as a class for showing positive behavior. Students can be individually recognized using a positive office referral system in which they are given a notice that they have displayed positive behavior. Students are then asked to take the referral to the office to be celebrated by our office staff and administration. The referrals are collected and reviewed by our administration and a message goes home with each student from our assistant principal when they receive a positive office referral. To support classroom behavior and teamwork we award classes who are showing respect, responsibility, and a readiness to learn with a pom pom when the behavior is shown. Pom Poms are collected for each class and when classes fill their pom pom jars they get to choose a reward for their class. We also have a school wide positive behavior pom pom jar that is filled each time a class fills their jar and when our school jar is filled we have a school wide celebration. Parents have been invited to be members of our PBIS committee and newsletters have been sent home to inform parents and families of celebrations for positive behavior. Students are also recognized monthly for character traits we have assigned to each month.

To support social skill development with our students our UMHT and Special Education teams provide a variety of interventions from individual goal setting and tracking to small group and classroom lessons that help encourage students to build positive relationships and problem solving skills.

Attendance has been a county wide concern. At Madison's Trust Elementary School, our UMHT made great progress in decreasing chronic absenteeism. We have been in consistent communication with families, offering support where needed. We have shown an increase in attendance in 8 out of 10 months of school.

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 Madison's Trust Elementary School, we use the 3 R's which stands for Respectful, Responsible, and Ready to Learn. It is a school wide notion that when we display these characteristics, we are being (Mighty & Marvelous) Macaws. At the beginning of each year, during a Beginning of Year PBIS Assembly, students are introduced or reminded of these expectations. As well, PBIS Matrix posters have been created for each classroom where the teacher and students create which expectations are necessary to ensure that the 3 R's are being followed. The poster is signed by each student and displayed in the classroom with opportunities to revisit throughout the school year. There are also

posters for each area of the building to remind students of expectations, such as the hallway and cafeteria. In addition to the B.O.Y Assemblies, quarterly assemblies are also held for students who are recognized for exhibiting the 3Rs. For these assemblies, families are invited to attend. Students are also recognized for exhibiting behaviors aligning with the monthly character trait focus, such as Leadership and Perseverance.

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.

SEL instruction is delivered through the Second Step curriculum during daily morning meetings, creating consistent opportunities for students to build self-awareness, self-regulation, and interpersonal skills. To further strengthen this work, Madison's Trust has merged its SEL and PBIS committees, which meet monthly to collaborate on strategies that promote positive behavior and emotional well-being.

One of the hallmark initiatives of our SEL program is the Peaceful Spot, a designated calming area in every classroom where students can take a moment to regulate their emotions. Now in its fourth year, this initiative has seen tremendous success thanks to strong staff buy-in and consistent implementation across the school.

In addition, we offer annual parent seminars focused on SEL-related topics, equipping families with tools to support their children's emotional development at home. Another key component of our SEL approach is the Handle With Care initiative, which allows parents to notify the school with a simple message when their child may need extra support due to a difficult morning. This message is shared discreetly with teachers and specialists, ensuring students receive additional compassion and understanding, no questions asked.

These initiatives reflect Madison's Trust Elementary School's deep commitment to nurturing the whole child and creating a school culture where every student feels seen, supported, and empowered to thrive.