

BALLSTON SPA MIDDLE SCHOOL BUILDING LEADERSHIP



THE TEAM

- Rebecca Farrell, LOTE Teacher
- Mary Barrette, LOTE Teacher
- Angela Johanning, Math Teacher
- Michelle Brandt, Math Teacher
- Valerie Valla, Science Teacher
- Jason Belknap, Art Teacher
- Kim Pusatere, SS Teacher
- Alison Paley, ELA ITL 6-8
- Jennifer Callender, Math Teacher
- Michelle Palmer, Counselor
- Sarah Albrycht, LOTE Teacher
- Kathy Cline, SPED Teacher
- Erin Pezzulo, School RN
- Chris Perrone, SS Teacher
- Pam Motler, Principal
- Kim Bolster, Assistant Principal
- Andrew Muller, Assistant Principal
- Diane Irwin, Science Coordinator
- Rhonda Mascardi, TA and Parent
- Stacey Gouvitsas, LOTE Teacher
- Gaylen Wichrowski, Social Worker
- Christine Jones, Social Worker

BALLSTON SPA MIDDLE SCHOOL

A photograph of the exterior of Ballston Spa Middle School. The building is a two-story structure with a brick facade and large glass windows. A sign above the entrance reads "BALLSTON SPA MIDDLE SCHOOL". An American flag flies on a tall pole to the right of the building. The foreground shows a paved walkway and some greenery.

SCHOOLS TO WATCH DOMAINS

- ❑ Academic Excellence
- ❑ Developmental Responsiveness
- ❑ Organizational Structure
- ❑ Social Equity

TARGETED WORK 2015-16

1. Academics
2. Grading Consistency
3. Transdisciplinary Work
4. Suspension Solutions

(But first...Let's talk about 6th Grade!)



PEER LEADER PROGRAM

Year Two: A success!

- ☐ 225 students at the kick-off
- ☐ Weekly contact with Leaders
- ☐ Monthly Peer Leader meetings
- ☐ Monthly Events

6TH GRADE: AFTER THE TRANSITION

You've Transitioned.
So, What's Next?

- Acclimation to the building's structures, procedures and expectations
- Steven Covey's *7 Habits of Highly Effective People*



6TH GRADE HABITS

Habit 1: Be Proactive



- ~I am a responsible person
- ~I take initiative
- ~I choose my actions and attitude
- ~ I am respectful of myself and others



6TH GRADE HABITS

Habit 2: Begin with the End in Mind



- ~I plan ahead and set goals
- ~I am an important part of my class
- ~I think about the consequences of my actions before I act

6TH GRADE HABITS

Habit 3: Put first things first



- ~I spend my time on important things
- ~I make a schedule
- ~I study first, then play
- ~I am disciplined and organized
- ~ I stay focused on my task

ACADEMIC GOALS

- Restructure curriculum surrounding Math Common Core Algebra extending grades 8-9
- Transdisciplinary pilot expansion to all three teams grades 6 and 7 and Science 8
- Incorporation of literacy skills in Social Studies and LOTE to promote ELA success
- Science: Departmental item analysis of the pre-assessment and post-assessment data for 5th, 6th, 7th, & 8th as well as the NYS 8th grade science assessment. Curriculum revisions will be made based on these findings.



ORGANIZATIONAL STRUCTURE GRADING CONSISTENCY



Identify

- Inconsistent Systems, Structures, (i.e. Grading, homework, classroom expectations)

Study

- Best practice Middle Level Systems

Revise

- Systems to create a more cohesive organization

GRADING CONSISTENCY

- ❑ “F” Grade
- ❑ Report Card Grading Categories
- ❑ Category Percentages
- ❑ Homework



EXPLORING TRANSDISCIPLINARY WORK

Interdisciplinary

Begins with the disciplines and tries to connect disciplinary work through the same theme but different assignments and projects.

Transdisciplinary

Begins with a PROBLEM or an ESSENTIAL QUESTION, then content area teachers approach the problem and pull their content in to help answer the question/solve the problem



21ST CENTURY LEARNING

“The 21st Century challenge is not a knowledge competition anymore. It is an *innovation* competition.”

“Soft skills: Communication and creativity are not to be treated softly- they are to be treated with rigor. Students need to be able to critique, create, go through trial and error and become problem solvers.”

~Tony Wagner

Author: The Global Achievement Gap



BUILDING EXCELLENCE IN STUDENT WORK: CRITIQUE, REVISION AND THE POWER OF FEEDBACK AUSTIN'S BUTTERFLY





SUSPENSION SOLUTIONS:

Suspension Rates identified In
STW Report as “High”

Two Pronged Approach:

1. Preventive Action
2. Suspension Alternatives

TEACHER/STUDENT MENTOR PROGRAM

“Super Mentor” Pilot Program

- 41 Teachers, Administrators and Staff**
- 52 6th, 7th and 8th grade students**
- Monthly Mentor/Mentee gatherings**
- Weekly mentoring opportunities**
- Monthly surveys for both Mentee and Mentor**

RESTORATIVE JUSTICE

- “Restorative Justice is a global social movement focused on meeting the needs of harmed parties, building community, and holding offenders accountable by identifying the harm caused by crime or misconduct and helping them take responsibility through meaningful dialogue with harmed parties, rebuilding trust, and repairing harm. In schools, RJ has been shown to improve school climate and academic success while lowering suspension and expulsion rates.”
- . After 3 classroom referrals, the teacher, an administrator or Dean will meet for a Restorative Justice conversation
- Staff/Faculty PD Opportunities in RJ (Admin will be attending first training/seminar October 21st).





ACADEMIC AFTER HOUR AND SATURDAY SESSIONS

Academic After Hour:

Tuesdays/Thursdays

Students are placed by
Administration to assist teaching
teams

Saturday Sessions

Students are placed by
Administration as suspension
alternative