

LAKE RIDGE MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2014

Re-Designated in 2018

Community Size - Suburban

School Enrollment - 1389

Grade Levels - 6-8

School Calendar - traditional

Free & Reduced Lunch - 39%

English Learners - 14%

Students with Disabilities - 11%

Prince William County Schools

12350 Mohican Rd

Tel 703 494-5154

Principal - Skyles Calhoun

<https://www.lakeridgems.pwcs.edu/>

School Characteristics and Replicable Practices

Academic Excellence

At LRMS we:

- Practice standards-based learning/grading practices based academic solely on mastery.
- Reteach and reassess for mastery.
- Provide students additional time to complete assessments.
- Offer alternative assessment opportunities to measure mastery.
- Provide explicit content objectives, learning targets, and language goals.
- Create language goals to support literacy and accommodate ELL Exceptional Ed learners.

2018-2019 School Demographics

- **African American - 24%**
- **Asian - 9%**
- **Caucasian - 31%**
- **Filipino - 0%**
- **Hispanic - 29%**
- **Native American - 0.7%**
- **Pacific Islander - 0.2%**
- **Other - 0%**
- **Two or More - 7%**

- Integration of Exceptional Education and ELL students.
- Require that CLT teams use data to plan assessments and instruction.
- Use detailed rubrics to guide students' learning.
- Use student-led conferences to encourage student ownership of learning.
- Use Restorative Practices to build relationships and a positive school culture.

Developmental Responsiveness

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At LRMS we:

- Exemplify "Every Student, Every Day, Whatever It Takes!" in all decisions.
- Use previous year student data to plan for and track at-risk students.
- Collect formative and summative data to determine appropriate strategies and academic interventions.
- Provide a twice weekly activity bus for remediation, extension, or extracurricular activities.
- Target professional development to address needs of ELL, and Exceptional Education subgroups.
- Have a "ROYALS" program to develop social and work-place readiness skills.
- Use flexible classroom organization and seating to personalize the environment to student needs.
- Use tiered academic and behavioral supports that target student needs.
- Train the entire faculty on Restorative Practices to foster positive classroom communities.
- Provide multiple opportunities for student choice and autonomy.
- Have a multi-faceted reward program that recognizes positive academic performance as well as student effort and conduct.

Social Equity

Social Equity

At LRMS we:

- Include all subgroups in core education settings.
- Expect that all students meet achievement and behavioral standards.
- Provide all teachers professional development on strategies to help our ELL and Exceptional Education students be successful.
- Provide our ELL students a teacher mentor.
- Make targeted curriculum adaptations to support the unique needs of ELL students.
- Provide written materials translations for ELL students and matched to their reading level.
- Use Restorative Practices circle time, field trips, and guest speakers to explore differing cultures.
- Offer flexibility for attendance or activity concerns due to religious observances.
- Participate in a "No Place for Hate" program to combat bias and bullying.
- Offer multiple citizenship activities: student council, mock election, Pennies for Patients and Animal Shelter fundraisers, food drives for food bank, and raising trout from eggs to repopulate watersheds.

Organizational Support

Organizational Support

At LRMS we:

- Value relationships over relevance and rigor in school improvement planning.
- Fully embrace collaborative leadership and learning for all.
- Offer advisory time and independent study to allow for meeting social as well as academic student needs.
- Meet in content specific Collaborative Learning Teams (CLT) weekly with the support of our Academic Support Coach.
- Encourage peer observation and reflection as well as in-house professional development opportunities.
- Provide multiple resource personnel: Reading Specialist, Math Support Coach, Academic Support Coach, ELL Specialists.
- Use a rotating master schedule to allow students to participate in all classes at times of the day that address their most attentive times.
- Use Restorative Practices to reduce exclusionary discipline.
- Offer a plethora of after-school opportunities: sports programs, leadership opportunities, academic, social, and performance clubs.
- Welcome and encourage family involvement: PTO, Wolfpack Advisory Council, student-led conferences, and monthly coffee with the principal.
- Use multiple avenues for school/home communication: automated phone calls, text and email notifications, school website, and school marquee.