

# Eagle Ridge Middle School 2017-2018 School Improvement Plan Loudoun County Public Schools

## Needs Assessment Summary:

Student achievement at ERMS has never been higher. Whenever a school passes over 90% or higher of its students consistently across years on multiple state assessments and other measures of achievement, the vast majority of students are reflecting learning and readiness for high school content courses. State and National recognitions of the school yearly over the past four years are evidence that ERMS has been highly successful at producing high levels of learning. When split into subgroups, nearly all outperform the state and district as well, with the exception of Students with IEP's. While achievement of this subgroup on standardized state-level assessments is generally similar or better than other middle schools in LCPS and outperforms the state levels, this is a subgroup that has not consistently reflected the impact of multi-tiered interventions. Root causes of the plateau in student achievement among Students with IEP's include lack of access to some interventions (IEP requirements/structures sometimes block access to the multi-tiered systems we have in place school wide); turnover and retraining of key special education staff; traditional models of instruction among general education teachers in inclusion environments; and the time it takes to identify and provide middle school appropriate accommodations for individual students as they transition to the ERMS environment are all contributing factors to achievement gaps in this one area. This is not to say, however, that our Students with IEP's are not making progress. By multiple measures – goal progress monitoring, district/school level diagnostic data, and progression through courses towards high school – there is substantial growth, and we are using several new tools this year (Achieve 3000, Aleks Math, MAP testing) that will provide additional data points for intervention and evidence of progress.

Staff, parent, and student surveys indicate that ERMS is a safe learning environment, and we continue to strive to make it a more positive place of social/emotional growth for our students. We have developed and implemented PBIS systems of expectations and recognition for staff and students over the past two years, and a series of classroom level interventions that have reduced referral and suspension rates, while at the same time greatly increasing positive recognition for students. These are still areas where we can grow, and again, working with case managers, parents, and IEP teams when Behavioral Intervention Plans are needed for Students with IEP's is a targeted area for Eagle Ridge. There is also a desire on the staff's part and a need expressed by students to connect with an adult, and through PBIS we'll be working on a structure for an Advisory Program as the year goes on. We are also implementing a student mental health team, consisting of school counselors, psychologist, social worker, and administrators that are meeting regularly to discuss and provide support for students who demonstrate the need for additional resources, including our students with attendance concerns.

Staff training needs and parent/student areas for growth all surround the use of various technology platforms and communication systems. Our entire Professional Development program for staff this year is based around these needs and accessible to teachers during the school day, with turn around training for students spiraled through interactions with digital content and information management systems in all subject areas weekly. We will continue to build upon past successes with One to the World and Project Based Learning and new Personalized Learning goals written by staff into their plans and evaluation documentation for this school year. Explicit feedback to teachers and teaching teams will be provided by the school leadership team in these areas, as well as community showcase events such as our Eagle Excellence Night to provide a wider audience and impact for student work. At Eagle Ridge, we ask our students to be committed to their learning each day, and we work in partnership with our parents to cultivate confident and successful young adults during their time "in the middle." We continue to ask ourselves and our community how we can improve, and are committed as a staff to following through.

<b>Objective</b>	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
Action Steps	<ol style="list-style-type: none"> <li>1. The PL team will facilitate Personalized Learning PD sessions throughout the school year for teachers during their CLT planning times.</li> <li>2. The PBL team will facilitate PBL/OTTW PD sessions for teachers during IT planning times.</li> <li>3. The IFT will facilitate PD sessions on the integration of Google Classroom, Google Calendar, and Google Forms.</li> </ol>	
Quarter 1 Status:		
Quarter 2 Status:		
Quarter 3 Status:		
End of Year Status:		
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
Action Steps	<ol style="list-style-type: none"> <li>1. The school leadership team will conduct formal and informal observations for teachers on and off cycle for evaluation to provide feedback on lesson planning and delivery.</li> <li>2. The school leadership team will conduct walkthrough observations both through collaborative learning walks as well as through personalized learning walks.</li> <li>3. The school leadership team will provided feedback and support to teachers on their PBL/OTTW learning experiences.</li> </ol>	
Quarter 1 Status:		
Quarter 2 Status:		
Quarter 3 Status:		
End of Year Status:		
<b>Objective</b>	<b>The school focuses on the achievement of all students.</b>	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
Action Steps	<ol style="list-style-type: none"> <li>1. The school leadership team will identify students in need of intervention using all available and ongoing assessment data, and provide these students with targeted instruction.</li> <li>2. The school leadership team will monitor the progress of students through CLT meetings, reviewing assessment results, and coordinating with our reading and math resource programs.</li> <li>3. Teachers will utilize personalized learning for all students, and follow implementation plans for Digital Content learning paths.</li> </ol>	
Quarter 1 Status:		
Quarter 2 Status:		
Quarter 3 Status:		
End of Year Status:		