



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

Carrie Palmer Weber Middle School



Designated in 2011;

District: Port Washington County: Nassau State: N.Y.
Principal: Ms. Marilyn M. Rodahan
School Address: 52 Campus Drive, Port Washington, NY 11050
Phone: 516-767-5505
Website: <http://www.portnet.k12.ny.us/weber/site/default.asp>
Email: mrodahan@portnet.k12.ny.us

School Statistics

Enrollment: 1120
Grade Levels: 6-8
School Schedule: 8:07 a.m. - 3:10 p.m.

Student Demographics:

51 % Male
49 % Female
14 % Hispanic/Latino
71 % White
0 % American Indian/Alaskan Native
3 % African American
1 % Filipino
11 % Asian/Pacific Islander
6 % Students with Disabilities
13 % Free/Red. Lunch/Econ. Disadvantaged
6 % English Learners

2008 AYP: ELA 183 Math 193
2009 AYP: ELA 191 Math 195
2010 AYP: ELA 188 Math 194

School Characteristics and Replicable Practices

Academic Excellence

- Weber has been recognized for its outstanding academic teams: Science and Math Olympiads, National French, Latin and Mythology, NYSSMA performances, American Math Contest, and NY Math League.
- High scores on NYS Assessments and Regents exams, Gap Closing School.
- Accelerated classes in math, world language, art, and science.
- Integration of curriculum and the arts in partnership with Martha Graham Dancers and American Ballet Theatre.
- School-wide common assessments/benchmark exams support NYS Standards.
- Data analysis informs instruction.
- AIS, WINS (academic peer mentoring program), extra-help, Homework Clubs, and Saturday Academies provide students with small group instruction to strengthen and support all academic areas.
- Word walls, Weber’s Mission Statement, 7 Essential Elements, and NYS Standards are clearly posted in all classrooms.
- Curriculum mapping, sharing “best practices,” multi-modal lessons and differentiation of instruction are at the forefront of our teaching philosophy.
- School Wide Enrichment (SWE) lunch-time program provides additional, self-selected “challenge” opportunities for all students.
- Flexible block schedule enables team teaching to maximize instructional time.

Developmental Responsiveness

- Principal proactively seeks input from all shareholders: Principal/Students Cabinet, Principal/Parents Cabinet and Building Cabinet meetings are regularly scheduled. Students, parents and staff have easy access to the Principal to directly share challenges, successes and concerns.
- The Mental Health Committee helps the entire school community to develop and implement programs and strategies to address the “whole child,” improving overall social, emotional and academic well-being.
- A wide-range of before and after school co-curricular activities include clubs, intramurals, sports teams, drama, art, and music enhancements.
- Students are provided with opportunities for leadership development in *core* and *encore* classes, co-curricular activities, our active student government, and peer leadership activities with elementary school students.
- Comprehensive transitional programs between elementary-middle-high schools, and between grades 6, 7 and 8.
- Two-person teams in 6th grade and four-person teams in 7th and 8th grades.
- *Odd-Girl Out*, anti-bullying workshops, sensitivity training, “upstander” presentations, and SEL coursework and awareness are provided through assemblies, classroom instruction, and team activities.
- *Active Parenting* workshops are facilitated by school counselors to foster better understandings of parenting adolescents and teens; home communication improvement is the goal of the program.
- Strong and effective working relationships with H.S.A., our parents’/school association.
- PEN, an intranet communication system, provides student/teacher interaction before and after school hours.
- Teachers have WebPages with homework, test dates, project due dates, and links to curriculum-related sites.
- Organizational skills are taught and reinforced through the use of Weber’s Agenda book.

Social Equity

- Consistent discipline code created and published with the input of parents, staff, students and administration.
- Student-staff-parent recognition programs: Weber Stars, Weber Pride pins, and positive phone calls home.
- Staff development workshops on RTI, SEL, SIOP, and math differentiation foster greater awareness.
- Full continuum of special education and ESL/ELL services include mainstreaming for *encore* classes.
- Late buses are provided so that all students may participate in after-school activities.
- Heterogeneous teams and houses. Differentiation of instruction enables students to access enriching content.
- Founding member of the Nassau County Anti-Bias Consortium of Schools.
- Service learning is a critical component of our over-arching philosophy and program: students are involved in charitable endeavors volunteering time, talent and monies to make positive differences in our school, community, country, and the world.
- Staff appreciation luncheons are provided by parents to celebrate, share culture, music and food.
- Open lines of communication with parents and community are enhanced through ConnectEd (automatic phone calling system), printed newsletters, district Websites (equipped with Google Translator), school WebPages, and parent-volunteer translators.

Organizational Support

- Large school, divided into four equitable “houses,” creates smaller learning communities.
- Grade-level common team periods are able to be “flipped” enabling teachers to see students at different times in the day. Daily common planning time for all team teachers and *encore* departments. Team teachers share the same students.
- Assistant principal, school counselor and psychologist remain constant for each student during 6-7-8 grades.
- Professional development is ongoing and opportunities are created based on staff expressed needs.
- Faculty meetings are true staff development and school-wide team building opportunities.
- Staff mentoring provides support to new staff members.
- Weekly team meetings with school counselor and assistant principal evaluate students and team progress.
- Shared decision making is the norm. Professional learning communities are nurtured.
- Careful and deliberate placement of houses and teams throughout the building facilitates smooth transitioning between instructional periods of time.