

TRAILSIDE MIDDLE SCHOOL

2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Suburban

School Enrollment - 1207

Grade Levels - 6, 7, 8

School Calendar - Alternating Block

Free and Reduced Lunch 11.5%

English Learners 8%

Students With Disabilities 11.2%



Trailside Middle School

Loudoun County Public Schools

20325 Claiborne Parkway, Ashburn, VA 20147

Tel (571) 252-2280

Principal - Bridget Beichler

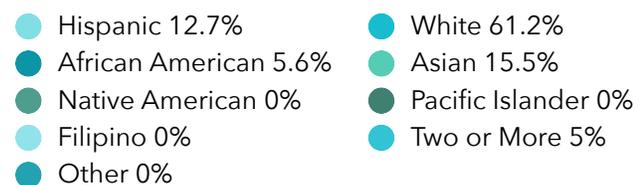
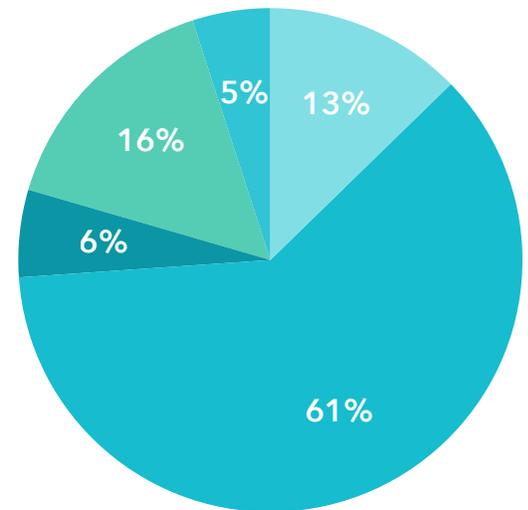
<https://www.lcps.org/Trailside>

School Characteristics and Replicable Practices

Academic Excellence

- As a personalized learning school, students are able to take ownership of their learning and meet high standards.
- Teachers monitor student progress and provide ongoing, meaningful feedback that helps students reflect and revise their work.
- Through Project Based Learning (PBL), students acquire knowledge by researching and responding to an authentic, complex question or problem. Students are able to learn deeply as they question, investigate, and reflect throughout the project.

2017-2018 School Demographics



- Teachers continuously monitor student progress as they work towards mastery of the material presented to them. Every department within the school administers diagnostics in order to determine what each student already knows and what they still need to learn.
- Data from formative assessments drive teachers' instruction and helps them form strategic, flexible groups that target individual student needs.
- Careful planning goes into creating Trailside's master schedule in order to maximize both teacher collaboration and student learning. Collaborative Learning Teams (CLTs) comprised of teachers who teach the same subject within the same grade level, meet multiple times a week to analyze and improve classroom practices. CLTs engage in discussions about curriculum, instruction, grading, and assessment that promote higher levels of student achievement. CLTs also analyze student data in order to identify and address student needs.
- Interdisciplinary Teams (ITs) share a common set of students and are collectively responsible for their academic success. The master schedule allows ITs to meet during their students' study hall block, giving teachers the opportunity to work with students to provide additional academic support.
- Teachers within an IT plan cross-curricular activities using a grade-level overarching question to help students recognize how different content areas connect and make links between classroom learning and the real world.
- Co-teaching plays an active part in the planning and delivery of instruction. Co-teaching provides increased opportunities to differentiate for all students' needs.
- Support is also provided to our English Learners (ELs). With push-in support from the EL teacher, our ELs learn core content in the general education classroom.
- Math students attend before-school review sessions to review material presented in class, prepare for upcoming assessments, and receive support.
- Professional development (PD) is an ongoing part of our learning community at Trailside and is delivered in a variety of ways. Administrators and teachers promote PD to keep current on how middle school students learn innovative instructional strategies, emerging technology tools for the classroom, and more.
- Teachers improve their practice through collaborative learning visits. These visits allow teams of teachers to witness the latest instructional practices taking place in their peers' classrooms.

Developmental Responsiveness

- Our staff has diverse experiences and expertise, and we
- The physical space of our school is organized so that each grade level has its own "house".
- To become familiar with Trailside's layout and processes, we offer rising sixth graders an orientation summer camp called *Traveling to the Trail*. The program pre-teaches many aspects of daily student life to increase the confidence and preparedness of our incoming sixth graders.
- Students feel ownership over physical workspace when working in small, cozy reading nooks. Students experience independence, responsibility, and movement during learning time, which are all critical to adolescent development.
- We have an advisory program called Compass to cultivate connections among students and between each student and at least one adult advocate. The name is intentional; we help students become oriented and directed toward a positive school experience. Compass increases student ownership, voice, and connectedness to our school.
- We plan for the physical and social needs of students by including outdoor recess in our student lunch time. Even on inclement weather days, students have a few minutes of movement, play, and social time back in their classroom.

- Trailside also supports common rules, routines and arrangements by participating in the Positive Behavioral Interventions and Supports (PBIS) framework as a PBIS school.
- Our PBIS team has specifically rebranded to describe the traits we value in our school community. Referred to as IMPACK, we teach, target, and celebrate *Inclusion*, *Motivation*, *Perseverance*, *Altruism*, *Compassion* and *Kinship*. We celebrate these traits in daily verbal recognition, celebratory postcards, and a quarterly assembly for exemplary demonstrations of those traits.
- Tiered classroom options range from fully immersed in the general education setting, inclusion support, self-contained classes, and school within a school.
- We support social and emotional repair through Restorative Circles.
- We are also supporting student leaders by implementing Sources of Strength. This suicide prevention program helps to prevent youth suicide by increasing help seeking behaviors and promoting connections between peers and caring adults.
- Student after-school activities include Running Club, Art Club, Comic Creation Club, Video Game Club, Basketball Club, Rubik's Cube Club, Book Club, Tabletop Gaming Club, Chess Club, Knitting Club, and *Girls Who Code*.
- Students participate in academic competitions such as Geography Bee, Odyssey of the Mind, Science Olympiad, Math Olympiad, Vex Robotics Team, Academic Decathlon, and Battle of the Books, Student Council Association (SCA).
- The Timberwolf Student Support team meets biweekly to leverage the professional expertise for students in need.

Social Equity

- Special Education teachers are part of CLTs in order to provide voice and expert knowledge on specialized instructional practice for all students especially our special education students.
- Our CLTs then create tiered assessments that maintain rigor while providing students choice in showing their knowledge. With personalized learning, our teachers differentiate the curriculum for all students by providing remediation or enrichment opportunities as needed.
- Trailside has different mentoring programs to support students in need of academic and behavioral interventions. The Adventure Team, led by male staff, mentors male students by providing them the supports needed to succeed.
- During the summer months, Trailside offers three educational experiences - Algebra Boot camp, Summer Recovery, and *Traveling to the Trail* - all of which support students and provide extended time students need to acquire the content.
- With different individual needs in one classroom setting, not only are lessons differentiated, but assessments are as well. Teachers create multiple adaptations of the same test and identify which assessment best suits individual students.
- In ITs, teachers will have student teacher conferences to support student learning when student data indicates difficulty in academics or behavior.
- To reach families who speak another language, we utilize school staff as well as translators to provide access and inclusion. Through our needs network, families and community partners donate items and money through our parent liaison, who distributes these resources to students and families in need.

- Compass teachers are considered mentors to students and are students' number one source of advocacy in the school. Students who need additional support are specifically placed in Compass groups that can support their needs.
- Case managers are aligned with special education students to ensure that they are supported in the most effective way possible during this Compass/Advisory block.
- At the end of every quarter, one student from every team receives an award for exhibiting traits of IMPACK. To recognize students who have exhibited an IMPACK trait throughout the entire school year.
- E-mail blasts are sent by CLTs and ITs bi-weekly informing parents and students of upcoming assessments, activities, and topics being covered in class.

Organizational Support

- E-mail blasts are sent by CLTs and ITs bi-weekly informing parents and students of upcoming assessments, activities, and topics being covered in class.
- We view all students, staff, and parents as learners and Trailside as a learning school. We have delved into numerous book studies including Growth Mindset, This We Believe, Growth Mindset Coach, The Traveler's Gift, The Happiness Track in order to improve our practice.
- From a structural perspective, our middle school is built with three distinct houses to which our grade-level students go each day. Upon arriving to the school, Trailside students report to different gathering areas to start the day with their grade-level counselor and dean to welcome them.
- Through the master schedule, we divide our school of 1200 students into grade-level ITs of approximately 135 students. ITs build strong relationships with their students, and find ways to support and develop academic and social skills that are reflective of the grade level.
- Advisory program (Compass) - to create small advisory groups, we involve all staff members. Advisory groups of 15 students meet with their adult advocate during the first 20 minutes of the day (3 times per week).
- Planning and development of the master schedule - we dedicate time for our CLTs and ITs to meet every other day. This dedicated time allows our staff to support students through instructional planning, review of data, identification and creation of tiered intervention supports, and student conferencing.
- ITs focus on common practices, processes, and expectations.
- There are multiple opportunities for staff to have a voice through a leadership role. This builds capacity among its stakeholders.
- The PTA, in collaboration with our school counselors and principal, host monthly coffee discussions of interest for our parents. Our counselors provide an opportunity for parents to interact and acquire new knowledge and skills on topics that are important to middle school student development.