



Trailside MS

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
Bridget Beichler	Principal
Lauren Lindstrom-Rudolph	Assistant Principal
Marlene Santos	Assistant Principal
Jessica Bilone	Reading Specialist
Jennifer Raffenburg	Special Ed Dean
Kelly Hoag	Special Ed Subject Area Lead Teacher
Felicia Morrissey	English Subject Area Lead Teacher
Kevin Shirk	Math Subject Area Lead Teacher
Dayna Emmert	ELL Lead Teacher
Danielle Kuni	Social Science Subject Area Lead Teacher
Sonja Polcen	Instructional Facilitator, Technology
Amanda Arbogast	Student Support Advisor
Brittany Garvey	Science Subject Area Lead Teacher
Carolann Kinzer	Coach - Positive Behavioral Interventions & Supports

Kayla Marlin

Coach - Positive Behavioral
Interventions & Supports

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 MAP, 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. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act.

At Trailside Middle School, English, reading and writing instruction occurs daily for all students. Every ELA teacher, including our Special Education and ELL teachers have engaged in the Lexia Power UP professional learning, No Red Ink, and division wide professional learning. Members of each CLT have also engaged in QTELL training through the West Ed Institute. On site training, aligned to being a Professional Learning Community has all included unpacking standards and identifying the essential standard in the curriculum. All teachers are participating in the VLA learning provided by the state. Reading and writing instruction occurs through explicit instruction and visible learning in every classroom. Universal (Tier 1) instruction is provided daily to all students and is in alignment with the essential standards. Teachers plan in CLTs grounded in the four PLC questions:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- How will we respond when they don't learn it?
- How will we respond when they already know it?

Teachers utilize formative data to plan for small group targeted instruction for all students. Teachers use approved division texts for reading groups aligned to the students' instructional level. Authentic articles and essays are used as

anchor texts for whole group instruction. Research identified instructional strategies are planned and implemented in all ELA classrooms. Students who have significant learning gaps and are identified through several data sources receive intense interventions in a designated MTSS learning period. Interventions are provided through a VA state approved intervention resource, called Lexia Power Up. Students learn and interact with a variety of texts to include informational text across disciplines. Research and writing are essential components in the ELA classroom and some units are across contents.

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 Trailside Middle School, math instruction is aligned to the division expectations of a math workshop model structure. All students have math instruction daily in an 8 period day. Different aspects of the workshop model occur throughout the instructional week. Explicit instruction and visible learning anchor the whole group Tier 1 instruction. Formative data drives the planning for small group targeted instruction. Hands on materials for both whole group and small group support the variety of learners in the classroom. Math CLT are grounded in the work of a Professional Learning Community and plan based upon the following four questions:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- How will we respond when they don't learn it?
- How will we respond when they already know it?

Each math CLT meets every other day to analyze formative data, design common formative and summative assessments, and to respond in detail to the four questions listed above. Student engagement is at the forefront for personal planning to ensure that all learners respond and grow. Students who have significant learning gaps and are identified through several data sources receive intense interventions in a designated MTSS learning period. Interventions are provided through a VA state approved intervention resource, called Bridges. Students learn and are able to explain their problem solving using mathematical language and representation.

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 Trailside Middle School, science instruction is aligned with the VA state standards and LCPS provided curriculum. . Each Science CLT are grounded in the work of a Professional Learning Community and plan based upon the following four questions:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- How will we respond when they don't learn it?
- How will we respond when they already know it?

All students in each grade level are taught the skills necessary in the scientific process. Students learn how to conduct scientific inquiry, including observation, measurement, and data collection and analysis. Students learn how to communicate their findings using words or graphic symbols, and how to use accurate supporting mediums like charts and diagrams. Students learn basic scientific vocabulary, including instruction on roots, prefixes, and suffixes. Students develop their reading and writing skills through activities like research papers and writing about current events in 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.

At Trailside Middle School, social science & global studies instruction is aligned with the VA state standards and LCPS provided curriculum. . Each social science & global studies CLT are grounded in the work of a Professional Learning Community and plan based upon the following four questions:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- How will we respond when they don't learn it?
- How will we respond when they already know it?

Each grade level in the department implement DBQ (stands for Document-Based Question), which is a type of essay question that require students to analyze historical documents to support an argument. Research and writing are essential components for learning in the social science classroom. Students participate in Socratic Seminars and learn how to speak and defend their position on current and historical events.

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.

Trailside Middle School has demonstrated remarkable academic achievement and growth in the 2024-2025 school year. The school's overall performance on the SOL assessments has shown a notable upward trend, with all-student pass rates in every subject at or above 88%. These results reflect the success of a targeted and collaborative approach to instruction, including the implementation of new teaching strategies and a strong focus on academic support programs. The data indicates that students are not only meeting but exceeding state and district benchmarks, setting a strong foundation for future academic success.

Analysis of Academic Data

The following data provides a detailed look at the 2024-2025 SOL pass rates for all students at Trailside Middle School, with an emphasis on the impressive year-over-year growth.

- **Mathematics:** The SOL math pass rate for all students reached **89%**, representing a substantial **7% increase** from the 2023-2024 school year. This gain suggests that the school's focus on foundational math skills and problem-solving strategies has been highly effective in boosting student proficiency.
- **Reading:** With a pass rate of **90%**, the SOL reading assessment showed a solid **5% increase** from the previous year. This high level of proficiency underscores the school's successful literacy initiatives and its commitment to developing strong reading comprehension skills across all grade levels.
- **Science:** The Science SOL data is particularly impressive, with an **88%** pass rate for all students. This represents an exceptional **11% increase** from 2023-2024, the largest gain among all core subjects. The significant improvement highlights the success of recent enhancements to the science curriculum and hands-on learning opportunities.
- **History/Social Science:** Students achieved a **90%** pass rate on the History/Social Science SOL, a strong **9% increase** from the previous year. This result demonstrates the effectiveness of the history curriculum in fostering critical thinking and a deep understanding of historical events and concepts.

While Trailside Middle School has demonstrated impressive overall academic achievement with pass rates at or above 88% across all core subjects, a significant **achievement gap** exists for students with disabilities (SWD) and English Language Learners (ELL). The data indicates a clear disparity in performance between these subgroups and the general student population. The school has recognized this gap and is actively addressing it through targeted goals and action steps outlined in its improvement plan.

The following data provides a detailed look at the 2024-2025 SOL pass rates, comparing the overall school performance with the specific outcomes for students with disabilities and English Language Learners.

- **Reading:** The overall SOL reading pass rate is **90%**. However, the pass rate for **students with disabilities is 59%**, and for **ELL students, it is 38%**. This represents a substantial gap of over 30 percentage points between the overall student body and these subgroups.
- **Mathematics:** The overall SOL math pass rate is **89%**. In contrast, the pass rate for **students with disabilities is 64%**, and for **ELL students, it is 38%**. The gap in math is particularly pronounced for ELL students, mirroring the disparity seen in reading.
- **Science:** The overall SOL science pass rate is **88%**. The pass rate for **students with disabilities is 57%**, and for **ELL students, it is 36%**. This subject shows the largest achievement gap for both subgroups, with a difference of over 50 percentage points for ELL students.

- **History/Social Science:** The overall SOL pass rate is **90%**. The pass rate for **students with disabilities is 64%**, and for **ELL students, it is 57%**. While the gaps are still significant, they are less pronounced in this subject compared to others.

Conclusion and Needs Assessment

The data confirms a pressing need to address the persistent achievement gap for students with disabilities and English Language Learners. Despite the school's strong overall performance, the low pass rates for these subgroups indicate that current strategies are not sufficiently meeting their unique learning needs. The school's commitment to bridging this divide is evident through its implementation of a multi-tiered system of support (MTSS).

The school has a MTSS known as "**What I Need**" (**WIN**), which is deliberately addressing the achievement gap with intensive academic intervention in the areas of literacy and numeracy. In addition, the master schedule embeds specific classes designed to address learning gaps, ensuring that all students receive the targeted support necessary to succeed. These intentional interventions are a crucial step toward fostering a more equitable and successful learning environment for every student.

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).

Trailside MS has a consistent attendance rate above 95% and is above the LCPS MS average. Discipline data demonstrates a below average suspension rate in relation to the LCPS MS data. An area of growth according to student perceptual data is positive student recognition. Student feedback stated that 69% of the students state that they are recognized for positive behavior. While TMS has specific student recognition programs for behavior, the PBIS team will broaden these efforts to be daily and through all aspects of the school environment.

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:

Each year, students experience a field trip for either a curriculum experience or team building. Through collaboration with the library, the school hosts an author visit which includes an evening event for parents. Virtual field trips and expert assemblies occur across grade levels and/or individual classroom. Clubs and programs sponsored by either teachers or the PTSA offer a wide variety from sports, arts, to gaming. Service clubs are featured each year to support civic responsibility and awareness.

Family and Community Engagement Opportunities:

Trailside Middle School community includes our PTSA, business partners, division committee representations, families, staff, and students. Parents volunteer in the school during the day, school events, field trips, and after school events.

Parents are invited to shadow their children two full days each year in order to experience the life of a middle school student. Parents have contributed to classroom experiences as guest speakers/presenters. Each year, Trailside hosts a grandparent Thanksgiving Luncheon in November which is a highly attended tradition. The PEP program for our English Learner Families is an established community program. Each event highlights a cultural event and welcome all families into our school. A significant highlight for PEP is the Iftar event held during Ramadan each year. Each school year begins with a PTSA scavenger hunt and picnic to welcome back all students. School partnerships extend from businesses to individual parents who support our student recognition programs, assemblies, extended learning experiences, and field trips.

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 Trailside Middle School, the core of our foundation is IMPACK. Our Mission at Trailside is to empower our pack to embrace lifelong growth. As we enter our second decade as a middle school in LCPS, our intent is to become a model Professional Learning Community. This year, TMS is piloting an 8 period day in which all students will attend each class every day. Embedded in this new schedule is a designated 30 minute intervention period for Tier 3 students in math and reading. All other students will have learning opportunities through a FLEX period. Through our collaborative work as a professional learning community, the TMS staff intends to break down the achievement gap between all students and our English Language Learners and Students with Disabilities. The 8 period day allows all students to see all teachers every day. The hyper focus on instruction and will foster a higher degree of student engagement and learning.

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 Trailside Middle School we use IMPACK, which stands for Inclusion, Motivation, Perseverance, Altruism, Compassion, and Kinship. All students are taught these expectations and are provided reinforcement when displaying IMPACK behaviors.

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. In our school, we support and teach SEL through the Second Step curriculum during advisory.