



SCHOOLS TO WATCH VISITOR'S GUIDE



Designated in 2002

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2010-2011 School Profile
Source: SASI

Community:	Suburban
Enrollment:	1641
Grade Levels:	6-8
School Schedule:	Modified Block

Student Demographics (%):

- African American | 11%
- Asian/Pacific Islander | 10.7%
- Hispanic | 11.9 %
- Other | 5.1 %
- White | 61.2 %
- Econ. Disadv. | 14.3 %
- English Language Learners | 8.5%
- Special Education | 7.8%
- Gifted | 19.1%

School Characteristics and Replicable Practices

Academic Excellence:

- Students engage in rigorous coursework with over 50% of the population participating in extended courses.
- Over 300 students receive services through the gifted education program and over 1200 students will be enrolled in band, orchestra, or chorus.
- High-yielding instructional strategies to achieve curriculum objectives that include but are not limited to:
 - Reinforcing effort and providing recognition
 - Cooperative learning and community engagement
 - Structured, guided, and independent practice
 - Generating and testing hypothesis
 - Strategizing to identify similarities and differences
 - Marzano’s reading and vocabulary strategies
 - Renszuli’s curriculum compacting
 - Tomlinson’s differentiated instruction practices
 - Sustained Silent Reading
- Varied assessment opportunities such as technology-based interactive response systems, projects, performance-based assessments, portfolios, and informal monitoring.
- Intensive support courses for students in need of additional time and research-based interventions.
- In 2009-10, student proficiency rates for Reading and Math were between 87% and 97% for all subgroups except for one.

Developmental Responsiveness:

- We serve our students via the integration of the Virginia Department of Education's Effective School-wide Discipline (ESD) framework, Dr. Dan Olweus, the American School Counselor's Association (ASCA), and a comprehensive commitment to the middle school model.
- Student grouping and scheduling according to grade level and teams. Staff is able to focus direct attention on each student and foster positive relationships.
- Counselors apply ASCA principles to strengthen and partner with students to enhance student learning and long-term development. They also loop with each grade level over its three years within the school.
- Bull Run counselors, administrators and faculty mentor students in need of academic, social and emotional support. Through continuous monitoring we work to develop these skills throughout the year.
- Differentiated projects and developmentally-sensitive experiences that allow for higher-thinking skills and individual student expression.
- Extensive offerings of intramural and interscholastic sports and extra-curricular and co-curricular clubs to explore and further develop physical, mental, social, emotional and leadership skills.
- Staff support for English Language Learners (ELLs) through one-on-one support, translation services and programs such as "Parents as Educational Partners" (PEP) which strives to integrate ELL parents into the Bull Run community.
- Continuous professional development opportunities for teachers to enhance their skills and help foster the support for new educational techniques in the classroom.

Social Equity:

- Heterogeneous team-taught classes for special needs and limited English proficiency students with the goal of fostering the same academic expectations and work towards the same outcomes.
- Tracking of individual grades and common assessments by learning objective for students in these inclusive environments to ensure that they are meeting/exceeding curriculum standards.
- Teachers use assessment results to further differentiate instruction and support students in need.
- Double blocked Math and Reading classes in 8th grade to give students a greater opportunity to extend their learning and to improve the teacher's ability to target student learning needs.
- The use of ESD, class meetings and consistent reinforcement of clear behavioral expectations to maintain an equitable and democratic environment.
- Bull Run has been recognized at the local, regional, state and national level for its successful application of ESD and *Olweus*.
- Community outreach via the PTSO, advisory council, and volunteer efforts continues to be at the cornerstone of Bull Run's philosophy.

Organizational Structures & Processes:

- "Success, through Organization, Attitude, and Respect" (SOAR) is Bull Run's primary credo with all stakeholders deeply invested in its success.
- Content-based teams give common pre-and post-assessments to gauge students' mastery of Virginia's SOL's. The evidence is reviewed and submitted to the school administration who then forwards it to senior Prince William County staff.
- Teacher recruitment is facilitated by principles pioneered by the Gallup organization. Administration seeks to find candidates who embody a strong commitment to help adolescents.
- Staff members attend and present at training sessions provided by organizations such as the Virginia Middle School Association, the Virginia Department of Education and the Prince William County Public Schools.