



SCHOOLS TO WATCH – VIRGINIA

STONE HILL MIDDLE SCHOOL – VISITOR’S GUIDE



STONE HILL MIDDLE SCHOOL Loudoun County, Virginia



Re-Designated II in 2017

- Stone Hill Middle School • Loudoun County, VA
- Mrs. Kathryn Clark, Principal
 - 23415 Evergreen Ridge Drive, Ashburn, VA 20148
 - Tel (7-3) 957-4420, Fax (571) 223-0585
- <http://www.lcps.org/shms>

2016-2017 School Statistics

Community: Suburban Washington D.C.
 Enrollment: 1698
 Grade Levels: 6-8
 School Schedule: Four-Block Alternating Schedule

Student Demographics

8%	Hispanic
36%	White
8%	African American
42%	Asian/Pacific
6%	Multi-Racial
9%	Economically Disadvantaged
11%	English Language Learners

Fully Accredited by VDOE

2016 Pass Rates

English	89%
History	93%
Math	89%
Science	88%

School Characteristics and Replicable Practices

Academic Excellence

- Collaborative Learning Teams (CLTs) are afforded common planning time during regular school hours in order to collaborate on planning, instruction, assessment, grading, and data analysis.
- In addition to participation in CLTs, teachers also form Interdisciplinary Teams (ITs). Each IT meets at least once per week and allows the interdisciplinary teams to plan cross--curricular activities that take individual student needs and learning styles into consideration.
- Instructional staff members use a combination of diagnostic, formative, and summative assessments to determine student progress.
- CLTs meet every three weeks in data chats with administrators to share data and make instructional decisions that improve student learning.
- A student scoring below a 70% (C-) on any classroom assessment receives additional instruction followed by an alternative assessment initiated by our classroom teachers.
- Rigorous assessments are based on state and local standards, using Bloom’s Taxonomy to promote higher order thinking.
- Learner-centered environment designed to meet the needs of a diverse student population.
- An atmosphere in which risk-taking by educators is encouraged; teamwork is built on mutual respect and open dialogue.

Developmental Responsiveness

- The school is designed upon the concept of a “school within a school,” with each grade level assigned to a specific area where their core classes are located.
- A grade level team comprised of a dean, counselor, and secretary foster a supportive learning environment.
- Departmental teams have common planning on a daily basis and have ample time to collaborate and create thoughtful, meaningful lessons.
- Interdisciplinary teams (IT) work collaboratively to identify and provide a full-scale response to student challenges.
- Each teacher references the “Pyramid of Interventions” for differentiated academic and behavioral supports while working with individual students.
- Positive Behavioral Interventions and Supports (PBIS) are used school--wide to develop respectful and responsible citizens.
- Communication with parents is facilitated through teacher and school websites, frequent emails, monthly newsletters, open houses, back to school nights, and Connect Ed school wide phone messages.
- Counselors hold monthly coffee sessions to teach parents about important issues in middle school.
- Our Parent Liaison works directly with students, parents and the community to provide students with needed items.

Social Equity

- Academic excellence is achieved through curriculum which includes high yield instructional strategies and differentiated instruction that incorporates varied modalities and learning styles.
- Special Education students are mainstreamed into inclusion classes to the fullest extent possible.
- Guidance counselors provide individual and small group counseling dealing with various social and developmental topics.
- The guidance department hosts a Career Day where members of the community come in and speak to our students about their professions.

Organizational Support

- The Instructional Leadership Team (ILT) consists of principal, assistant principals, deans, subject area lead teachers (SALTs) and the lead counselor.
- The ILT meets monthly to discuss common practices and draft guiding principles which ensure equity in learning, grading, and assessment for all students.
- A CLT model is implemented that enables all teachers within a grade level content area, together with a designated special education teacher, to collaboratively develop common lessons, formative and summative assessments and activities, and to share successful learning strategies and techniques.
- We have committed parent volunteers and an active Parent Teacher Organization.
- Continuous communication to parents is achieved through monthly newsletters, the school website and through individual teacher web pages and emails.
- Stone Hill makes a concerted effort to coordinate with our cluster elementary and high schools to provide a seamless educational experience for our students.