

Sterling Middle School

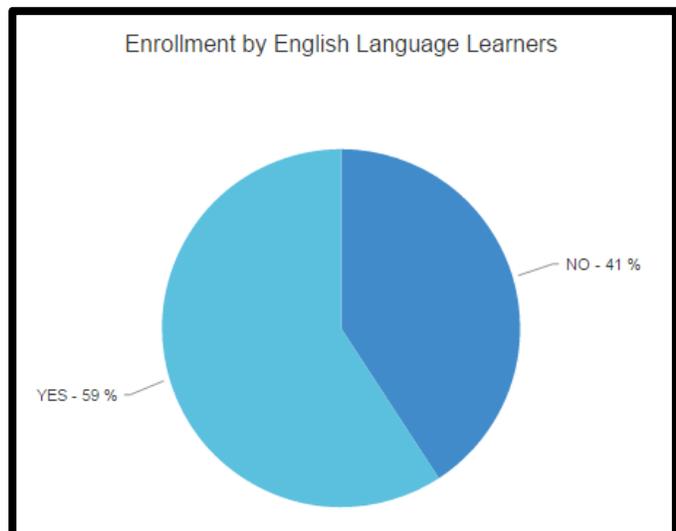
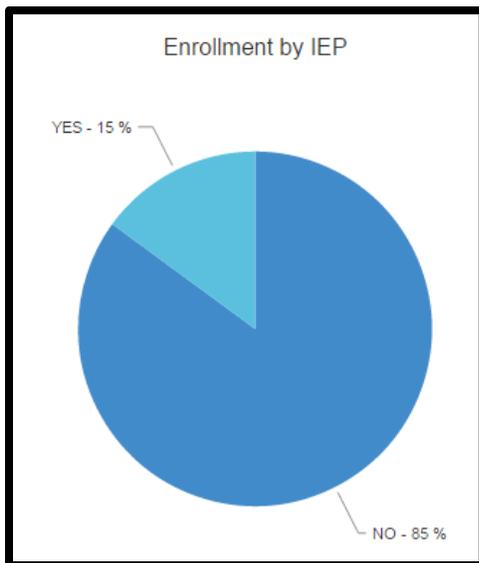
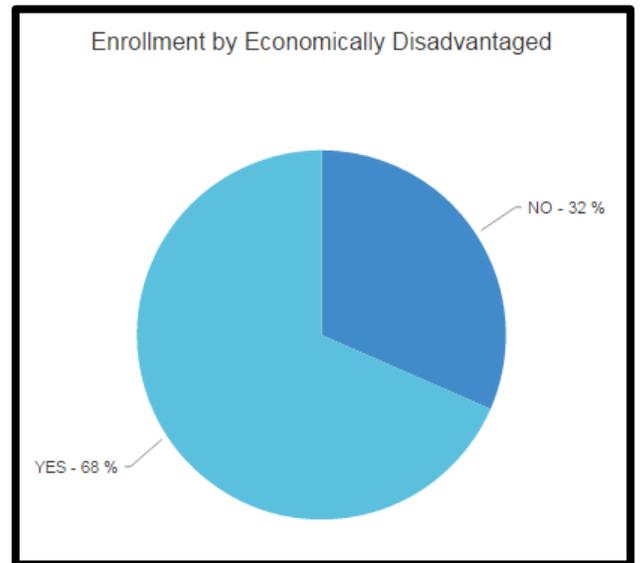
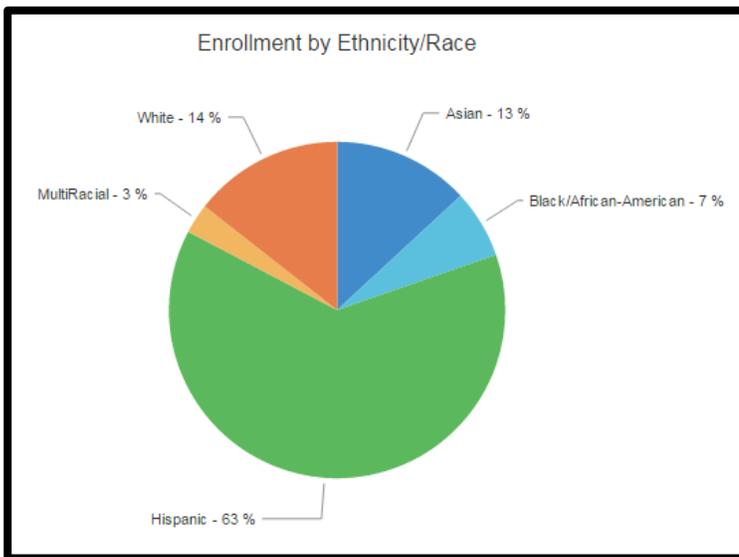
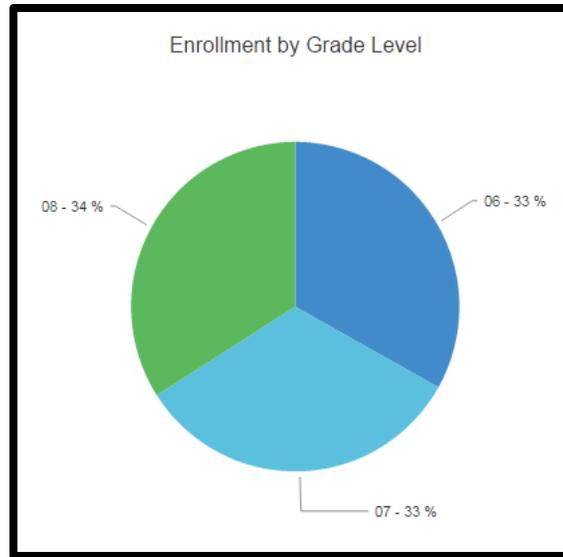


Home of the Pioneers

Vision:

We will create an educational environment characterized by a culturally responsive learning community that promotes academic excellence and service to others.

This is who we are



Overview:

Sterling Middle School is a 6-8 middle school in Sterling, VA. 59% of students at Sterling Middle School are identified as English Language Learners and 68% of students are identified as economically disadvantaged.

In 2015-16, Sterling Middle School was re-designated as a Schools to Watch by VMSA (Virginia Middle School Association). We have a large, high-functioning Administrative Team, which includes a Principal, two Assistant Principals and three grade-level Deans. Our school relies on collaboration between teachers and the strength of our teacher leaders, who provide leadership in the grade-level interdisciplinary teams, and grade-level department Collaborative Learning Teams.

At Sterling Middle School, we believe that “all kids are our kids.” To help foster this belief we have a school-wide advisory program. This allows each student to have one adult in the building that they see each day. In addition, over the course of the last several years, Sterling Middle School has been building and maintaining a strong Positive Behavior Interventions and Supports (PBIS) Program, which has served to recognize positive behavior in students, and provide clear and consistent expectations to students throughout the building. Our Student Climate survey indicates that our kids also feel safe and supported at Sterling Middle School.

Student School Climate Survey Results Winter 2017

Subscale by Questions (Scale of 1 to 4)

	06	07	08	Total Avg
S01 Student Relations.	2.80	2.80	2.79	2.80
Q01 Students treat each other with respect.	2.88	2.63	2.64	2.72
Q06 Students get along with each other.	2.50	2.67	2.52	2.56
Q11 Students are friendly with each other.	2.80	2.76	2.84	2.80
Q15 Students care about each other.	2.63	2.66	2.70	2.66
Q18 Students get along with those of other cultures and races.	3.20	3.28	3.27	3.25
S02 Rules and Expectations.	3.22	3.11	2.93	3.09
Q03 The school rules are fair.	2.95	2.91	2.61	2.82
Q05 The rules in this school are clear.	3.61	3.39	3.09	3.36
Q08 The consequences of breaking school rules are fair.	3.16	3.06	2.84	3.02
Q10 Students know how they are expected to act.	3.09	2.99	2.88	2.98
Q14 Students know what the rules are.	3.29	3.20	3.23	3.24
S03 School Safety.	3.37	3.36	3.26	3.33
Q04 This school is safe.	3.52	3.48	3.38	3.46
Q17 Students feel safe in this school.	3.21	3.24	3.14	3.20
S04 Teacher-Student Relations.	3.43	3.20	3.17	3.27



Q02 Teachers treat students of all cultures and races with respect.	3.59	3.41	3.38	3.46
Q07 Teachers care about their students.	3.64	3.27	3.30	3.40
Q12 Adults in this school care about students of all cultures and races.	3.52	3.42	3.39	3.44
Q16 Teachers listen to students when they have problems.	3.41	3.16	3.09	3.22
Q19 Adults in this school treat students fairly.	3.48	3.14	3.13	3.25
Q20 Teachers let students know when they are being good.	2.96	2.82	2.72	2.84
S05 Behavior Problems.	2.17	2.01	1.86	2.01
Q09 Students threaten and bully others in this school.*	1.86	1.82	1.66	1.78
Q13 Students worry about others hurting them in school.*	2.48	2.19	2.06	2.24
S06 Punitive Techniques.	2.65	2.63	2.55	2.61
Q21 Students are sent out of class for breaking the rules.*	2.73	2.49	2.42	2.55
Q24 Students are yelled at by adults.*	2.05	2.27	2.16	2.16
Q26 Students are punished for bad behavior.	3.16	3.13	3.06	3.12
S07 Positive Techniques.	2.68	2.37	2.34	2.46
Q22 Students are given rewards for being good.	2.57	2.38	2.34	2.43
Q23 Classes get rewards for good behavior.	2.64	2.16	2.16	2.32
Q25 Students are complimented for good behavior.	2.82	2.56	2.53	2.64

* Scored in reverse order ("Never" is a positive response).



STERLING MIDDLE SCHOOL TITLE 1 TEAM:

Gus Martinez	Principal
Elena Barham	Assistant Principal
Steven Pickering	Assistant Principal
Dawn Jewel	Parent Representative/PTSA President
Natalie Bestawrose	English SALT
Mary Anne White	Math SALT
Allison Pendilhe	Social Studies SALT
Niharika Tyagi	Science SALT
Imogene Akers	Special Education SALT
Harold Romero	ELL SALT



COMPONENT 1: Needs Assessment

Data shown: Student achievement (SOL pass rates, SDBQ report)

HISTORICAL DATA:

SOL PASS RATES

Subject	2014-15	2015-16	2016-17	3 Year Average
English	75%	77%	75%	75%
Mathematics	73%	70%	73%	72%
History	89%	86%	83%	86%
Science	83%	80%	80%	81%

Content Area: English

White	Asian	Black	Hispanic	Mixed Race
Reading-87 Writing-91	Reading-87 Writing-90	Reading-76 Writing-76	Reading-65 Writing-59	Reading-83 Writing-71

ELL	IEP	Economically Disadvantaged
Reading-60 Writing-49	Reading-45 Writing-31	Reading-66 Writing-62

Content Area: Math

White	Asian	Black	Hispanic	Mixed Race
82	92	59	60	83

ELL	IEP	Economically Disadvantaged
59	41	62

COMPONENT ONE OVERVIEW & NEEDS IDENTIFICATION

Sterling Middle School's SOL scores in Writing remained stagnant even though the school focused on providing teachers with professional development on Reading and Writing Across the Curriculum in the 2015-16 school year. This professional development, facilitated by our school's Reading Specialists, included one-on-one coaching to teachers across all disciplines. The coaching occurred after Reading Specialists observed teachers in a non-evaluative manner. Although the school also has a part-time SIOP (Sheltered Instruction Observation Protocol) coach who works with individual and small groups of teachers on writing objectives that aid learning, especially for English Learners, we are seeing considerably lower scores among our ELL and SPED students than our overall data. We are also seeing a disparity between the scores of our overall population and our Hispanic population. Our Math scores have been holding steady or decreasing over the past three years. We are seeing considerably lower scores for our ELL and SPED students when compared to our overall population. Our African American and Hispanic students are performing below the school's overall population. These needs will be continued to be addressed this year.



NEEDS IDENTIFIED:

- **Increase differentiated instruction for students to provide intervention and enrichment in the areas of reading, writing and math**
- **School-wide focus on Professional Development to support differentiated instruction in the areas of reading, writing and math**
- **Increase family and community engagement**



COMPONENT 2: Differentiation of Instruction

Because our math scores remain stagnant and are decreasing, in the 2017-18 school year, Sterling Middle school will support students in math further by creating extra time in math class. That is, instead of our regular blocks, every other day, select students will take 1.5 blocks of math. The school is adding extra staffing to the math department to support the 1.5 blocks of math, and to reduce class size. We will also continue with a math pullout teacher who works with students on specific SOL strands. The pullout teacher will work closely with all math teachers to support students in and out of class.

This year, Math teachers were required to create common and aligned formative and summative assessments. We plan to continue this expectation to ensure that students are exposed to the material prior to summative assessments, and to ensure that students are exposed frequently to the rigor of questions seen on the Statewide Assessments.

Aside from having a math pullout teacher, this year we also have an English (both Reading and Writing) and an ELL teacher work as pullout teachers. Each teacher worked in conjunction with the administrative team to identify their target students. Their identification criteria are described below.

ENGLISH - 127 students were identified for additional support. Students who scored between 382 - 417 on the 2016 Reading SOL and were not enrolled in a Reading class were selected for reading. In addition, 8th grade students who scored between 33 - 55% on the Writing SGA #1 were identified for writing. Of these selected students 10 are Special education students, 18 are ELL students and 54 are LEP students.

MATH - 130 students were identified for additional support. Students were identified based on their 2016 Math SOL score. Those students who scored between 380-410 were targeted. Of the selected students 78% are in Gap Group 1, 7% in Gap Group 2 and 65% in Gap Group 3. 58% of the students receiving additional support would fall into multiple gap groups.

ELL - 68 students are identified for additional support. Students were identified by the WIDA ACCESS or WAPT score. Students with a composite level score of 1.0 - 2.9 are targeted for additional support. Of the identified students 6% of these students are dual identified (ELL and SPED).

In 2017-2018, we would like to increase the number of devices students have available for use at school and work with the teachers to have lessons that increase technology knowledge and use in the classroom as identified in the technology survey data (see below). Access to devices will assist Sterling Middle School staff in planning differentiated instruction for students.

BrightByte Survey Data 2016

Teachers able to obtain computers for their students when they need them...

Rarely	Less than Half the Time	Over Half the Time	All the Time
6%	30%	33%	30%



The perceived quality of computers at school as reported by the teachers...

Excellent	Above Average	Average	Below Average	Poor
3%	23%	50%	17%	7%

Staff School Climate Survey Results Spring 2017

The staff climate survey indicates that students need to be more persistent in completing difficult tasks. The need to have more grit, determination and intrinsic motivation for learning.

	Sterling Middle School	LCPS Middle Schools
STUDENT RESPONSIBILITY FOR LEARNING		
2. Students are persistent in completing difficult tasks.	20%	50%
7. Parents' behaviors indicate a belief that success in school is dependent on student effort.	31%	43%
11. Students respect different kinds of intelligences.	53%	65%
15. Students are intrinsically motivated to learn.	12%	40%
22. Students exercise control over their own learning.	29%	44%
23. Students look for ways to improve their own performance.	29%	37%
29. Parents' behaviors indicate that they feel their efforts at home do affect their children's success in school.	28%	48%
34. Students take pride in the physical appearance of their school.	59%	53%
53. The intrinsic motivation of students increases as they advance through this school.	38%	50%
55. Students view assessment as a means to give them feedback on their learning - not only as an end in and of itself.	38%	40%
58. Students accept responsibility for their own performance.	34%	40%
65. Students are aware of their own learning strengths.	47%	59%
67. Students believe that hard work pays off.	34%	53%
OVERALL AVERAGE	35%	48%



Absenteeism data from 2016 - 2017

Absenteeism is not a concern at Sterling Middle School. 97% of the students miss 15% or less of the school year. This allows the teachers to maximize the time spent in the classroom with all of their students.

	Percentage of School Year			
Row Labels	0-10%	10%-15%	15%-20%	20%+
American Indian	90.00%	10.00%	0.00%	0.00%
Asian	90.00%	6.43%	1.43%	2.14%
Black	92.86%	4.29%	1.43%	1.43%
Hispanic	90.92%	6.00%	1.54%	1.54%
Multiple	93.33%	3.33%	3.33%	0.00%
Pacific Islander	100.00%	0.00%	0.00%	0.00%
White	89.47%	9.21%	0.66%	0.66%
Row Labels	0-10	10-15	15-20	20+
IEP	91.88%	5.00%	1.88%	1.25%
Row Labels	0-10	10-15	15-20	20+
EconDisadv	89.74%	7.42%	1.48%	1.35%
Row Labels	0-10	10-15	15-20	20+
ELL	90.02%	6.65%	1.57%	1.76%
ALL STUDENTS	90.80%	6.36%	1.42%	1.42%
<i>*Excludes students receiving homebound instruction.</i>				
<i>Attendance rate is calculated using enrolled days/total days in school year.</i>				
<i>"Chronically absent" is defined as missing more than 10% of the school year</i>				

Through pull out programs, increased use of technology and teaching student's intrinsic motivation and grit we expect to see our SOL scores and mastery of material to increase. Since our students are present at school we can reach them during the school day to work on these skills.

COMPONENT 3: Extended Learning Opportunities

In 2017-18, we plan to provide additional remediation opportunities for students. This includes, but is not limited to:

- Adding a 45 minute section of math remediation to allow a select group of students to have math every day
- Expanding our ELL pull-out program
- Seeking out programs that allow for individualized learning for students.
- Reducing math class sizes
- Utilizing formative assessment data to remediate and guide instruction

Sterling Middle School will continue to offer students after school remediation. Teachers stay on Mondays and/or Thursdays to assist students who need extra help in all subjects. We also offer Saturday morning remediation during the second semester to provide SOL preparation and remediation.

To support all students, Sterling Middle School began a researched-based Advisory Program in 2015-16 where all students participate in academic and social lessons. The Advisory Program committee provides all staff with daily curriculum that can be done in about 20 minutes every morning. The committee is paid to come in the summer and write next year's curriculum. The curriculum is adapted as necessary in the monthly committee meetings throughout the school year.

There is a maximum of 12 students per Advisory class, and they loop with their Advisory teacher and their peers the following year. That is, the small group of students and their Advisory teacher stay together through 6-8 grades. Research shows that there is a connection between having meaningful relationships with an adult and a group of peers and thriving academically. An advisory program facilitates these kinds of relationships and provides the structure that creates "connectedness" in a middle school (AMLE.org).

We have not provided students with grade-level field trips to enhance the curriculum in several years due to lack of funds and due to our student population (68% poverty), who cannot afford to pay for these. In the 2017-18 school year, we will be reinstating these grade-level field trips with the help of a business partner. This is not sustainable, however, as our partner made a one-time donation to the school. Select students, however, were able to visit Rockwell Collins in Sterling to promote STEM. Aside from these activities that enhance the curriculum, the school held its first STEM day where students visited a variety of classrooms to participate in STEM related experiments and activities. Next year, we hope to provide two STEM days instead of just one.

The school also offers Spectrum class for identified gifted and talented students. These are small classes where students think critically while working on a variety of projects. Aside from Spectrum, the school also has two sections of AVID (Advancement Via Individual Determination) for 8th grade students. AVID:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

Next year, we will offer a third section of AVID for 7th grade students. AVID prepares students for success in high school, college, and a career, especially students traditionally underrepresented in higher education (AVID.org).



COMPONENT 4: Reform Strategies

Data shown: Walkthroughs 2015 - 2016

Walkthrough Area	Results	Strength or Growth Area?
Lesson Tied to Curriculum	99.2% of the time, the lesson is tied to curriculum	strength
Aligned to Pacing Guide	98.4% of the time. This question was eliminated	n/a
Lesson Objective Tied to Essential Question	82.6% of the time, posted on board	strength
Co-Teaching	17% supportive role, 8% complementary role	Growth area
High-Yield Strategies	Mostly recognizing by positive reinforcement 31%, cooperative learning as used the least	Growth area
Blooms	41% at the application level, 33% understanding, 10% at analyzing, 7% creating	Growth area, need more at appl. level
Engagement	92% engagement	Strength area
Differentiation	70% used	Growth area
Assessments Used	56% of the time not used	Growth area

Data shown: Walkthroughs 2016-2017

Walkthrough Area	Results	Strength or Growth Area?
Lesson Objective Tied to Essential Question	85% of the time, posted on board, but articulated 30% of the time	Growth area for articulation of objectives
Co-Teaching	Complementary – 22%, Station & Parallel – 4%, Team teaching – 13%	Improvements but still a Growth area
Blooms	40% at the application level, 31% understanding, 12% at analyzing, 6% Creating and 3% Evaluating	Continued Growth area
Engagement	93% engagement	Strength area
Technology use	52% - used only by the teacher	Growth area

Based on the data from last year's walkthroughs and the needs assessment, the faculty should focus on revisiting co-teaching models and exploring classroom management strategies and teaching best practices that match our students' needs. Research shows that teachers need at least 14 hours of high-quality PD on a single topic for effective classroom teaching. Adult learners value choice and interest when it comes to learning; thus, the school offers a variety of voluntary and required differentiated professional development.

In the 2016 – 2017 school year, the school has worked in cooperation with the district's middle school English and Math Instructional Facilitators to work with individual teachers, Collaborative Learning Teams, and the entire faculty on effective co-teaching. Because our SPED and ELL scores remain lower than the entire school population, our focus since 2014-15 school year has been on effective co-teaching. This year, we provided intense professional development on this topic to include reflecting with co-teachers and facilitating



conversations that were analyzed. From this analysis, we realized that teachers needed classroom management professional development as well. Our focus in 2017-18 will remain in co-teaching along with classroom management to further the professional development of teachers.

All teachers will continuously strengthen their teaching practice through monthly participation in differentiated professional development in an effort to best meet the needs of all learners. Differentiated Professional Development and Learning opportunities will derive from walkthrough data and teacher observations and the PD design will reflect the specific needs of individual teachers, grade level teams, or teacher specialty areas.

As Loudoun County Public Schools seeks to further implement its One to the World (OttW) Initiative, it is imperative to provide teachers with the support to design quality projects, and with the technology to connect with the world. As a school, we will seek to provide continuous support as teachers navigate the challenges of implementing OttW into the curriculum, and we will help them to work with other teachers to designed interdisciplinary OttW Projects and assessments.

We hope to provide professional development to teachers in order to help them fully implement this LCPS Initiative. Furthermore, we hope that we are able to provide teachers with creative technology to help students connect with the world.

We continue to seek ways to have our students invested in their learning and school environment and in 2017-2018 we would like to increase family and community engagement in the school. Currently, when we have events for families and the community we have low attendance. We also find that when families and the community come in for conferences we spend part of the time providing guidance on how families can help their child at home to support learning.

We have also seen that there is an interest in parents coming in to classes. For example, in the last two years during American Education Week we had 55 parents come in 2015 - 2016 and 119 come in 2016-2017. Families were more willing to come in 2016-17, when we opened up classrooms for them to visit. In order to facilitate greater family and community engagement, we will provide parent education programs, more opportunities for parents to volunteer in classrooms and school activities and, host events planned for community and parent involvement.

These events may include:

- Principal Coffees
- Pioneer Family Night at the beginning of the school year
- Parents as Educational Partner (PEP) Meetings throughout the year
- SPED Case Manager Dinner with families
- Phoenix ParentVue Training Sessions

We also hope to support our families of English Learners, by providing increased hours for a Spanish-speaking Parent Liaison, who will help translate for families, and help provide support for families in need.



BUDGET IMPLICATIONS

Based on the above and future needs, Sterling Middle School needs financial resources for:

- Professional Development
 - Professional conferences for staff and administration
 - Professional Development speakers/facilitators
 - Professional Library in each grade-level house
- Grade Level Field Trips
 - Registration Fees for Grade Level Field Trips
- Salaries/Stipends
 - Pay teachers and teachers assistants for after school faculty or professional development meetings, committee meetings, and remediation
 - Increase hours of Parent Liaison
 - Pay teachers to work on curriculum over the summer (e.g., Advisory Committee, PBIS Committee)
 - Pay staff members for the school's Saturday and After School remediation/reteach sessions
- Family and Community Engagement
 - Funding for Family and Community Engagement Nights
 - Funding for Family and Community Engagement Programs (outside speakers, staff pay, reserving locations)
- Technology
 - Purchase devices for student use during the school day
 - Pay for software licenses for our pull-out and push-in programs

Materials & Supplies		Family Engagement		Staff Development	
Chromebooks (7 carts x \$8K)	\$56,000.00	Parent Liaison: 10 hours x 36 weeks x \$18	\$6,480.00	80 teachers x 7 hours x \$25.02	\$14,012.00
ALEKS (250 x \$40)	\$10,000.00	Family Engagement Support 40 hours X \$25.02	\$1,000.80	Professional Books - 80 x \$10	\$800.00
Acheive 3000 (250 x \$50)	\$13,000.00			Conference: AMLE for 5 poeple	
				Registration - \$400 per person	\$2,000.00
				Hotel - \$183 per night x 3 x 5	\$2,745.00
				Per Diem - \$45 x 3 x 5	\$675.00
				Transportation - County Car	
TOTAL	\$79,000.00	TOTAL	\$7,480.80	TOTAL	\$20,232.00



EVALUATING FOR EFFECTIVENESS:

Component 2: Differentiation of Instruction

- By June 2018, by focusing on differentiating instruction for intervention and enrichments, we will see a 5% increase in our overall pass rates in Math and Reading on Statewide Standardized Assessments.

Component 4: Professional Development for Differentiation:

- By providing Professional Development throughout the year on Differentiation, we hope to provide at least 6 hours of Professional Development on Differentiation to at least 80% of our teachers by June 2018.

Component 4: Family and Community Engagement:

- By attempting to engage our families and communities, we hope to see a 10% increase in the number of family and community members who will attend our family and community engagement events. Last year, we documented that 119 parents attended, and we expect to see at least 131 by June 2018.

