

ESSENTIAL ELEMENTS SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Moravia Middle School



Designated in 2006

Moravia Middle School • District: Moravia • Cayuga County •
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2005-07 School Statistics

Community: Rural
Enrollment: 170
Grade Levels: 7-8
School Schedule: 7-8 Middle School within 7-12
organization; flexible block or unblocked schedule
within a 10 period day.

Student Demographics

56% Male
44% Female
0% Hispanic/Latino
98% White
0% American Indian/Alaskan Native
2% African American
0% Filipino
0% Asian/Pacific Islander
21% Students with Disabilities
40% Free/Red. Lunch/Econ. Disadvantaged
0% English Learners

2005 AYP: ELA 153/AMO 106; Math 151/AMO 83
2006 AYP: ELA 158/AMO 114; Math 157/AMO 78

School Characteristics and Replicable Practices

Academic Excellence

- Literature based interdisciplinary units on The Revolutionary War, Slavery and the Industrial Age and The Quinceanera in Hispanic culture.
- Flexible scheduling including blocking allows differentiation and in depth study for all students.
- The House System 10th period allows school day time for extra help and academic enrichment.
- The principal and counselor teach character development and anti-bullying units in collaboration with the Home and Careers teacher.
- Non-Literature based interdisciplinary units; the Metric Olympics and the Day of the Dead involve multi grade level students with teachers.
- Daily team meetings enhance the effectiveness of delivering academic support to students in need.

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Developmental Responsiveness

- The House advisor-advisee 10th period system ensures a safe supportive school learning community.
- The school counselor in concert with the house teacher meets student's developmental needs on a day-to-day basis.
- Teaming daily allows proactive support for students needs.
- 6th grade orientation, Y Pals Program, open house on the day before school starts and bi-monthly parent teacher meetings provide for a smooth transition from the elementary school to the middle school.
- The character ed program utilizing themed units and whole school forum meetings allow students to be publicly rewarded for exemplifying successful achievement in character education.
- The mainstreaming of Special Ed students and the interdisciplinary units allow for diversity of instruction for differently abled students.
- Counseling through literature teams the counselor with the English teacher to teach character education.

Social Equity

- We provide varied educational strategies for our economically disadvantaged students.
- Field trip for cultural literacy to museums, symphony and ballet broaden students' cultural horizons.
- Forum, a whole middle school assembly at the beginning of each day, allows for the school community to reward and recognize students for academic, character ed and sports achievement.
- Team facilitates multiple strategies to deal with the student's diversity of ability and the wide spectrum of economic diversity in our school community.
- Home and Careers, Technology, Art, Music, and Foreign Language are required for all students at the middle school.
- Academic Instructional support is provided in Math and English to students in need.

Organizational Support

- Professional development is provided in house and at the BOCES countywide facility.
- Teachers do summer curriculum development and receive compensation for their work as members of a professional learning community.
- The principal encourages teachers to be life long learners as role models for their students.
- The teachers present workshops on their best practices at state level and at the National Schools to Watch Conference in Washington.
- Teachers practice self-reflection to make data driven decisions to improve student achievement.