



Student Achievement Report

November 8, 2018



NORTHSORE MIDDLE SCHOOL

**USING DATA, RESEARCH, + CLASSROOM EXPERIENCES AND OBSERVATIONS AS OUR GUIDE,
WE WILL EXPLORE:**

- **SOCIAL-EMOTIONAL LEARNING**
- **TEACHING AND LEARNING**
- **EQUITY FOR ALL LEARNERS**



WE ARE A STUDENT-CENTERED COMMUNITY INVESTED
IN A COLLABORATIVE AND AUTHENTIC LEARNING
PROCESS. WE STRIVE TO NURTURE CURIOSITY,
COMMITMENT, AND THE VALUES NEEDED TO HELP
CHILDREN GROW INTO RESPONSIBLE AND
COMPASSIONATE CITIZENS.



SOCIAL-EMOTIONAL LEARNING

Social Emotional Learning



E3 SQUAD

E3 Squad: SEL & Community Focus

Month	Topic of Exploration Through SEL	SVO Focus
September	Building a Community – Friendship	Communication, Collaboration
October	Tolerance, Kindness, Peer Pressure <i>(Start with Hello, Red Ribbon Week, Unity Day)</i>	Communication, Growth in Self, Committed Individuals
November	Self-Esteem, Gratitude, Outreach <i>(E3 Day)</i>	Committed Individuals, Collaboration, Problem Solving
December	Creating Balance & Stress Management, Family Relationships	Committed Individuals, Growth in Self
January	Values & Goal Setting <i>(Career Week, Course Selection)</i>	Thinking, Problem Solving, Growth in Self
February	Self-Awareness	Communication, Thinking
March	Decision Making & Resilience	Communication, Thinking
April	EOY Goal Setting, Stress Management	Committed Individuals, Growth in Self, Thinking
May/June	Self-Reflection, Family Dynamics	Thinking, Growth in Self, Committed Individuals, Communication

E3 Squad: Self-Assessment Survey

When working independently, how often do you stay focused and resist distractions?

- Almost Never
- Sometimes
- Almost all the time

How often do you remain calm, even when someone is bothering you or saying bad things?

- Almost Never
- Sometimes
- Almost all the time

How often do you allow others to speak without interrupting them?*

- Almost Never
- Sometimes
- Almost all the time

When everybody around you gets angry, how relaxed can you stay?*

- Not relaxed at all
- Somewhat relaxed
- Extremely relaxed

How often are you able to control your emotions when you need to?

- Almost never
- Sometimes
- Almost always

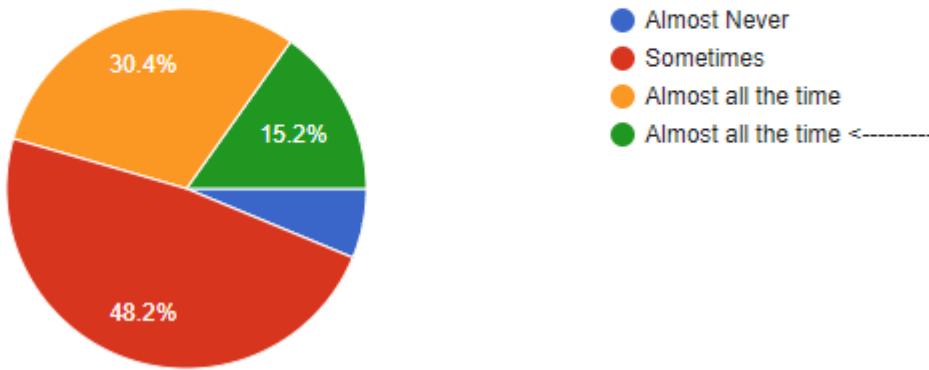
Once you get upset, how often can you get yourself to relax?*

- Almost never
- Sometimes
- Almost always

E3 Squad: Self-Assessment Survey

How often do you remain calm, even when someone is bothering you or saying bad things?

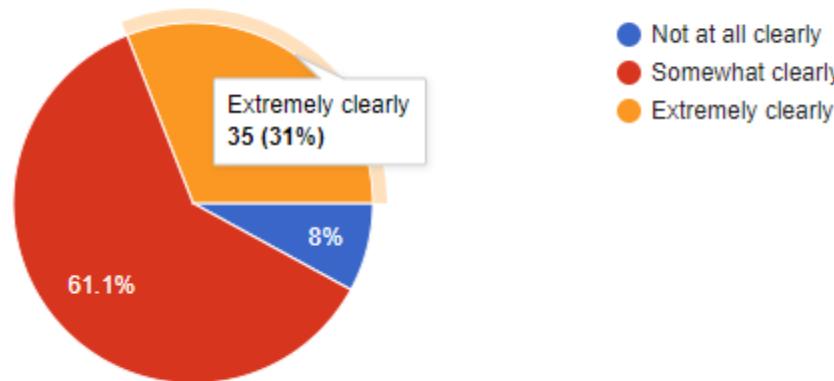
112 responses



E3 Squad: Self-Assessment Survey

How clearly are you able to describe your feelings?

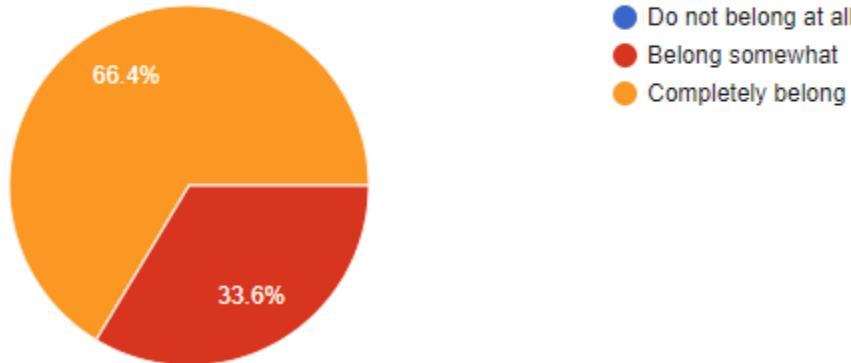
113 responses



E3 Squad: Self-Assessment Survey

Overall, how much do you feel like you belong at your school?

113 responses



Plans to Improve Achievement

- Focus on community-building and relationships between peers and students-faculty as we shape our evolving E3 Squads.
- Monthly meetings devoted to providing squad teachers the chance to discuss student concerns, conversation ideas, and activities related to SEL.
- SST meets to discuss students, create action plans and focus goals.
- Partnership with PTSO to invite programs & speakers to our school.



TRANSFORMATIVE TEACHING + LEARNING
EXPERIENCES



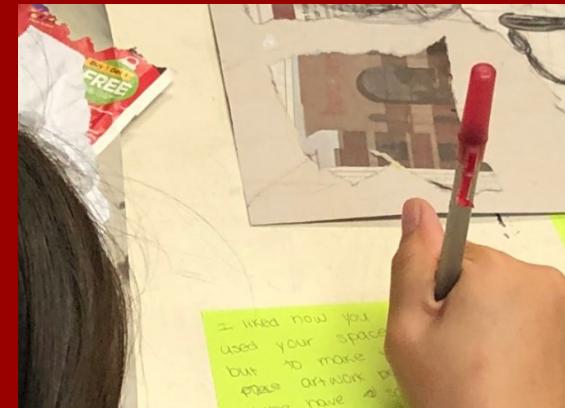
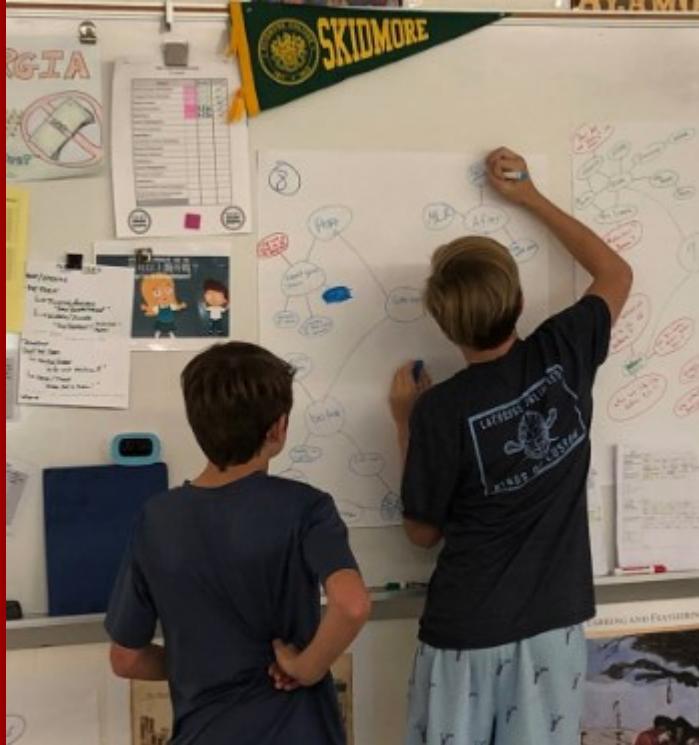
WHAT DOES AUTHENTIC + COLLABORATIVE LEARNING LOOK LIKE?





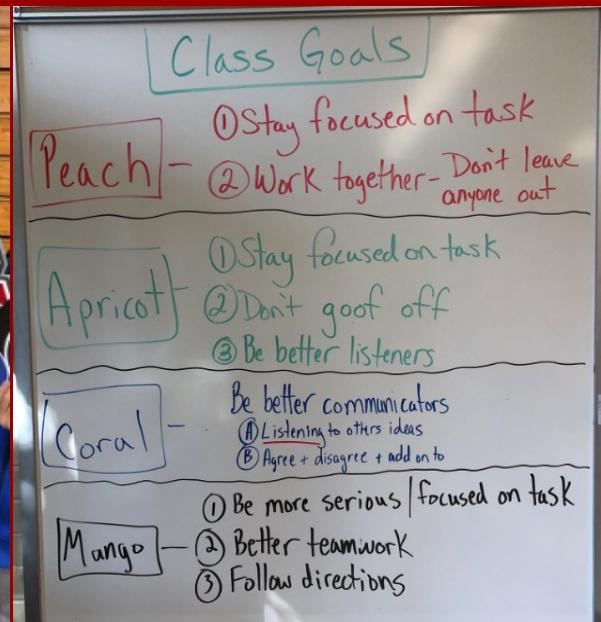
NORTHSORE MIDDLE SCHOOL

WHAT DOES AUTHENTIC + COLLABORATIVE LEARNING
LOOK LIKE?





AUTHENTIC LEARNING IN ACTION





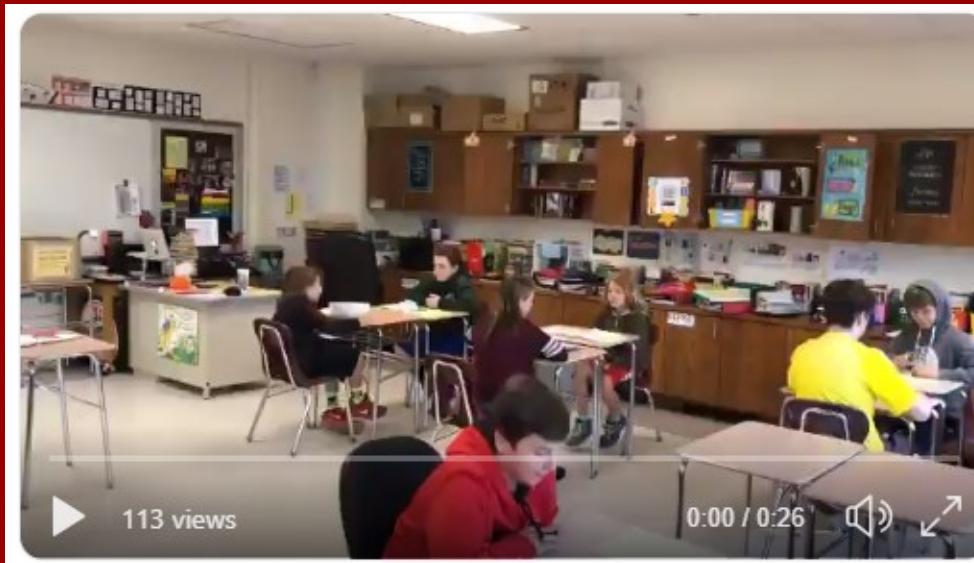
AUTHENTIC LEARNING IN ACTION

Today, my goal as a communicator is to... _____

	Walking	Jogging	Running	Sprinting
In today's discussion, I...				
Preparation	<input type="checkbox"/> arrived up-to-date on my reading.	<input type="checkbox"/> arrived with at least one important contribution in mind.	<input type="checkbox"/> arrived with my annotations ready and used them to support discussion.	<input type="checkbox"/> arrived with an open-ended question and asked it.
Contributions	<input type="checkbox"/> contributed 2 or more times.	<input type="checkbox"/> shared a claim about plot/character. <input type="checkbox"/> made connections to the contributions of others.	<input type="checkbox"/> shared a claim about theme/craft. <input type="checkbox"/> shared a connection between the text and my society.	<input type="checkbox"/> shared a claim about how craft develops theme. <input type="checkbox"/> shared a connection between the text and current events.
Focus	<input type="checkbox"/> stayed on task the whole time.	<input type="checkbox"/> made eye contact and nodded to show I was listening.	<input type="checkbox"/> pushed myself to balance talk between plot and character/theme/craft.	<input type="checkbox"/> thoughtfully considered what others said. <input type="checkbox"/> took notes.



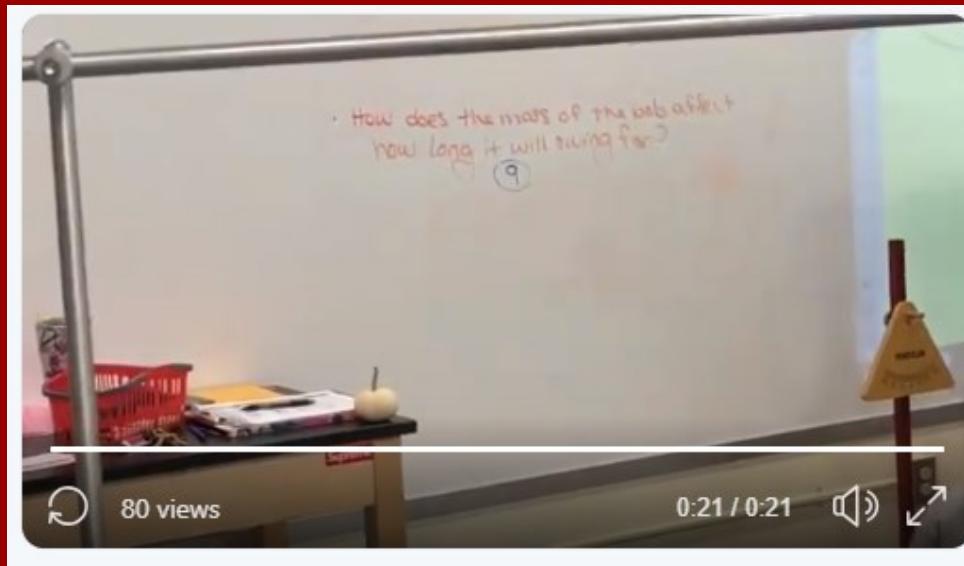
AUTHENTIC LEARNING IN ACTION



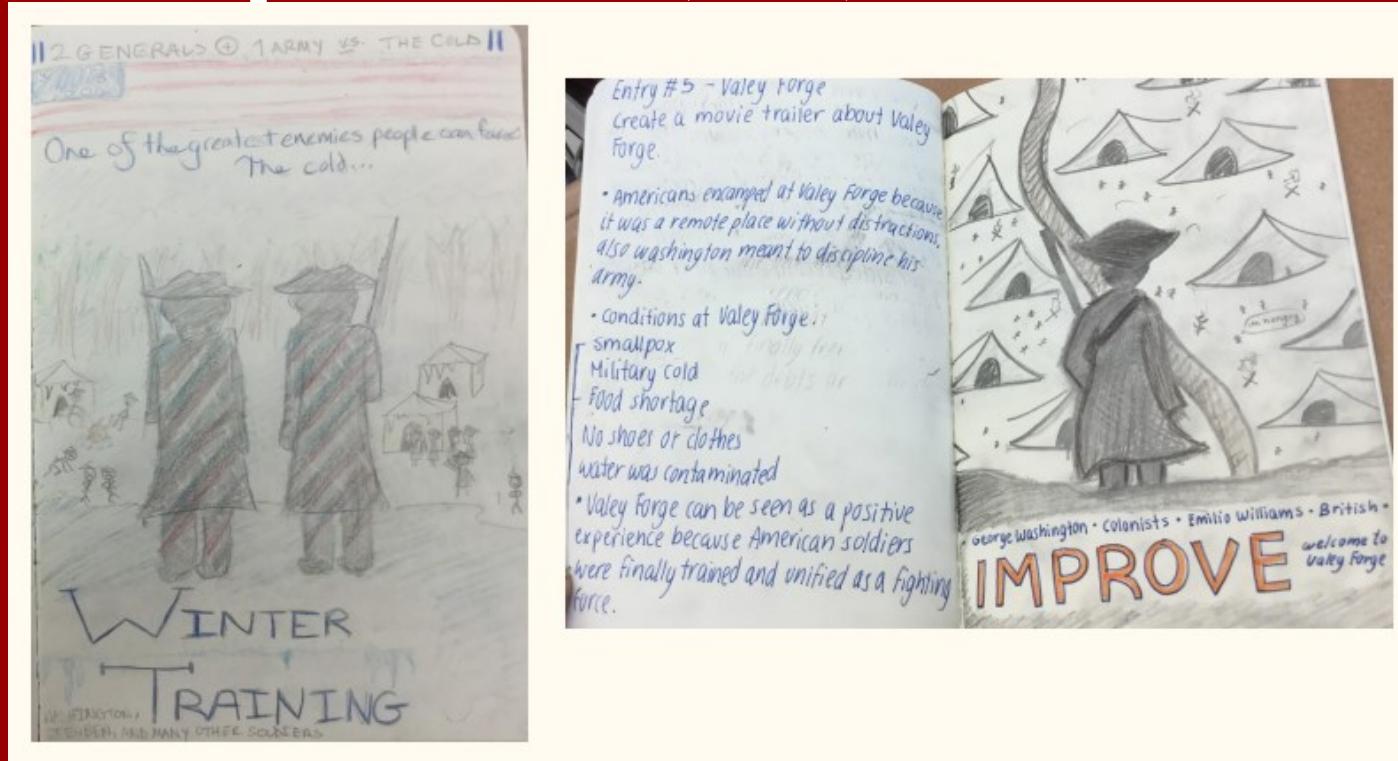


NORTHSORE MIDDLE SCHOOL

AUTHENTIC LEARNING IN ACTION



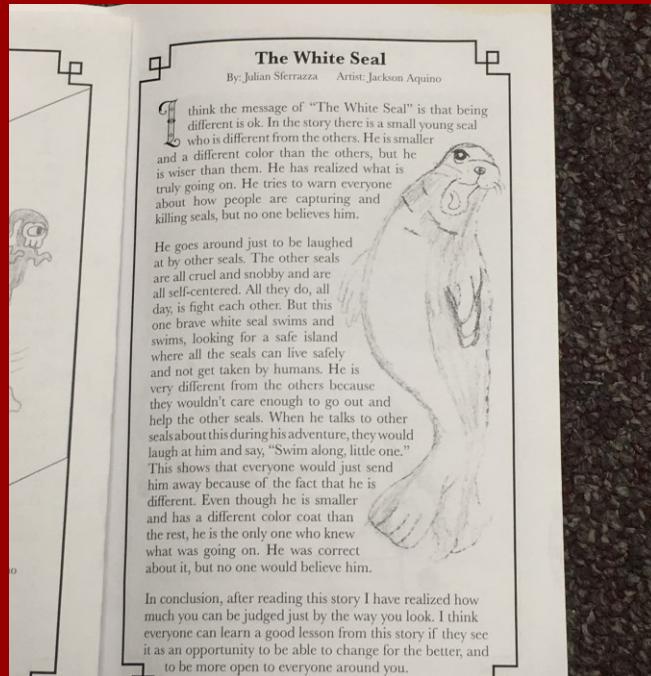
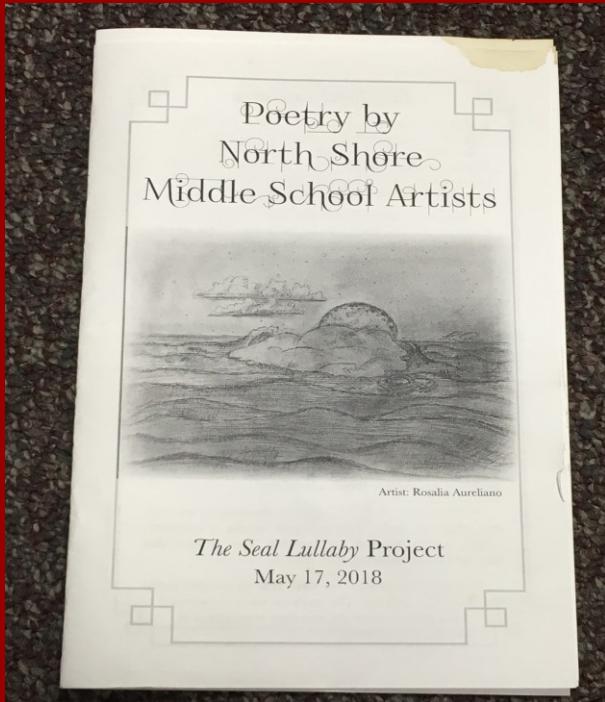
Interdisciplinary Art and Social Studies collaboration to develop an authentic (PADI) assessment.



Students created a VALT (Visual Artifact of Thinking and Learning) book to document and express their learning in different ways.

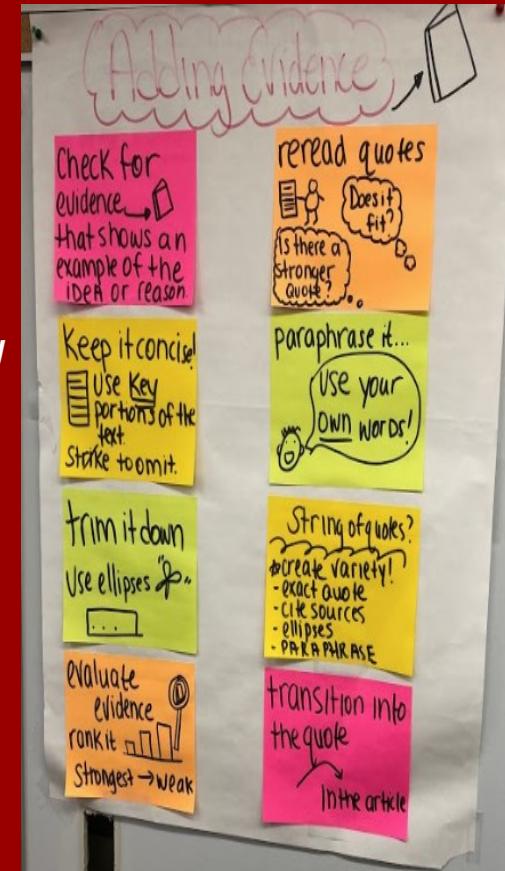
Interdisciplinary Collaboration

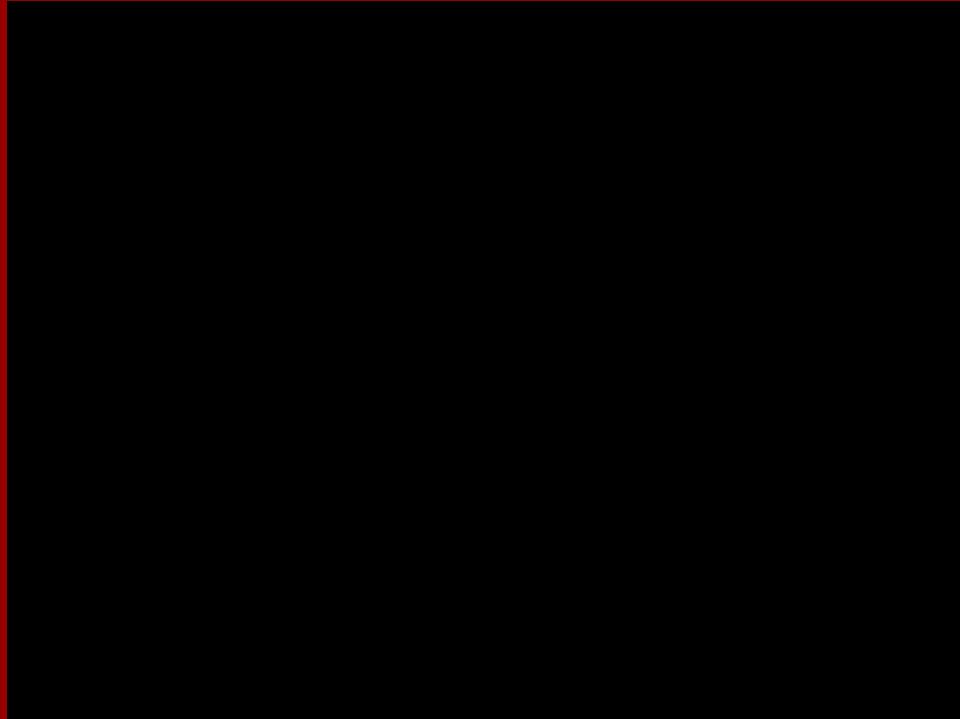
The Seal Lullaby Project: Symphony Band and ELA



Focus on Research in ELA & Social Studies

- Inquiry-based learning to drive the research process
- Writing across the disciplines
- Writing Center focuses on targeted skills, areas for growth
- National History Day
- Interdisciplinary research focus in grades 7 & 8
 - Grade 7: *The Impact of Innovation throughout History*
 - Grade 8: *The Progressive Era Then & The Informed Citizen Today*
- Next steps: Focus on creating a 6th grade experience







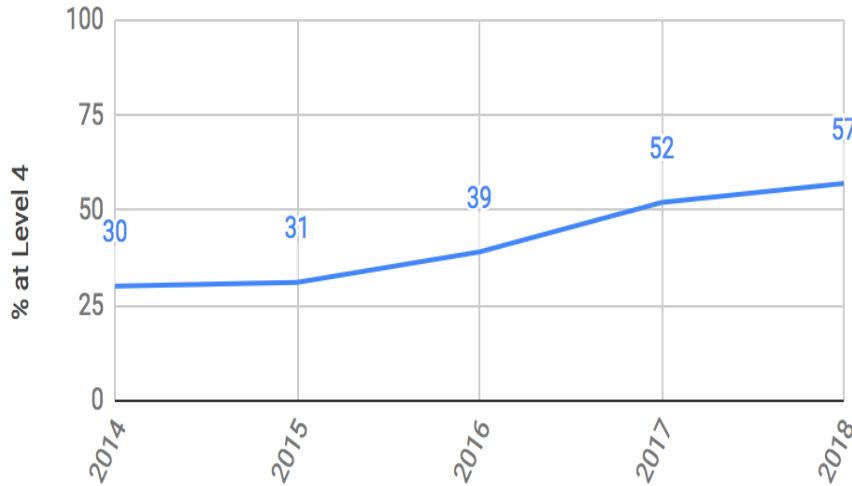
EQUITY FOR ALL LEARNERS

NYS Math Assessment Data

MATH 6: Percentage of Students Scoring Proficient

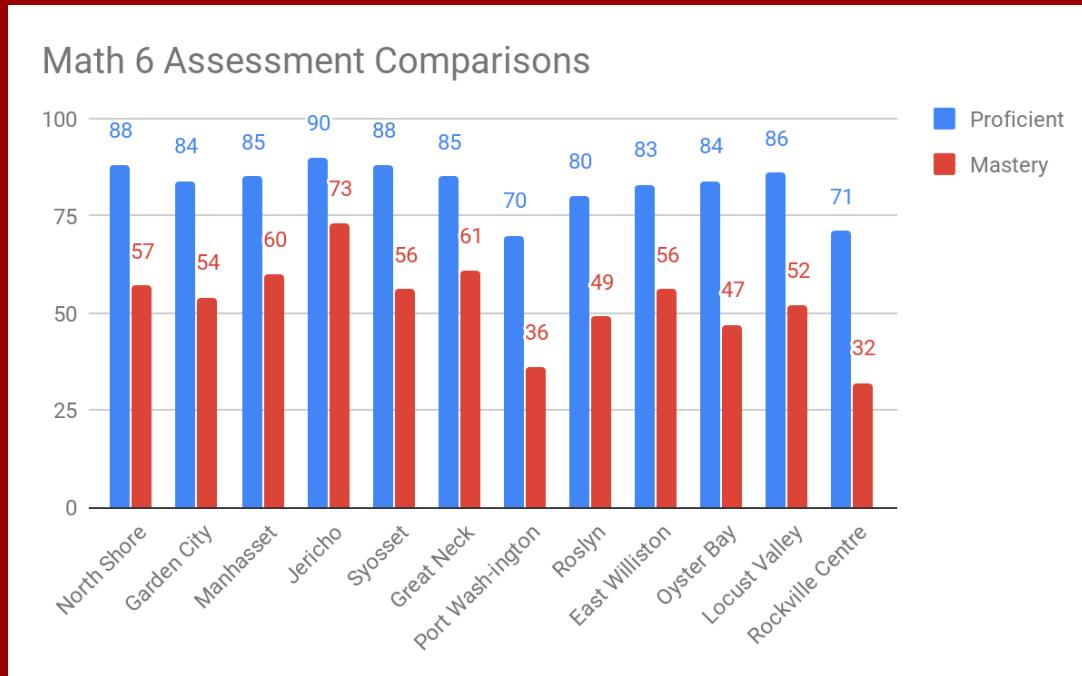


MATH 6: Percentage of North Shore Students Scoring Level 4



56% of 6th graders took the exam

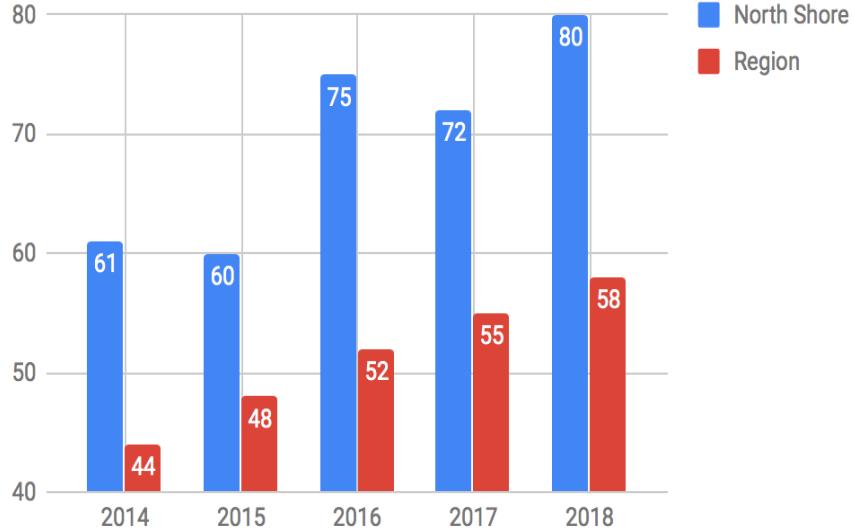
NYS Math 6 Regional Comparisons



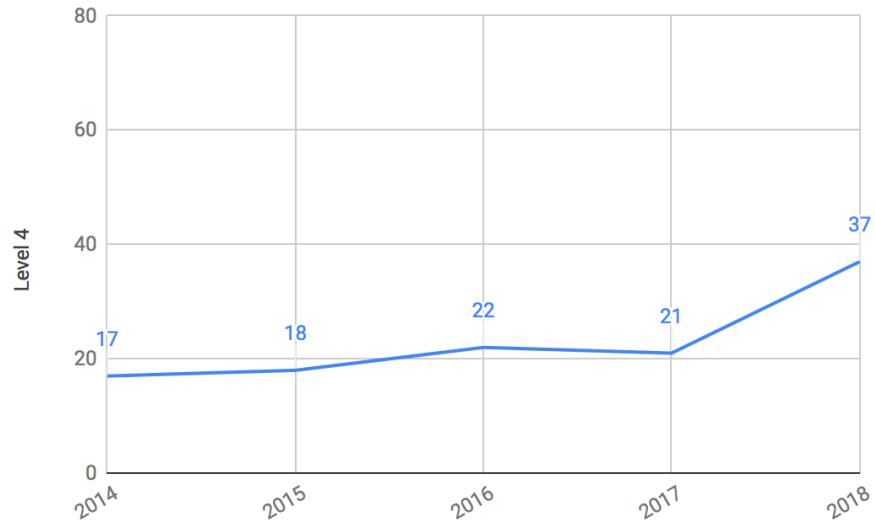
NSMS students ranked #2 in proficiency and #4 in mastery
Nassau County Regional Gap: +26%

NYS Math Assessment Data

MATH 7: Percentage of Students Scoring Proficient

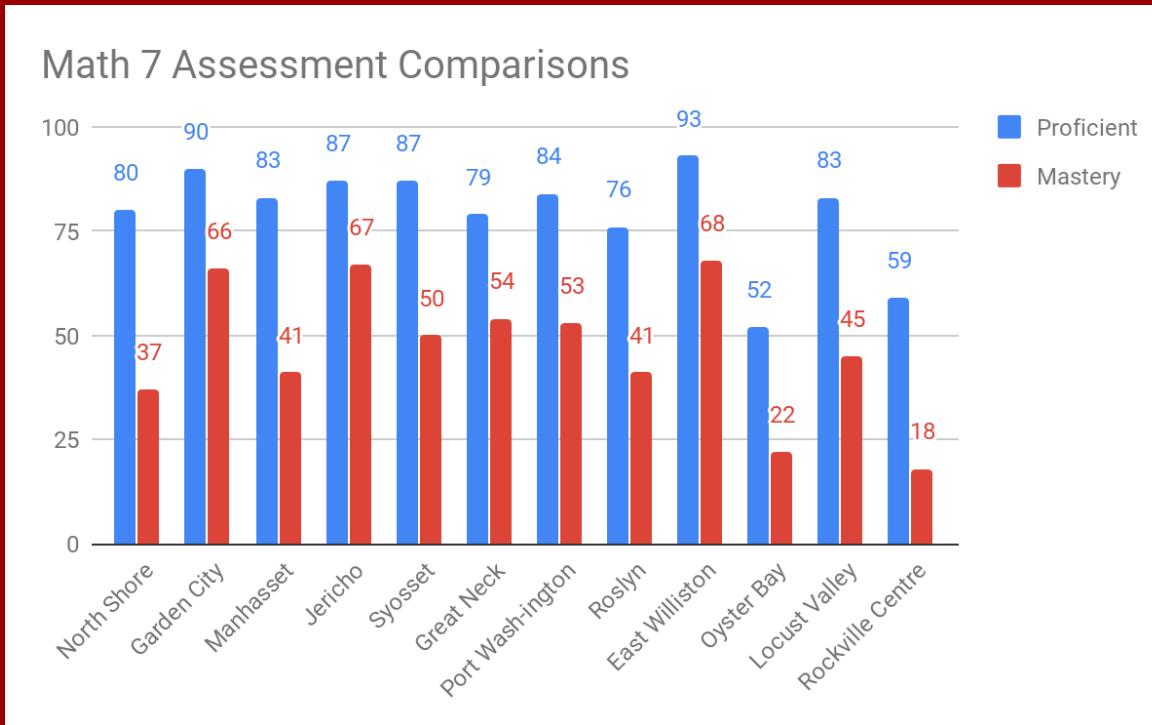


MATH 7: Percentage of North Shore Students Scoring Level 4



55% of 7th graders took the exam

NYS Math 7 Regional Comparisons



NSMS students ranked #8 in proficiency and #10 in mastery
Nassau County Regional Gap: +21%

Areas for Improvement

HISPANIC OR LATINO

PROFICIENT

11
65%

TOTAL TESTED: 17

LEVEL 1

2 | 12%

LEVEL 3

4 | 24%

LEVEL 2

4 | 24%

LEVEL 4

7 | 41%

STUDENTS WITH DISABILITIES

PROFICIENT

11
38%

TOTAL TESTED: 29

LEVEL 1

5 | 17%

LEVEL 3

9 | 31%

LEVEL 2

13 | 45%

LEVEL 4

2 | 7%

ECONOMICALLY DISADVANTAGED

PROFICIENT

15
68%

TOTAL TESTED: 22

LEVEL 1

1 | 5%

LEVEL 3

10 | 45%

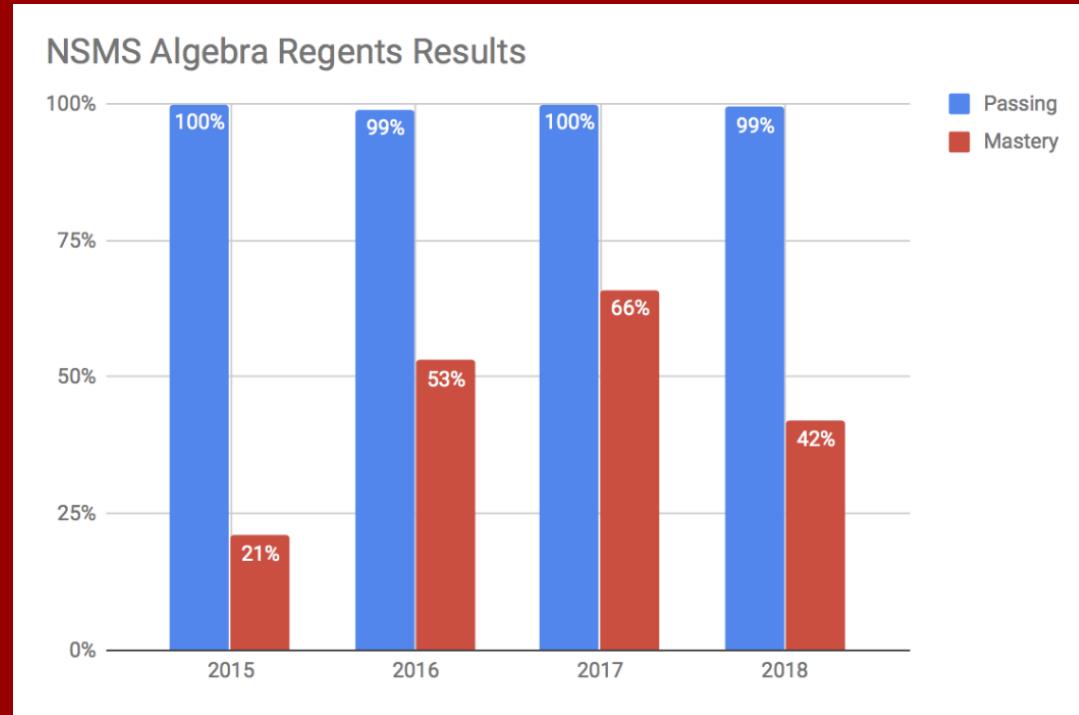
LEVEL 2

6 | 27%

LEVEL 4

5 | 23%

Algebra Regents Data



170 Students (83% of grade)

Plans to Improve Achievement

- Continue to plan curricular experiences that invite *student exploration* of mathematical concepts. This was successful in 2017-2018 with the sixth grade cohort, and concerted effort is being made to transition this type of *exploratory mathematical reasoning* to secondary mathematics.
- Promote visualization & application of familiar techniques to new challenges and scenarios, providing a richer connection to authenticity and “real world” connections.
- Increasing capacity for *content area literacy* and an approach that embraces *writing and journaling* about mathematics as a process rather than a product.
- Focus efforts on developing students as stronger *problem solvers* as opposed to more simply *solvers of problems*. Identify and develop skills and dispositions necessary to do so.
- Revise curriculum when necessary to *ensure that topics are not taught in isolation* (example: Grade 7 Number Sense and Algebra)
- Focus on learners who require *additional scaffolds and remediation* as well as students who are ready for a *more complex challenge* and added rigor.

Plans to Improve Achievement

43

Jim needs to rent a car. A rental company charges \$21.00 per day to rent a car and \$0.10 for every mile driven.

- He will travel 250 miles.
- He has \$115.00 to spend.

Write an inequality that can be used to determine d , the maximum number of days that Jim can rent a car.

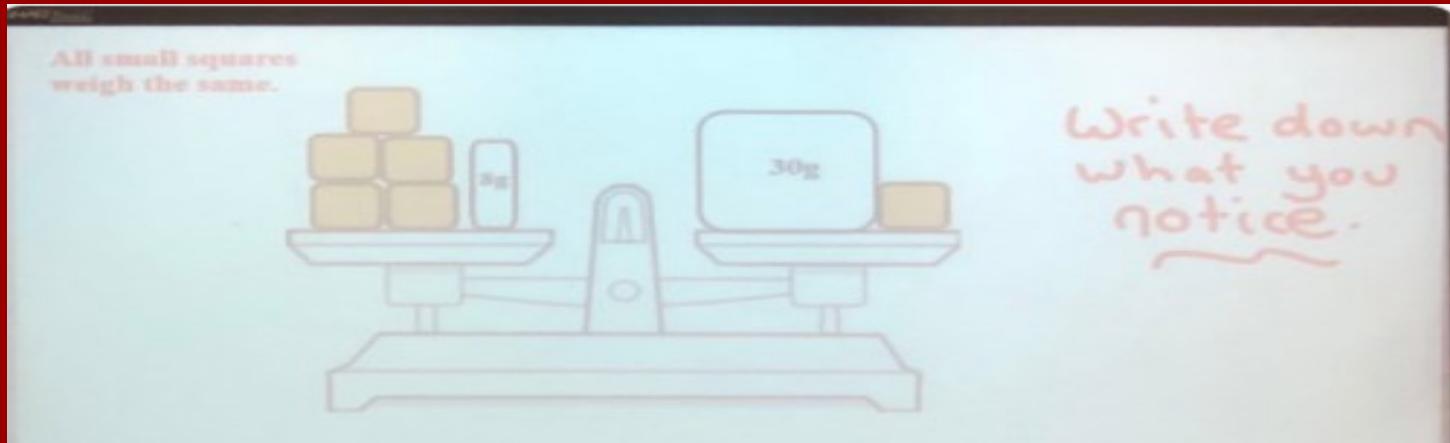
Inequality _____

Jim believes the maximum whole number of days he can rent the car is 5. Is he correct? Why or why not?

Explain your answer.

- Continue to plan curricular experiences that invite *student exploration* of mathematical concepts. This was successful in 2017-2018 with the sixth grade cohort, and concerted effort is being made to transition this type of *exploratory mathematical reasoning* to secondary mathematics.
- Increasing capacity for *content area literacy* and an approach that embraces *writing and journaling* about mathematics as a process rather than a product.

Plans to Improve Achievement



- Promote visualization & application of familiar techniques to new challenges and scenarios, providing a richer connection to authenticity and “real world” connections.
- Revise curriculum when necessary to *ensure that topics are not taught in isolation* (example: Grade 7 Number Sense and Algebra)

Plans to Improve Achievement



- Focus efforts on developing students as stronger ***problem solvers*** as opposed to more simply ***solvers of problems***. Identify and develop skills and dispositions necessary to do so.
- Focus on learners who require ***additional scaffolds and remediation*** as well as students who are ready for a ***more complex challenge*** and added rigor.

Plans to Improve Achievement

Mrs. Allard asked her students to identify which of the polynomials below are in standard form and explain why.

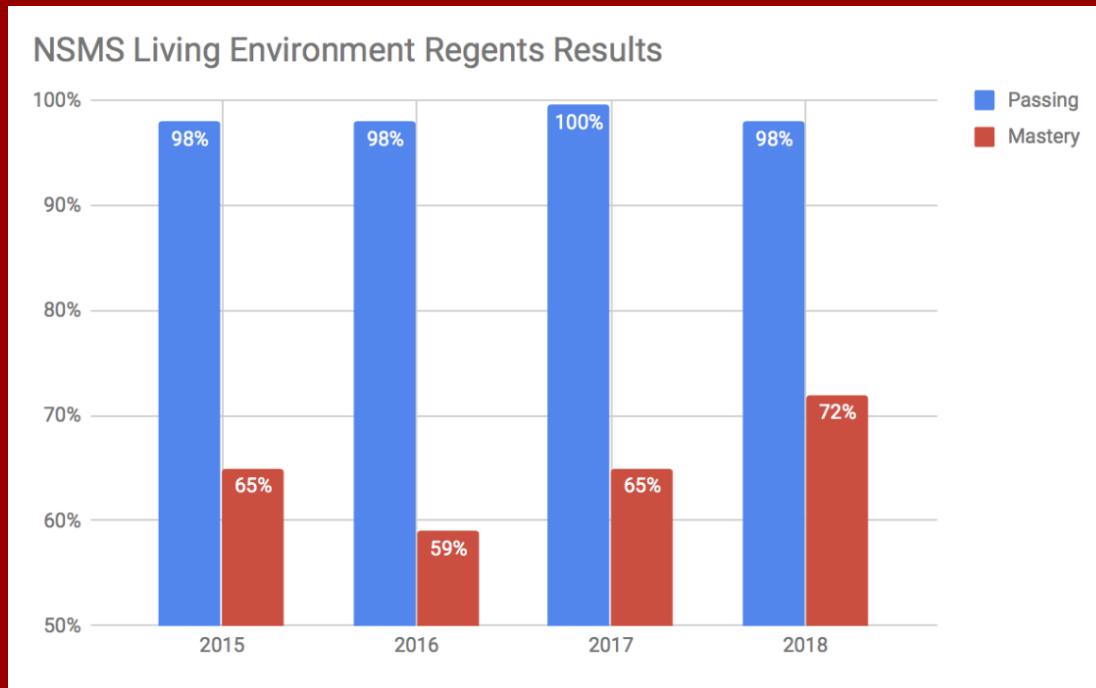
- I. $15x^4 - 6x + 3x^2 - 1$
- II. $12x^3 + 8x + 4$
- III. $2x^5 + 8x^2 + 10x$

Which student's response is correct?

- (1) Tyler said I and II because the coefficients are decreasing.
- (2) Susan said only II because all the numbers are decreasing.
- (3) Fred said II and III because the exponents are decreasing.
- (4) Alyssa said II and III because they each have three terms.

- Focus on exposing students to rigorous questioning and complex problems that involve a strong knowledge of content-area literacy skills.

Living Environment Regents Data



199 students (97% of grade)

NYS ELA Assessment Data

ELA 6: Percentage of Students Scoring Proficient

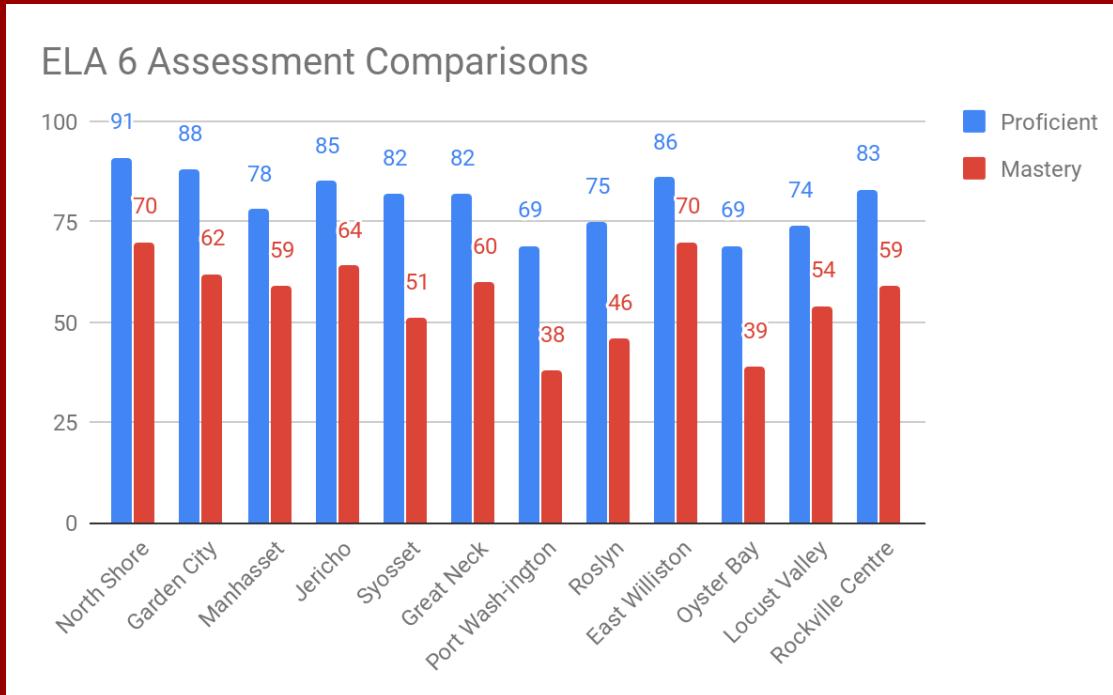


ELA 6: Percentage of North Shore Students Scoring at Level 4



58% of 6th graders took the exam

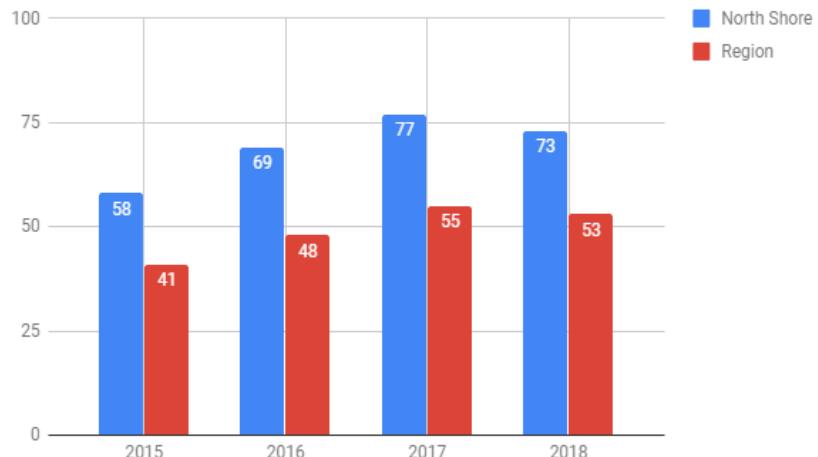
NYS ELA 6 Regional Comparisons



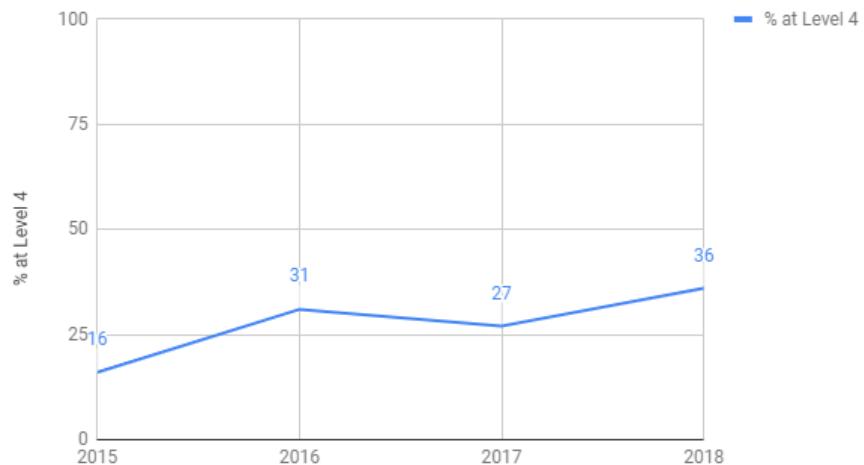
NSMS students ranked #1 in proficiency and #1 in mastery
Nassau County Regional Gap: +26%

NYS ELA 7 Assessment Data

ELA 7: Percentage of Students Scoring Proficient

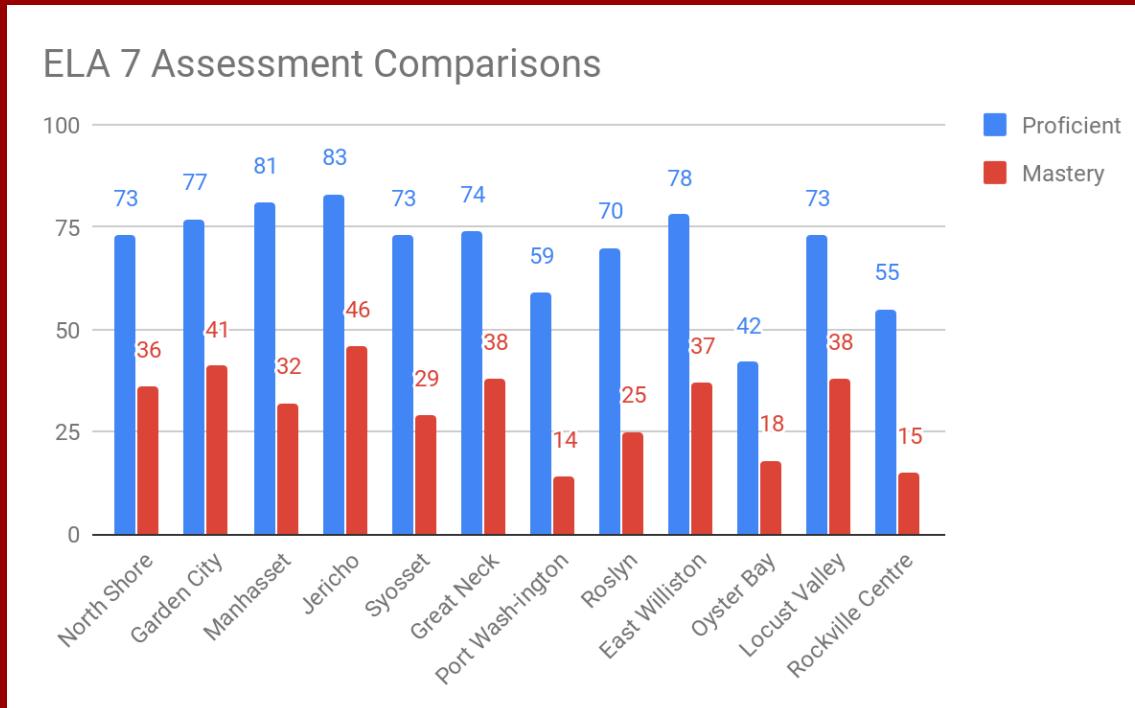


ELA 7: Percentage of North Shore Students at Level 4



54% of 7th graders took the exam

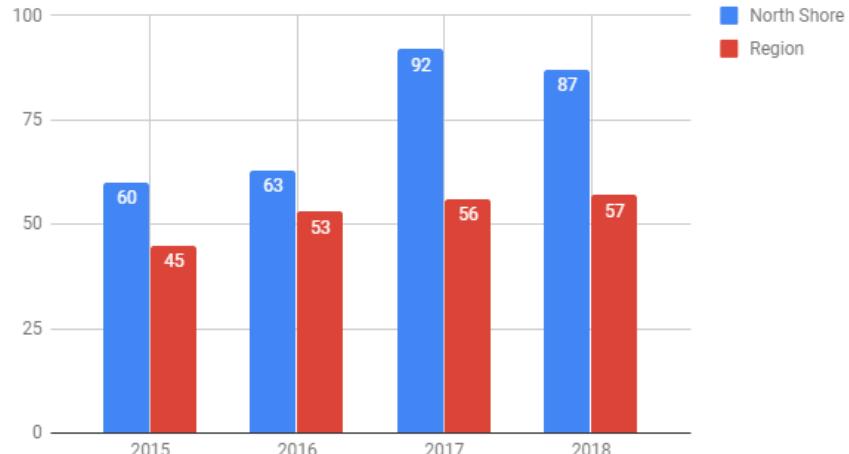
NYS ELA 7 Regional Comparisons



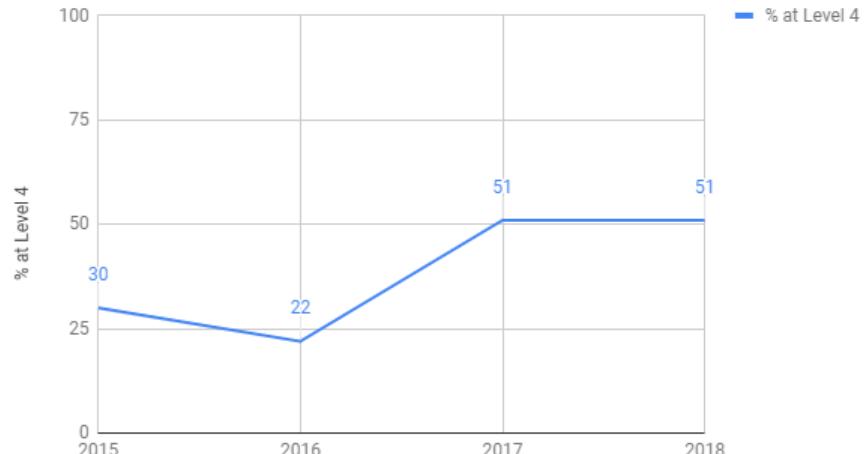
NSMS students ranked #6 in proficiency and #6 in mastery
Nassau County Regional Gap: +20%

NYS ELA 8 Assessment Data

ELA 8: Percentage of Students Scoring Proficient

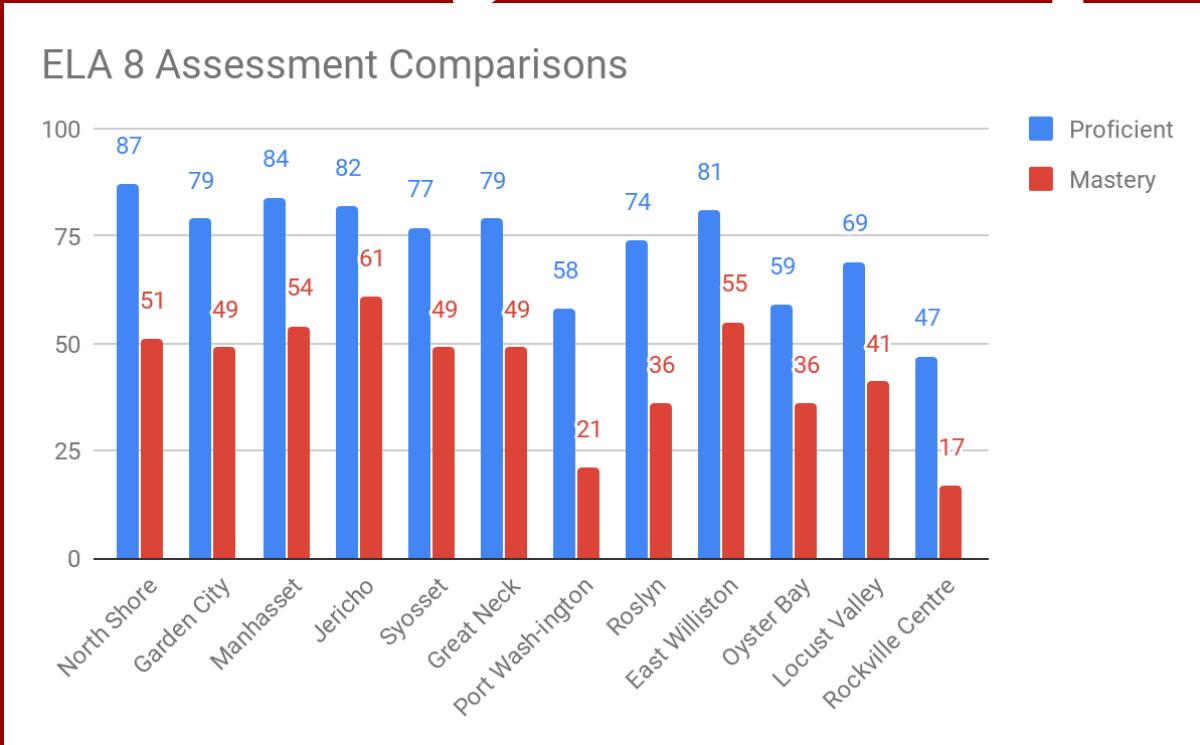


ELA 8: Percentage of North Shore Students at Level 4



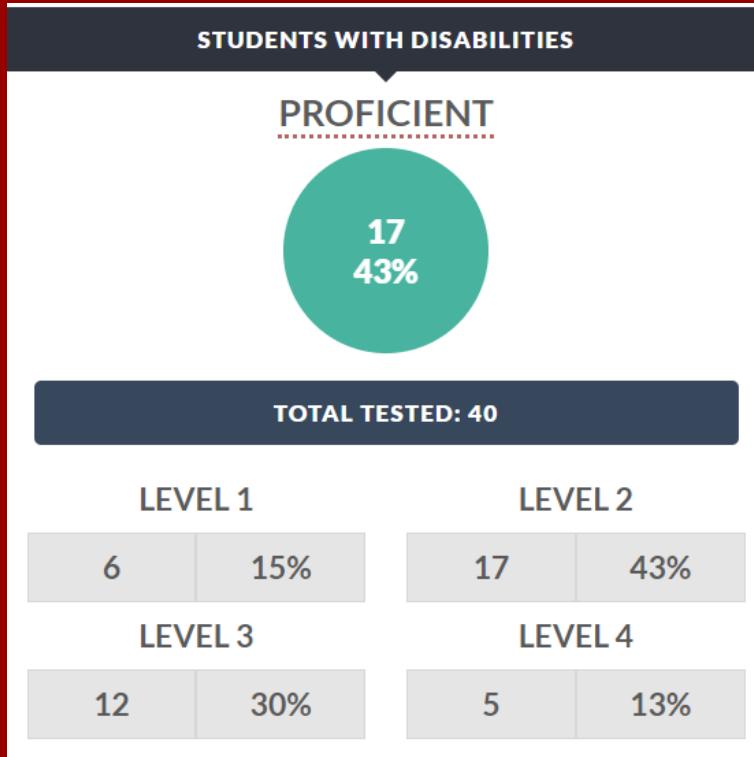
45% of 8th graders took the exam

NYS ELA 8 Regional Comparisons



NSMS students ranked #1 in proficiency and #4 in mastery
Nassau County Regional Gap: +30%

Areas for Improvement



Plans to Improve Achievement

- Continue to evaluate students' reading progress and levels through *running records* at specific points throughout the year.
- Explore *leveled-intervention reading approaches*, such as LLI, to ensure that students are being challenged at their reading level.
- Review Next Generation Literacy Standards as they relate to content-specific areas of instruction, *shifting the approach to AIS from in the ELA classroom to a combination of ELA classroom and content-specific classes*(note Grade 8 Living Environment ELA Support).
- Provide high-quality professional development in the area of *writing across the content areas*, exploring how the Writing Center can be an intervention for students in all disciplines.
- *Create interdisciplinary partnerships*between ELA and Social Studies for the purpose of developing a culture of research and writing. (National History Day, Grade 8)

Plans to Improve Achievement

The screenshot shows a Google Doc with the title "Exemplar RICE response based on Scientific Model". The document contains a paragraph of text with several colored highlights. The highlighted text discusses Hurricane Michael's path and wind speeds, comparing data from Wednesday morning and evening. A "Color Coding KEY" at the bottom indicates the colors used: blue for the title, green for the main body text, and red for the footer text.

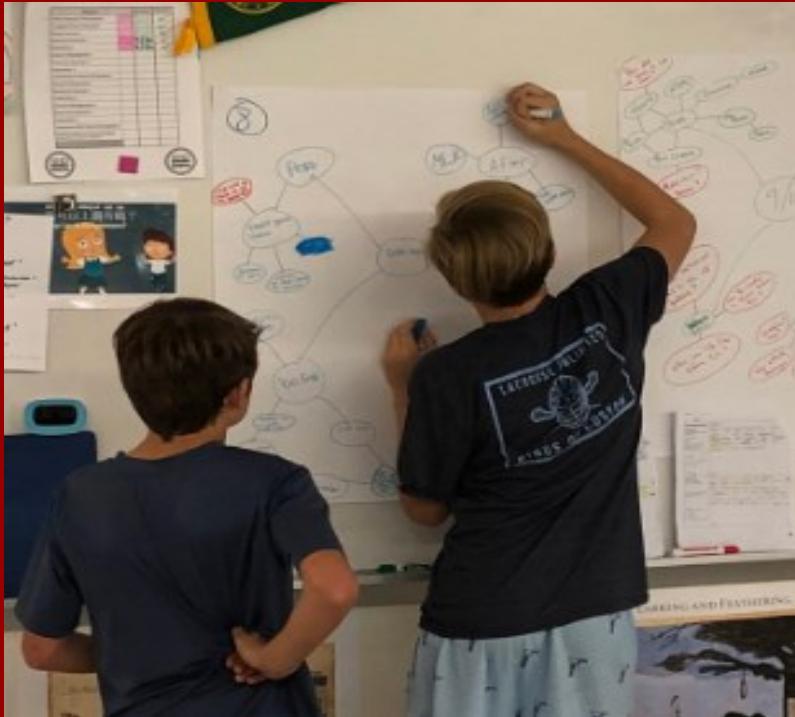
In the model based on Hurricane Michael's latest details, the meteorologist's idea that the hurricane became weaker as it travelled northeast is supported. When the model shows the hurricane's path and history, it shows the wind speed in miles per hour as it moves northeast. For example, the model says on Wednesday it had a speed of 125 mph at 8:00AM. But at 7:00PM, after the hurricane had travelled further northeast, it had a speed of 85mph. This proves that Hurricane Michael got weaker after traveling northeast, just like the meteorologist said. The model supported the prediction that the meteorologist made by showing the hurricane's wind speeds at different locations and times while heading northeast.

Color Coding KEY

Restate and answer- Title- Answer- What her thinking was

- Provide high-quality professional development in the area of ***writing across the content areas***, exploring how the Writing Center can be an intervention for students in all disciplines.

Plans to Improve Achievement



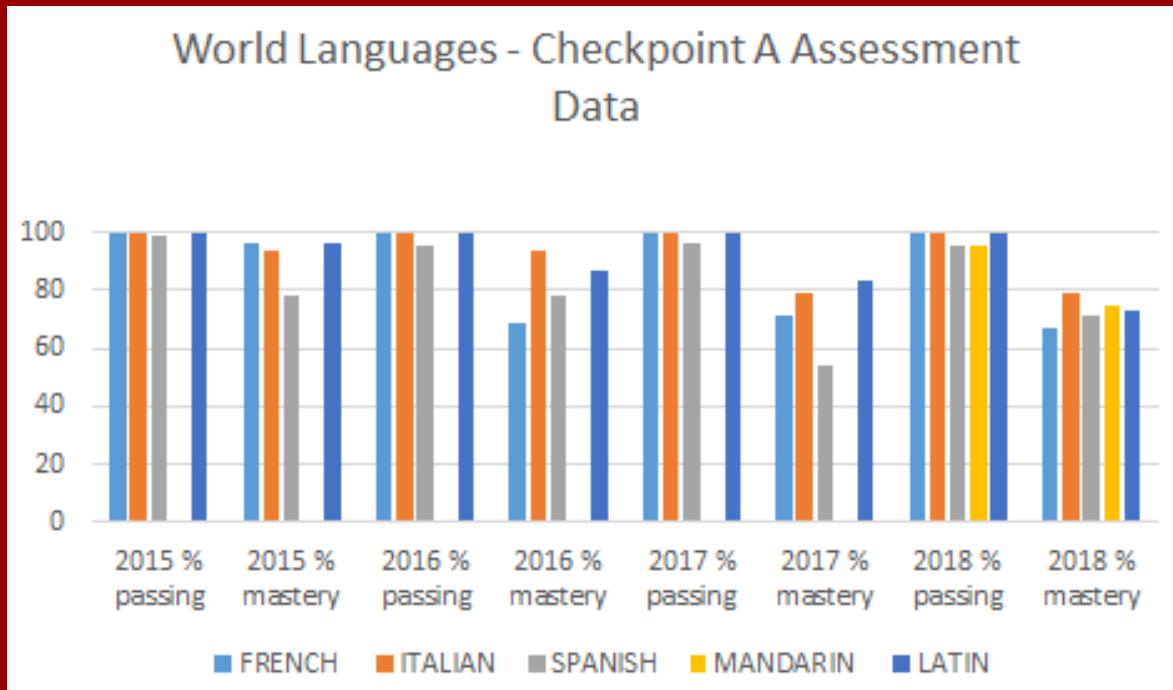
- **Create interdisciplinary partnerships** between ELA and Social Studies for the purpose of developing a culture of research and writing. (National History Day, Grade 8)

Plans to Improve Achievement



- Explore ***leveled-intervention reading approaches***, such as LLI, to ensure that students are being challenged at their reading level.

World Languages - Checkpoint A Assessment Data



79% of 8th graders took the exam

Fine & Performing Arts Participation

Event	Number of Students
All County Art Exhibit	10
LISFA Festival	7
NMEA All County Music Festival	38
ACDA National Middle School Honor Choir	3
NYSBDA Middle School Honor Band	8
NYSSMA Piano Festival	16
NYSSMA/ Solo Ensemble	112
NYSSMA Majors Eighth Grade String Orchestra	35
NYSSMA Majors Select Ensemble Chorus	28
Total Number of Students	257

Professional Development Focus at NSMS

- Special Education Department is working with G & R Consultants to focus on and improve best practices with respect to integrated co-teaching
- Science Department is working with Paul Anderson to implement greater emphasis on phenomenon-based learning and student inquiry as a response to Next Generation Science Standards.
- Math Department is working with Dr. Yeap Ban Har to explore a more in depth approach to metacognition and student-led inquiry and investigation as it relates to mathematical reasoning.
- Social Studies Department is initiating an inquiry-based National History Day project in 8th grade, focusing on best practices related to research and writing.
- ELA Department is integrating digital portfolios in seventh grade in order to archive individual student progress as part of the readers and writers workshop.
- World Language Department is working on aligning performance assessments to connect with interpretive, interpersonal, and presentational modes of communication as they relate to proficiency standards with Joshua Cabral. ENL Department is creating language goals through ELLevation.
- Resident Expert Learning Experiences

