

WARWICK **VALLEY**
CENTRAL SCHOOL DISTRICT

Middle School Program

April 7, 2022

PORTRAIT OF A GRADUATE

COLLABORATOR



Collaborators hear, acknowledge, and appreciate a diversity of perspectives in conversation. They foster strong group dynamics by remaining open to varied opinions and valuing the input of others. They solicit suggestions from others when forming ideas and solving problems, and consult multiple sources to inform their opinions and conclusions. Collaborators unite those around them to achieve a common goal.

COMMUNICATOR



Communicators connect with people who are both like and unlike them. Communicators read and listen; they carefully research and ask questions. They know their topics, know their audiences, and are able to grasp broad ideas to distill and make them digestible for others. They write, speak and present their ideas digitally in ways that advance learning by educating and empowering.

CREATOR / INNOVATOR



Creators/Innovators utilize their imagination and evidence-based knowledge. They strategize to solve problems, investigate answers to their own questions, and meet challenges with solutions to further their own learning. They often share their ideas and feelings through the arts, design and building processes. Similar to Collaborators, Creators/Innovators consider information from different sources and apply it in new ways to make things, disseminate ideas or provide solutions. They carefully examine their sources and consider the potential impact on others.

LIFE-LONG LEARNER



Lifelong Learners don't just love learning, they are dedicated to understanding themselves and their world more and more over time. They are enthusiastic and hopeful about what new knowledge they may be able to obtain from and for their global community. Lifelong Learners can be professionals dedicated to their research, artists committed to expression, or anyone who has made self-directed learning an essential part of their personal growth. They honor the work of their teachers by embracing and continuing their own education beyond the classroom for their lifetime.

ETHICAL AND GLOBAL CITIZEN



Ethical and Global Citizens are neighbors to the world, exhibiting empathy, compassion, and respect for others. They strive to understand a variety of cultures and perspectives outside their own, including language study. They consider the issues of the day through the lens of local, national, and global perspectives – from social issues to environmental issues. Ethical and Global Citizens must act with integrity, be community-minded and understand the foundations of our nation – both rights and privileges – and the responsibilities we share to others in the global community.

RESILIENT INDIVIDUAL



Resilient Individuals make good choices that enable them to persevere when challenges arise. They choose to maintain a healthy body and mind, and surround themselves with supportive, positive people. They stay goal-oriented and tackle tasks through successful planning. Resilient Individuals understand that self-reflection and advocacy are keys to growth and self-improvement.

PROBLEM SOLVER



Problem Solvers, when faced with unique challenges, are equipped with the knowledge and drive necessary to face those challenges with understanding and ingenuity. They recognize society's needs and come up with original ideas, offer astute alternatives, and identify unseen connections that lead to new solutions. Problem Solvers are generous with their efforts toward a positive resolution, and unselfish about the benefits those ends will deliver to the community.



WARWICK VALLEY
CENTRAL SCHOOL DISTRICT





Middle School Schedule Sample Grade 5-6

- Instructional Blocks
- Grade Level Collaboration Time
- Double period of ELA and Math

Period 1	ELA
Period 2	ELA
Period 3	SCIENCE
Period 4	UNIFIED ARTS
Period 5	LUNCH
Period 6	ADVISORY
Period 7	SOCIAL STUDIES
Period 8	MATH
Period 9	MATH



Middle School Schedule Sample Grade 7-8

A (E)	B (F)	C (G)	D (H)
1	4	3	2
2	1	4	3
3	2	1	4
Lunch (Period 5)			
6	9	8	7
7	6	9	8
8	7	6	9



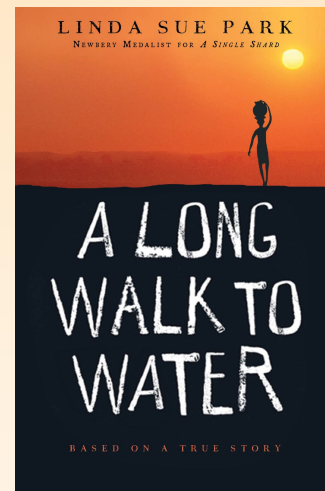
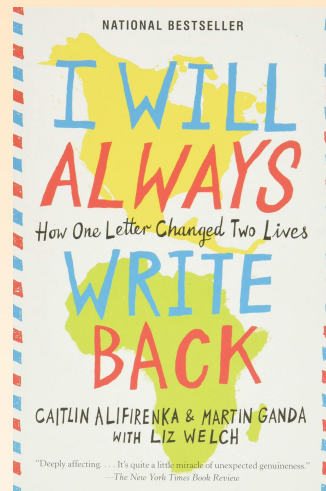
Balanced Literacy

5th and 6th

- Robust Classroom libraries
- Readers and Writers workshop
- Trained teachers on F&P benchmark assessment
- Implementation of Leveled Literacy Intervention (LLI)
- Starting to implement Word Study

7th and 8th

- Classroom Libraries
- Writers Workshop





Balanced Literacy

Literacy Lab

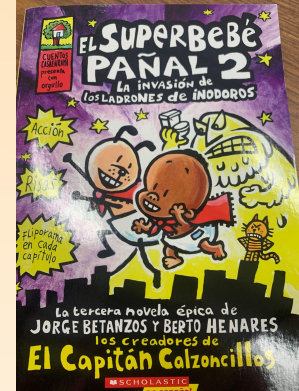
- Implemented Intensive Tier 1 intervention
- Put practical application to the advisory time frame
- Supplements the ELA curriculum
- 7th grade- Writing Lab 8th Grade- Reading Lab was first iteration.
- Currently combination of Writing and Reading lab
- Real World Application of literacy skills



Balanced Literacy

Literacy across the curriculum

- Classroom Libraries in
 - World Language
 - Math
 - Social Studies
 - ELA





Literary Magazine



- A way to engage the writers in the middle school
- Grades 5-8 publication that is published twice a year
- January-June 2022 next publication
- Contains:
 - Movie reviews
 - Short Stories
 - Interviews of staff members
 - Photographs





WARWICK VALLEY
CENTRAL SCHOOL DISTRICT

The Middle School Media Center





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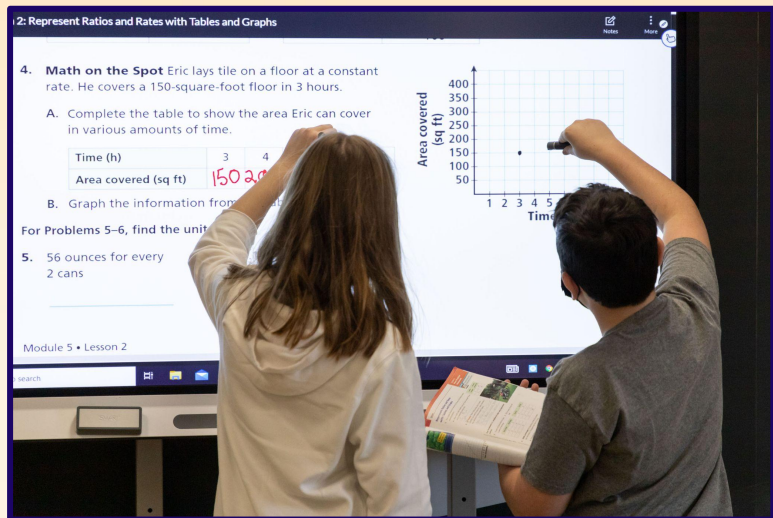




Mathematics at the Middle School Level

Then

- Multiple Textbooks being used
 - workbook/textbook model
 - Not aligned to the standards



Now

- Switch to standards aligned chief instructional resource 5 years ago
 - Common instructional resource through K-8
 - Working textbook so students can write in the resource
 - Formal vocabulary
 - Moving students from concrete (manipulatives) to the abstract.





Social Studies

- Alignment with High School Regents
- Stronger emphasis on Map Skills
- Movement to incorporate Constructed Response Question (CRQs) into instruction
- Future- adoption of new resource at the 5-6 level

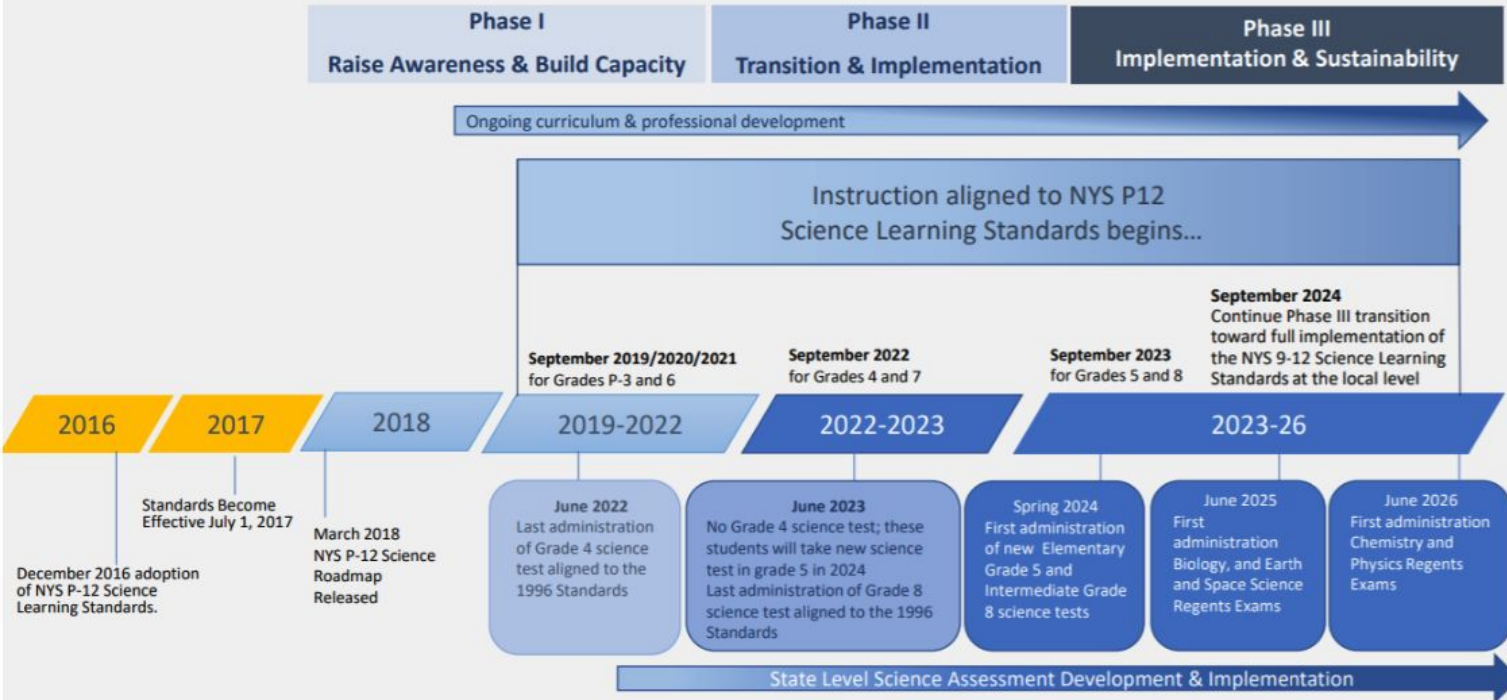




Science

New York State P-12 Science Standards Development, Adoption, and Implementation

Revised April 2021



- Adoption of a new chief instructional resource
- Work on aligning curriculum to the standards
- More hands on experiments
- Guaranteed curriculum across the grade level





Multi-Age Classroom (MAC)

Established in 2017

- Utilizing Reading and writing Workshops in ELA
- Collaborative design of integrated curriculum
- Creative and age appropriate ways to keep parents involved





World Language

What did your middle/high school language classes look like?

- The language lab? “Listen and repeat!” (Is this really communicating?)
- Memorizing grammar rules/charts?
- Endless vocabulary lists? (One-way input)
- Teacher asks a student a question in TL, student responds?

A top-down approach to language learning

- A whole text, an authentic glimpse, vocab/structures in a LARGER CONTEXT!
- Meaning is negotiated, students internalize the text

Planning for a top-down approach

- What should students be able to do with the language?
- Intercultural, interdisciplinary
- Tasks that elicit all three modes of communication - tasks vary depending on level, NOT the text!
- Students take charge of their own learning, explore interests
- Teacher as facilitator





World Language

The ACTFL standards (recently adopted by NYS)

- How/why do we communicate? (Establishes the 3 modes of communication)
- Measure what students CAN DO! (“I can...” statements)
- How do cultural perspectives influence our practices and products?
- How do my perspectives (and practices and products) compare to the target culture’s?
- Students set goals and reflect on their own progress





World Language

The AAPPL exam

- Assesses students in the three communicative modes
- Allows students to show what they can DO
- Provides a roadmap for language learning as a sustained journey





Engineering



- Green Architecture
- Automation and Robotics
- Design and Modeling
- Computer Science for Innovation and Makers





Family and Consumer Science



- Cooking
- Sewing
- Budgeting
- Career Exploration

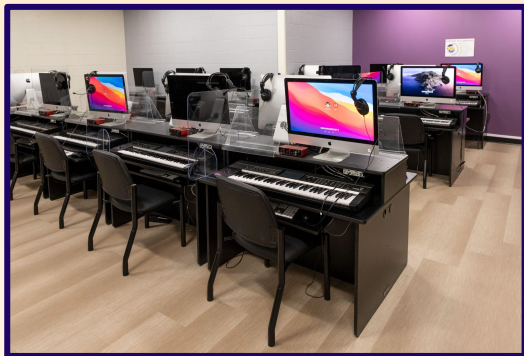




Music



- New Ukulele club
- New Audio lab in the MS library
- All County/NYSSMA
- Wire Choir
- Drama Club





Art

- Starting to use iPads in the classroom
- Cross Training staff on Superintendent Conference Day
- Use of mixed media.





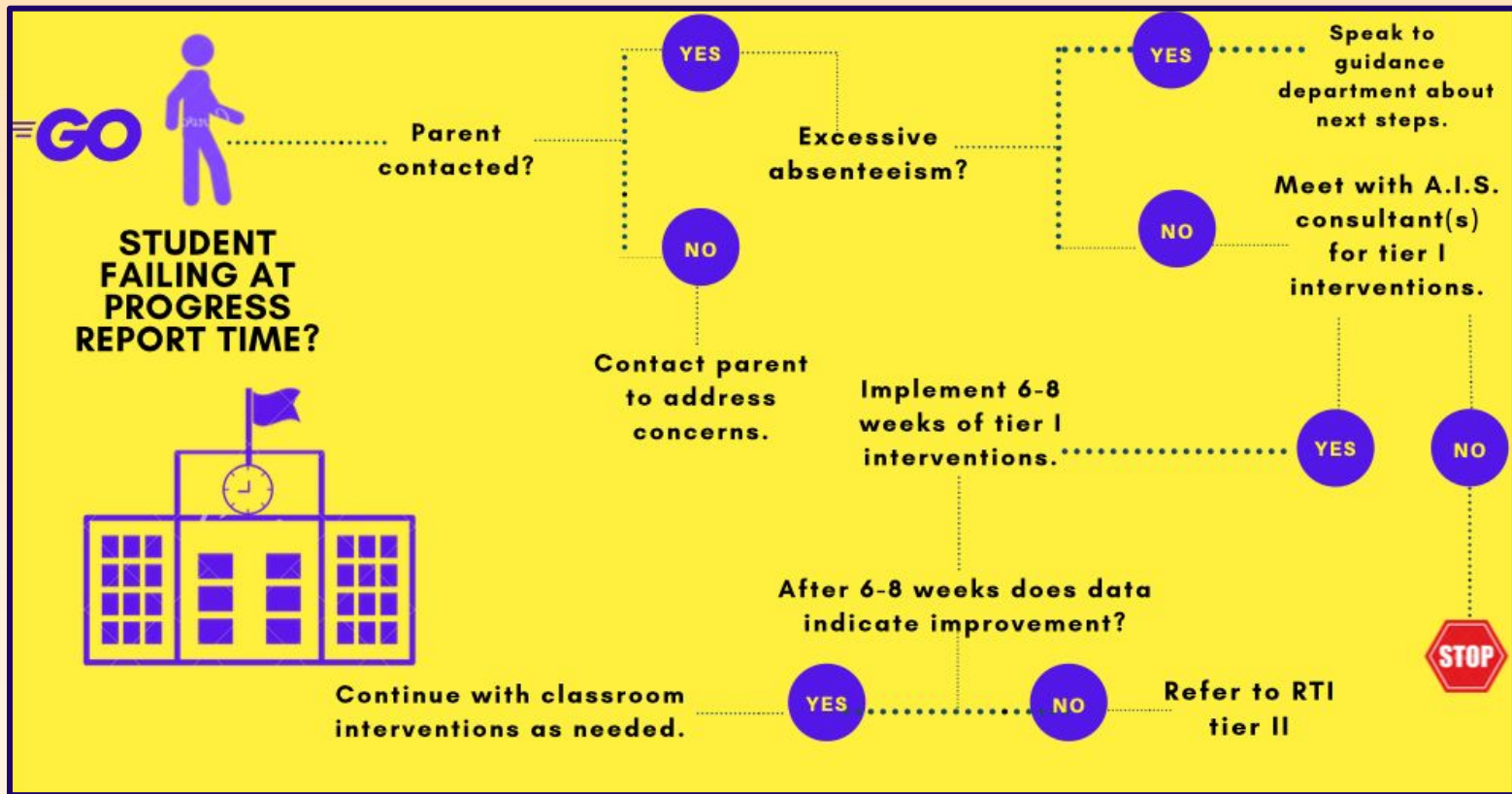
Physical Education

- Incorporating social-emotional learning and mindfulness into daily lessons.
- Attending regional training and workshops on Superintendent Conference Days.
- Increasing the amount of physical fitness into curriculum.



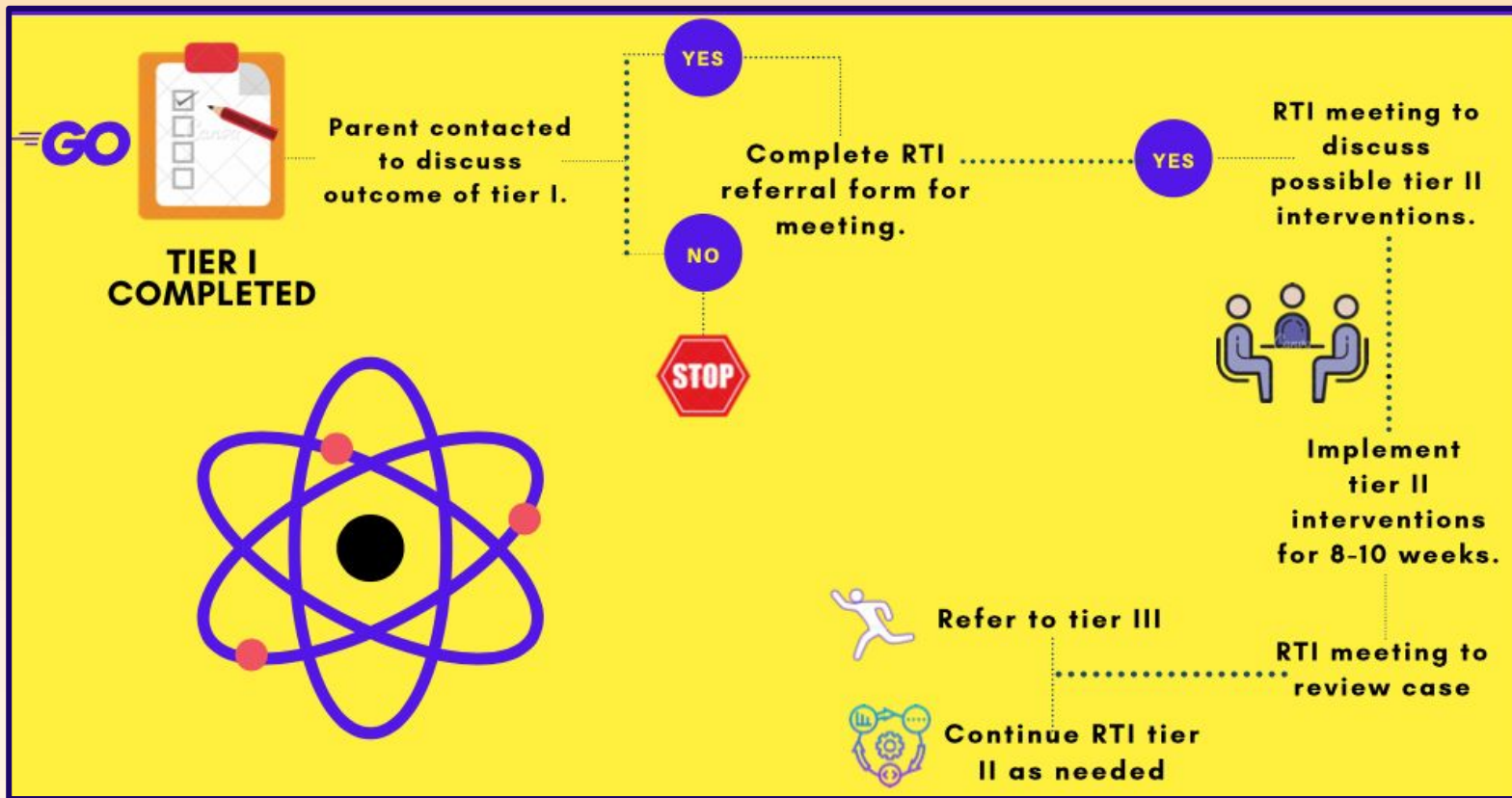


RTI at the Middle School: Tier I



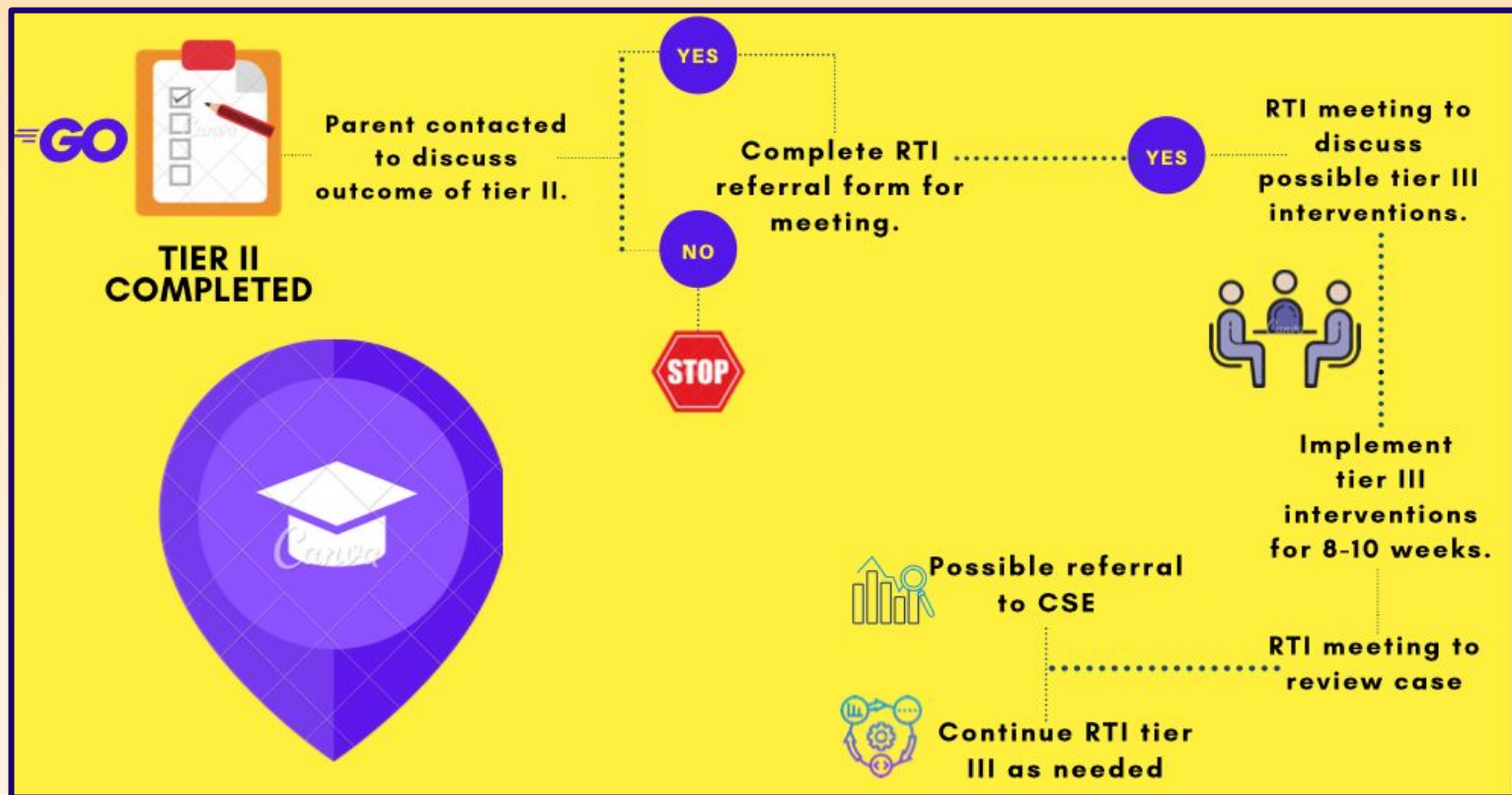


Tier II





Tier III





Middle School Counseling

- Average Caseload ('21-'22) = 350 students
- Individual Student Meetings (Annual, Grades 6-8)
- Crisis Response & Intervention
- Scheduling
- Peer Mediation
- Counseling Groups
 - Banana Splits, Study Skills
- 504 Accommodation Plan Case Managers
- Response to Intervention (RTI)
- Committee on Special Education (Grades 4-8)
- Communication with Families
- Social-Emotional Support & Intervention
- Academic Support & Intervention
- Positive Behavior Interventions Supports (PBIS)
- Yale RULER





Character Education: ROAR

- Respect
- Outstanding Choices
- Acceptance
- Responsibility





RULER

Recognizing

Understanding

Labeling

Expressing

Regulating

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

RULER is an evidence-based approach developed at the Yale Center for Emotional Intelligence. RULER supports the entire school community in:

- ***Understanding the value of emotions***
- ***Building the skills of emotional intelligence***
- ***Creating and maintaining a positive school climate***





Clubs and Extracurriculars

- Modified sports
- National Junior Honor Society
- Cooking and Sewing Club
- Dumbledore's Army
- Green Team
- Jr. FFA
- Lego League
- SADD Club
- Literary Magazine
- Mileage Club
- Student Senate
- Ukulele Club
- Wire Choir
- Drama Club
- Guitar Club



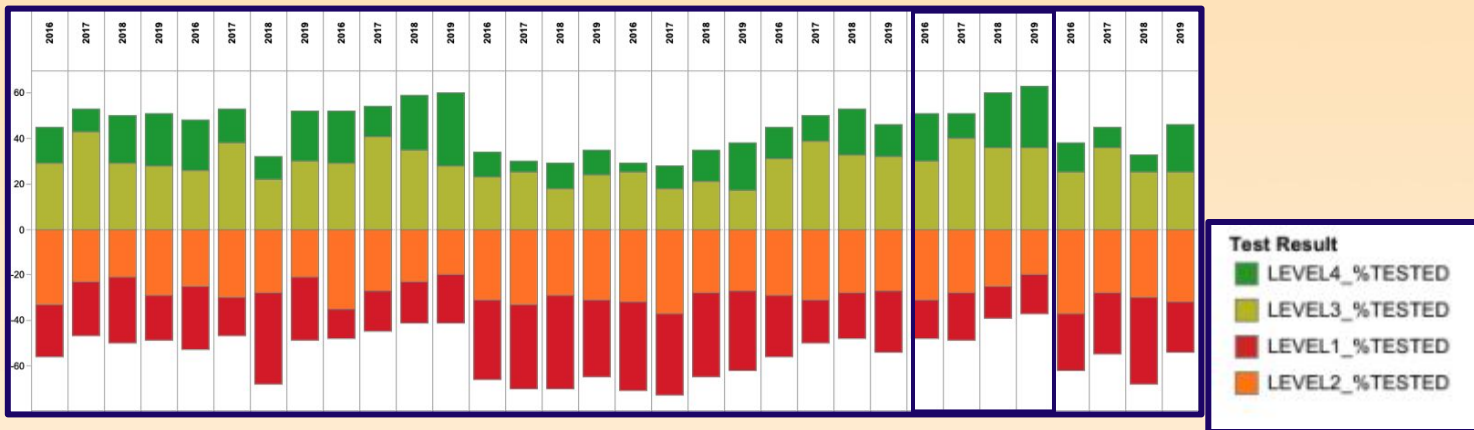


The Coalition

WARWICK VALLEY
prevention
coalition

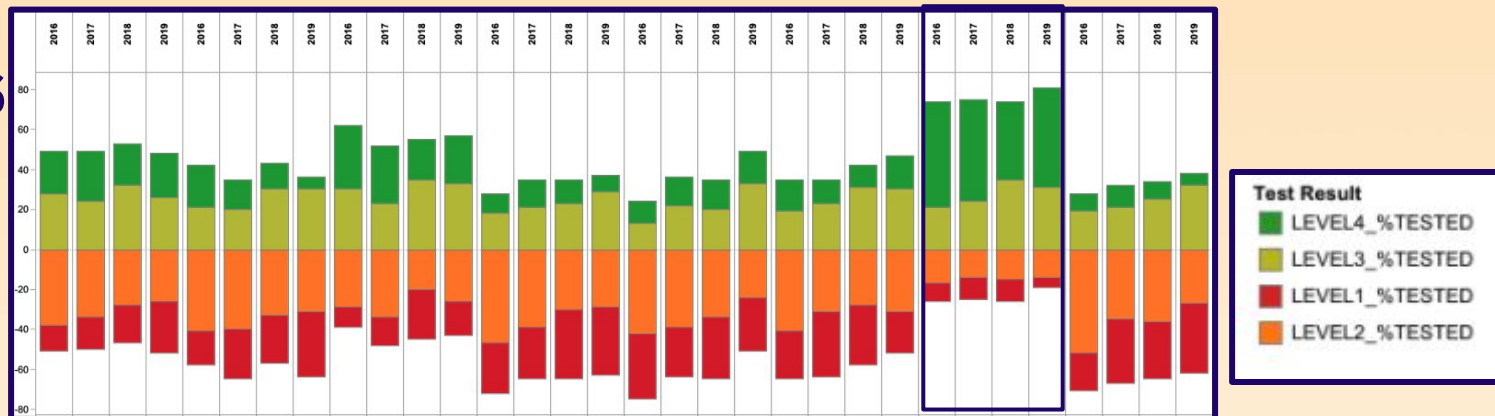
- Red Ribbon Week
- Youth Leadership Academy
- Community Forums
 - Vaping
 - Drugs
 - Parenting
 - Hidden Mischief
 - Trunk or Treat
- SADD Club





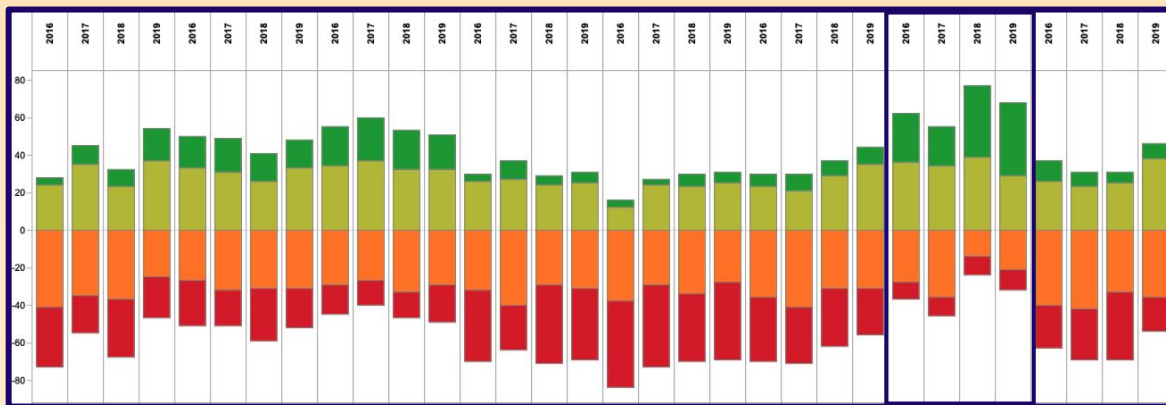


Math 6





Math 7

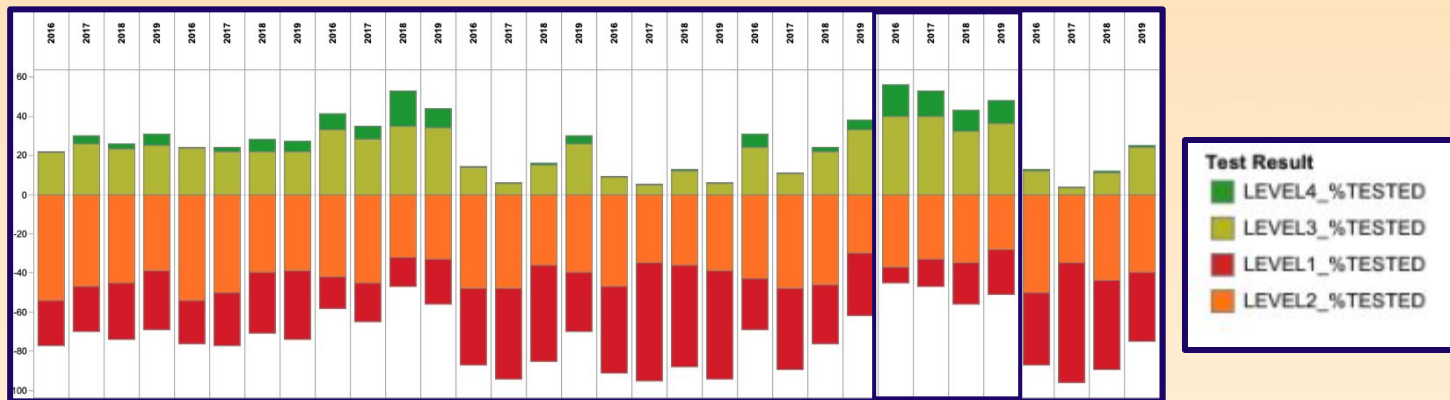


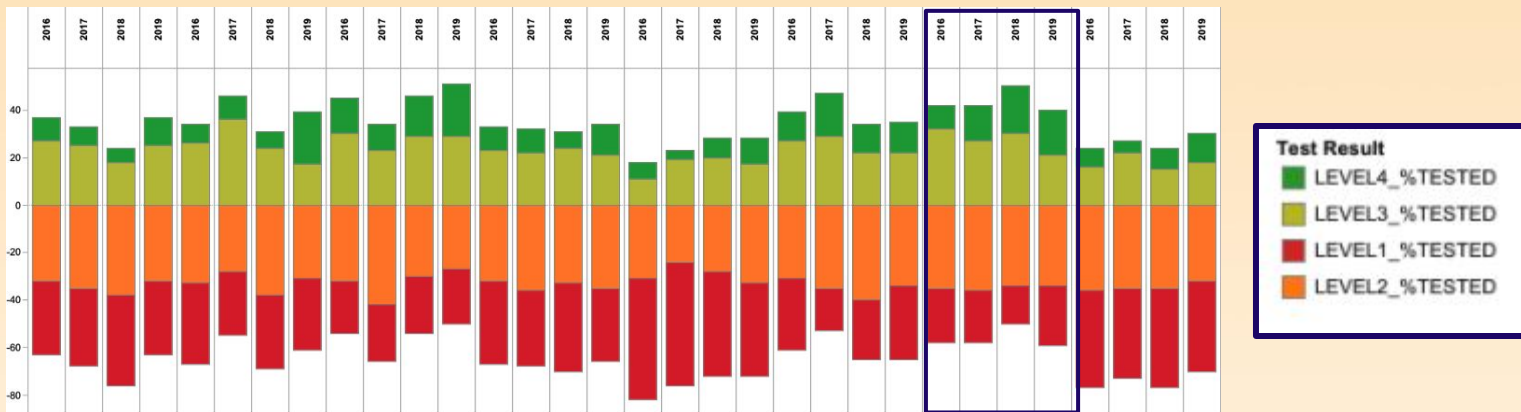
Test Result

- LEVEL4_%TESTED
- LEVEL3_%TESTED
- LEVEL1_%TESTED
- LEVEL2_%TESTED



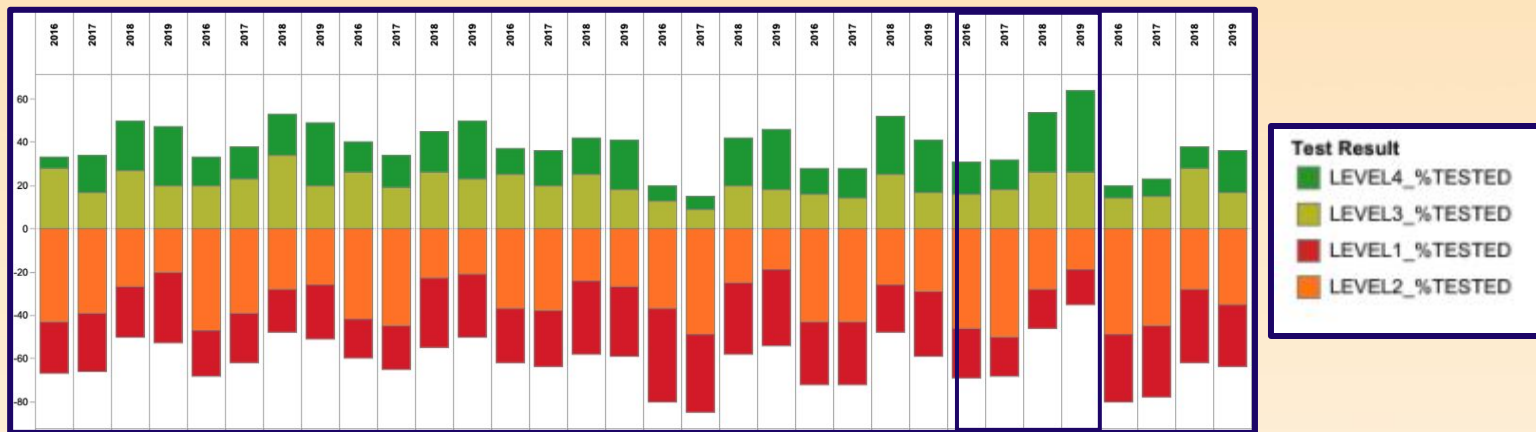
Math 8





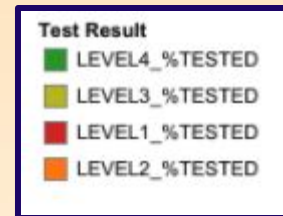
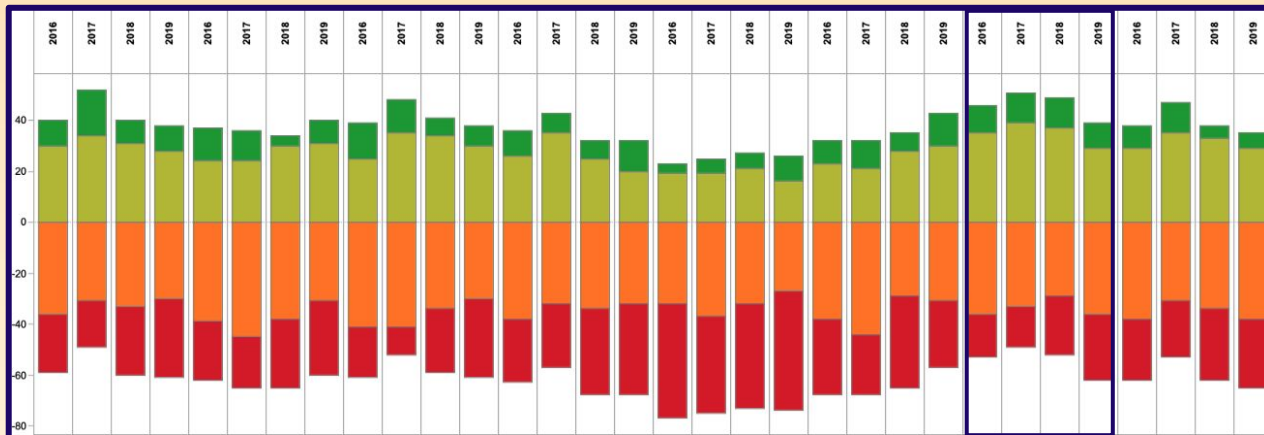


ELA 6



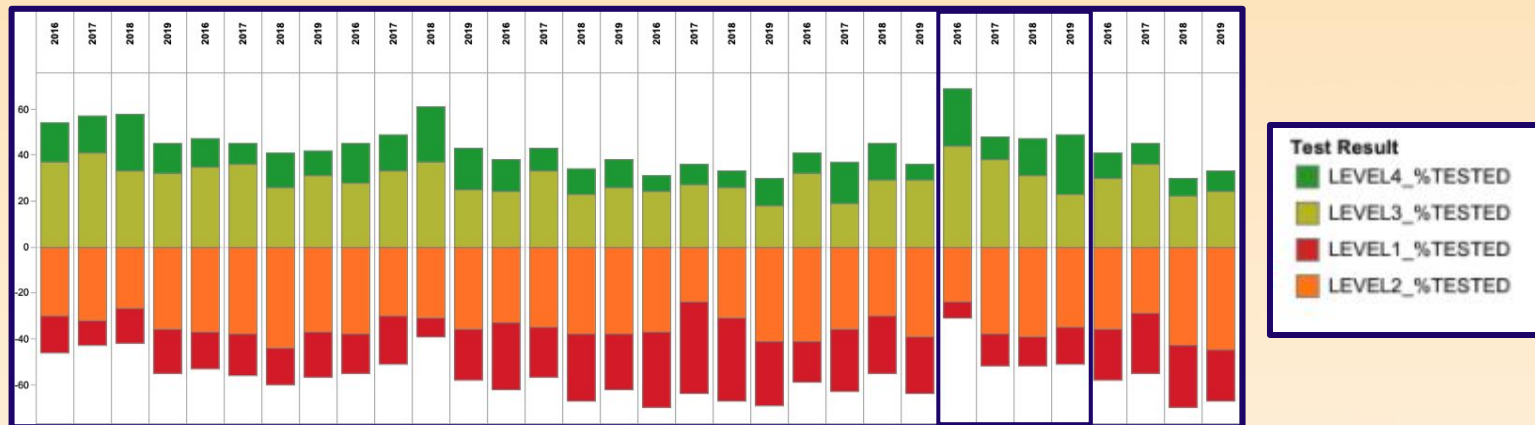


ELA 7



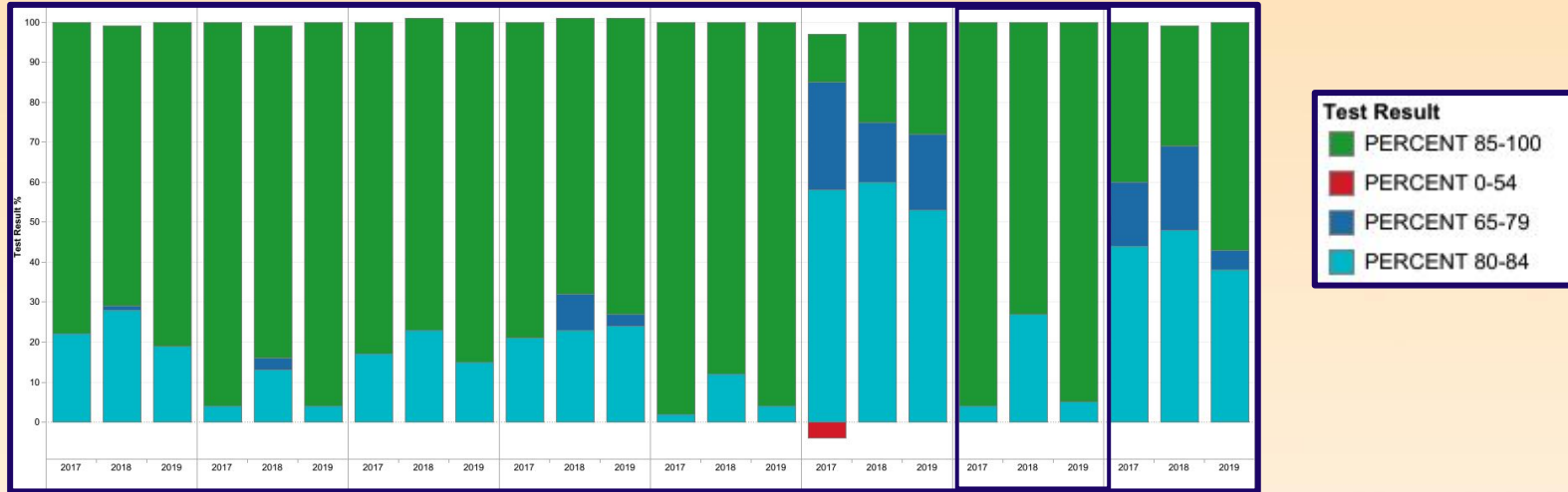


ELA 8



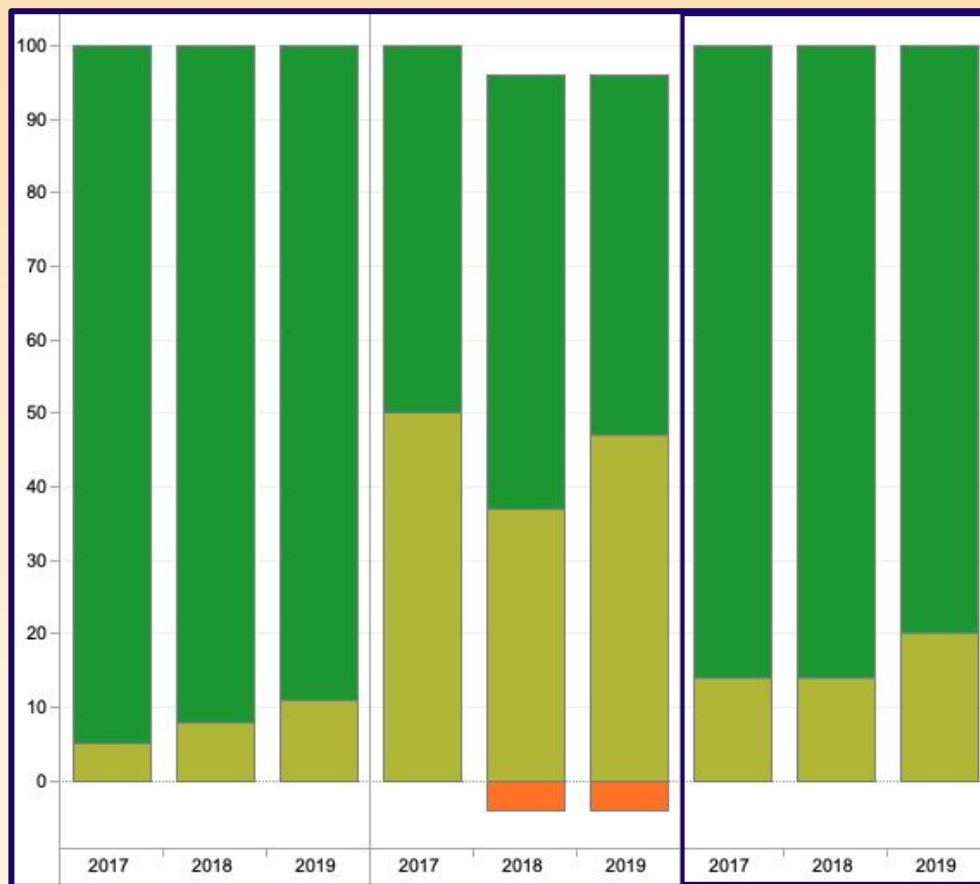


Algebra I





Earth Science



Test Result

- PERCENT 85-100
- PERCENT 65-84
- PERCENT 55-64



What's Coming

Support Portrait of a Graduate Skill Development

- Tri-States Literacy Review - Educators' "Friends" Visitation
- Professional Learning - mathematics program, word study and classroom literacy interventions
- Summer school at the Middle School level - address learning loss
- Outdoor Classrooms

