PENNSYLVANIA

ELIZABETH FOWARD MIDDLE SCHOOL

2018-2019 SCHOOL STATISTICS

Designated in 2012
Re-Designated in 2018

Community Size - Suburban
School Enrollment - 573
Grade Levels - 6, 7, 8
School Calendar - Traditional
Free & Reduced Lunch - 37%
English Learners - 0.18%
Students with Disabilities - 22%

Elizabeth Forward School District
401 Rock Run Road. Elizabeth, PA 15037
Tel 412-896-2332
Principal - Dr. Trisha Martell
https://www.efsd.net/

2018-2019 School Demographics

- **African American - 3.3%**
- **Asian - 0%**
- **Caucasian - 93.4%**
- **Filipino - 0%**
- **Hispanic - 0.7%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 2.6%**
- **Two or More - 0%**

School Characteristics and Replicable Practices

Academic Excellence

Elizabeth Forward Middle School fosters excellence within a nurturing environment and crafts creative lessons that maintain student motivation while also promoting Common Core State Standards and skill competencies.

The Middle School has successfully employed the Mastery Teaching Model to drive daily instruction. The model focuses on eight critical steps for teaching an effective lesson and is used in all disciplines.

The Elizabeth Forward Middle School has elevated the way kids learn to a whole new dimension with the development of "The Dream Factory". Students are no longer learning their subject matter in isolation. The program combines Art, Computer Science, Family Consumer Science, and Technology Education curriculum, enabling every middle school student to learn robotics, engineering, design, eThreads, and programming--providing students access to state-of-the-art technology.

The Elizabeth Forward Middle School is currently focused on a personalized learning framework that sets expectations of internal student control and responsibility.

Developmental Responsiveness

The Elizabeth Forward Middle School focuses on the intellectual, ethical, social, and physical needs of each student. Our staff understands the unique developmental needs of early adolescents and has created a support system in response to these unique developmental needs

EFMS mentoring program uses a strong, supportive faculty to aid at-risk children in academic achievement. Each staff member has at least one child in the building to mentor throughout the school year. An adult meets with a student during the week to discuss academic and social issues germane to the student. Effective mentoring strategies are employed to improve grades, encourage students, set goals, build self-esteem, help make positive choices and be a positive role model.

EF school district encourages students to become responsible online citizens through the integration of our Digital Citizenship program. Students learn about safe online talk, their digital footprints, strategic online searching, avoiding digital drama, identifying scams and schemes, and identifying high-quality sites for research among many other important topics.

Social Equity

At the Elizabeth Forward Middle School, a great emphasis is placed on culture. While the demographic makeup of our student body is not diverse, we provide as many rich cultural experiences from around the world as possible.

Arts and Bots is an after-school club that provides opportunities for female students in grades 6-8 to participate in science-focused activities. The primary focus of the club is robotics. Students spend approximately ten weeks designing robots out of recycled materials and programming the robots using software created by the Carnegie Mellon Create Lab.

A school-wide culture day takes place six times during the school year during which, a specific country becomes the focus for an entire day within each facet of the building--music teachers will teach about music, physical education teachers focus on sports, and the foods teachers focus on foods from the given country. The cafeteria creates a menu for students to experience foods common to that country.

Organizational Support

Every member of the Elizabeth Forward Middle School community works together to create an atmosphere that is both nurturing and conducive to learning.

All faculty and staff believe that rigorous learning, best practices, risk taking, professional growth, and reflection are necessary to produce the desired results.

Our current professional development is focused on a Digital Convergence Framework transitioning classrooms to enhance modern learning environments, leadership alignment, instructional design, curriculum content, deployment of digital tools, and teacher professional learning.