

MIDDLE SCHOOL TRANSFORMATION UPDATE

**Presented by the Department of
Curriculum and Instruction**



May 19, 2014

MIDDLE SCHOOL TRANSFORMATION PLAN

Purpose

To ensure that all middle school students have access to the rigorous coursework and challenging educational experiences necessary to lay the foundation for their future success.



MIDDLE SCHOOL TRANSFORMATION PLAN

Components

- **Implement IB MYP in both middle schools**
MYP “encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.”
- **Changes to academic placement so all students do challenging, honors-level work**
“Level Up” in ELA, Science and Social Studies
Consolidate levels in Math
Provide more structured support for struggling students
Provide more enrichment and challenging opportunities for all students



GENERAL OVERVIEW OF MIDDLE SCHOOL TRANSFORMATION

<u>YEAR</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
2012 to 2013	<p>All 6th grade staff participates in training for 2013-14 MYP implementation.</p> <p>Math placements reconfigured to a college prep and an honors level course. No changes to acceleration.</p>	<p>Math levels remain in the 2011-12 configuration, consisting of levels 2, 3, 4, and accelerated.</p> <p>Levels 2 and 4 English, Science, and Social Studies leveled up into a single placement—taught at the current pace and depth of level 4.</p>	<p>Math levels remain in the 2011- 2012 configuration, consisting of levels 2, 3, 4, 5, and accelerated.</p> <p>Level 3 ELA, Science, and Social Studies leveled up into level 4.</p> <p>Additional extra support provided for struggling students.</p>

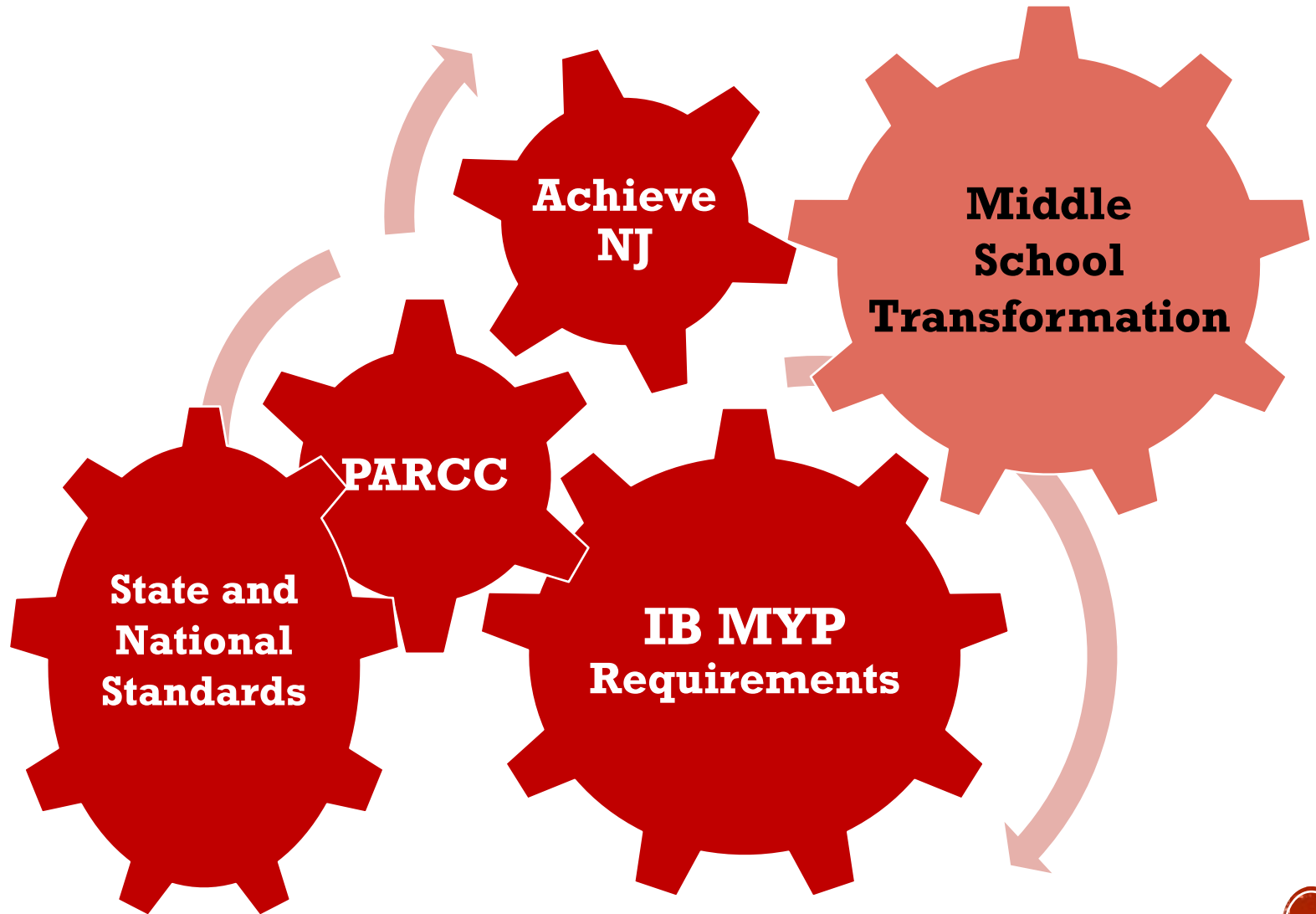
GENERAL OVERVIEW OF MIDDLE SCHOOL TRANSFORMATION

<u>YEAR</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
2013 to 2014	MMS/SOMS 6th grade students participate in MYP.	Math placements reconfigured to “college prep” and “honors.” Accelerated unchanged. All 7th grade staff participates in training for 2014- 2015 MYP implementation. Additional extra support provided for struggling students.	Math levels unchanged: levels 2, 3, 4, 5, and accelerated. Levels 2 and 4 ELA, Science, and Social Studies leveled up into a single placement – the pace and depth of level 4. Addition of accelerated group in ELA – take 9th grade English I Honors. Additional extra support provided for struggling students.

GENERAL OVERVIEW OF MIDDLE SCHOOL TRANSFORMATION

<u>YEAR</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
2014 to 2015	MMS/SOMS 6th grade students participate in MYP.	MMS/SOMS 7th grade students participate in MYP.	Math placements reconfigured to “college prep,” “honors,” and “high honors.” Accelerated placement unchanged. All 8th grade staff participates in training for 2015-2016 MYP implementation. Additional extra support provided for struggling students.

EXTERNAL INFLUENCERS ON THE MIDDLE SCHOOL TRANSFORMATION



COMPONENTS OF THE MIDDLE SCHOOL TRANSFORMATION

Curriculum

Instruction

Assessment

Professional
Development



1. Curriculum

- **Alignment to National and/or State Standards**
- **Ongoing curriculum revision**
- **Unit development requiring a common understanding of IB unit design and construction**



1. Curriculum

- **English Language Arts to include a multi-genre component, incorporating art, music, and nonfiction (essays, articles, memoirs), to name a few.**
- **Fine Arts implementation of process journals.**
- **Music Department piloted a World Drumming elective.**
- **World Languages: Spanish reintroduced in 6th grade.**
- **In addition to Accelerated Math opportunities, an Accelerated English Language Arts class was added.**



2. Instruction

- **Teaching curriculum through the “IB lens”**
- **Consistent articulation across middle schools.**
- **New instructional resources: ChromeBooks, new textbooks, e-readers.**



2. Instruction

- **MYP Unit Plans**
- **Concept-Based Learning and International Mindedness**
- **Shift from Teacher Centered to Student Centered Experiences.**
- **Assessment: Formative Assessments, Criterion-Related Rubrics (Standards-Based Assessments), and Student Self-Assessments**
- **Student and Teacher Reflection**



3. Assessment

- **Quarterly Assessments aligned to PARCC design**
- **Common Assessments (Mid-Terms and Finals)**
- **Student Growth Objectives (SGOs)**



3. Assessment

- **Authentic, Performance-Based Assessments**
- **During the Summer 2014: Creating PARCC-aligned Quarterly Assessments.**
- **Criterion-Related Assessments and Rubrics**
- **Student Growth Objectives by all teachers in all disciplines**



4. Professional Development

- **At least one teacher in every department has attended Subject-Specific MYP Level 2/3 Workshop.**
- **MYP full-day content-area initiatives led by Department Supervisors and/or Middle School Principals and IB Coordinators.**
- **Supervisors and/or IB Coordinators lead meetings twice per month.**



4. Professional Development Off-Site

- **IB Requires 1 teacher from each department attend 1 off-site training prior to authorization**
- **2012-13: 15 teachers, 4 administrators, & 2 coordinators attended off-site training (3-4 days)**
- **2013-14: 16 teachers, 5 administrators, & 2 coordinators attended off-site training (3-4 days)**
- **Principals have attended no fewer than 3 IB/MYP off-site training sessions**
- **Faculty who attend off-site training turn-key for SOMSD staff**



4. Professional Development

On-Site

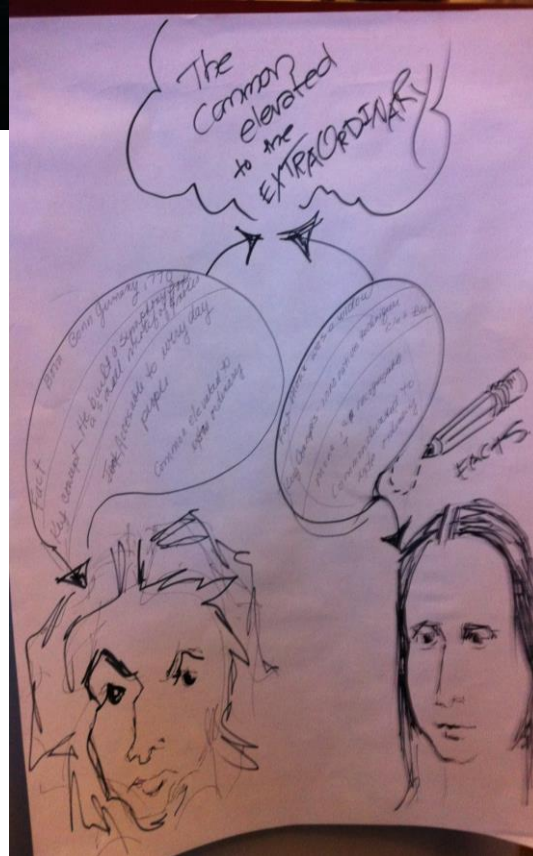
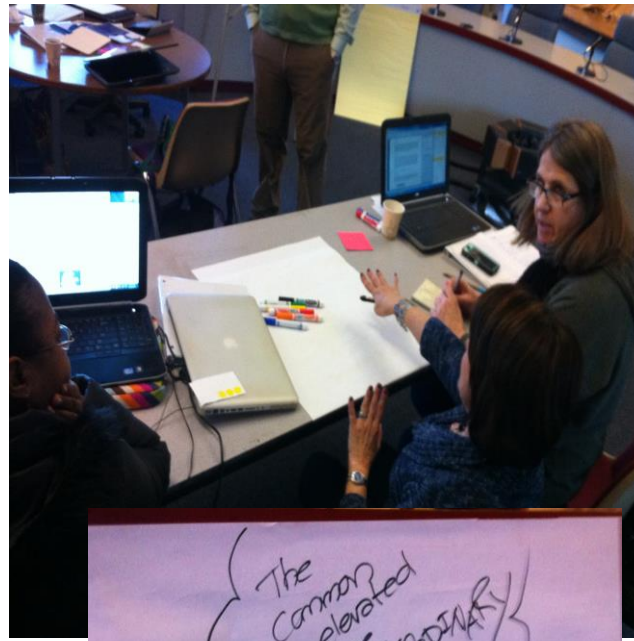
- **All Middle School staff participate in IB/MYP work sessions one Tuesday per month**
- **IB/MYP Coordinators provide ongoing support during the school day and periodically, outside of the school day.**
- **September 2012 – All staff at both middle schools attended on-site full day training**
- **Summer 2013 – All district administrators attended on-site 2 day training**

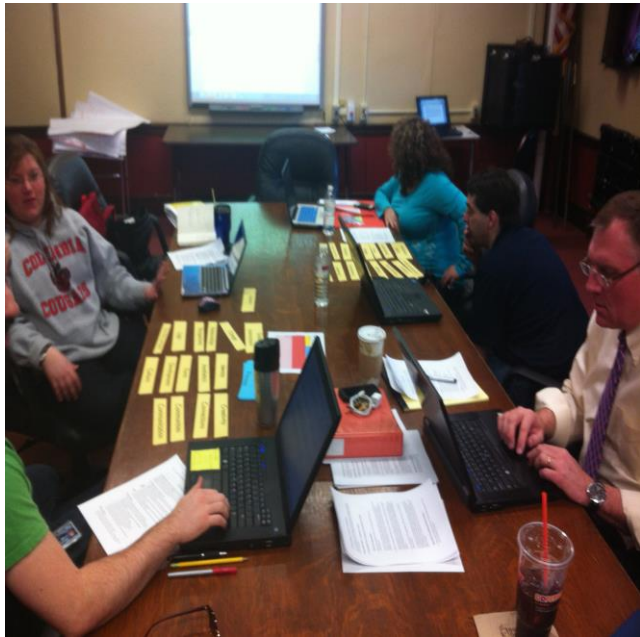


4. Professional Development On-Site

- **Focus on international mindedness**
- **Concept-Based Learning – content organized into enduring understandings (big ideas); learning is relevant, meaningful and transferrable via the development of unit plans**
- **Modeled IB classroom format: visual representations, flexible grouping strategies, gradual release of responsibility, reflection, formative assessments, questioning strategies, self-assessments.**







economic
Skills

- ① Verbal Communication
 - Socratic Seminar
- ② Evidence-Based Argument Writing
 - (HEATY PRACTICE)
- ③ Reading for Meaning
 - ④ Citation-Bibliography Writing
 - ⑤ Investigation + Research
 - 6 determine valid sources
 - 7 evaluate a source for bias
 - 8 How to write - essays

9. Active teaching
margin note-taking
Summarize main idea
looking
10. Habits of professional



Sol: Power influences the relationships within human-made systems.

Factual:
 What societal structures held power in Medieval Europe and in what ways did these structures affect people's lives?

Conceptual:
 How are systems used to create, sustain, and legitimize power?

Debatable:
 To what extent did the power of these hierarchical systems positively impact Medieval life?



WHAT'S NEXT?

- Consolidation of Math levels in 8th grade
- Implementation of IB moves to 7th grade
- Training continues with a focus on grade 8
- Strategic Plan for Authorization
- Authorization Visit in 2015



CONCLUSION

All of this work is being done to further the District Goals set by the Board of Education, specifically:

Goal One: Student Learning

The South Orange-Maplewood Public Schools will promote the intellectual development of all students, challenging and inspiring them to do their best.

Objective B, Learning Opportunities

Rigorous curricula, differentiated instruction and expanded learning opportunities will enable all students to thrive and fulfill their academic potential.

