

*Celebrating a Learning Community  
Through  
Caring, Communication and Commitment*

*Saxe Middle School*  
Sixth Grade Program

Greg Macedo  
6<sup>th</sup> Grade Administrator & Saxe Principal

*A Learning Community*  
*Celebrating*  
*Caring, Communication and Commitment*

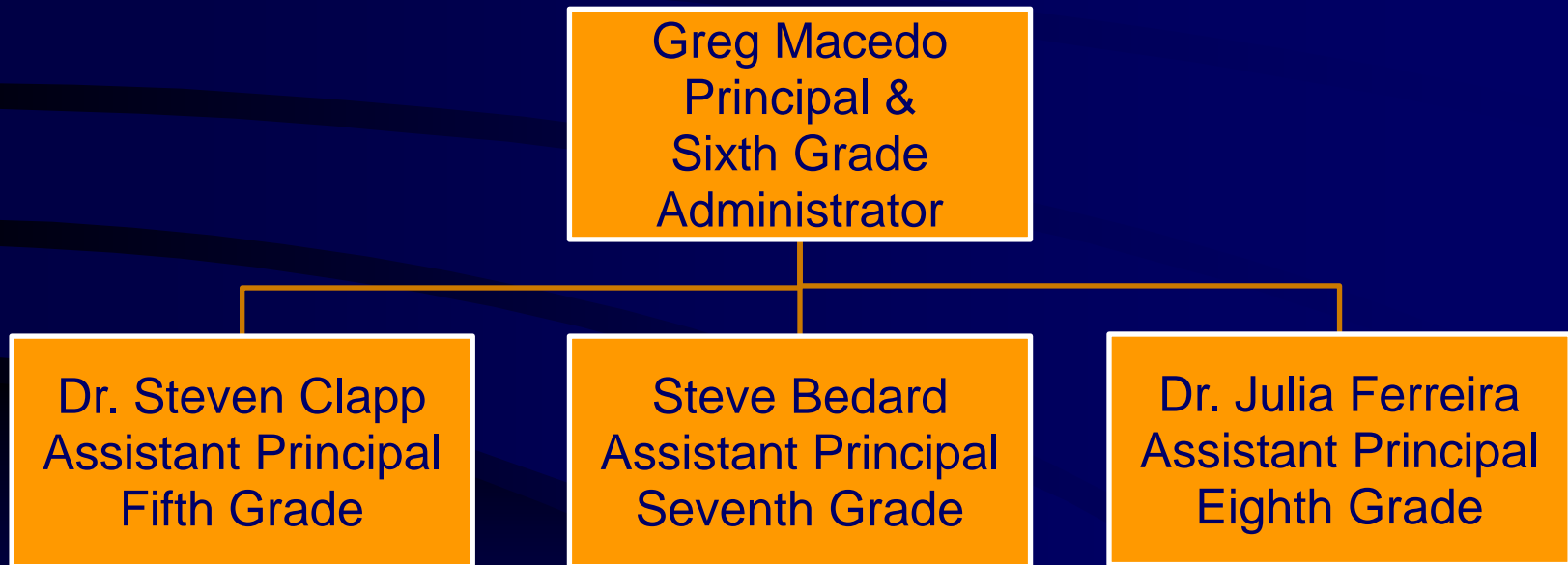


Learning - Focused



# Saxe Administration

## 2017-18



<http://www.ncps-k12.org/Domain/10>

- Click on Teacher Sites for our teacher & team classwork and homework
- Click on Parents and then Curriculum for information about the 6<sup>th</sup> grade curriculum
- Click on Parents and then PTC for Saxe Parent Teacher Council information

# Support Faculty/Academic

- Language Arts Coordinator 5-8
- Reading Specialist
- Reading Resource Teachers
- Social Studies Coordinator 5-8
- Math Coordinator K-12
- Math Specialist 5-8
- Science Coordinator K-12
- World Language Administrator 6-12
- Special Education Administrator 5-8
- Instructional Aides

# Aspirations Pyramid



# The Middle School Student

- Dependence v. Independence
  - Managing the Balance
  - The “Right Mixture”
- Developmental Changes
  - Physical
  - Psychological
  - Social



# Support Staff/Social Emotional

- Guidance Counselor
- Psychologist
- Social Worker
- Student Support Team (SST)
- Planning/Placement Team (PPT)
- Nurse

One unintended consequence of  
social development:  
Bullying

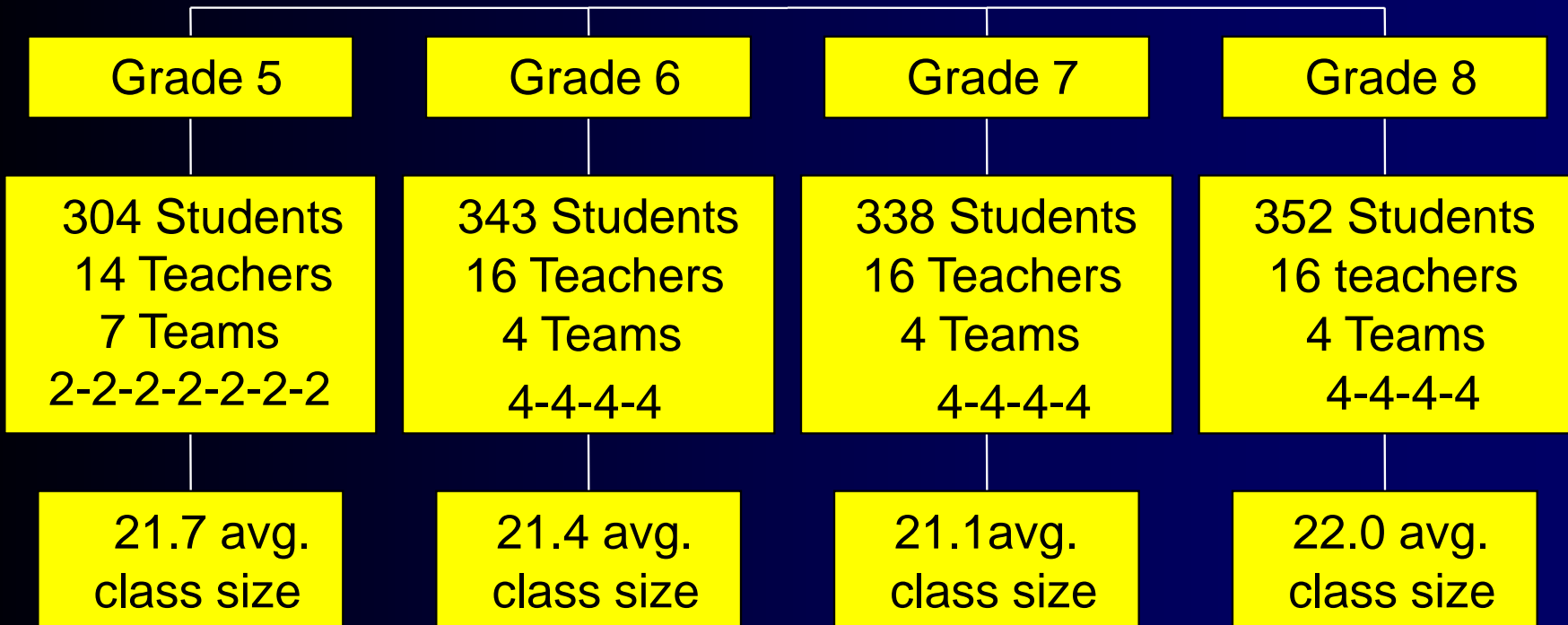
Is defined as:

Any repeated behavior that is done to hurt, intimidate or abuse power over another person(s) or group. It can be verbal, non-verbal, or physical.

# Anti-Bullying Law

- Anonymous and “name-given” reports allowed by students and parents
- “By-standers” must report bullying
- School staff must investigate
- Consequences must be given
- Parents must be informed
- Parent to Parent Meeting must be offered
- Official records must be kept
- Bullying must stop

# How is the middle school organized to meet student needs? (Anticipated for 2018-2019)



# Grade 5 into 6

- World Language Meets Each Day
- New peers on 4 Homeroom Team
- Eligibility for 5/6 School Musical
  - Report Card Grades for Marking Periods 1-4
  - Higher Expectations
  - Improved Results

# Grade 6 into 7

2<sup>nd</sup> Year of World Language

Eligibility for 7/8 School Musical

New peers on team

Higher Expectations

Improved Results

# Grade 7 into 8

3rd Yr. World Language

New peers on team

Higher Expectations

(Report Card Grades for Marking  
Periods 1 & 2 are factored into 9<sup>th</sup>  
grade Honors Placement)

Improved Results

# Additional Criteria for 9<sup>th</sup> Grade Honors Placement

- Report Card Grades-MP 1 & 2
- Smarter Balanced Assessment Scores
- NCHS Dept. Screening Exams (English, History, Science)-Winter 8th
- Teacher Recommendations-Winter 8th



# The “Leading School”

“Even if more than 80 percent of our students are meeting state standards, we still have a lot of work to do...Not only do we need to work on the 15 to 20 percent of our students who are not yet proficient, but we clearly need to provide a higher level of challenge for those students for whom our state standards are a floor, not a ceiling”

Douglas B. Reeves, 2006

# The “Leading School” Framework

Douglas B. Reeves, 2006

## Lucky

High Results

Low Antecedents

Replication of success unlikely

## Leading

High Results

High Antecedents

Replication of success likely

## Losing

Low Results

Low Antecedents

Replication of failure likely

## Learning

Low Results

High Antecedents

Replication of success likely

# Antecedents of Excellence

## Planning

Cause/Effect Correlations

Strategies driven by needs

Analysis of actions

Desired Student results linked to  
causes

## Implementation

Measurable goals

Focused actions

Multiple assessments

Documented coaching/mentoring

Embedded professional development

## Monitoring

Data provided and compared

Required evidence of learning

Results disseminated and transparent

# Standardized Testing at Saxe

- What is tested?

*Lifelong learning skills & strategies*

- When do we test?

*March through May-Grades 5 through 8*

- Why do we test?

*To assess the annual progress of each student*

# What Did We Test?

## Former CMT Content Areas

<u>Reading</u>	<u>Writing</u>	<u>Math</u>
<p><b><u>Initial Understanding</u></b></p> <p>Main Idea or Theme</p> <p>Details</p>	<p>Narrative</p> <p>Expository</p> <p>Persuasive</p>	<p>Number Sense</p> <p>Operations</p> <p>Estimation</p> <p>Measurement</p>
<p><b><u>Interpretation</u></b></p> <p>Connections</p> <p>Structure</p> <p>Conclusions</p> <p>Evidence</p>	<p>Organization</p> <p>Elaboration</p> <p>Fluency</p>	<p>Geometry</p> <p>Probability</p> <p>Patterns</p> <p>Algebra</p> <p>Discrete Math</p>
<p><b><u>Reader to Text</u></b></p> <p><b><u>Connections &amp; Examining</u></b></p> <p><b><u>Content &amp; Structure</u></b></p> <p>Elaboration</p> <p>Judgment</p> <p>Predicting</p> <p>Synthesizing</p> <p>Evaluating</p>	<p>Spelling</p> <p>Grammar</p> <p>Usage</p>	<p>Integrated Understanding</p>

# What Did We Test?

## Lifelong Learning Skills & Strategies

<u>Reading</u>	<u>Writing</u>	<u>Math</u>	<u>Bloom's Tax.</u>
Initial Understanding	Organization	Basic Skills	Recall & Comprehension
Interpretation	Elaboration	Application	Application
Reader-Text Connections (Judgment)	Fluency	Ideas	Analysis, Synthesis & Evaluation

# When Do We Test?

- SBAC administered in Grades 5,6,7 & 8
- Science Grades 5 & 8 only
- March through May
- March- First Week

# Why Do We Test?

## What's Important for Parents?

- Expecting annual progress against CT state standards. In the future, scores can be referenced against previous year.



## Schedule Summary for Grades 6-8

- **Next year, all students in Grades 6-8 are placed on a grade level team comprised of four academic teachers representing Language Arts, Math, Social Studies and Science. Students will also be enrolled in a Workshop period, which offers both academic and special area skill development.**
- **Music classes in band, orchestra and choral will take place during Specials period in addition to Art Classes and PE Classes (6 Day Rotation)**

## Schedule Summary for Grades 6-8

- At the completion of Grade 7, World Language teachers will recommend eligible students for the *Advanced World Language* course available in Latin, Spanish or French. This course is designed for students who can learn Grade 8 and Grade 9 World Language in a single year. They will leave Saxe capable of Honors, 10<sup>th</sup> grade WL.

# Summary of Gr. 5, 6, 7, 8 Math Levels currently in 2017-2018

- Grade 5

- Compacted Math 5/6 39%
- Math 5 61%

- Grade 6

- Compacted Math 7/8 13%
- Math 7 25%
- Math 6 62%

## Grade 8

- Grade 7

- Algebra (Math 9) 9%
- Pre-Algebra (Math 8) 21%
- Compacted Math/7/8 13%
- Math 7 57%

- Geometry (Math 10) 10%
- Algebra (Math 9) 40%
- Pre-Algebra (Math 8) 50%

# How do we construct teams to achieve the most equal distribution?

(Present Gr. 6 2017-18)

6 - 1

6 - 2

6 -3

6 -4

43

1 Compacted 7/8

1 Compacted 7/8

85

1 Math 7

1 Math 7

1 Math 7

1 Math 7

209

2 Math 6

3 Math 6

3 Math 6

2 Math 6

337

85

87

86

79

# How do we construct teams to achieve the most equal distribution?

(Present Gr. 7 2017-18)

	7 - 1	7 - 2	7 -3	7 -4
34		1 Algebra	1 Algebra	
72		1 Pre-Algebra	2 Pre-Algebra	
44	1 Compacted 7/8			1 Compacted 7/8
201	3 Math 7	2 Math 7	1 Math 7	3 Math 7
351	89	89	87	86

# How do we construct teams to achieve the most equal distribution?

(Present Gr. 8 2017-18)

	8- 1	8 - 2	8 -3	8 -4
28		1 Geometry		1 Geometry
118	2 Algebra	1 Algebra	1 Algebra	2 Algebra
157	2 Pre-Algebra	2 Pre-Algebra	2 Pre-Algebra	1 Pre-Algebra
303	75	77	75	76

# How do we construct teams to achieve the most equal distribution?

(Next Year Gr. 6 2018-19 Projected)

	6- 1	6 - 2	6 -3	6 -4
43	1 Compacted 7/8			1 Compacted 7/8
86	1 Math 7	1 Math 7	1 Math 7	1 Math 7
214	2 Math 6	3 Math 6	3 Math 6	2 Math 6
343	86	85	86	86

# Grades 6-8 Workshop

All Students will rotate through:

<b>C. Orlando/M. Tiscia</b>	<b>Health Education</b>
<b>Core Teacher</b>	<b>Social Studies &amp; Digital Citizenship Workshop</b>
<b>Core Teacher</b>	<b>Lang. Arts Workshop</b>
<b>Core Teacher</b>	<b>Math Workshop</b>
<b>Core Teacher</b>	<b>STEM Workshop</b>



# A Typical Day-6th Grade

## Student Schedule

1. School opens for Gr. 7/8
2. Art/PE/Music  
or World Language
3. Workshop
4. Language Arts
5. Math 6
6. Lunch
7. Art/PE/Music  
or World Language
8. Social Studies
9. Science

## Team Teacher Schedule

1. Not Yet at Work
2. Planning/Team Mtg.
3. Math Workshop
4. C 7/8 Math
5. Math 6
6. Lunch
7. Team Mtg/Planning
8. Math 6
9. Math 7

# Typical Weekly Schedule-Grades 6-8

- 5x Week Science, Math, Soc. Studies,  
Lang. Arts, World Lang.
- 5x Week Workshop
- 2x Week P.E., Art, Music (6 day rotation)

## Homework:

- Gr. 6 7.5 Hours Weekly/1.5 Hours Avg. Nightly
- Gr. 7 10 Hours Weekly/2.0 Hours Avg. Nightly
- Gr. 8 12.5 Hours Weekly/2.5 Hours Avg. Nightly

# How Can Parents Help?

(Review the Student Handbook  
at start of each marking period)

- Reinforce the 3 C's at home for your child to demonstrate in school...
- Model the 3 C's when problem solving with your child...
- Attitude + Behavior (Skill) + Effort  
*Caring + Communication + Commitment*

# Student Handbook Table of Contents

## (*Actions and Rules*)

<u>Caring</u>	<u>Communication</u>	<u>Commitment</u>
<i>Belonging</i>	<i>Bystander Reporting</i>	<i>After school activities</i>
<i>Bullying prevention</i>	<i>Decision Making</i>	<i>Career Planning</i>
<i>Confidence to Take Action</i>	<i>Interpersonal Skills</i>	<i>Goal Setting</i>
<i>Differences</i>		<i>Leadership</i>
<i>Feelings</i>	After School Appointments	<i>Resisting</i>
Buses	Announcements	<i>Role Model</i>
Cafeteria	Closing of School	<i>Spirit of Adventure</i>
Fire Drills	Dismissal from School	<i>Study Habits</i>
Food Allergies	Guidance Counseling	Absence from school
Gifts Policy	Internet Conduct	Appropriate School Articles
Nurse's Office	Parent Conferences	Arrival to School/Tardiness
Injury at School	Personal Appearances	Guidelines for Behavior
Lockdown Drills	Student Support Team	Homework
Lockers	Telephone Use	Library
Safety in Town	Visitors	Student Council ( A Team)
"Stranger Danger"	Web Site Information	(Student Leadership Team)
		(Student Improvement Team)

## Shifting Parent Role

From: Parenting children

To: Parenting “emerging adolescents”

- Develop and Support the “40 Assets”

<http://www.search-institute.org/assets/forty.htm>

- Monitor and Adjust for Developmental Issues:

Internet Safety

Physical Safety

Experimentation (language, boundaries, tobacco and substance use/abuse, sexual behavior)

### External Assets

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood**—Young person experiences caring neighbors.
- 5. Caring school climate**—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
- 7. Community values youth**—Young person perceives that adults in the community value youth.
- 8. Youth as resources**—Young people are given useful roles in the community.
- 9. Service to others**—Young person serves in the community one hour or more per week.
- 10. Safety**—Young person feels safe at home, school, and in the neighborhood.
- 11. Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer relationships**—Young person's best friends model responsible behavior.
- 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.
- 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

## Internal Assets

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

# *“Internet Safety”*

- *Go to Saxe Home Page*
- *Find top tab and Click on Students*
  - *Then click on Library*
- *Then click on Technology Integration*
- *Students will learn which online behaviors and practices are safe and appropriate and which are not...*



# *For All Grade 6 Parents:*

## School Physical-Immunizations

### **FINAL NOTICE**

**May 2018**

Dear Grade 6 Parents:

This is the final reminder that Connecticut state law mandates that all 6th graders have a physical exam completed during 6th grade. The blue Connecticut physical exam form must be on file in the health office before year end.

**Connecticut State Law prohibits your child from proceeding to the 7th grade without this form completed.**

Please contact your child's school nurse, Joelle Graham R.N. at 594-4526 with any questions or concerns.

# Final Thoughts

- Lifelong Learners must acquire and should excel at the “gateway” academic skills and effective learning strategies before they attend high school.
- Standardized tests do not measure motivation, persistence, self-knowledge, social skills, creativity, artistic/musical skills, wit & humor or ethical behaviors.
- The Saxe Mission of a Learning Community Celebrating Caring, Communication and Commitment strives to increase the probability that both academic and social learning will be continuously improving for every student.

*A Learning Community*  
*Celebrating*  
*Caring, Communication and Commitment*

