



Essential Elements Schools to Watch Model School – Visitor’s Guide

North Salem Middle School



Designated 2007; Re-designated 2010, 2013

North Salem Middle School • North Salem Central School District • Westchester County • New York State •
Principal: Dr. Patricia P. Cyganovich • School Address:
230 June Road, North Salem, NY 10560 • Phone (914)
669-5414, E-mail: pcyganovich@northsalemschools.org

School Web site: http://www.northsalemschools.org/schoolslibraries/middlehigh_school

2011-2012 School Statistics

(Source: NYS Accountability and Overview Report)

Community: Rural
Enrollment: Grades 6-8: 298; Grades 6-12:
Grade Levels: 6-8
School Schedule: 6-8 Middle School within 6-12 organization; Team blocks within 9 period day

Student Demographics

54 Male
46% Female
7% Hispanic/Latino
87% White
0% American Indian/Alaskan Native
1% African American
0% Filipino
3% Asian/Pacific Islander
12% Students with Disabilities
6% Free/Red. Lunch/Econ. Disadvantaged
1% English Learners

2008 AYP: ELA 187/AMO 127; Math 194/AMO 96
2009 AYP: ELA 192/AMO 138; Math 194/AMO 113
2010 AYP: ELA 189/AMO 149; Math NA/NA
2011 AYP: ELA 170/AMO 116; Math 183/AMO 131

School Characteristics and Replicable Practices

Academic Excellence

- District Mission: Engage students to continuously learn, question, define and solve problems through critical and creative thinking
- Development of Problem Solving Tasks (PST) for each course to connect instruction and assessment through student demonstration of problem solving using critical and creative thinking
- Teaching of creative and critical thinking with structures to measure student application and growth
- *Middle School University* prepares all students for academic excellence annually by addressing organization skills, use of technology, learning styles and goal setting
- Personal academic assistance provided after school and through Small Group Assistance (SGA); content area teachers available throughout the day to assist students
- All students accelerated in Spanish or French; 100% 8th graders accelerated in Algebra and Earth Science in one-year or two-year looped classes
- Authentic learning experiences provided through interdisciplinary and technology-enriched instruction and assessment. Full-time teacher of the gifted provides extensions and challenges to all students through push-in model.
- Grade level teams initiate professional development, support communication, examine student work, share strategies and provide systems to make expectation of excellence a reality
- Integration of strategies to support literacy in all content areas supported by targeted professional development.

Developmental Responsiveness

- Individualized goal-setting for all students to serve as a guide toward yearly progress
- AIS scheduled during school day allows students to participate in all courses and after school offerings; support provided to students by teacher recommendation and standardized test data
- Hands-on learning experiences include drafting of grade mission statement, interdisciplinary focus on “pillars of character” in English and art, and overnight field trips for each grade: 6th grade camping with scientific and team building activities, 7th grade Boston trip for authentic study of Colonial history, 8th grade visit to Washington, D.C. to experience government firsthand
- Training in problem solving strategies to be used in school, after school and at home
- Lessons include elements of choice, and connect to District Mission
- Peer Mediation promotes self-regulation and positive problem solving
- Project S.T.A.N.D. (Stop, Think, Accept ‘n’ Do the Right Thing) fosters a climate of acceptance and understanding of differences; character education/anti-bullying activities occur throughout the year in small group advisory format
- BE SAFE NORTH SALEM offers on-line reporting of student bullying for corrective action
- 12 clubs, 14 teams and extensive co-curricular programs (assemblies, social events, service projects) dedicated exclusively to Middle School students
- Thoughtful, purposeful transitional support from grade 5 and to grade 9

Social Equity

- All students annually participate in Art, Music, Home and Careers, and Technology Education
- All classes (except for accelerated courses in grade 8) are heterogeneously grouped
- Inclusion classrooms utilize a co-teaching model at all grade levels
- Extensive professional development supports teachers in reaching the diverse learning needs of students through such topics as creative thinking strategies, technology integration, literacy in all disciplines, learning styles, and teacher-designed study groups
- Cultural and personal differences celebrated through clubs (Club Espanol) and specialized programs (Disabilities Awareness)
- Full-time teacher of gifted provides extension activities to all students
- Guidance based support groups include bereavement, stress reduction, Newcomers group, etc.
- Performance assessments include: creation of models, composition of original music, technology-integrated presentations, creation of videos, etc. in addition to traditional assessments

Organizational Support

- Articulated District Mission and Middle School Philosophy statements, affiliation with Tri-State Consortium of High Performing Schools, and the district’s spiraled model of student learning support curriculum articulation and improvement
- Curriculum and instruction consistently documented by the use of online curriculum mapping
- Grade level teams (including special area and special education teachers) meet weekly, host quarterly parent meetings, and jointly plan curriculum that addresses student needs
- Middle School Coordinator ensures articulation across grade levels and with administration
- 6 -12 building structure with teacher membership in academic departments, and administrative leadership ensures continuity, articulation and consistency in school philosophy and procedures
- Professional development is ongoing, purposeful, directly connected to practice and is facilitated through interdisciplinary teams, common planning time, 6-12 department and faculty meetings, multi-grade teams that assess and analyze student performance, APPR process which is collaborative, data driven and reflective
- New teachers supported through a formal, 2-year Mentor Program