



Pennsylvania Don Eichhorn Schools: Schools to Watch

Boyce Middle School

2007-10 School Statistics

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

Community: Size/characteristics 20,053 Suburban
 Enrollment: 638
 Grade Levels: 5-6

Schedule: 6 day rotation, flexible block

Demographics
 Ethnic
 African America
 American Indian
 O
 Pacific Islander

Free/Reduced Lunch
 English Learners

2007 AYP: Yes
 2008 AYP: Yes
 2009 AYP: Yes
 2010 AYP: Yes



R-designated in 2011

Boyce Middle School • District Upper St. Clair •
 Allegheny County • PA • Principal: Karen Brown •
 School Address: 1500 Boyce Road
 Upper ST. Clair, PA 15241 • Phone (412) 833-1600,
 E-mail kbrown@uscscd.k12.pa.us
 School Web site www.uscscd.k12.pa.us

School Characteristics and Replicable Practices

Academic Excellence

- Students are aware of their expectations and they produce high quality work.
- Targets are posted in the classrooms and students can readily articulate what they are learning and why.
- Interdisciplinary learning such as Revolutionary War Day, Civil War Day and Deer Valley are examples of the many connections that are made to the students' world.

- Various strategies with differentiated instruction are being used across the classes and often within the same class period. Students are engaged and actively involved in their learning in all classes.
- Projects and exhibitions are on display throughout the school. Teachers are using a variety of common assessments, both formative and summative.
- The master schedule allows a great deal of flexibility for teachers and students and all students have time to master academic skills.
- There are many support staff available and students make frequent use of them to complete academic projects. Co-teaching is used effectively in classrooms and students are able to get help whenever they need it.
- Teachers use common planning time to collaborate in meeting student needs.

Developmental Responsiveness

- The environment is very personalized and very student centered. Students demonstrate that they feel accepted and appreciated.
- School provides access to comprehensive services including strong supportive services, a strong student assistance program and a supportive administration.
- Technology is being integrated by teachers and is being used in classrooms through the use of Itouchs, Promethean Boards, laptops and BlendedSchools. There is a successful effort being made to encourage social skills development. Students regularly learn through a variety of instructional strategies.
- Teachers talk daily about relevant issues and allow students opportunities to develop their career and personal interests.
- Interdisciplinary projects are common across various disciplines including the non-academic and academic subjects.
- Students enjoy an array of exploratory classes and have access to a wide variety of clubs and activities that allow them to develop competence and explore individual interests. These include chess club, student council, jazz band, Club 24 and other musical opportunities.
- Students believe that their voice is heard, respected, and responded to in a positive manner on a regular basis. An active student council has representation from all homerooms.
- Parents are involved in all aspects of the school and appreciate the opportunity to enhance their children's education.
- Students learn through a variety of community service activities organized by the school and the teams.
- School provides numerous age-appropriate co-curricular activities including clubs, intramurals, student council, chorus, band and orchestra.

Social Equity

- There are appropriate curriculum offerings in specific subjects but most students are in heterogeneous groups in almost every class.
- There are multiple ways for students to demonstrate competence and differentiated assessment activities occur in many classrooms.
- Adjustments and adaptations that are specifically designed to meet student needs continue to be made on a regular basis.
- All students have access to valued knowledge.
- Students have multiple opportunities through the curriculum to expand their knowledge of and appreciation of some other cultures. IB is an option.
- Students are known and supported by their teachers and the support staff.

- Parents report that the school involves them regularly and that they are active participants.
- Rewards are provided to students for a variety of positive behaviors and the celebration of student work is evident throughout the school.
- School staff members respond appropriately to the make-up of the student population.
- Student behavior is exemplary and the school is safe and clean. Disciplinary referrals are low.

Organizational Support

- The school provides an atmosphere that supports the whole child.
- It is clear that the principal has the responsibility and has assumed the authority to hold the school improvement enterprise together.
- Expectations of continuous improvement are evident in the school. The school devotes resources to ensure that teachers have time and opportunity to reflect on their classroom practice and to learn from one another.
- There is good use of resources to provide appropriate professional development opportunities for staff.
- There are effective transition programs in place both with the feeder schools and with the 7-8 middle school.
- Many indicators are present demonstrating a high level of self-efficacy. The entire staff makes sure that all problems that arise are solved so that student needs are always met.
- District and school staffs embrace their professional responsibility to function as change agents.
- The district has done an effective job in recruiting staff who are tuned into the emotional and academic needs of young adolescents and then mentoring them effectively. There is a rigorous teacher induction program.
- Parents are involved in planning and carrying out a wide variety of school activities.