



## VIRGINIA SCHOOLS TO WATCH MODEL SCHOOL – VISITOR’S GUIDE



### Marsteller Middle School



**Designated in 2005 Redesignated: 2008**  
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 County • Virginia • Roberta Knetter,  
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### 2007 – 2008 School Statistics

Source: SASI

Community: Suburban  
 Enrollment: 1382  
 Grade Levels: 6 – 8  
 School Schedule: Modified Block

#### Student Demographics

13% Hispanic  
 59% White  
 14% African American  
 1% Indian  
 8% Asian  
 1% Native Hawaiian  
 4% Unspecified  
 14% Free/Reduced Lunch  
 9% English Learners

2005 AYP: Met Criteria  
 2006 AYP: Met 18 out of 24 Criteria  
 2007 AYP: Met 18 out of 24 Criteria  
 (Visit <http://www.pwcs.edu> to view school data for prior years)

## School Characteristics and Replicable Practices

### Academic Excellence

- Full school integration of technology to include *SmartBoards* in all classrooms and multiple computer laboratories.
- *Professional Learning Communities* allow for the constant evaluation of curriculum, instruction, and assessment.
- Rigorous standards-based, hands-on projects provide an engaging curriculum.
- A curriculum that extends beyond the walls of school and encompasses partnerships with local corporations.
- An interest based Math/Science Specialty program provides appropriate challenges and opportunities for young adolescents.
- Collaborative Leadership Team meetings empower/encourage teacher leaders to analyze data, plan collaboratively, and implement research based strategies to improve student achievement.
- Innovative academic teams collaboratively plan units of study that demonstrate the relevance of the curriculum and promote real-world applications.
- A *World Class* Educational System allows for the opportunity to achieve our vision of a *Tradition of Excellence for All*.

### Developmental Responsiveness

- Exploratory classes in art, music, and technology.
- A positive reinforcement program, *C.I.A.* (Caught In the Act), recognizes students’ selfless and random acts of kindness throughout the building.

**Developmental Responsiveness** *(continued)*

- A full school athletic program that encourages a sense of community among students, staff, and parents.
- A full menu of after school activities/clubs that enhance the diverse interests of our students both socially and academically.
- At-risk students are regular reviewed by teacher-teams and counselors.
- *Bulldog P.R.I.D.E.* acknowledges students who build Partnerships, show Respect, embrace Innovation, celebrate Diversity, and demonstrate Excellence.
- *No Bully Dawgs Program* in conjunction with *Effective School-Wide Discipline* acknowledges positive behaviors and expectations and provides students the opportunity to practice constructive behaviors and positive citizenship.
- *Bulldog to Bulldog or B2B* Student Mentoring Program, pairs students with a staff member that acts as an advocate and guides them through their middle school years.

**Social Equity**

- An inclusive learning environment recognizes individual learning styles and supports academic excellence for all.
- Systematic approaches to interventions for struggling students through the Child Study Process provides for strategies to support student success.
- A school culture where students and staff understand they are part of a community where diversity is recognized, respected, and celebrated.
- *Common Formative Assessments* offer a method for diagnosing the needs of students and instructional programs. Content team teachers and administration study disaggregated data and brainstorm strategies to enhance and improve student achievement.
- *Parent Education Program* (PEP) offers instruction for English Language Learners and their families after school hours.
- The English Language Learners Homework Club allows high school Honor Society students to assist limited English proficient students with their academic pursuits.
- A goal that remains unwavering, *“We are the Marsteller Bulldogs, we are a community whose members know that they are valued and respected. We will choose each day to strive for excellence: in our school, in our friendships, and most importantly, in ourselves.”*

**Organizational Support**

- The principal fosters high levels of teacher involvement in the shared leadership professional learning community.
- Effective routines and systems allow teachers to focus on student data and learning.
- An Advisory Council made up of parents and teachers representing all stakeholders collaboratively develop the *School Improvement Plan*.
- An in-house Professional Development Plan offers job embedded, research based opportunities that support strong classroom instruction.
- Consistent guidance counselors and assistant principals at each grade level move up with students and families each year as they work together to achieve student goals.
- High performing interdisciplinary teams work with a common group of students building strong learning communities that encourage student success.