



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

**School Name** Oceanside Middle School



### Designated in 2012

District Oceanside UFSD County Nassau State NY

Principal Allison Glickman-Rogers, Ed.D.

School Address 186 Alice Avenue, Oceanside, NY 11572

Phone (516) 678-8518

Email aglickman-rogers@oceansideschools.org

Website www.oceansideschools.org/9ms/index.htm

### School Statistics

NYS School Report Card

Community: Size/characteristics

Enrollment: **854**

Grade Levels: **7 and 8**

School Schedule: **Modified Block**

Student Demographics

52 % Male

49% Female

14% Hispanic/Latino

78% White

1% American Indian/Alaskan Native

2% African American

4% Asian/Pacific Islander

13% Students with Disabilities

14% Free/Red.Lunch/Econ.Disadvantaged

2% English Learners = **1**

2008 AYP: ELA PI 191 AMO 140 Math PI 193 AMO 115

2009 AYP: ELA PI 188 AMO 151 Math PI 192 AMO 131

2010 AYP: ELA PI 159 AMO 118 Math PI 174 AMO 133

## School Characteristics and Replicable Practices

### Academic Excellence

- Every seventh and eighth grade student participates in an accelerated math program which results in students taking the New York State Algebra Regents Exam at the end of eighth grade.
- Spanish curriculum is accelerated for all seventh and eighth grade students; the majority of students are prepared to receive Regents credit in Spanish at the end of ninth grade, rather than in tenth grade.
- Through looping, teachers’ demands steadily increase as they become more aware of the individual students’ strengths and weaknesses as well as any social/emotional issues that impact their learning.
- Students, teachers and families understand what students are learning through back-to-school night, Principal’s Teas, Parent Academies, web pages, Edmodo pages, and articulation meetings between school buildings.
- All 7<sup>th</sup> grade students take a personal finance course, a branch of our Family and Consumer Sciences Program, which is rooted in the decision-making process and allows students to practice 21<sup>st</sup> century skills such as life and careers skills, information and media literacy, and problem solving and critical thinking.
- All 8<sup>th</sup> grade students participate in a high school credit bearing course, Human Relations, a branch of our Social Studies Program. This course allows students to practice 21<sup>st</sup> century skills such as collaboration and communication, and social and cross- cultural skills.
- English, Social Studies, World Language and Science teachers have incorporated the “TDC” writing model, allowing for common language and writing expectation across various content areas..
- In Physical Education students self assess their fitness level and progress through benchmark fitness assessments such as the Pacer Test and Fitnessgram. Data from these assessments are provided to parents.
- Our master schedule is a block schedule with two 1 hour periods built into the school day thus allowing students to participate in group guidance, academic interventions and enrichment experiences without being pulled out of the regular school program.
- Academic study center designed to assist student-athletes in managing their time by providing students with 45 minutes of quiet time to complete homework under adult supervision prior to athletics beginning at 3:15.

- Daily common grade level planning time is provided daily so teachers can co-plan lessons, discuss curriculum and share instructional strategies.
- Team meetings, three times per week, allow teachers to develop interdisciplinary lessons that are often co-taught, review assessment data, discuss students' needs and progress, meet with parents and students.
- Department meetings, 2 times per week, allow for teachers to meet with their grade level colleagues and director to discuss curriculum, instruction, goals and assessments.
- Through the required PDP courses, collegial circles and conferences, teachers are provided with the tools in order to self-assess and grow professionally.
- For new teachers to our staff, new teacher orientation is required as well as a four hour course on the Essential Elements of Middle Level Education.

## Developmental Responsiveness

- Each student is assigned to a team which consists of an ELA, Social Studies, Science, and Math teacher as well as an Assistant Principal, Guidance Counselor and Psychologist.
- Our looping model allows for the development of meaningful relationships over a two year period.
- Our group guidance and advisory programs provide each student with a small group opportunity over a two year to connect with an adult in the building.
- In addition to the programs previously mentioned, our mentoring program provides students who are at-risk with an adult they can trust who acts as an advocate and a liaison between school and home.
- Team Spirit, a long standing tradition at the middle school brings students and teachers together through a service learning
- All students participate in a weekly group guidance program that promotes decision-making and the development of other social and emotional skills through a relevant curriculum that reflects current health issues.
- All staff members have received staff development in the Emotional Literacy for Educators Program developed by Marc Brackett at Yale University. This program prepares adults to recognize and address social and emotional student problems.
- Our rich network of support for families in need include two school psychologists, two social workers (one of which is bilingual), two nurses, four guidance counselors (1 per team), as well as a variety of special education support personnel.
- All teachers are required to take a professional development class in Mandolin Hunter's Principles of Effective instruction prior to salary advancement.
- All teachers are trained in the Charlotte Danielson's Enhancing Professional Practice supervision and observation model which addresses developing classroom procedures and effective classroom management.
- Students practice the important social skill perspective taking, the foundation for empathy, as they explore novels in ELA written from both the perspective of the Bully and the Victim
- All students participate in 7<sup>th</sup> and 8<sup>th</sup> grade in a skills based health curriculum designed based on the New York State Guidance Document.
- The Natural Helpers program fosters student leadership.
- Teams hold elections to select team student council representatives.
- Student captains for Team Spirit participate in decision making for the team.
- Parents are involved in our school community through our Site-Based Committee, Building Level Safety Team, PTA, SEPTA, Parent Team Liaisons, Nutrition Committee and Drug, Alcohol, Wellness Committee, .
- The school communicates with parents through use of the Parent Portal, teacher websites, School Messenger Platform, teacher emails and team meetings.
- Students have a two hours community service requirement each year and connected to the community through various projects.
- All students can participate in a variety of service learning projects through our Builders Club and division of Kiwanis Club
- We are one of the only middle school on Long Island to have a Best Buddies Club which offers general education and special education students the opportunity to work together on various projects

## Social Equity

- All students and staff have iPads and function in a digital learning environment
- This technology facilitates learning experiences that are appealing to a variety of learning styles and promote 21<sup>st</sup> century skills.
- Academic teams are heterogeneously grouped.
- All students participate in heterogeneously grouped accelerated math classes.

- All students have access to an enrichment classes, electives, or a performing music program.
- All students have the opportunity to participate in interscholastic sports, clubs, and school-based activities that promote a sense of belonging in the school setting.
- All special education students are provided with a flexible integrated learning experience that is based on their individual needs.
- ELA and math support are part of the regular schedule and are taught by the respective ELA and math teacher.
- Endmodo and the iPads expand and enhances the learning environment with continued interactive learning at home.
- Collegial circles are established to make data-based decisions to improve programs and curriculum.
- All students participate in social and emotional literacy development through the RULER mode integrated into various curricular areas.
- Hall Monitors provide a welcoming, safe, friendly environment throughout our building.
- Parents attend Principal's Teas, PASS meetings and Parent Academies as well as individual Team Meetings
- Teams conduct quarterly assemblies
- 8<sup>th</sup> Grade Team Celebrations includes a variety of academic, extra-curricular, and citizenship awards
- Music and Art Showcases and Math and Science Fairs exhibit student work
- The collaborative interview process recruits and selects knowledgeable professionals who best meet the needs of our school community.
- The Oceanside Center for Cultural Diversity and its numerous outreach initiatives helps meet the needs of ELL students and their families. Translation services are provided, along with humanitarian support, social/networking events, parent workshops, and the presence of a bilingual social worker in the building specially trained to work with diverse families.
- Faculty council works collaboratively with the administration meeting monthly to address and resolve the concerns of the entire staff.
- A digital student agenda book includes our code of conduct and is reviewed with students during group guidance and with parents at a Principal's Tea.
- Out alternative to suspension site provides a supervised and academic-based environment for students and prevents children from being suspended out-of-school.

## Organizational Support

- Staff Charter was created as a result of our Social and Emotional Literacy training, to establish a shared vision of supporting the social and emotional well being of the middle school community
- Our mission statement was created through the collaborative efforts of the administration and staff to reflect our middle school philosophy. The mission statement appears throughout the school and on various school documents.
- Curriculum Directors meet twice a week during the school day and once a month after school with all departments to provide continuous professional support.
- Each spring, during our final faculty council meeting, Faculty Council, including administrators, staff members, create building goals for the following school year.
- In September, each teacher participates in an individual goals meetings with his/her direct supervisor, during which time professional and personal goals are established and reflect building goals for that school year.
- Building goals are often reviewed and progress is shared during faculty meetings, department meetings, as well as board of education meetings.
- Activities such as "*Middle Level Education Month*" and the reflective process of completing the Schools to Watch Self Study assist in preserving the collective philosophy of what we do, as well as our shared memories and a deep understanding and appreciation of our school culture.
- District and building goals are our blueprint for improvement over the course of a given school year, and the process of meeting the goals, and reviewing our progress, is guided by the building principal and designated administrators.
- In addition to administrators monitoring the progress towards the meeting of building goals, any issues or concerns brought to the administrator's attention through faculty council are addressed and reported on at the following month's meeting.
- Monthly PTA and SITE-based and building level safety team meetings also serve as a venue to various members of our school community to bring issue and concerns to the attention of the principal and her designees. Weekly Principal's Cabinet meetings allow all building level and district level administrators to prepare jointly for activities such as state assessments, local exams, data analysis and reporting, board of education meetings, school assemblies, parent meetings, field trips, and other school-wide events.
- Development and continuous monitoring of building level goals

- Professional development hours, including both mandated and non-mandated hours, are required by contract. All professional development opportunities reflect district and building goals, as well as providing enrichment opportunities for staff and training on a wide range of technology-related and pedagogical topics, including Madeline Hunter’s instructional theory, Charlotte Danielson’s framework for teaching, Marc Brackett’s social and emotional literacy for educators, and more.
- Collegial Circles also fulfill professional development hours, and address topics derived from self-reflection and data analysis, provide further opportunities for vertical and horizontal articulation, and serve as a forum for discussion and the development of action plans for continual improvement.
- The Oceanside Teachers Center provides numerous opportunities for staff development K-12 for a nominal fee in order to support teacher growth. The district has several teachers who have applied for and achieved National Board Certification through the mentoring efforts of the Oceanside Teacher center. This number continues to grow, and teachers learn more about this valuable and highly-reflective growth opportunity.
- 6 into 7 parent meeting at the middle school, facilitated by the middle school principal, other administrators, and guidance counselors.
- The middle school principal or assistant principal visits each of our 6 elementary schools with a select group of current middle school students to provide 6th graders with an introduction and overview to the middle school.
- All incoming students are informed of the middle school team assignment in early June and then attend a team “Meet and Greet” at the middle school to familiarize them with their teammates, teachers, team leaders, and the middle school in general.
- Our guidance counselors conduct a “Meet the Counselors” to address parental concerns, answer questions, and welcome parents to our middle school family.
- In August, each team is invited to the middle school to meet with the team leader, practice navigating the building with schedule in hand, and learn to open the locker.
- To offer a parent perspective, Site Based parent representatives host a PTA meeting in order to welcome incoming parents to the middle school.
- For preparation for transition to the high school, 8th grade parents participate in a high school orientation evening facilitated by high school administrators, with the added support of the current middle school guidance counselors. In June, 8th grade students participate in a book talk co-facilitated by middle school and high school ELA teachers. In August, 8th grade students participate in a two day orientation at Oceanside High School.
- Oceanside Middle School conducts a specific parent orientation meeting for incoming special education students, as well as an orientation meeting in Spanish for our bilingual families.
- During the “6 into 7 Meet and Greet”, 6<sup>th</sup> grade teachers meet with the middle school guidance counselors to review student articulation cards for all incoming students.
- High school guidance counselors meet with middle school counselors to review articulation cards for the 8 into 9 transitions.
- The school budget supports over twenty professional memberships teachers and administrators.
- Data derived from the data analysis process inform building and department level goals, as well as help us modify and improve.
- Our Child Study Teams (CST) use data to provide the students with the most appropriate academic intervention services.