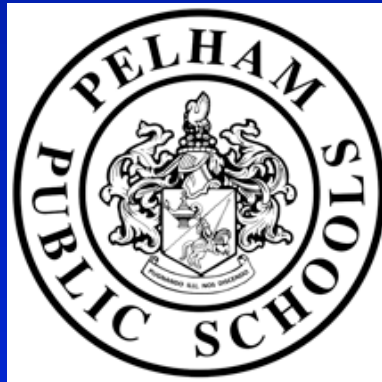


HOW DO WE DEFINE SUCCESS FOR ALL CHILDREN?

BENCHMARKING THE MIDDLE SCHOOL PROGRAM



Dr. Robert Roelle, Middle School Principal

Ms. Lynn Sabia, Middle School Assistant Principal

Dr. Jonathan Gastel, Science Supervisor 6-12

Mr. Sean Llewellyn, English Supervisor 6-12

Mrs. Maria Thompson, Social Studies Supervisor 6-12

Mrs. Jessica Vitale, Math Supervisor 6-12

Dr. Steven M. Garcia, Assistant Superintendent for Curriculum, Instruction & Personnel

**Board of Education
November 4, 2013**

MISSION

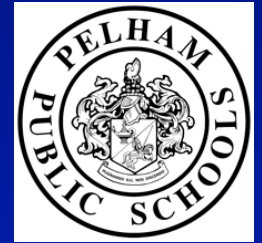


*Inspiring a Standard of
Excellence in All Students*



Who We Are

Six Schools, One Learning Community



How Do We Attain Success?

- Encouraging Social Growth
- Enhancing Emotional Support
- Cultivating Intellectual and Academic Development



Junior High vs. Middle School

Junior High	Middle School
Subject-centered	Student oriented
Cognitive development	Cognitive and affective development
Departmentalized	Interdisciplinary Teams
Traditional Instruction	Experiential instruction
Offers only academic classes	Offers exploratory, academic and non-academic classes
Fosters competition	Fosters collaboration
Teacher-centered lessons	Student-centered experiences
Classrooms arranged randomly	Classrooms in close proximity
Course-centered guidance services	Student centered guidance services

P.R.I.D.E.



Success Is...

- Service Learning



Success Is...

- Service Learning
- Clubs & Activities



Success Is...

- Service Learning
- Clubs & Activities
- Athletics



Success Is...

- **Service Learning**
- **Clubs & Activities**
- **Athletics**
- **Field Trips**



Success Is...

- Service Learning
- Clubs & Activities
- Athletics
- Field Trips
- G.O. Activities
- Friday Night Live



Success Is...

- Transition Program



Success Is...

- Transition Program
- Teaming



Success Is...

- Transition Program
- Teaming
- Guidance & Psychological Services



Success Is...

- Transition Program
- Teaming
- Guidance & Psychological Services
- Joe Torre Foundation
 - Margaret's Place



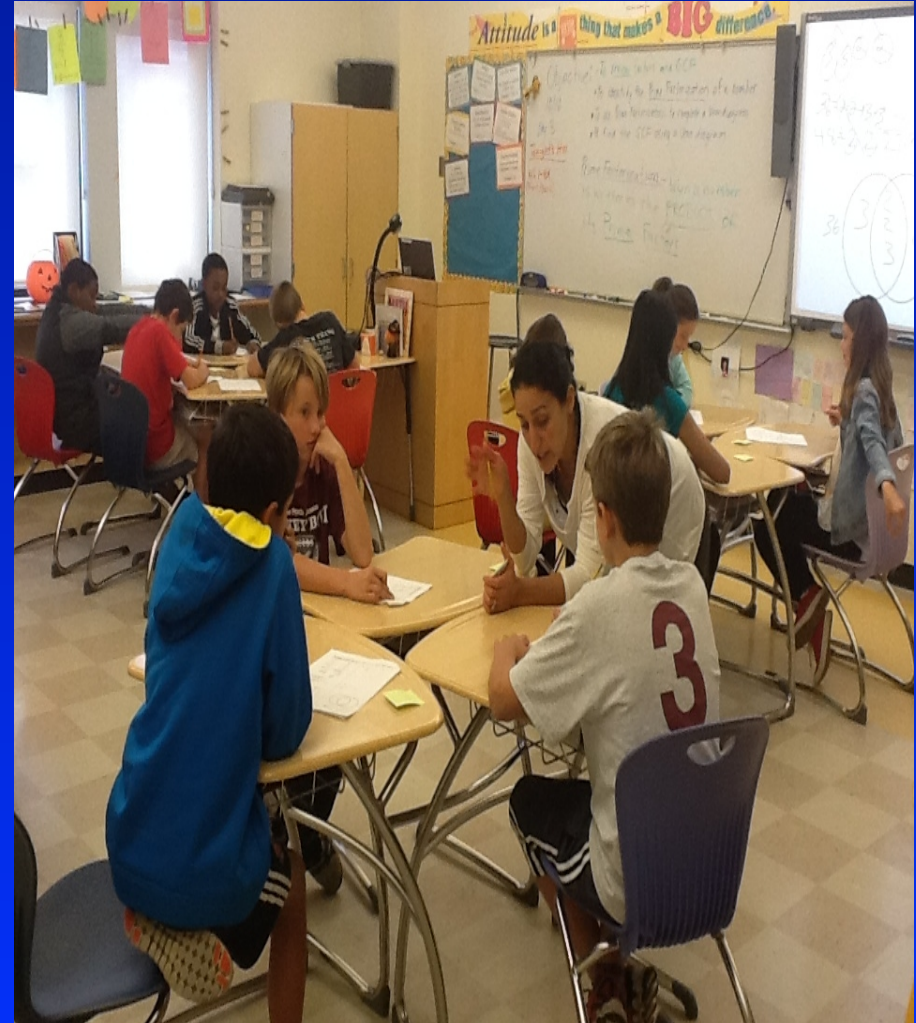
Success Is...

- Transition Program
- Teaming
- Guidance & Psychological Services
- Joe Torre Foundation
 - Margaret's Place
- Specialized Programs



Intellectual Success Is...

- **Literacy Across Disciplines**
- **Critical Thinking**
- **Engagement**
- **Opportunities**



Where Are We?

Common Core

Assessments



Sample Assessment Questions

2010

When does this passage take place?

- A** at night
- B** at sunset
- C** on a snowy day
- D** on a foggy morning

2013

Read the sentence from line 12 of the passage.

People were running toward him like iron filings to a magnet.

The author uses this simile to emphasize that the people

- A** were interested in the news about the gold
- B** were curious about the ship's arrival
- C** wanted to become gold prospectors
- D** were unable to resist reading about the gold

Sample Assessment Questions

2010

Shawn drew figure $ABCD$. He plans to create figure $A'B'C'D'$ by translating figure $ABCD$ 6 units down and 4 units to the right. On the coordinate plane below, draw and label Shawn's figure $A'B'C'D'$.

2013

Triangle ABC was rotated 90° clockwise. Then it underwent a dilation centered at the origin with a scale factor of 4. Triangle $A'B'C'$ is the resulting image.

What parts of $\triangle A'B'C'$ are congruent to the corresponding parts of the original triangle? Explain your reasoning.

Compare the perimeters of $\triangle ABC$ and $\triangle A'B'C'$. Explain your reasoning.

Student Performance

- **ELA**
- **Math**
- **Algebra**
- **Earth Science**



Where We Are: NYS Assessments

ELA 7

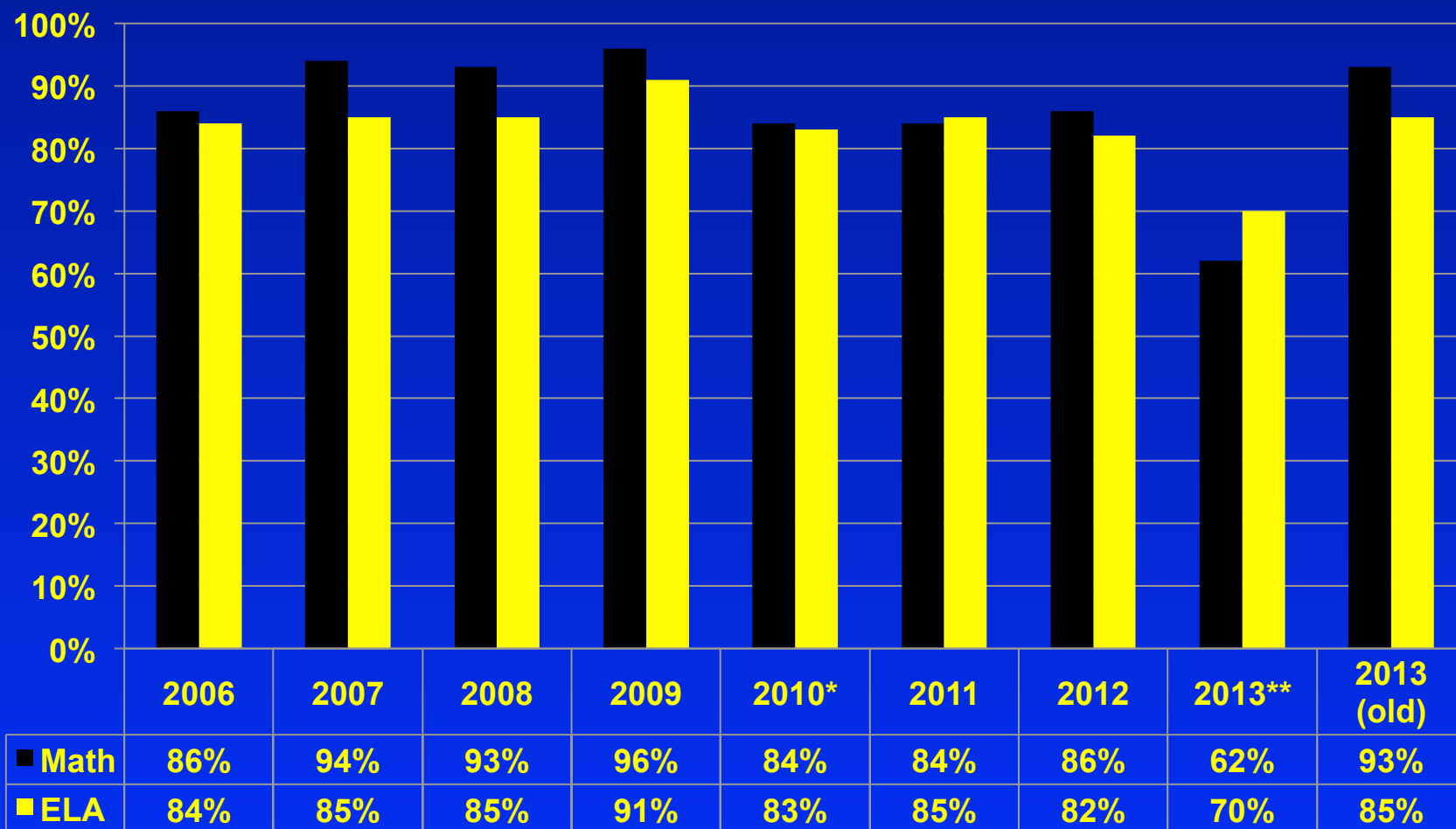
DISTRICT	tested	2012-2013					
		Level 1	Level 2	Level 3	Level 4	Level 3 & 4	mean score
Ardsley	174	9.8	19.5	40.8	29.9	70.7	327
Pleasantville	130	8.5	23.8	46.9	20.8	67.7	325
Rye Neck	122	11.5	22.1	39.3	27	66.3	327
Edgemont	157	10.2	24.2	47.1	18.5	65.6	324
Pelham	227	8.4	28.6	36.1	26.9	63	325
Croton-Harmon	139	7.9	3.24	38.8	20.9	59.7	323
Somers	257	8.2	33.9	40.1	17.9	58	321
Eastchester	241	10.8	34	33.6	21.6	55.2	322
Dobbs Ferry	107	14	30.8	36.4	18.7	55.1	319
Hastings	1128	14.1	32	37.5	16.4	53.9	319
Irvington	124	14.5	35.5	33.1	16.9	50	315

Where We Are: NYS Assessments

MATH 7

DISTRICT	tested	2012-2013					
		Level 1	Level 2	Level 3	Level 4	Level 3 & 4	mean score
Ardsley	174	10.3	19.5	39.1	31	70.1	332
Edgemont	157	7.6	26.8	40.1	25.5	65.6	329
Pelham	229	9.2	28.8	40.6	21.4	62	327
Dobbs Ferry	106	10.4	28.3	48.1	13.2	61.3	324
Eastchester	244	11.1	27.9	34.8	26.2	61	327
Irvington	124	8.1	31.5	44.4	16.1	60.5	327
Pleasantville	130	13.1	29.2	40.8	16.9	57.7	322
Rye Neck	123	15.4	27.6	34.1	22.8	56.9	323
Croton-Harmon	140	13.6	34.3	37.9	14.3	52.2	319
Somers	254	13	39	35.8	12.2	48	318
Hastings	129	19.4	36.4	38	6.2	44.2	314

ELA 7 and Math7 Proficiency



*Cut Score Change, 2010

**CCLS exam/cut score change, 2013

What Are We Doing?

- **Literacy**
- **Critical Thinking**
- **Engagement**
- **Opportunities**



Literacy Across Disciplines

- Curriculum Revisions



Literacy Across Disciplines

- Curriculum Revisions
- Argument Writing



Literacy Across Disciplines

- Curriculum Revisions
- Argument Writing
- Vocabulary and Common Language

Root of the Week!

-bio-

means: LIFE

examples: biography, biology,
biome, biosphere

What are some other examples?

Write them below!

biocatalyst -Francesca D. M. biomass	Bionics -Sam Ridd bioclimatology	Biodome biocatalysts -Sam Ridd	Biochemical Oxygen demand -Sam Ridd
biopsy -Else A. biobanking	biohazard -Patrick Wentworth	Biological -Else A.	biologists -Sam Ridd
Bio -L	BioShock (2-primitive) -Booster DeWitt	Biochemistry -Mr. M. Scalamand anonymous	Bio degradable JHB
			bionics

Literacy Across Disciplines

- Curriculum Revisions
- Argument Writing
- Vocabulary and Common Language
- Multiple Literacies



Literacy Across Disciplines

- Curriculum Revisions
- Argument Writing
- Vocabulary and Common Language
- Multiple Literacies
- Cross-Curricular Literacy



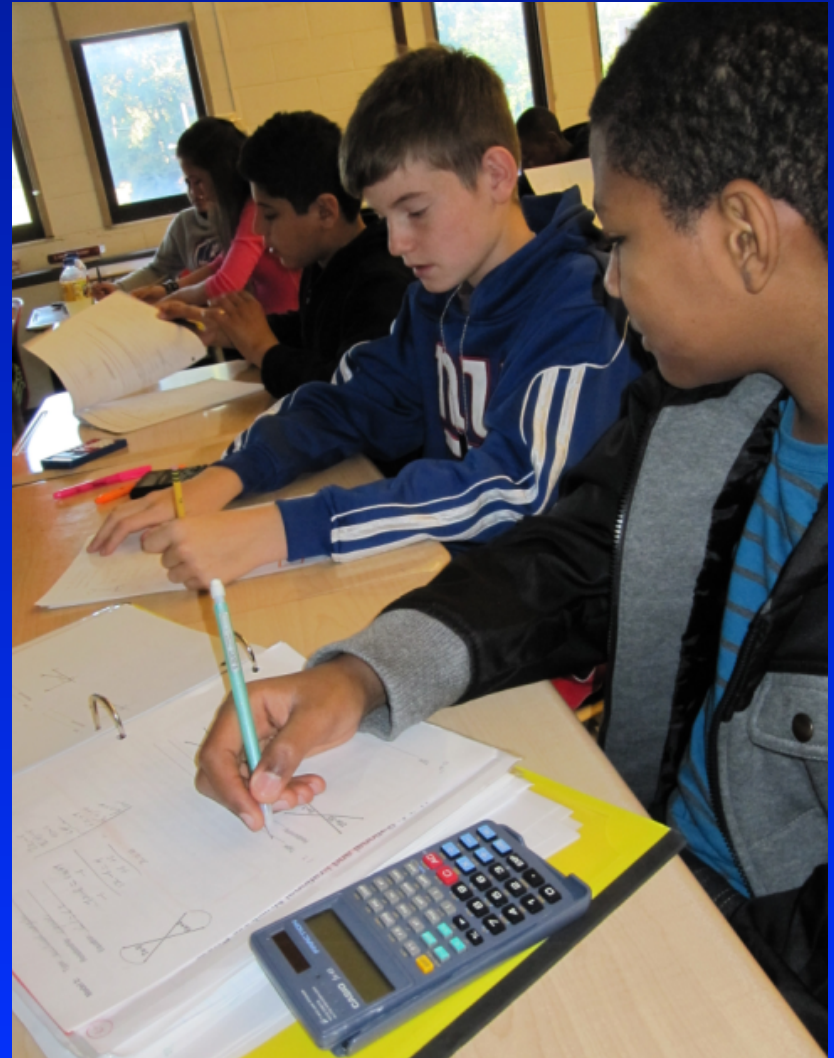
Critical Thinking

- **Drawing Inferences**



Critical Thinking

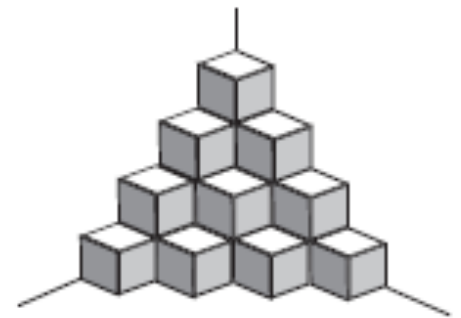
- **Drawing Inferences**
- **Problem Solving**



Teaching Problem Solving

4C *Time: 5 minutes*

The tower shown is made of congruent cubes stacked on top of each other. Some of the cubes are not visible. How many cubes in all are used to form the tower?



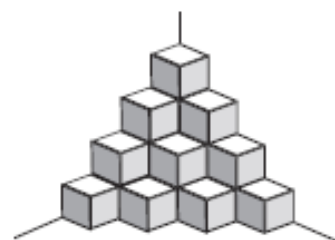
Task: Using your cubes, determine how many cubs in all are used to form the tower.

Solution!

4C METHOD 1: *Strategy:* Count horizontally, from the top layer down.

Make a table that counts cubes separately for each layer. In each case, add the number of hidden cubes to the number of visible cubes.

Layer	Cubes in layer (visible + hidden)		
1 (top)	1	=	1
2	2 + 1	=	3
3	3 + 3	=	6
4 (bottom)	4 + 6	=	10



$1 + 3 + 6 + 10 = 20$ cubes are used to form the tower.

METHOD 2: *Strategy:* Count vertically, stack by stack.

This table counts cubes separately for each stack (column), from the shortest to the tallest. Both hidden and visible cubes are counted.

Height of stack	No. of stacks	Total cubes by height
1	4	4
2	3	6
3	2	6
4	1	4

20 cubes are used to form the tower.

Critical Thinking

- **Drawing Inferences**
- **Problem Solving**
- **Analyzing Sources and Data**



Critical Thinking

- **Drawing Inferences**
- **Problem Solving**
- **Analyzing Sources and Data**
- **Document-Based Questions**



Critical Thinking

- **Drawing Inferences**
- **Problem Solving**
- **Analyzing Sources & Data**
- **Document-Based Questions**
- **Metacognition**



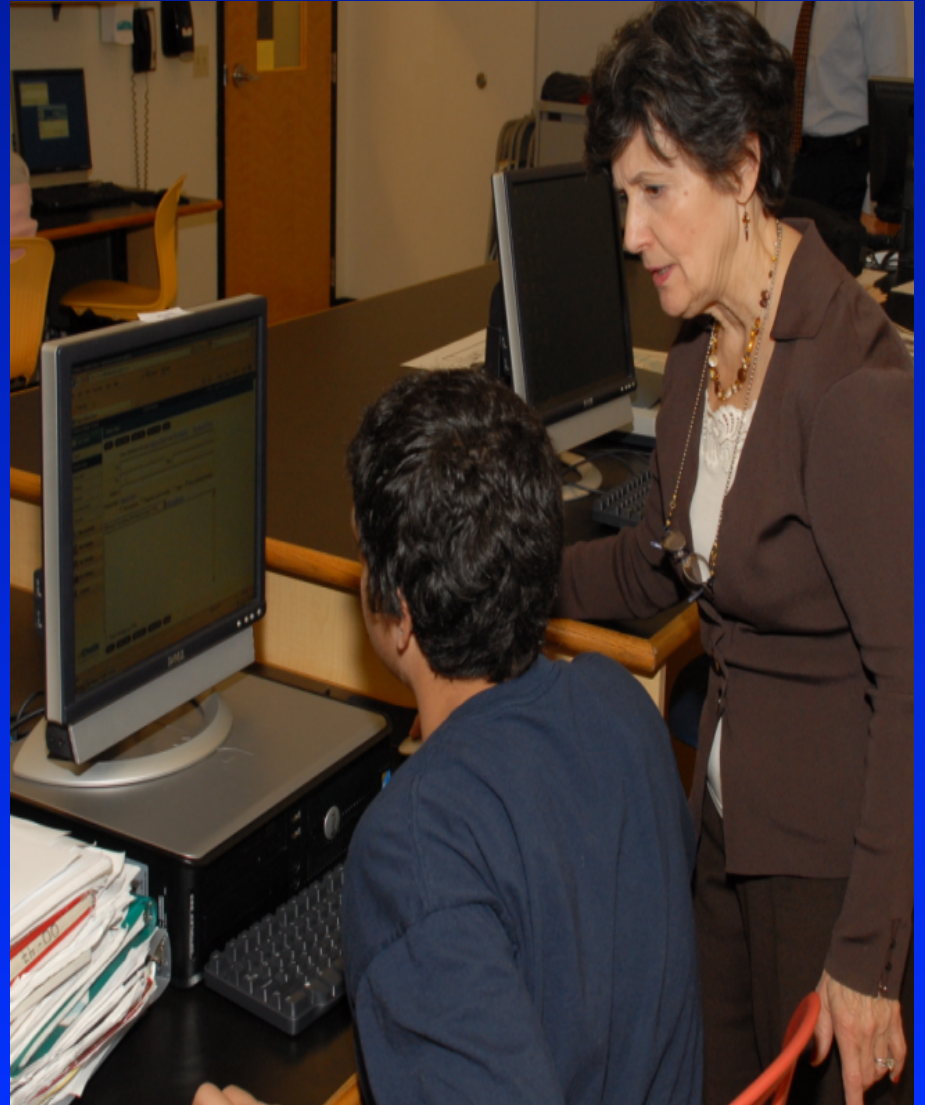
Critical Thinking

- **Drawing Inferences**
- **Problem Solving**
- **Analyzing Sources & Data**
- **Document-Based Questions**
- **Metacognition**
- **Performance-Based Assessments**



Engagement

- **Differentiation**



Engagement

- **Differentiation**
- **Technology**



Engagement

- Differentiation
- Technology
- High-Interest Texts



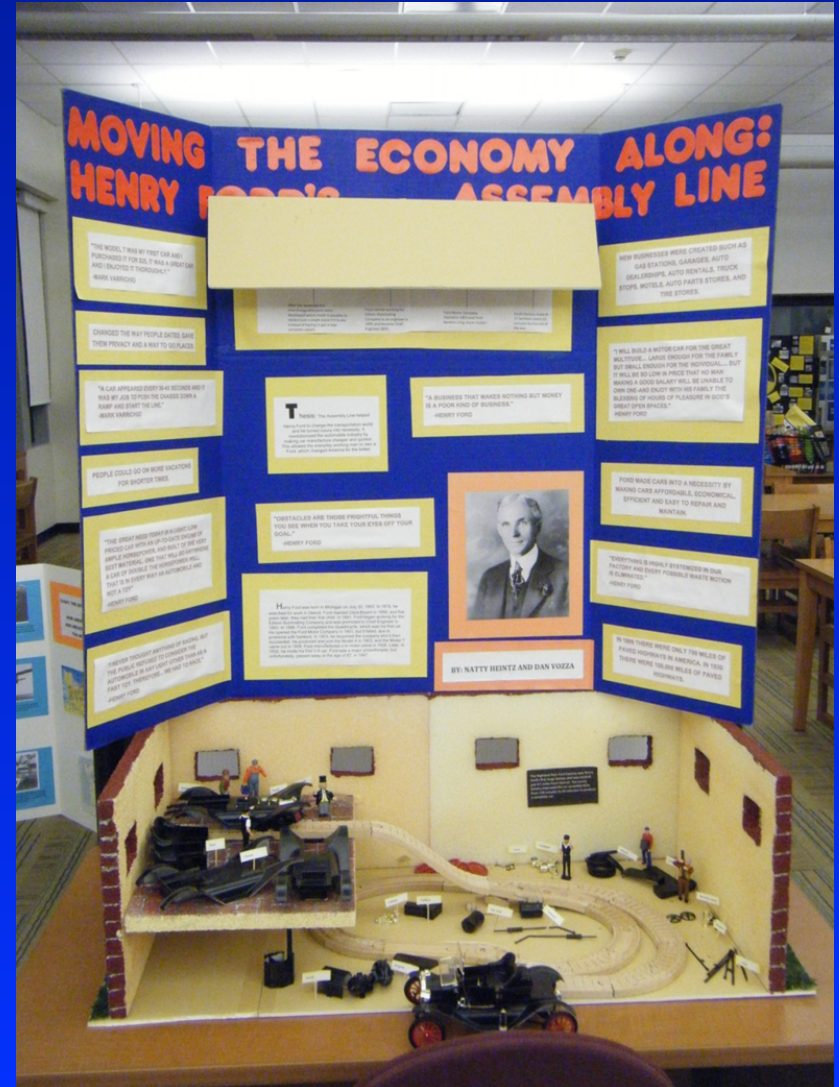
Engagement

- **Differentiation**
- **Technology**
- **High-Interest Texts**
- **Hands-On Learning**



Engagement

- Differentiation
- Technology
- High-Interest Texts
- Hands-On Learning
- Authentic Learning



Opportunities

- Credit-Bearing Classes



Opportunities

- Credit-Bearing Classes
- Events



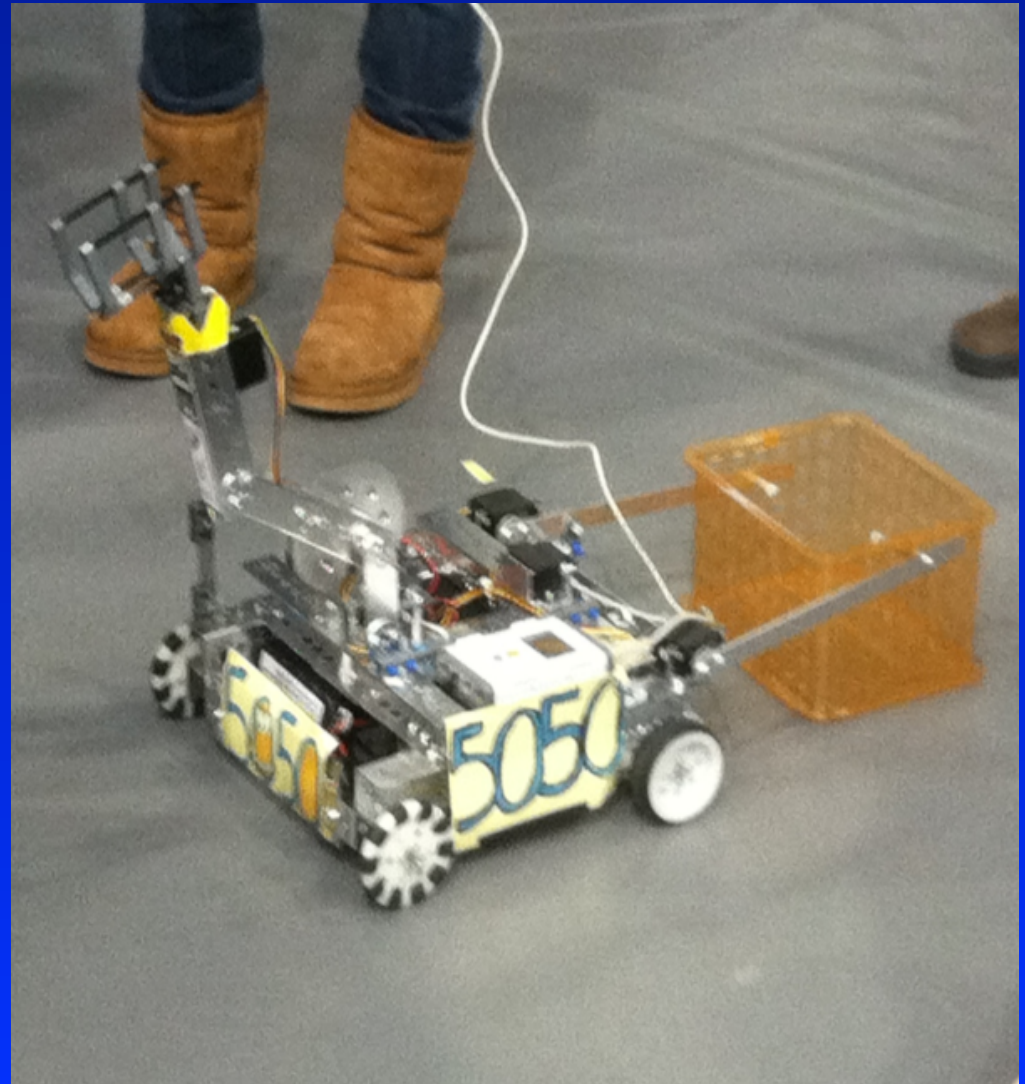
Opportunities

- Credit-Bearing Classes
- Events



Opportunities

- Credit-Bearing Classes
- Events
- Extra Curricular Activities



Opportunities

- Credit-Bearing Classes
- Events
- Extra Curricular Activities



Opportunities

- Credit-Bearing Classes
- Events
- Extra Curricular Activities
- Competitions



National Geography Bee



Our Journey Continues

- **Equity**
- **Differentiation**
- **Metacognition**
- **Performance Based Assessments**
- **Student Choice**



<Play Video>

QUESTIONS?