



SCHOOLS TO WATCH - NEW YORK MODEL SCHOOL - VISITOR'S GUIDE

Honeoye Falls-Lima Middle School



Designated in 2013

District: Honeoye Falls-Lima Central School District

County: Monroe **State:** New York

Principal: Shawn Williams

School Address: 619 Quaker Meeting House Road,
Honeoye Falls, NY 14472

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School Statistics

(Source: 2011-12 NYS School Report Card)

Community: Suburban/Residential

Enrollment: 606

Grade Levels: 6-8

School Schedule: 8 sets w/ some flexible blocking

Student Demographics:

50% Male

50% Female

95% White

2% Hispanic/Latino

1% African American

1% Asian/Pacific Islander

0% American Indian/Alaskan Native

0% Filipino

11% Students with Disabilities

10% Free/Red. Lunch/Econ. Disadvantaged

0.1% English Learners

2009-10 AYP: ELA=193, Math=196

2010-11 AYP: ELA=191, Math=196

2011-12 AYP: ELA=178, Math=186

School Characteristics and Replicable Practices

Academic Excellence:

- District's Strategic Plan Exit Standards / Exit Standards Writing Portfolios
- Quality Education Design (QED) Process: a data-driven planning / improvement process
- 3 Year Program Evaluation Process: Department Specific
- Common assessments align to Common Core Standards
- Collins Writing Program
- ACE (Answer, Cite, Explain)
- Pre-AP Strategy: GRAPES (Geography, Religion, Achievements, Politics, Economy, Social)
- Weekly Reviews
- Grade 6 Leveled Reading Instruction: Reading Street Program
- Accelerated Programs: Math, Science, and Art
- Enriched Program: Honors Social Studies
- Teachers provide rubrics and exemplars for projects and tasks
- A variety of technology resources available
 - Laptops, SMART Boards, Senteos, document cameras, GPS units, data probes, IXL, online texts, etc.
- Flipped Instructional Model: teachers' websites extend learning opportunities beyond the classroom
- Teams of teachers meet regularly to coordinate instruction and co-plan lessons
- Student-centered Projects: ex. 8th Grade Home and Careers Entrepreneur Project
- Moving Up Day, an end-of-year Awards Ceremony

Developmental Responsiveness:

- “Locker Day” in August: promotes a positive transition to new school year
- Homerooms serve as a home base
- Activity Fair: an event that promotes student participation in extra-curricular activities
- Teaming Approach: weekly meetings to address students’ needs for support
- Positive Behavioral Interventions and Supports (PBIS) Approach
 - Principal’s Grade Level Meetings: Teach behavioral expectations in positive terms
 - A focus on Respect, Responsibility and Safety
 - Acknowledge students demonstrating expected behaviors (Ex. Be On Time Every Time, etc.)
 - Positively stated common behavioral expectations language: School-wide Behavior Matrix
 - Tiered supports: Check-In/Check-Out (CICO), Instructional Support Teams
- Counseling Department:
 - 3 Counselor Model: Looping, Members of Grade Level Teams
 - Monroe County Youth Risk Behavior Survey Data: includes 40 Developmental Assets
 - Counselor Surveys: Connectedness, Student Worries
 - Pro-social Classroom Instruction: (all 3 grade levels)
 - “Lunch Groups” – Provide social interaction and opportunities to practice pro-social behavior
 - TIG Training (Trauma, Injury, Grief)
- Building Safety Team
 - Monthly Safety Surveys: Frequent monitoring of school climate
- Range of Supports: Structured Study Hall, AIS Labs, Co-Taught Classes, Resource Rooms
- Book Study: Research-Based Strategies to Ignite Student Learning by Dr. Judy Willis
- Thematic essential questions guide ELA units of instruction
- Use of social media technology: Edmodo, Quia
- A wide variety of instructional approaches provided with a particular focus on student-centered activities, inquiry-based instruction, differentiation, and interdisciplinary experiences
- Tracks to Excellence Awards: celebrates well-rounded active participation in school and the community
- Students are actively involved in a variety of clubs, intramurals, interscholastic sports, and social events
- An active MS PTA provides additional social activities and supports for students
- Parent-Teacher Conference Days
- Parent Orientations (for transitions at each grade level 5-9)
- 5th grade Moving Up Day

Social Equity:

- The teaming structure provides many opportunities for heterogeneous grouping
- Instruction is differentiated, as needed, based on students’ readiness levels, interests, and learning styles
- All students can apply to participate in Studio in Art and Honors Social Studies (Grade 8).
- Differentiation through acceleration in math and science is based on readiness and comparable data.
- Placement of students in academic programs remains fluid to best support learning needs.
- Co-teaching with special education teachers in ELA; Co-teaching with 2 certified math teachers
- Grade specific lunch times (6-8)
- Peer Helpers (positive peer role models identified by classmates)
- Students elect Student Council officers and homeroom representatives
- Teachers often allow students to choose how they will demonstrate learning.
- Teachers frequently provide students with opportunities to use technology to explore topics through guided inquiry and interest-based projects.
- Student of the Month Awards
- Students participate in a variety of service learning projects within the local community.
- “Must Do, Can Do” Lists offer students opportunities to extend learning beyond required assignments.
- Supports are provided to encourage students with disabilities to fully participate in extra-curricular activities and social events.
- The 8th grade Health Debate Research Project encourages students to explore multiple perspectives as they debate about current health issues in our country and the world.
- Cultural diversity awareness and appreciation is promoted throughout our instructional program.
- Teachers voluntarily provide extra instruction and support to students after school in “Homework Club.”
- Cougar Creations, a K-12 event celebrating students’ participation in the fine arts
- Students participate on the committee responsible for updating the District’s Code of Conduct each year.

Organizational Support:

- The HF-L Quality Educational Design (QED) process provides significant ongoing opportunities for staff and parents to reflect upon student performance. Every department organizes its own Decision Input Unit (DIU) to develop an operational plan; they set annual goals for continued performance improvement and collaboratively develop action steps to meet those goals.
- The School Improvement Team (SIT) is a representative group of administrators, teachers and parents who oversee all improvement efforts in the building. Each year, the team reflects upon data to determine how much progress we are making as an organization. A wide variety of data sources are analyzed on a regular basis. The committee develops an annual plan for improvement including specific S.M.A.R.T. goals and action steps to meet those goals; this plan is well-aligned to the District's Strategic Intentions and Exit Standards.
 - Members of the School Improvement Team organize and facilitate embedded staff development for peers during planning sets throughout the school day.
 - At monthly faculty meetings, the principal highlights teachers who demonstrate best practice instructional strategies in their classrooms. Staff members are encouraged to share with colleagues, thus promoting a Professional Learning Community.
- The principal and assistant principal regularly participate as members of the Faculty Advisory Committee (FAC) to understand staff concerns and encourage staff input about those concerns. The group works collaboratively to develop workable solutions to the issues presented.
- Teachers work with the Assistant Superintendent of Curriculum and Instruction to craft the District's Professional Development Plan based on student achievement data, student learning needs, teacher learning needs, reviews of previous workshops, the District Strategic Plan and building SIT goals. Department chairs participate in our district's Teaching and Learning Council (TLC) and are afforded opportunities to suggest meaningful staff development for superintendent's conference days and summer workshops.
- Middle school staff regularly participates in a wide-variety of staff development offerings with a middle level focus.
- The master schedule provides teams of teachers with common planning time. The schedule is an 8 set day with some opportunities for flexible block scheduling.
- Core area teams of teachers meet regularly to coordinate instruction, discuss and address student specific issues that may require additional support. Grade level counselors are active members of teams and often facilitate team discussions and activities.
 - Building administrators, the school psychologist, and the school social worker join in team meetings, as needed, to function as an Instructional Support Team.
- All core subject areas use common unit tests at each grade level to assess student learning.
- SchoolTool, a student management database, is consistently used by teachers to record attendance, maintain grades, manage disciplinary referrals and communicate with parents.
- The SchoolTool Parent Portal, teacher/team web pages, electronic newsletters, on-line homework calendars, and the school's website are interactive ways for parents to stay well informed and current with grades; parents are encouraged to regularly monitor student progress and communicate with staff as needed.
- Ongoing revisions of curriculum maps to reflect Common Core Standards
- "A Year at a Glance" Course Overviews
- Mentor program for new teachers during their first three years of service
- Electronic Teacher Handbook (updated annually)
- Emergency Procedures Folders (updated annually)
- The school provides a nurturing transition from elementary to middle level through teaming structures, orientations, brochures of advice from current 6th graders shared with incoming 5th graders, "Locker Day", etc.
- An active partnership with SUNY Geneseo; teachers frequently serve as student teaching supervisors