

VIRGINIA SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

EAGLE RIDGE MIDDLE SCHOOL



Designated in 2007

Eagle Ridge Middle School • District Loudoun County Schools Loudoun • State VA • Principal Janice Koslowski
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2007-08 School Statistics

Community: Suburban community outside of Washington D.C.
Enrollment: 977
Grade Levels: 6-8
School Schedule: A/B Block Schedule

Student Demographics

5.8%	Hispanic
76.7%	White
7.3%	African American
8.9%	Asian/Pacific Islander
.03%	Free/Reduced Lunch

2005 AYP: Yes
2006 AYP: Yes
2007 AYP: No

School Characteristics and Replicable Practices

Academic Excellence

- Students consistently meet markers for academic excellence at the district, state, and national level.
- All students participate on an interdisciplinary grade level team that oversees the academic and social progress of each student.
- Staff members in the four core areas and special education participate in Professional Learning Communities comprised of grade level/content teachers. PLCs have a common planning block every other day.
- Students participate in state and national competitions in a variety of areas including: Geography Bee, Spelling Bee, Virginia Math League, Continental Math League, Lego League, Odyssey of the Mind. ERMS students are represented in top percentile of finishers each year.
- 2007 SOL results indicated a 20% increase in students achieving Advanced Proficiency ratings on our math assessment.
- Staff members commit to ongoing professional development with individuals earning master degrees and beyond annually.
- A comprehensive program of support is in place to ensure that struggling students are given ample opportunity to achieve.
- A full-time math teacher is designated as the Math Lab resource coordinator. Students are identified by previous assessment results and via teacher recommendation to spend 45 minutes every other day in an intensive instructional assistance program.

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Developmental Responsiveness

- Grade level interdisciplinary teams and an administrative structure that includes the grade level dean/guidance counselor/house secretary following students from 6th-8th grade are at the core of our personalization efforts.
- Grade level teams have a common planning period every other day that coincides with their students' resource block to provide instructional assistance during the school day.
- On a day-to-day basis students access a variety of comprehensive services that foster healthy physical, social, emotional, and intellectual development.
- Students can participate in clubs and activities ranging in content from music, to writing on our many student publications, to community service and environmental clubs, to hobby/interest clubs.
- Our annual Night at the Ridge celebration and our annual Grandparent or Special Adult luncheon, both of which invite extended family members to join us for a sense of their middle schooler's daily experience, bring a touch of home to the school environment
- Club 2012, a parent initiated, school supported program with the purpose of eliminating the achievement gap among African American boys.
- A structured awards program exists to acknowledge the achievements of students and staff.

Social Equity

- Rising 6th transition includes INSPIRE, a summer middle school jump start program that focuses on three core areas: study/test-taking skills, social/emotional transition, organization/time-management
- Rising 9th transition includes vertical articulation meetings between middle/high school staff and ample opportunities for 8th graders to visit with high school staff and students.
- Active Equity Team oversees initiatives geared toward the elimination of the achievement gap. Our Hall of Nations and annual student satisfaction surveys are just two components.
- All students have 45-90minutes every other day reserved for additional instructional assistance from teachers, mentors, and peer tutors.
- Every student and staff member participates in a school-wide advisory program that meets weekly and targets four core values: character development, academic excellence, pride in our school, and service to our school and community.
- Equal access to knowledge is evident from our programs for students with special needs to our students participating in our gifted and talented program.
- Annual surveys of students, staff, and parents are administered. Data is compiled, shared with the school improvement team, and factored into decision making by the school leadership team.

Organizational Support

- School Leadership Team, consisting of principal, assistant principals, deans, subject area lead teachers/department chairs, technology resource teacher, librarian, and reading specialist convenes twice monthly to consider all school-wide issues and make prudent decisions, study instructional data, plan the school-wide calendar, etc. This group begins each year with a summer leadership retreat.
- Organizational teams exist as follows: interdisciplinary grade level teams, PLCs (grade level content area teams), Super Teams (extended version of interdisciplinary team), department teams, all staff team.
- Clear structures and policies exist and are revisited on a regular basis.
- Staff development efforts begin in August (before the start of the school year) and ongoing professional development opportunities are made available throughout the year.
- 2007-08 school staff will participate in a school-wide book study of Marzano's Classroom Instruction that Works.