

## PINE-RICHLAND SCHOOL DISTRICT



### 2018-2019 SCHOOL STATISTICS

Designated in 2007

Re-Designated in 2003, 2016, 2019

Community Size - Urban

School Enrollment - 700

Grade Levels - 7th and 8th

School Calendar - Traditional

Free & Reduced Lunch - 7%

English Learners - 0.02%

Students with Disabilities - 13.4%

Pine-Richland School District

100 Logan Road

Tel 7246253111

Principal - David Kristofic

<https://www.pinerichland.org/Domain/134>

### School Characteristics and Replicable Practices

#### Academic Excellence

At Pine-Richland Middle School, we work to live out our district's mission to focus on learning for every student every day.

We have developed a comprehensive written curriculum for all subjects that includes Big Ideas, Learning Goals, Standards, Lessons, Resources, and Assessments. Learning goals are focused on enduring understanding that are meaningful and relevant to students.

Every year, several departments participate in an in-depth program review. It involves extensive

### 2018-2019 School Demographics

- African American - 1.1%
- Asian - 5.1%
- Caucasian - 89.8%
- Filipino - 0.1%
- Hispanic - 2.3%
- Native American - 0.2%
- Pacific Islander - 0.1%
- Other - 0.1%
- Two or More - 1.5%

study of other exemplary school districts; internal and external data analysis; research; and communication with businesses, universities, and other professional organizations or individuals.

## **Developmental Responsiveness**

Teachers create and implement lessons and activities during weekly Team Time sessions where topics such as bullying, social media, and interpersonal relations are discussed. One activity, which stretched beyond the classroom, was Random Acts of Kindness Week, where students went out of their way to show kindness to students throughout the building.

Teachers use interdisciplinary approaches to reinforce important concepts and skills and to address real-world problems. For example, team teachers collaborate on interdisciplinary lessons to incorporate reading and writing skills within social studies and science classrooms.

The faculty works diligently to develop alliances with families to support the academic, social and emotional well-being of each child. Each team has a designated "Communication Day" scheduled each week to reach out to parents.

## **Social Equity**

Our middle school has fully embraced and implemented the Olweus Anti-Bullying Program. Built into this program is 'team time' which provides an opportunity for all students to build strong relationships with their peers and teachers.

All students have a unique and special opportunity to be connected to the school community through the 'Ram Rewards' Assembly. The Ram Rewards program is our school's positive behavior support program and is funded by the parental support association.

Students have time to receive specialized support according to their needs. We have a dedicated 'academic support' period built into the schedule each day where a student can get help from a math, social studies, science, reading or English teacher.

## **Organizational Support**

Transparency is key within our middle school system. All staff members are educated in our mission, vision and values statements and have grown to understand that in order to provide the best quality education for students, the district's direction and beliefs need to be understood and implemented.

We are fortunate to have an administrative team who takes a proactive approach in all aspects of middle level education. At monthly steering committee meetings, we afford all staff members a voice and a means to provide input for building level initiatives. Staff input is used by administrators to initiate change and improve aspects within our building.

Curriculum has taken on an exciting dimension initiated by our superintendents and board of education. We have worked diligently to not only collectively write our curricula, but also place them on our school's website so that all stakeholders have access and the ability to provide feedback for the curriculum.

In an effort to improve our intervention plans for struggling and advanced learners, the middle school is integrating a Multi-Tiered System of Supports (MTSS) into our building.