



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

Oliver W. Winch Middle School



Designated in 2006; Redesignated in 2009, 2012, 2015

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2012-15 School Statistics

(Source: NYSTART, NYSED School Report Card, BEDS)

Community: 20,000 Residents/Suburban
Enrollment: 707
Grade Levels: 6-7-8
School Schedule: Max Flex (Pure Block)

Student Demographics

52%	Male
48%	Female
2%	Hispanic/Latino
95%	White
0%	American Indian/Alaskan Native
1%	African American
0%	Filipino
1%	Asian/Pacific Islander
14%	Students with Disabilities
30%	Free/Red. Lunch/Econ. Disadvantaged
0%	English Learners

2012 AYP: ELA 160/AMO 146
SWD 84/AMO 91 (Did not make AYP)
Math 171/AMO 160
SWD 103/AMO 112 (Did not make AYP)

2013 AYP: ELA 117/AMO 78
Math 95/AMO 75

School Characteristics and Replicable Practices

Academic Excellence

- The district emphasizes school based differentiated instruction professional development for all teachers. District D.I. trainers and building coaches support instructional innovation and change at the Middle Level.
- All teachers focus on student literacy successes and challenges and promotes literacy skill development across all curriculums for all students
- A strong inclusive special education model that utilizes co-teaching, differentiated instruction, skill development opportunities and data analysis to promote student success.
- A Library Media Center that supports project based learning and interdisciplinary activities through the use of a variety of research materials and technology.
- Our Heidi Hayes Jacobs mapping model utilizes Rubicon Atlas to map all curricula. Most recently we have made a smooth transition to the Common Core and are infusing these standards across subject areas.
- A Max-Flex Pure Block schedule with interdisciplinary instructional teams: Teachers have control of their instructional time, share the same students, maximize interdisciplinary connections, and have common planning time.
- Data is used to drive all district improvement initiatives.
- Daily teacher support of students during flex time study halls.
- Creative, engaging, and targeted short term test preparation opportunities based on individual student need is conducted by teachers.
- Student work is proudly on display throughout the school and is evidence of diverse lesson planning and high level student interest activities
- Students are regularly assessed using a variety of formative and summative assessment measures in which students demonstrate the acquisition of knowledge and understanding of content.

- We are proud of our excellent climate and culture highlighted by a personalized environment that supports every student.
- Each student day starts with a welcoming Smart Start Homeroom with small student to teacher ratios.
- Our large school is divided into small supportive instructional teams at all grade levels.
- Our counseling model loops a counselor with a group of students for their entire time they are at our school. The counselor welcomes the group as part of the grade 5 going 6 transition program and follows them up to the high school transition.
- Our well defined transition program not only provides support for students entering and exiting the school but transitions students between grade levels.
- School counselors regularly meet with team teachers, administration, students, and parents to receive continuous input and provide support as needed.
- An Instructional Support Team (IST) utilizing response to intervention (RTI) and continuous progress monitoring (CPM) as its foundation in collaboration with the interdisciplinary team structure.
- The entire school community goes to great lengths to regularly encourage our students. The pervasive use of differentiated instructional practices recognizes that all students have different learning styles that need to be addressed in the classroom
- We offer a plethora of extracurricular and enrichment activities that strive to engage each student in forming a meaningful connection to the school and a positive academic experience.
- We provide opportunities for students to participate in leadership roles and participate in the decision making process. Student Council Government, Building Crisis Committee, Peer Tutoring, Against the Influence (ATI) social norming program in partnership with the University of Rochester, and WAVE (Working Against Violence Everywhere) trainers are examples of student leadership opportunities
- Our school strongly reinforces an alliance between home and school. Our teaming model allows for parent meetings to be scheduled as needed. Regular ongoing communication with parents is an expectation. Phone calls, e-mails, the monthly newsletter, our school web page, Twitter, Facebook, and 5 week and 10 week reports are examples of parent communication. Our district's Parent Portal is now open for additional student information. Our Home School organization is also dedicated to strengthening this positive connection.

Social Equity

- A great deal of attention is paid to scheduling students so that teams are heterogeneously balanced and a comfortable, safe learning environment is achieved for all.
- A Shared Decision Making Team that focuses its annual efforts on collaborative school improvement initiatives.
- We utilize Project Lead the Way's Gateway to Technology curriculum, and all 8th grade students receive a full year of STEM instruction. The Technology Department has been made part of our 8th grade teams.
- All students have required Art and Music experiences in both grade 6 and 7. This is in addition to performing group opportunities. We also added an accelerated Studio in Art course for grade 8 in the 2014-15 school year.
- All students have a full year of Home and Careers Skills in grade 7.
- All students have required Physical Education and Health instruction.
- We have a district Wellness Committee dedicated the health and wellness of students and faculty. Through the efforts of this group various wellness initiatives have been implemented such as the annual Community Wellness Walk, changes in the school lunch program, and the building of a multi-stationed Fitness Trail on school grounds. Wellness grants have been sought and utilized.
- Our school facility supports students through the use of a variety of instructional technology opportunities in both classrooms and in learning labs. We have Smart board Technology available in all classrooms. Affiliated with TechYES and GenYES programs.
- We have a Large Group Instruction (LGI) room that can host up to one grade level of students at a time.
- Students have access to counseling, mentoring, and social services within the building.
- We host a Turnabout Counselor dedicated to student attendance issues and family training.
- Students with special needs are fully included in classes and activities with their grade level peers.
- The comprehensive student reward system values diversity, civility, service, and democratic citizenship as well as academic success.

Organizational Support

- A model of shared, collaborative leadership and ownership is utilized. Building administrators work with all stakeholders to propel the school forward on its stated mission while preserving its institutional memory and purpose.
- All staff members fully understand the Essential Elements and their importance in the operation of our school.
- There is an expectation of continuous improvement that permeates the school. Educators receive regular and ongoing professional development. Consultants and outside expertise is sought, but internal expertise is utilized when available. Data is thoroughly analyzed and used to make decisions.
- The professional staff has established strong connections with outside professional organizations like the NYSMSA, NMSA, State Liaisons, regional middle level groups, NYSUT, and others.
- The professional performance plan fully supports ongoing professional growth and expertise for educators.