

Middle Level Committee

**Spring 2016 - Report Out:
Our Findings and Recommendations**

Convene monthly meetings of the Middle Level Committee (comprised of certificated staff, parent representatives and administrators from all three middle schools) to evaluate the current middle level program, including the analysis of: the daily schedule (allocation of time), the organization of students, and the organization of staff, the curricular programming, the pedagogical approach, and the co-curricular/extra-curricular opportunities.

Board Goal - target expectation

The work of the Middle Level Committee from April 2015 - May 2016

The middle level committee started its work in April of 2015 by discussing characteristics that students should possess and demonstrate when leaving our middle schools.

Here is a list of characteristics that the middle level committee came up with using “This We Believe” as a research support:

[Organized](#)

[Reflective](#)

[Confident](#)

[Resilient](#)

[Problem Solver](#)

[Skilled Communicator](#)

[Risk Taker](#)

[Curious](#)

[Well Rounded](#)

[Open Minded](#)

[Self-Advocate](#)

[Responsible](#)

[Globally Minded](#)

[Compassionate](#)

[Happy](#)

[Flexible](#)


[Collaborative](#)

Note: See Handout - Middle School Student Characteristics

2016 Spring Survey

Cherry Hill Public Schools Middle Level Committee

Note: See Handout - Survey Questions



Summary of Spring 2016 Survey

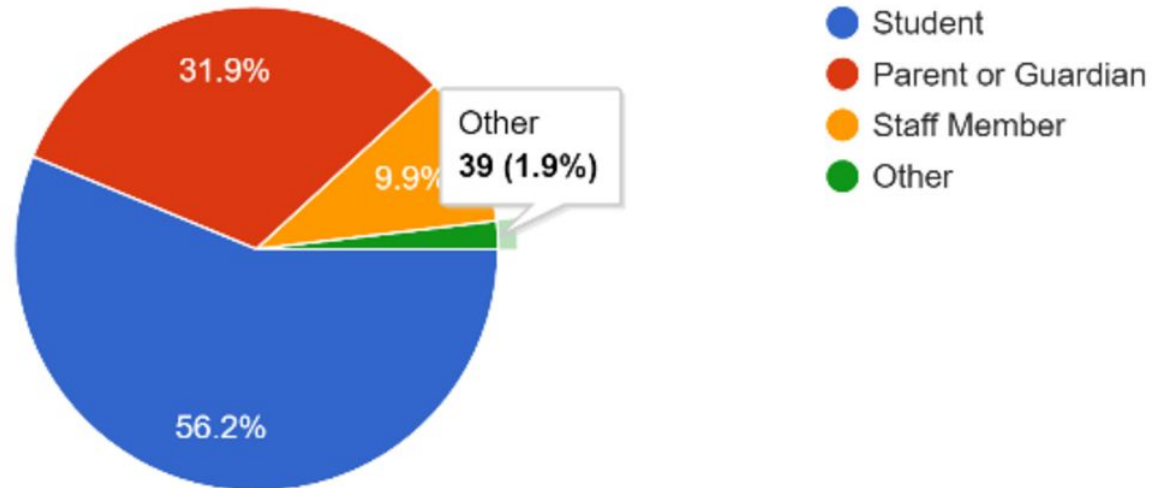
- The survey was created by the Middle Level Committee with the intent of gaining community input:
 - To determine what the community values and record feedback on instructional and extracurricular programs
 - Expand stakeholder groups surveyed (included students)
 - The survey was distributed and made available to students, parents, teachers, and community members
 - The survey was open to collect responses on April 12, 2016 and closed at 7pm on April 20, 2016
 - Feedback collected from the survey to guide final recommendations

Results

- 2,187 responses were collected
- 82 of the responses were duplicates from the same respondents and were deleted
- 17 were deleted for use of offensive language
- 2,088 responses were deemed original and analyzed

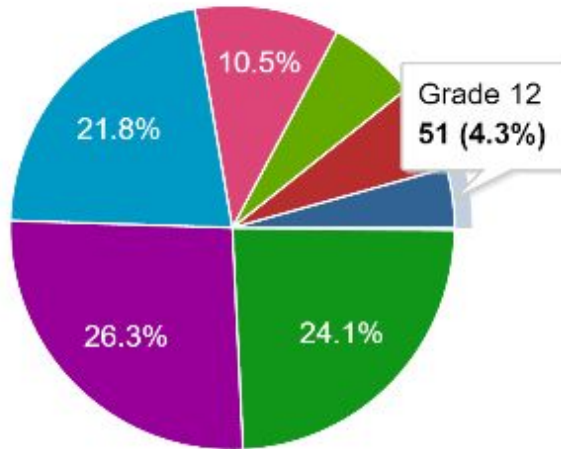
Results

Please identify what best describes you



Results

Current grade level (1176 responses)

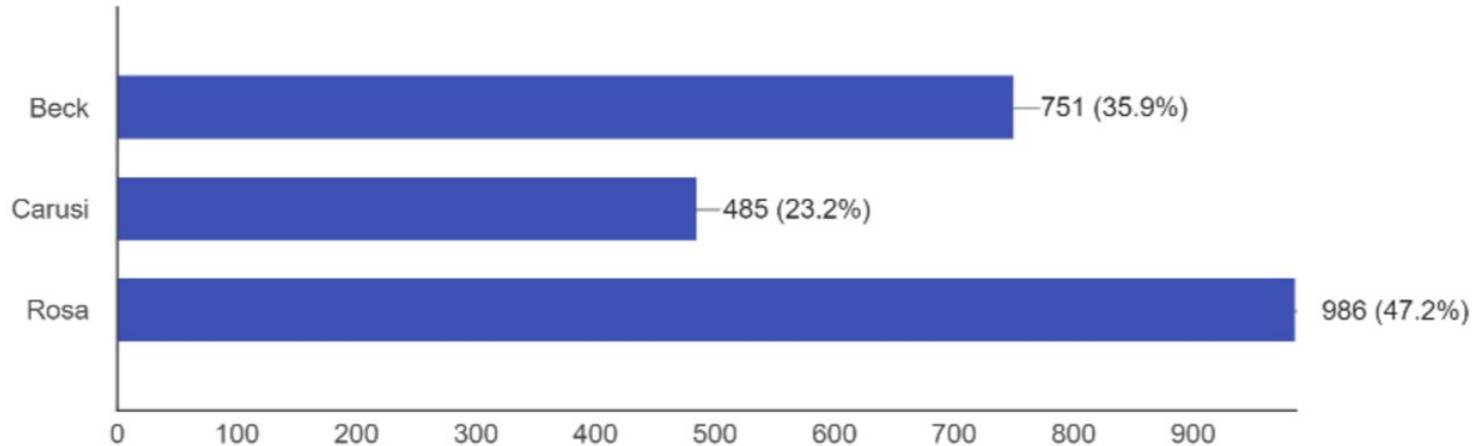


Of student responses:

<u>Grade</u>	<u>%</u>	<u>N</u>
6	24.1	(283)
7	26.3	(309)
8	21.8	(256)
9	10.5	(124)
10	6.4	(76)
11	6.5	(75)
12	4.3	(51)

Results

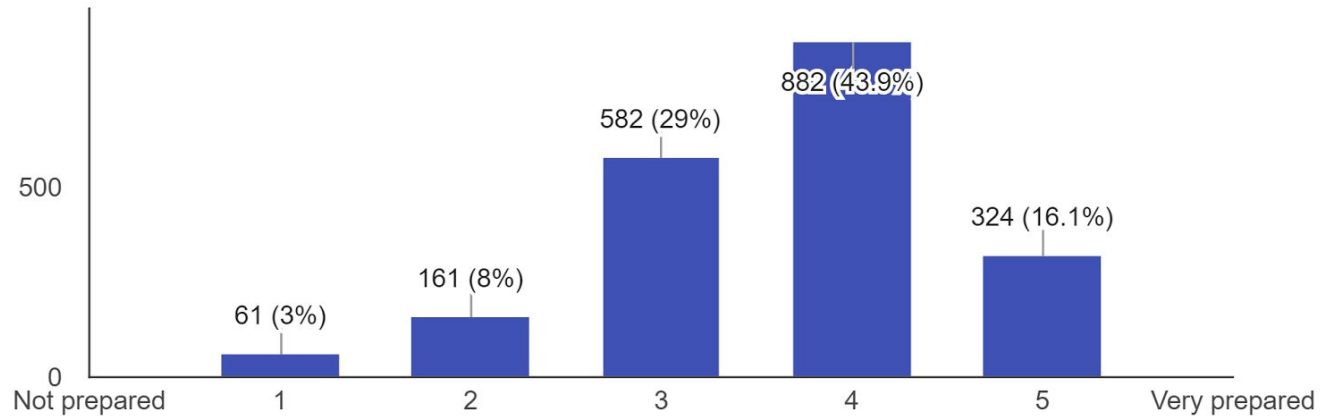
Please indicate the Cherry Hill Middle School(s) which you attend, have attended, or are affiliated



Results

How prepared are our Cherry Hill middle school students for the rigor and academic demands of high school?

(2010 responses)



Results shared

The results of the survey were shared at the Middle Level Committee. The members were able to ask questions about the survey results, and review the responses.

Committee members then worked in smaller groups to read through the qualitative responses.

<https://docs.google.com/forms/d/1tO7Z6kKLX8JejqkZR0chulz79SH1LQQnrNcF0JSnlql/viewform>

Questions?



This We Believe

Article AMLE - Organization of Philosophy 4 Areas

This We Believe posits that education for young adolescents should have four central attributes

Note: See Handout - AMLE Article

Empowerment

This We Believe calls for middle schools to provide young adolescents with the knowledge and skills for future success and to empower them to imagine and construct their own future learning trajectories.

Developmentally Responsive

Middle schools that focus on the developmental needs and potential of young adolescents provide structured opportunities for activities that allow students to physically and mentally prepare for the day, engage socially with peers, and release energy.

Equitable

This We Believe calls for creating a classroom environment in which all students can learn.

Rigor/Challenge

Administrators and teachers must hold high expectations for what young adolescents can do and create opportunities for them to push themselves, essentially raising the bar for their intellectual development.

Be mindful of our purpose

Research found regarding middle level education has been rooted in philosophy and lacking a concrete roadmap for a model middle school. We have many things to celebrate and many things to continue monitoring as it is our responsibility to never remain stagnant, uncover trending issues, and provide the best opportunities for our students.

Points of Pride Across our Middle Schools

- ★ Schedule that allows for a full-time advisory program
- ★ Interdisciplinary team model
- ★ Award-winning arts and music programs with a high percentage of student involvement
- ★ Students leave middle school with the option to enroll in level 2 of their selected world language
- ★ Students have access to complete Algebra 1 and Geometry in middle school
- ★ Nationally recognized schools of character

Recommendations

Recommendations

The committee has concluded that the attributes of being developmentally responsive, challenging, empowering, and equitable need to be used when shaping programs to address the needs of our middle school students.

Our hope is to grow our schools to best support well-rounded and consistent experiences for all our students at our three middle schools.

Recommendations are aligned with the Board of Education achievement goal by examining the:

- Organization of students
- Daily schedule (allocation of time)
- Instructional programming
- Pedagogical approach
- Co-curricular/extra-curricular opportunities

Organization of Students

Increase transitional supports for our students

The following items need to be addressed with a plan for implementation during the 2017 – 2018 school year to provide more clarity in regards to programs offered at the Middle Level:

1. Students moving from 5th to 6th and from 8th to 9th.
2. Develop programs that address both peer to peer and teacher to student relationships.
3. Examine co/extra curricular program offerings at the three schools.
4. Informational meetings and other opportunities for parents to understand curricular pathways and co/extra curricular program offerings at the three schools.
5. Vertical articulation within our curriculum (see Instructional Programming slide).

Analysis of Daily Schedule

This included the examination of the master schedule and advisory program to address the academic and social needs of a Middle School student

The following items need to be addressed with a plan for implementation during the 2017 – 2018 school year to provide more clarity in regards to programs offered at the Middle Level:

1. Consistency in Master Schedules across all schools with specific attention given to content area time allocation – similar to that of the elementary and high schools.
2. Revisit pedagogy, focus, and structure of advisory program to build consistency in implementation.
3. Offering choice for elective opportunities.
 - a. Such as exploring advisory mini-courses, exploratories, and other student choice selections.

Instructional Programming and Pedagogical Approach

Increase instruction in the areas of study skills, time management, organization, and note taking

The following items need to be addressed with a plan for implementation during the 2017 – 2018 school year:

1. Create a formalized instructional model that is appropriately aligned with grade level needs to teach students the aforementioned skills during the advisory period.
2. Increase application of the aforementioned skills formally across current classes.

Instructional Programming and Pedagogical Approach

(Con't)

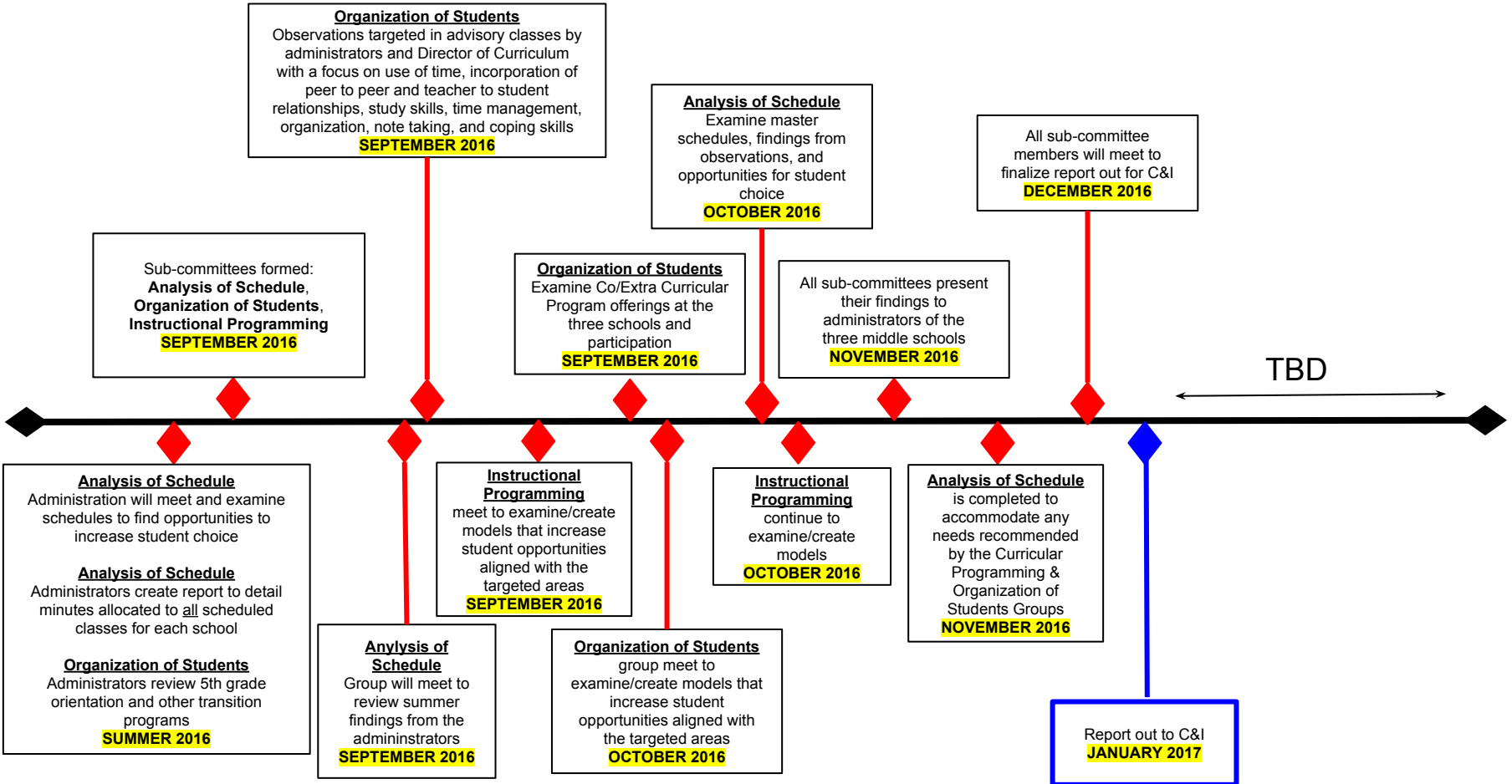
Increase opportunities for language acquisition within our schools

The following items need to be addressed with a plan for implementation during the 2017 – 2018 school year:

3. Focus Professional Learning Community (PLC) work on pedagogical approaches that support language acquisition for all students. Further examine ways to address literacy skills through inter-disciplinary work across the content areas.
4. Implement World Language consistently at all 3 middle schools.
5. Explore extended learning opportunities across all content areas with utilization of the pedagogical approach of conferring and feedback.

Timeline

Timeline



Questions?

