Chappaqua Central School District

Middle Schools Update 2011-12

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Robert E. Bell Middle School

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The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advances.....

-Albert Einstein

Observe perpetually.

-Henry James

"The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination."

-John Schaar, Political Scientist, University of Santa Clara Author, Loyalty in America



Science
The science dept. is electing to continue work on
the Student Understanding Pyramid and how it is
implemented in our classes.

Math If we encourage despening of mathematical concepts, then we will help student build a solid foundation of skills, math language and enable them to problem solve efficiently. Collectively look at curriculum across guide levels. Review the common core curriculum and analyze any gaps in our current curriculum.

English

The Waters Include:

Competent, Professional, Caring Staff Excellent Student Body

A Culture of Learning in an Excellent District

School Climate

Supportive Families

Expectations

Administrative and Teacher Evaluations

Emerging Technologies
Globalization
Learning more about how we Learn
Federal and State Mandates and Regulations
Shrinking Resources
Other.

Foreign

Language TBD Technology and

Smartboards

Music/Artaudio/visual aids throughout the year to model good playing technique and to expose students to a variety of different musical styles.

I'm not sure if Gina is on the right track with her goal. Please read what she sent me and let me know your thoughts. Though it may be a worthwhile goal to pursue, my first reaction is that she will not be able to observe her students progressing in any way over

My goal for the year is to create a new personal vision for teaching music as we move through this second decade of the 21st century.

GuidanceGuidance Goal:

Goal: Through the Rache's Challenge training program students will develop leadership skills that focus on promoting a positive community throughout Bell.
Rachel's Challenge student leaders will collaborate with the Rachel's
Challenge schrizors to design a school wride action plan that will build upon the
goals of the program and increase student sets of compassion and kinchess

Student leaders will facilitate advisory discussion on ways to intervene when a negative interaction occurs amongst peers.

Social Studies

Chappaqua Board Goal: How can the District ensure that all students, in addition to acquiring necessary content knowledge, learn to think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning?

Bell Social Studies Goal: Students will make connections to history through current events that will help them understand the relationship between historical events and the world today.

> Robert E. Bell Social Studies Outcomes: Generate ideas/questions instead of reporting Student choice, independence and self-monitoring Solving problems and defending thinking

> > PEHealthPhysical Education. . . 1. The needs, objectives/goals, of each gude level an excritinized . A bonisatoming, discussion, latel, any and positives of each objective, class management, noutines, assessments. B. looking at current curriculum and examine seah unit and goals. Many details are being ocrutinized. Always keeping board question as a focus. 2. Creating = Physical Education Website NOTE: Three brand new units so fix . . . Health 1. As per Board question. . Students engage in more critical thinking, demostrated by questions, discussion seponees 2. Using literacy to enhance counceritors, critical thinking, perceptions, questions A. Socratic seminar training B. Using Reading Specialist as resource-song lyrince, poems, "leathli bivary."

FACS/Tech

If Family and Consumer Sciences and Technology incorporate additional literacy strategies thenstudents will think more deeply, support their thinking, apply problem solving skills and actively participate in their learning as they acquire content knowledge?

Special EducationGoal: To help students become more cognizant of the strategies they can use to help improve their executive functioning skills.

" Students will meet with their special education teachers and create a list of organizational strategies they can use when completing class room activities, homework assignments and preparing for tests.

- " Teachers, along with the students, will reflect on the students' use of these strategies on a quarterly basis
- " Teachers will be evaluating if students ownership of the strategies positively impact their organizational skills, time management and work production.

Robert E. Bell Middle School Inquiry

Draft Document

The Inquiry Statement as a Standard

Inquiry Question: What does it mean for a school to teach students to be socially and emotionally competent?

Theory:

If teachers select and implement instructional projects, strategies and structures that support the emotional/dispositional and social development of students, then students will learn to think deeply, support their thinking, apply problem solving skills, and actively participate in their learning as they acquire content knowledge.

Outcomes:

- To increase our collective capacity to implement curriculum and instruction from a foundation of knowledge about middle school students' social and emotional/dispositional development.
- To increase our collective capacity to instruct and to coach students in applying social /emotional skills and dispositions.
- To increase our collective capacity to instruct and to coach students in developing dispositional awareness.
- To continue faculty small-group, self-designed, learning related to school goal.

A Sample Action:

To develop horizontally and vertically aligned community service projects at Bell; this would be a multi-year endeavor guided by on-going assessment of student learning.

Reference research:

Note: As whole faculty work is developed in this particular area, our department goals will continue to move forward curriculum and instruction related to discipline-based implementation of BOE strategic question.

Action Steps / Timeline

* Resources:

To be finalized:

- Principles / indicators / framework for social-emotional development (Bloom, Kohlberg, Covey, Marzano, Costa and Kallick, etc.)
- Sample Curricula and Programs

September	 Identify principles / indicators* for faculty learning Finalize plan with feedback from Dept. Chairs
October/ November	 Introduce plan / begin professional development at Oct. 11 faculty meeting Will include teacher self-assessment and initial discussion around principles / framework of social / emotional development.
	 Additional PD / Feedback from faculty afternoon of Oct. 21 Learning Symposium day?
	Incorporate learning from "Rachel's Challenge" and Nov. 8 speaker on bullying
	Finalize plan with Department Chairs, Nov. 1 and Dec. 6
	Continued Professional Development: Faculty meeting Dec. 13
January- April	Jan. 10 Faculty meeting: Faculty learning groups form and identify inquiry questions and action plans related to school inquiry question
May	Sharing of work and identification of next steps at May 8 Faculty meeting



Seven Bridges School Vision

We are a community of explorers.

In our school, every student thinks hard every day. Seven Bridges students practice creativity and are committed to learning and growth. They are good writers and speakers who express themselves well in many media. They persevere when things get tough, learning that struggle is part of the journey. They are open-minded and at ease collaborating and cooperating with others. They respect each other and show empathy, volunteering to be leaders when they can be and followers when they should be. Students are aware that their actions make a difference in the Seven Bridges community and beyond.

Seven Bridges School Goal 2011-12

Students will participate in their own learning by continually and thoughtfully assessing themselves and advocating for their needs.

Topics for Professional Development 2011-2012

1. Differentiation

Participants might explore working with students with autism, supporting highly able students, enrichment lesson planning, and "differentiation for dummies."

2. Creativity and imagination in the classroom/ Interdisciplinary focus groups

This topic could include incorporating the arts to enhance understanding, and "stretch a sketch" or Picturing America. Members of this group might also study the confluence of arts and literature, or work with another department on points of intersection in the curriculum.

3. Tools for students

Group members can work on finding/creating motivational tools for students; facilitating executive functioning, homework completion and class participation; using accountable talk; the effective use of graphic organizers.

4. Habits of mind/ Self-management and independence

Members of this group can study how to integrate the habits of mind into the classroom. Topics could also include how to support independence in students, how students manage their own learning, or the issues raised by the film *Race to Nowhere*.

5. Technology

This group's focus could be how to integrate new technology in the classroom and the pros and cons of incorporating technology into lessons. Might cover use of iPads or our new wireless network.

6. The Art of Questioning

This group's focus could be either how to encourage students to generate questions for themselves in inquiry-based education, or how teachers can become more sophisticated questioners.

7. Social/emotional education in the curriculum

This group will study how students' social and emotional needs affect their learning and how to support this in the curriculum.

Principal's Inquiry Question: How can we use professional development time to promote a school culture that supports the Board question, our jointly authored school vision, and our current school goal by structuring PD teams and classroom observations around teacher interests in a format that models structures I would like to move into classrooms?