

Highlands Middle School

Committed to Excellence

Focused on the Future

Highlands Middle School Performance Profile

- Enrollment: 581 Students
- Partial Hospitalization
 - Child Partial
 - Adolescent Partial
 - Autistic Support (NHS)
- Free and Reduced: 69%
- Special Education: 25%
- School Performance Profile 68.3

Preparing Every Middle Grades Student for Success!

- Striving for Academic Excellence
- Developmentally Responsive to the Unique Needs of All Students
- Socially Equitable Classrooms
- Organized with Supportive Structures in Place for the Entire Building

Beginning the Schools To Watch Process

I. Academic Excellence

The curriculum emphasizes deep understanding of important concepts and the development of essential skills.

- Teachers make connections across the disciplines to reinforce important concepts and assist students in thinking critically and applying what they have learned to solve real world problems.
- Teachers incorporate academic and informational literacy into their course work (i.e., reading, writing, note taking, researching, listening, and speaking).
- Library media specialist, English and Special area Teachers collaborate with the Content Area Teachers across all disciplines to incorporate information literacy.

Academic Excellence

- Focus on Rigor and Relevance in our teaching and lesson planning
 - Teachers critiquing each others lessons
 - Focus on the Common Core
 - “Tearing lessons apart” to make them more rigorous
 - Utilizing the Charlotte Danielson Framework for Teaching to further Develop Our Skills
 - Middle School Team Concept

Enhancing
**PROFESSIONAL
PRACTICE**

A FRAMEWORK FOR TEACHING

2nd Edition

(CHARLOTTE DANIELSON ▶

The Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy Demonstrating
- Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

K n o w l e d g e T a x o n o m y	<i>Evaluation</i>	6
	<i>Synthesis</i>	5
	<i>Analysis</i>	4
	<i>Application</i>	3
	<i>Comprehension</i>	2
	<i>Knowledge/ Awareness</i>	1

Quadrant C - Assimilation

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

Quadrant D - Adaptation

Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

Quadrant A - Acquisition

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

Quadrant B - Application

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

1	2	3	4	5
<i>Knowledge in one discipline</i>	<i>Apply in discipline</i>	<i>Apply across disciplines</i>	<i>Apply to real-world predictable situations</i>	<i>Apply to real-world unpredictable situations</i>

Application Model



Pirate Day

Books are Real Treasures

Literacy Promotion





Research Project Presentations

6th Grade Library Science
Classes



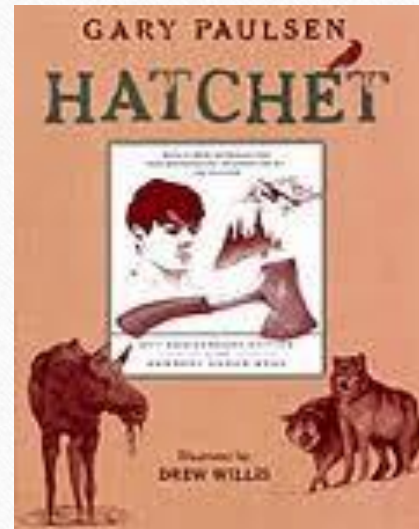
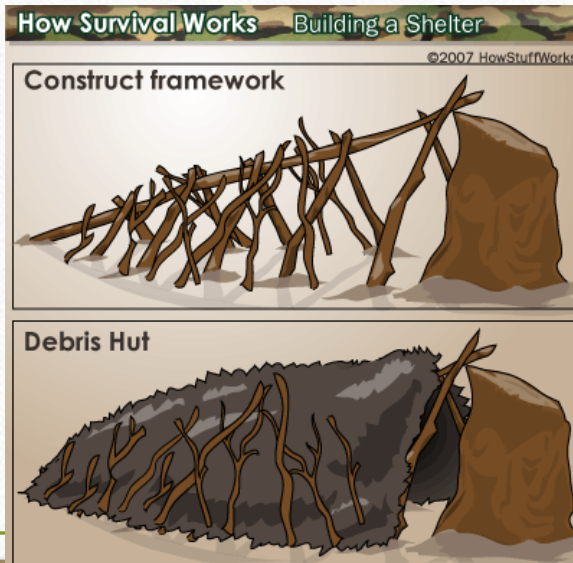
Instructional strategies include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts, and skills being taught.

- To reach students, teachers draw from a common subset of instructional strategies and activities such as:
- Direct instruction
- Cooperative learning
- Project-based learning
- Simulations
- Hands-on learning – integrated technology

~Wilderness Survival Day~

Community Center

Hatchet Style



Collaboration with 6th
Grade Reading ~
Mrs. Pishko



II. Developmental Responsiveness

Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.

- Teachers *collaborate* to create integrated activities that cross content boundaries.
- A TRUE Middle School Team Concept

Developmentally Responsive To The Needs of Our Students

- Personalized Learning Environment using Data
 - NWEA / MAP Testing
 - Tests Self Regulate based on the skills of the students
 - Immediate feedback to Teachers and Students
 - Reports sent home to Parents
 - Focus on Students Needs and Gives Direction for Teachers and Parents to Pinpoint Efforts

Technology's Impact on the Statistical Analysis of Student Data

Before NWEA MAP testing:	After NWEA-MAP testing:
•Hand scanned 4-Sights Paper & Pencil Testing	•Online self-pacing tests
•4-Sights Data not easily available to all teachers	•NWEA-MAP data is available within 24 hours to all teachers
•4-Sights data not immediately available	•Data is presented in RIT Bands to help teachers to group students by ability & that connects students to Compass Learning
•4-Sights test was a stagnant test. Questions were the same year after year	•NWEA-MAP test is a self-adjusting test that adjusts to the instructional level of the individual students

Flex Groups

- All Students / Everyday / One Period
- Focus on the Needs of Individual Students based on NWEA data, PSSA data, Keystone data and Student Grades
- Teachers use a variety of resources including:
 - Compass Learning
 - SpellRead
 - Mix of Lang. Arts, Mathematics and English Curriculum
 - Specialized GATE Instruction
 - REWARDS Multi-Syllabic Word Reading Program



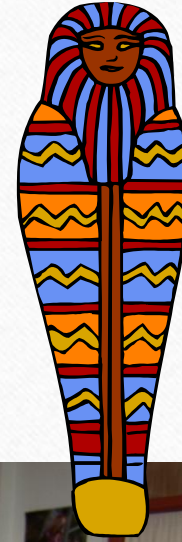
The NWEA & Compass Learning Connection

- Using NWEA-MAP data , Compass Learning provides an individualized education program in both Language Arts and Math that students can access online in classrooms and at home that meet their learning needs.
- Compass Learning provides Language Arts , Math, Science, and Social Studies content in an innovative and interactive way that allows students to learn at their own instructional level and at their own pace.
- Teachers can also design their own assignments and assessments based on classroom content that is linked to the Common Core.

MUMMY PUPPETS AND VIRTUAL TOURS OF THE PYRAMIDS AND SPHINX



Collaboration
with Social
Studies ~
Mrs. Keefer



Mentoring Period

- Focus on:
 - Relationships
 - Bullying
 - Working as a young adult
 - Study Period to Prep for Tests, Work on Projects



STEAM After School Program funded through The Private Industry Council

- Science, Technology, Engineering and Mathematics Curriculum and Work
- Healthy Living including healthy eating and Physical Exercise
- Snacks
- Homework Help and Tutoring
- Monday through Thursday 2:50 – 5:00 PM and Summer Programs also available

III. Social Equity

To the fullest extent possible, staff members understand and support the family backgrounds and values of their students.



Socially Equitable Opportunities

- Respectful Accountable Motivated Safe
- PBS Team Initiatives
- Tier II Team Initiatives
- Family Support Grant

PBIS at Highlands Middle School

- Since 2011, PBIS incentives and common language for staff and students helped to reduce major discipline infractions.
- RAMS 200 Club Incentive
- RAMS Behavior Matrix and School-Wide Behavior Posters
- Common Response to Discipline, both for classroom and office procedures
- Modeled Expectations at Rams Round-Up
- Where we are heading:
 - Fall of 2014 – Going through the School Wide Evaluation Process for Recognition from PAPBS Network, which will focus on the high fidelity implementation of Tier I PBS at Highlands Middle School.



PBIS

Highlands Middle School

Highlands Middle School			
Setting Expectations	Hallway	Cafeteria	Bathroom
Respectful:	<ul style="list-style-type: none"> Use Level 1 voices Walk on right side Show consideration for school & others' property 	<ul style="list-style-type: none"> Use Level 2 voices Follow directions Use polite language & manners 	<ul style="list-style-type: none"> Use Level 1 voices Respect others' privacy
Accountable:	<ul style="list-style-type: none"> Keep all hallways clean Use assigned halls & stairwells only Report problems to an adult Be on time for your classes 	<ul style="list-style-type: none"> Keep your area clean Be considerate of others' property Report problems to an adult 	<ul style="list-style-type: none"> Keep bathroom clean Have a signed agenda or hall pass Report problems, messes & graffiti
Motivated:	<ul style="list-style-type: none"> Be prepared with all materials needed for class Have a signed agenda/hall pass 	<ul style="list-style-type: none"> Calm tables will eat first Clean, calm tables will leave first Report problems to an adult 	<ul style="list-style-type: none"> Go directly to the bathroom & back to class quietly
Safe:	<ul style="list-style-type: none"> Walk Keep hands & feet to yourself Take one step at a time on the stairs 	<ul style="list-style-type: none"> Walk Keep hands & feet to yourself Remain seated 	<ul style="list-style-type: none"> Flush & wash your hands Keep hands & feet to yourself

RAMS Hallway Expectations

- Respectful:** Use inside voices.
Walk on the right side.
Respect lockers, hall displays and other students' possessions.
- Accountable:** Keep all hallways clean.
Use assigned halls and stairwells only.
Report problems to an adult
- Motivated:** Be on time for your classes.
Make sure that you have all materials needed for class.
Rewards for signed Agendas or Hall passes and for meeting RAMS Hallway expectations!
- Safe:** Walk (in halls and stairwells)
Keep hands and feet to yourself
Take one step at a time on the stairs.

Positive Family Support Resource Center

Highlands Middle School was recently recommended and approved for an approximate \$30,000/year- 2 year grant from the Institute of Education Sciences. This grant was recommended by Allegheny Intermediate Unit based on our school's successful implementation and use of School Wide Positive Behavioral Interventions and Supports (SWPBS).

This money will be used to develop and implement a Positive Family Support Resource Center within the building.

The goals of the center will be:

- ❖ *Increase the effectiveness and reduce the stress of home-school communication*
- ❖ *Encourage appropriate parent involvement, support, and monitoring of student progress*
- ❖ *Provide a tested strategy of constructively engaging families to effectively address and remediate student behavioral or academic difficulties*

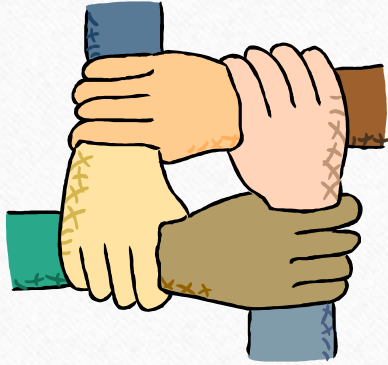
These goals will be accomplished through a number of strategies that work on a three tier continuum. The strategies include but are not limited to:

- ❖ *Family Outreach Activities, the actual Family Resource Center, attendance and homework supports, home-school behavior change plans, community referrals, family check up meetings*

The team that was selected to spear head this project will continue to consult with PATTAN and an advisor from the University of Oregon. They will also receive additional training.

Multicultural Fair

Collaboration with
Social Studies ~ Mrs.
Eck and Mrs. Lenart



Highlands Heritage Project

Collaboration with Mr. Foster



IV. Organizational Structures and Processes

The school is not an island unto itself; it is a part of a larger educational system (i.e., districts, networks and community partnerships).

Partnerships with community partners such as the local public library to provide authentic real world experiences for students which promote life-long learning and literacy.



Organized with Supportive Structures in Place

- Working with Outside Agencies
- Collaborating with Artists, Authors, the police and other Professionals
- Work with Colleges and Other School Districts

TRAILS PROGRAM

Tool for Real-time Assessment of Information Literacy Skills

Kent State University Information Literacy Program

6th grade Assessments



Author Visit

Siobhan Vivian



The school staff and district staff partner with colleges and universities

- Dr. Reidmiller has partnered with Robert Morris University to complete research on best practice educational strategies with students from low-socio economic backgrounds.



The End



Highlands School District