

ESSENTIAL ELEMENTS SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Oliver W. Winch Middle School



Designated in 2006; Redesignated in 2009

Oliver W. Winch Middle School • South Glens Falls Central School District • Saratoga County • New York State
 • Principal Mark Fish • 99 Hudson Street, South Glens Falls, NY 12803 • Phone (518) 792-5891
 E-mail fishm@sgfallssd.org
 School Web site www.sgfallssd.org

2007-09 School Statistics

(Source: Enter name of data source for stats listed below.)

Community: @ 20,000 Residents/Suburban
 Enrollment: 828
 Grade Levels: 6-7-8
 School Schedule: Max Flex (Pure Block)

Student Demographics

49.6%	Male
50.4%	Female
1.0%	Hispanic/Latino
98.0%	White
.000%	American Indian/Alaskan Native
1.0%	African American
.000%	Filipino
.000%	Asian/Pacific Islander
12.0%	Students with Disabilities
15.0%	Free/Red. Lunch/Econ. Disadvantaged
.000%	English Learners

2007 AYP:

ELA 172/AMO 118	Good Standing
Math 174/AMO 82	Made AYP (Year 1)

2008 AYP

ELA	Good Standing
Math	Good Standing

Source- NYSTART, School Report Card and BEDS forms

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.
- A District Literacy task force looks at 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, and skill development opportunities 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.
- Subject Area Team Teacher Leaders focused on instructional leadership within their areas of content knowledge. We are currently following the Heidi Hayes Jacobs mapping model utilizing Rubicon Atlas to map all curriculums.
- 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.
- An annual intensive analysis of state testing 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 conducted by teachers (ELA Reach for the Top and Math Madness).
- 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 student demonstrate the acquisition of knowledge and understanding of content.

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Developmental Responsiveness

- 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 guidance 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.
- Guidance 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.
- We utilize an imbedded character education program throughout the entire school year that includes our “Bulldogs Against Bullies” pledge, school-wide participation in National Mix-it Up Day, the character word of the month, and an extensive student reward program. Currently we are piloting the “Film Clips for Character Education” program.
- 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, and WAVE (Working Against Violence Everywhere) trainers are examples of student leadership opportunities
- Our school has a 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, and 5 week and 10 week reports are examples of parent communication. 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.
- Annual participation in the national tolerance and diversity program Mix-It-Up Day and related pre and post activities.
- 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 for all students in grades 7 and 8 to explore applied technology and pre-engineering activities.
- All students have required Art and Music experiences in both grade 6 and 8. This is in addition to performing group opportunities.
- All students have a full year of Home and Careers in grade 7.
- All students have required Physical Education and Health instruction.
- We have a building 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 have access to a New York State Trooper as our School Resource Officer (SRO).
- Students with special needs are fully included in classes and activities with their non-disabled 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 often sought. 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.