



Eagle Ridge Middle School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary
[LCPS School Profile](#)
[Virginia School Quality Profile](#)
[LCPS Strategic Plan 2023-2027](#)

School Improvement Team:

(Your school improvement team should consist of a variety of stakeholders within your school community including parents)

Name	Position
Scott Phillips	Principal
Jennifer Del Borrello Dave Barlock	Assistant Principals
Jack Fielding/Kelley McNamee	PBIS/MTSS Leads
Tara Poole	Equity Lead
Steve Boring/Falguni Sharma	Math Subject Area Lead Teacher (SALT)
Nellie Beaman	Social Studies SALT
Nicholaus Macias	English SALT
Averil Phillips-Bernard	Science SALT
Rohina Nasrahti	Special Education SALT
Yaryna Winkelspecht	English Learners SALT
JB Reynolds	Instructional Facilitator for Technology
Jason Ott/Traci Wilson	Deans/Math&Reading Oversight

LCPS Instructional Overview

LCPS provides the descriptive information related to the curriculum, instructional programs, professional learning and existing interventions utilizing a Response to Intervention approach to support the academic needs of students.

Provide explicit connections to your school's instructional overview and how it supports and aligns with GOAL 1: Empowered Students of the LCPS Strategic Plan and Goal 2.1 Offer high-quality Ongoing Growth and Development available to all staff; 2.2 Develop dedicated resources to improve Professional Collaboration across schools and the division

Secondary English and Reading:

Curriculum and Instruction: Secondary English and Reading instruction is grounded in the science of reading and utilizes evidence-based literacy practices that reflect three of the five pillars of literacy: fluency, vocabulary, and comprehension, in addition to writing. Instruction across all areas of literacy is explicit and systematic and aligns with the Virginia Standards of Learning (SOLs). The purpose of curriculum and instruction is to develop knowledgeable readers, writers, speakers, and thinkers. **Resources:** All classrooms are provided with state-approved resources consistent with the expectations of the Virginia Literacy Act and VDOE recommendations. Resources include digital content such as No Red Ink, Newsela, and Schoology as well as authentic literature and informational texts. **Professional Learning:** Secondary teachers and reading specialists engage in continuous professional development to support the implementation of best practices for literacy instruction in classrooms and intervention settings. **Intervention and Progress Monitoring:** Each student's literacy progress is monitored through multiple data points including MAP, SOLs, and IReady as well as formative assessments. Students who have identified areas of need are provided with differentiated classroom instruction and/or evidence-based intervention. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act.

Math: LCPS Math Curriculum and instruction uses a [math workshop structure](#) and focuses on student-centered learning activities that include daily number sense routines and reflection. Teachers plan small-group targeted instruction, varying the groups regularly. Instruction prioritizes hands-on, inquiry-based learning focusing on conceptual understanding using representations and models/manipulatives. Instruction also emphasizes the implementation of the Process Goals and the 5Cs through student collaboration, reasoning, communicating, making connections, and problem-solving. Students who have identified areas of need are provided with differentiated classroom instruction and/or explicitly taught, evidenced-based intervention.

Science: LCPS science programs are designed to actively engage students in the process of science and use reasoning processes that build scientific thinking. These programs teach students to know, use, and interpret scientific explanations of the natural world; to generate and evaluate scientific evidence and explanations; to understand the nature and development of scientific knowledge; and to participate productively in scientific practices and discourse.

Social Sciences & Global Studies: Social Science and Global Studies instruction in LCPS is grounded in a culturally responsive approach to the content in a way that elevates multiple perspectives. Students are empowered through authentic, inquiry-based learning experiences that promote students' development of historical thinking skills and provide opportunities to make their thinking visible. Students demonstrate their understanding, knowledge and skills through authentic performance tasks.

Comprehensive Needs Assessment Academic Achievement

A summary providing evidence of analysis of trends, patterns, proficiency, and growth in student academic achievement data. Provide a clear connection between outcomes and contributing factors.

In the fall of 2024, the Virginia Department of Education (VDOE) released an entirely new set of metrics by which to consider School Achievement. This was called the School Performance and Support Framework (SPSF), and included, for the first time, indices related to student growth, attendance, enrollment in advanced (high school) coursework, and English Learner (EL) progress, among others, as factors contributing to a school's overall rating, score, and rating category. For the 2023-24 school year, Eagle Ridge's overall rating was 3rd in the state of Virginia out of 320 similarly configured middle schools (grades 6-8 or 7-8), and had the highest academic "Mastery" and "EL Progress" scores in the entire state. We were the only Middle School in LCPS to receive a "Distinguished" rating from VDOE, and part of the only pyramid of elementary, middle, and high schools to receive the "Distinguished" rating, which they define as being a "model for other schools."

With new Standards and Standards of Learning (SOL) tests in Math and English for the 2024-25 school year, we anticipated that scores might dip a bit as teachers adjusted and VDOE normed the tests. While at this time, we only have access to direct pass rates (the new SPSF, with all of the index scores, will come out in late Sept from VDOE), that's not what occurred.. Instead, our students improved in every content area SOL from the previous year, and ranked among the top ten in the state of Virginia on every one. Overall pass rates were as follows:

- Math - 93% (4th in VA, up from 88% in 22-23, and 91% in 23-24)
- Reading - 92% (6th in VA, up from 88% in 22-23, and 90% in 23-24)
- Civics* - 96% (9th in VA, up from 89% in 22-23, and 93% in 23-24) *Civics is a 1 year course, 8th grade only.
- Science* - 90% (7th in VA, up from 81% in 22-23, and 85% in 23-24)*Science covers all 3 years of middle school science curriculum and is given in 8th grade.

It should be noted that Math and Reading results are inclusive of test results from all grades. There is also a writing SOL given in 8th grade, but its results are individual student targeted, and not reflected in VDOE data. Another caveat is that many of the schools that scored slightly better than Eagle Ridge on SOLs look very different than we do - most are gifted centers that gather their students from across a county or region, and many have much less diverse or smaller subgroups.

As to subgroup results, we have 3 that are focus areas for us across the last decade - Students with Disabilities (SWD), English Learners (EL), and Economically Disadvantaged (Econ Dis) students. Each of these groups have grown, and as they represent a fabric of diversity at Eagle Ridge, are the "scores within the scores" we pay close attention to for school improvement. For us, it's important to note that our Students with Disabilities and Economically Disadvantaged students scored the highest among LCPS Middle Schools on most every SOL test. Also, in these subgroups, pass rates have increased, mostly by double digits, each of the past three years on every SOL test, and very similar growth has occurred with EL students. Among these 3 subgroup scores across the state of Virginia, Eagle Ridge students scored as high as 2nd in the state and no lower than 20th among 300+ schools. It should also be noted that as these subgroups contain smaller numbers of students, a few scores can change percentage rates considerably. Subgroup pass rates for 2024-25 were as follows:

- Students with Disabilities - Reading 66%, Math 73%, Civics 76%, Science 70% pass rates - Best in LCPS in all SOLs.
- Economically Disadvantaged - Reading 77%, Math 80%, Civics 91%, Science 69% - Best or 2nd in LCPS in all SOLs.
- English Learners - Reading 43%, Math 70%, Civics 58%, and Science 41% - Best or 2nd in LCPS in all SOLs.

Looking at these in comparison to overall pass rates, there are clear areas for growth and improvement. As most of our Students with Disabilities have IEPs that are written for Reading deficits, growth and particularly growth across all 3 years that a student is in middle school, is a very significant indicator beyond an SOL result. That is why in our School Improvement Plan we focused on lowering the percentage of SWD in "Tier 3" in Measures of Academic Progress (MAP)

testing, as this represents moving a student from below grade level performance nearer to grade level. Our students of Economic Disadvantage are a harder group to grasp. While we've improved achievement with this group of students greatly over the past three years (from 59% in 2022-23 to 77% pass rate in Reading, 65% in 22-23 to 80% in Math), I feel like there isn't an easy explanation as to why this achievement gap exists - certainly some of Econ Dis students are also EL and SWD, and sometimes moving school to school can be a factor - and we know that pandemic research told us these students had greater learning loss than many others, but we'd like to close this gap entirely. As to our EL students, the group is smaller, and has more Newcomers (who tend to be non-English speaking at the start), and testing a student the first or second year they speak a language has its own issues. VDOE is proposing a new 3 year process to SOL tests for EL students, which makes common sense. Again, as a group we are focused on growth for our ELs,, and it is highly significant to note that we had the highest EL Progress scores in the entire state of Virginia in 2023-24, which is determined using the WIDA test for reading, speaking, and writing in English, and so that is perhaps a more accurate measure for EL students.

As interventions, we are using targeted reading instruction programs differentiated by need, and Lexia Pro with many students just below grade level. Use of Word Study, No Red Ink, Newsela and MathSpace (for math), and Lexia as well in general ed settings are personalizing instruction for growth and provide additional data points for intervention and evidence of progress. In Special Education settings, we used Language Live, Reading Mastery, Institute for Multi-Sensory Education (which includes Orton Gillingham), Language Essentials for Teachers of Reading and Spelling, FastBridge, and Morphology for self contained and Inclusion students, and TeachTown/OG for our Autism and Intellectual Disability program students. This school year some of our Students with IEPs are using Spire and Read 180 programs. In Special Education settings we have Reading Strategies courses specifically designed with instruction on encoding, decoding, and comprehension targeted to individual student areas of need.

The ERMS Reading Specialist pushes into Inclusion sections of English, and offers an Accelerated Literacy elective to general education students who need extra reading support using Lexia Power Up as a resource. In Math, in 6th grade for the past four years we have offered math every day by instituting a "half block, half class size" Math Lab every other day for all students, and in 7th and 8th grades, we continue to provide "during the day Math tutoring" via our Math Resource program, which was accessed over 2,200 times by students in quarters 2-4 of the school year. In addition, during 24-25 we served 100+ additional students at least twice weekly in Intensive Reading and Math Tutoring sponsored by the state of Virginia (titled All in Tutoring), and will continue to do so this coming school year as students who continue with these supports demonstrate great growth, and perform significantly better than in previous years without the intervention.

Comprehensive Needs Assessment Student Engagement

A summary of trends, patterns, strengths and areas for growth in student engagement data, including attendance, discipline, perceptual data, and graduation data (HS only).

Staff, parent, and student surveys indicate that ERMS is a safe learning environment that communicates well, and we continue to strive to make it a more positive place of social/emotional growth for our students. We continue to be the highest performing middle school academically in LCPS, and this past year had the strongest scoring in Reading and Math across the division for Students with IEPs, Economically Disadvantaged students, and English Learners, three subgroups of students that historically have extensive learning to recover. Despite strong performance this past year, we know all students may need more time and intervention to recover learning.

We continue to strengthen our Unified Mental Health Team, consisting of school counselors, psychologists, social workers, the Family Liaison, 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. This is one area where we saw growth in 2024-25 versus the year before (10.5% down to 8.5% of students) who have an attendance rate of missing more than 10% of the school year, which is now 7.5% below the VA Accreditation rate for Chronic

Absenteeism. For the 25-26 school year, our Family Liaison position works directly with the UMHT and provides additional resources and support to a growing list of families in need.

We applied and were Re-designated for the 5th time with the National Schools to Watch program for the 2022-23 school year, and in 2022-23 were a "Top Ranked" LCPS Middle School by *US News and World Report*, and Niche.com. Our School Counseling Group was awarded a "Gold Rating" certificate this past year for their intensive work with small groups, among other criteria. This year we will be applying for the American Middle Level Education Association's School of Distinction honor, and will learn in the spring of 2026 as to whether we have earned it.

While parent feedback on school communication has improved greatly, we continue to refine and seek consistency in use of tools such as Schoology, Thrillshare messages, and bi-weekly Dean's grade level newsletters. Parents have also asked us to focus on student concerns with bullying and behavior that's not in line with the connections most feel with Eagle Ridge. We also continue to build upon past successes with instructional goals written by staff into their plans and evaluation documentation for this school year. Explicit feedback and development to teachers and teaching teams is provided by the school leadership team as we integrate the LCPS Instructional Framework's research-driven Teacher and Student Actions in our classrooms. As related above, Students with IEPs, particularly in Reading and Writing continue to be a focus area.

At Eagle Ridge, we strive to empower our students to work to their full potential, 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.

Extended Learning and Engagement Opportunities

Provide information to describe extended learning and engagement opportunities for students, families, and community including what events you have planned or are considering hosting.

Provide explicit connections to your school's extended learning and engagement opportunities and how they support and align with GOAL 4: Engaged Community of the LCPS Strategic Plan, especially GOAL 4.1 Deepen Family Engagement by offering inclusive opportunities for conversation across the division.

We are using Discovery Education, No Red Ink, MathSpace, multiple reading programs, and an everyday approach for 6th grade students and students of need in grades 7 and 8 to extend learning opportunities for students. This year, all 6th graders also have math and language arts every day as we respond to age appropriate learning needs. All students with identified academic needs are serviced through aligned resource/study periods. Planning time with interdisciplinary teams is built into the schedule for students to receive additional time and support from core subject teachers during the school day. We continue the "Math Resource" support system with certified teachers working with students during their resource period based on directive and voluntary participation in tutoring. We also provide parent coffees and a PTA sponsored Parent Advisory Council with targeted topics to help with student support beyond academics. Many clubs and extracurricular activities at ERMS focus on academic extension of math, writing, reading, world languages, and STEM.

As to community engagement, we open the school year with multiple opportunities for parents and students to engage with the school, and connect at least monthly with our community. Some of these engagement opportunities include:

- A five step transition program for Rising 6th grade students, including a parent presentation in February, student visits in April and June, a summer transition camp with a parent presentation/tour, and orientation just before school starts.
- An Open House and Open Lockers in August prior to school starting. The Open House drew over 1,000 students and parents on August 14th.
- Back to School Nights for parents - one specifically for 6th grade parents and one for 7th and 8th grade.

- Multi-cultural Night as part of American Education Week in November, scheduled this year for Nov 19th. Last year this event drew over 300+ parents and students to an event that showcases student cultural heritage through performances, displays, and artwork.
- Eagle Ridge is celebrating its 25th Anniversary this year, and we intend to have an evening celebration in the spring.
- The Eagle Ridge PTA puts on social nights, dances, drama performances, and other events monthly, as well as virtual and in person meetings to engage parents and students. It also sponsors a monthly grade level Parent Advisory Council meeting with Deans, counselors, and parents to provide “just in time” information and opportunities for Question and Answer.

Climate and Culture

Provide a description of strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities such as counseling, social emotional learning and mental health programs, and PBIS implementation.

Make explicit connections to the LCPS Strategic Plan goals of 1.3 Prioritize Care for Students by ensuring a safe and affirming learning environment for all;

Based on parent, staff and student surveys, the vast majority of our students feel safe in their learning environment. Post pandemic, we have focused on School Connections with our students. Daily student advisory programming is targeting this area, and we again saw strong results. A growth area for our UMHT is the establishment of small targeted groups for students of need in each grade level to help intervene more intensively for social/emotional support. In the past, some of these small, grade level groups included Student Success Skills, Self Esteem, Friendship, Grief, Emotional Regulation, Self Management, and Social Skills.

Positive Behavioral Interventions and Supports (PBIS): PBIS is a systemic approach for establishing a safe and supportive learning environment. Through the implementation of a consistent vision, language, and practices, school staff promote social, behavioral, and academic success for all students.

Successful implementation of PBIS can lead to a positive school climate, improved classroom management, increased understanding of schoolwide expectations, strengthened relationships, increased positive behaviors, academic achievement and equitable learning experiences, and decreased office referrals and suspensions. To support implementation, the PBIS team meets regularly to evaluate behavioral data, provide behavioral lessons based on identified needs, and share resources.

At Eagle Ridge, we use the letters ERMS as an acronym of our core behaviors and expectations. The letters ERMS stand for Effort, Respect, Mindset, and Safety. Early this year, we had all Advisory classes review these terms, and had students define for us what they meant to them in our 3 main areas; i.e, what does Respect look like in the classroom, when using technology, and in our common areas like hallways and the cafeteria. We revisit these expectations after they are taught at least quarterly, or when analysis of behaviors warrant it, and reinforce them through our PBIS recognition program.

Social Emotional Learning (SEL): The social-emotional learning framework provides students with explicit SEL instruction, practice and reinforcement of skills through academic integration, and a supportive environment that cultivates relationships, belonging, safety and a student-centered approach. The framework is supported by the involvement of all community members, including staff, students, families and community partners.