**School Characteristics and Replicable Practices**

**Academic Excellence**
The creation of programs to bolster instruction in Mathematics by implementing a model for re-teaching (Extra Algebra) and a model for remediation (Math Lab) and a model to provide enrichment to all sixth-grade students (Math Enrichment Every Day).

- The inclusion of PLCs that are known as CLTs in LCPS that create collaborative lesson plans, set levels of mastery for each student, and use formative assessments to guide instruction.
- The implementation of interdisciplinary teams to connect learning across content areas.
• All classes are heterogeneously grouped and focus on differentiation and personalization.
• Partnership with local organization (Morven Park) to bring Civic instruction into the school. Our school has been recognized for creating this partnership and its successes.
• The implementation of the Reading/Writing Workshop model across all Language Arts classes and the use of literature circles and writing groups in Language Arts to foster critical thinking and collaboration. All teachers utilize both FOLI and Orton-Gillingham in their lessons.
• A partnership with Howard Hughes Medical Institute allows students to take part in lab investigations that integrate real-world science skills using sophisticated equipment.
• Examination of primary source documents in Social Studies classrooms and engagement in projects that make history come alive for students.
• Electives that prepare students for their future by providing programs that include: a pre-school project in FACS, school-wide beautification projects through TECH ED, Music ensembles that score superior each year in each ensemble, foreign language instruction in German, Spanish, Latin, and French, and the addition of classes in coding, robotics, and 3-D art design.
• The integration of adaptive software to increase student understanding of content. Programs include MAP, ALEKS, Achieve 300, Discovery Education, Powertest, IReady, Imagine learning, and other web based applications.

Developmental Responsiveness
Daily advisory block called “CONNECT” which allows students to engage in team building, mindfulness, restorative practices, and self-reflection on their own learning all while fostering connections between staff and students.
• Over 50 club offerings available to students during the school day in our “EXPLORE” program.
• Interdisciplinary teams at each grade level that provide support from a core group of teachers by providing continuity and connections across different content areas.
• Offering a Breakfast after the Bell program that has increased our number of served breakfasts each day to over 400.
• Career Days that are organized by our guidance department which expose students to different professions across a wide array of interests.
• Quarterly recognition of students by staff for exemplifying any of the six pillars of character education. The program includes a reception in which each student’s name is read along with who nominated them, and the character trait they are being recognized for.
• Quarterly recognition ceremonies for students that show high performance in academics. Two students from each grade-level interdisciplinary team are also identified by staff for exhibiting the core components of our PBIS program (Respect, Improvement, Decision-Making, and Empathy).
• Participation and recognition of students in a local “First Friday” where their works of art were exhibited in a local gallery. Additionally, select ensembles performed for the community during this time.
• A transition program called, “VISTA” that invites every student transitioning to Smart’s Mill to take part in a camp-like atmosphere. We have historically welcomed over 200 students each Summer with this program.
Social Equity
Implementation of homework clubs, working lunches, Catch-up Days, and “Lunch Bunch” sessions to meet the individual needs of our learners. These non-traditional forms of remediation serve to bolster academics, meet the individual needs of students, and create stronger relationships between adults and students.
• Inclusion of Instructional Specialists in many classes to support the needs of students that have an IEP or that are identified ELL. Additional sections have been created to support the individual needs of students.
• The creation of an ELL summer program that assists students in their acquisition of language using reading, writing, speaking, and listening as it pertains to our school’s garden.
• The recreation of our “College in Six” program to be more of a college fair atmosphere that invites multiple speakers to discuss options in high school, trade school, and college.
• Grade-level “Family Fun Nights” hosted by the school in conjunction with the PTA to help build positive relationships between staff, family, and the community.
• Additional community nights like “Spooktacular”, Multicultural Night, STEM Night, and Fine Arts Night are additional opportunities for families to celebrate together.
• Parents as Educational Partners (PEP) program has been expanded to assist parents who are unfamiliar with the school system in the United States and provides information on school programs, state testing, and academic planning.
• Restorative practices are used routinely to develop student interpersonal connections and resolve conflicts.
• Expansion of our “at risk” programs. Our two after school clubs are named JAM (Journey At Middle school) and MAT (Maverick Adventure Team). The programs embrace diversity, build relationships, and mentor students that struggle making positive connections.
• Each year students are encouraged to apply for the Medal of Honor award. Students are recognized for excellence in the classroom in conjunction with community service beyond the classroom and a commitment to Smart's Mill.

Organizational Support
• Implementation of PLCs within our school has allowed the staff to create levels of mastery which assure that every student achieves educational success, allows teachers to plan collaboratively as a subject area, and utilizes common formative and summative assessments to gauge student learning.
• Creation of Instructional Leadership Team (ILT) to include all Team Leaders, all PLC leaders, and all administrative staff to take a shared responsibility for overall school improvement.
• The enhanced role of grade-level Deans to act as behavioral and instructional support for students, staff, and parents.
• Implementation of grade level interdisciplinary teams to continue assisting student learning and developmental growth.
• Implementation of a daily advisory program called “CONNECT.”
• Collaboration through weekly informational meetings with Deans and Assistant Principals.
• Collaboration monthly with Team Leaders along with bimonthly meetings with Subject Area Lead Teachers (SALT).
• Monthly meeting for full faculty, Instructional Leadership Team (ILT), department, and committee to facilitate communication and vision. These meetings are both in person and virtual
• Administrative Debriefs with each CLT that take place every other week.
• Completion of a needs assessment to identify the most salient areas that need to be included within our SIP which is updated each year
• Recruitment, hiring, and retention of staff committed to the tenets of middle level education as describe in the document “This We Believe.”