

SCHOOLS TO WATCH

Putting into practice what we teach!
Model School-Visitor's Guide

School: Shelby Middle School
District: Shelby Public Schools
County: Oceana County
State: Michigan
Principal: Vaughn White
School Address: 525 N. State Street, Shelby MI, 49455
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School Web Site: <http://www.shelby.k12.mi.us/ms/index.htm>



MISSION:

Shelby Middle School
in partnership with families
ensures students will be
responsible, productive and
successful.

STATISTICS

Community: The Shelby Public Schools serve 1,535 students in a rural West Michigan community.
Middle School Enrollment: 310
Grade Levels: 6-8
School Schedule: Rotating Schedule 8:05a.m. -2:47p.m.
Student Demographics
· 32% Hispanic
· 68% White
· 72% Free/Reduced Lunch
2008 AYP: Yes
2009 AYP: Yes
2010 AYP: Yes

School Characteristics and Replicable Practices

Academic Excellence

Our school is unique with its rotating daily schedule. We all know that optimal teaching and learning times vary by individual. Our schedule allows for this variance and is attributed in large to our school success!

Each content area has a juried curriculum map aligned to the state standards and posted through our district Moodle website for lateral alignment between buildings and grade levels. Data Director, our data warehousing program is used by teachers to reflect on student academic progress based on reading and math summative assessments.

We are a technology-rich building both with teacher instructional support and student access. Each classroom has an integrated system of a computer, mounted projector, and document reader (Elmo). All teachers are versed in the use of this technology through their instructional practices. Einstruction, *BrainPop* and *Teacher Tube* are available to every teacher.

Student Interventions are made through a pyramid of intervention process via grade level Professional Learning Community (P.L.C.'s) teams that meet weekly to discuss student progress. Response to the intervention is tracked using our internal teacher share drive to assure lateral communication of progress.

Additional Interventions during the school day include: High school mentor/tutor, Reading Advisory class, AARI reading program, *Aspire* after school program, lunch time and morning tutoring, and home visits. Para-Pro, and individual/small group instruction is also readily available.

Teachers post and articulate "I can" statements and/or learning targets for each lesson. The school improvement team through collegial walkthroughs, helps monitor compliance of this best practice technique. Students are asked by the principal, what they are learning (vs. doing) when visiting classes.

Parents have daily access to the curriculum maps, school calendar, lunch menu, and their child's grades.

Developmental Responsiveness

Claw Club, our student representative counsel is all inclusive and provides a focus on student involvement and service learning. Claw Club works cooperatively in their outreach to the community providing fundraising supports to world disaster areas, Toys-for-Tots, building recycling, local cancer foundations, service organizations, food pantry support as well as school spirit and student recognition.

SMS hosts our ISD middle school cognitively impaired classroom providing support for all developmental learning needs. Students in this program are intertwined with our daily school schedule to promote inclusionary learning.

All students explore career options by using Career Cruising, our career pathways program. Eighth grade students visit Muskegon Community College each spring while attending a career fair specifically designed for their needs.

Aspire, our comprehensive after school program focuses on the experiential approach to learning. Community members and professionals provide real-life learning experiences for students in an open and caring environment.

Girls on Track and Endurance Adventure clubs provide a developmental responsive support to the particular needs of middle school students. Both clubs endorse goal setting, problem solving, physical fitness, communication, teamwork, and nutrition as their mission.

Additional programs are available to students to enhance their learning experience such as: Math Counts, Quiz Bowl, and the nutrition program, Bead-It.

Social Equity

A cadre of teachers have been trained in Kagan Cooperative Learning, P.E.A.K, Formative Assessment, Adaptive Schools, and Cognitive Coaching and implement these and many other learning strategies in their teaching. Differentiated instruction is a mainstay of our teaching/learning environment for students.

Our E.L.L. program provides on-going interventions for English language learners through small group, individual instruction as well as family collaboration. Rosetta Stone is used to support both Spanish to English and English to Spanish learning.

Our time-out room is available for students just needing a quiet place to work out issues and/or to refocus for the day. It is monitored by a trained assistant who helps students reflect and get back on track.

Purple and White cards are issued to students who show responsible, productive and successful behavior each marking period. It is not based on grades, but on general student responsibilities of completing work on time, attitude, punctuality and good behavior.

R.P.S. (Responsible, Productive, and Successful) Mentoring Program is an 8th grade to 6th grade mentoring program that focuses on our school motto for student achievement. Selected 8th graders meet twice weekly for training and mentoring sessions with referred 6th grade students.

Organizational Support & Professional Development

Grade Level Professional Learning Team leaders communicate on a regular basis with other grade level team leaders, the principal and counselor. Agendas for these meetings include student intervention, instructional practice professional sharing, and quiz and test calendar alignment.

The school improvement team meets on a bi-weekly basis guiding the school through its school improvement plan, associated goals and strategies. All teachers are invited to join the team which has representation from all grade levels, subject areas and special education.

Content area teachers meet quarterly by content area to **align curriculum** by building and district wide.

Teachers participate in **professional learning groups** each year that focus's on professional development goals.

Teachers review student work five times during the year in a professional collegial format using a tuning protocol. This professional practice allows teachers to both present professionally and receive feedback from colleagues on their lesson planning effectiveness.

Monthly staff meetings are designed for professional sharing and are most commonly designed by our school improvement team.

Parents and community members volunteer throughout our building's organizational systems including activity nights, classroom support, athletics, and school improvement committees. The Shelby School District hosts a Title 3 parent advisory meeting bi-yearly to promote a connection between our Hispanic community and the school.

Grade levels are located in their own academic wings and change classes at differing times in order for students to hold some autonomy for their grade level.

Technology: Shelby Middle School has Freaky Fridays 3-4 times each year where teachers have a couple of hours to learn and implement technology into their lessons while their students are participating in school-wide activities.

2010-2011 School Improvement Goals:

Math

English Language Arts

Science/Social Studies

Parent Involvement

Our School Improvement Plan has a comprehensive list of Data, Goals, and Strategies.