Mercer Middle School
Loudoun County Public Schools
42149 Greenstone Dr. Aldie, VA 20105
Tel (703) 957-4340
Principal - Robert Phillips
https://www.lcps.org/mercer

2017-2018 School Statistics
Designated in 2012
Re-Designated 2015, 2018

- Community Size - Suburban
- School Enrollment - 1878
- Grade Levels - 6, 7, 8
- School Calendar - Block
- Free and Reduced Lunch 8.58%
- English Learners 11%
- Students With Disabilities 8%

2017-2018 School Demographics

- Hispanic 9%
- African American 7.9%
- Native American .4%
- Filipino 0%
- Other %
- White 39%
- Asian 36.5%
- Pacific Islander 0.1%
- Two or More 6%

School Characteristics and Replicable Practices

Academic Excellence

- Professional development concentrates on Project Based Learning (PBL) where all students are expected to think critically, collaborate, create, communicate, and contribute.
- Collaborative Learning Teams (CLTs) are structured by grade level and subject matter to review standards and create common assessments in alignment with lessons taught.

VIRGINIA

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- Collaborative Learning Teams (CLTs) are structured by grade level and subject matter to review standards and create common assessments in alignment with lessons taught.
• Interdisciplinary Teams (ITs) meet at least once every other week to plan cross-curricular activities that take individual student needs and learning styles into consideration.
• The IT meeting time is aligned with resource class for the students, allowing teachers to access those students on their team in need of assistance.
• Tier II remedial interventions are initiated and tracked in the School Improvement Plan (SIP).
• Students scoring below a 65% (D) on any classroom assessment receive additional instruction followed by an alternative assessment initiated by classroom teachers.
• Teachers utilize diagnostic, formative, and summative assessments including peer review/revision and project based assessments (PBA).
• Efficient, personalized formative assessments are conducted, in part, through the Bring Your Own Technology (BYOT) program.
• Teachers use a variety of strategies including, but not limited to, direct instruction, cooperative learning, project based learning, simulations, and hands-on learning.
• Teachers utilize technology to bring visual learning, motivation, and excitement into daily lessons.
• Data chats are regularly held with CLTs and administrators to make instructional decisions to constantly improve student learning.

Developmental Responsiveness
• The building is designed with a house structure by grade level ensuring a sense of camaraderie and security.
• Each house is further divided into learning teams where students share a group of core teachers (IT).
• As each child advances to the next grade level, they are followed by their counselor, dean, and house secretary. This ensures a higher level of understanding and trust that is beneficial to the children’s academic, social, and emotional development.
• Multiple opportunities exist to improve upon mistakes and explore alternative perspectives challenging students’ current convictions, including programs such as the retesting policy, Ownership Time after school, Restorative Practice, and advisory lessons.
• Electives increase from one 45-minute block in sixth grade to two 90 minute blocks in eighth grade, providing students with more voice and choice.
• The least restrictive environment is constantly sought for all students.
• The Student Council Association (SCA) and LEO Clubs provide students with service opportunities.
• Advisory classes which meet once each week consist of a group of approximately 15 students and their assigned teacher with lessons focusing on areas such as team building, character education, study skills, diversity, responsible citizenship, and community service.
• The Positive Behavioral Interventions and Support (PBIS) matrix sets school-wide expectations for positive behavior choices focusing on respect, ownership, a positive attitude, and responsibility.
• A tiered Response to Intervention (RTI) approach is utilized to best meet the needs of students.
• The importance of family involvement at school is facilitated through teacher and school websites, online gradebook, weekly emails, monthly newsletters, open house, back to school nights, rising 6th grade parent information night, meet and greet case manager lunches, Connect Ed school-wide phone messages, Facebook Home Page, Twitter feed, parent-teacher conferences, monthly counselor coffee sessions, and a strong Parent-Teacher-Student Association (PTSA) presence.
• Specialized groups are formed by social workers, counselors, school psychologists, and cluster high school students to help targeted students work through a variety of adolescent challenges.
• Partnership with the Loudoun County Sheriff’s Department facilitates internet safety and drug awareness meetings for parents and students.
• A parent liaison works directly with students, parents, and the community to provide students with needed items and services.
• The staff works hard to meet the intellectual, emotional, social, and physical needs of all students through the multitude of diverse programs, clubs, and groups.

Social Equity
• Partnering with the PTSA allows for the offering of a wide variety of clubs and activities through PROWL (Pairing Recreational Opportunities with Learning) both before and after school.
• Classes for students with disabilities follow a true co-teaching model in which students are team-taught by specially trained teachers who are linked to content area teams.
• For students with disabilities, the process of providing the least restrictive environment begins in fifth grade transition IEP meetings and continues through the annual review and amendment process multiple times before the eighth-grade transition meeting preparing the student for high school.
• English language learner (ELL) teachers are scheduled in multiple inclusion classes.
• Interpreters are scheduled through the parent liaison for community events, IEP meetings, information sessions, and at any outreach where clear communication with all stakeholders needs to be ensured.
• Spectrum (gifted and talented) students are afforded the opportunity to work on deeper extension activities beyond the curriculum with their peers who have demonstrated excellence both quantitatively and qualitatively with their portfolio being an integral aspect of their application.
• Disproportionality data is reviewed monthly as a PBIS team and presented at each faculty meeting.

Organizational Support
• A shared vision is valued in which all stakeholders have a voice.
• As instructional leaders, the administrative team is dedicated to teachers having an active role in their evaluations (both informal and formal).
• Internal professional development centers around the county’s Project Based Learning (PBL) and One to the World (OttW) initiatives facilitated by collaborating monthly in faculty meetings to digest the rubric, review the feedback, revise lessons as CLTs, and ultimately create new integrated lessons among ITs.
• Active collaboration with cluster elementary and high schools provides for smooth transitions of students from elementary to middle to high school.
• Through the summer P.O.U.N.C.E. (Preparing Our Unique and New Children for Excellence) program, both students and parents are introduced to middle school life.
• The College in Six initiative provides an opportunity for all sixth graders to visit a college campus and begin to contemplate their educational opportunities beyond high school.