

## VERNON VERONA SHERRILL MIDDLE SCHOOL



### 2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Rural

School Enrollment - 283

Grade Levels - 7, 8

School Calendar - Flexible - Team Model

Free and Reduced Lunch 44%

English Learners 0%

Students With Disabilities 10.6%

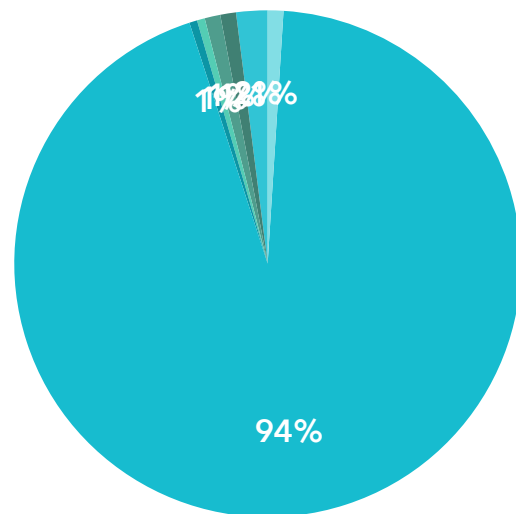
Vernon Verona Sherrill Middle School  
Vernon Verona Sherrill Central Schools  
5275 State Route 31, Verona NY 13478

Tel (315) 829-2520

Principal - Carrie Hodkinson

[www.vvsschools.org](http://www.vvsschools.org)

### 2017-2018 School Demographics



### School Characteristics and Replicable Practices

#### Academic Excellence

- We offer accelerated math, science, and world language programs and Honors English.
- There are multiple avenues for academic support including AAC (Academic Assistance Center), STARS (Soaring Toward Academic Rewards Successfully), after-school programs, organizational and study skills assistance, and monitored study centers.
- STEAM and Enrichment Academy opportunities provided to every student, including a community garden, infrastructure analysis, coding and design, and design thinking.

- There are a variety of technological resources available, including SMART Boards, document cameras, laptop carts, iPad carts, Surface Pro carts, three computer labs, and a BOCES loan system that provides access to virtual reality viewers, spheros, makey makey kits and more.
- We employ a three-tiered RTI model that focuses on each student's needs, as well as a Student Support Group at each level that identifies at-risk students and provides targeted interventions.
- Communication to parents and students is a high priority, achieved through the use of Parent Portal, quarterly newsletters, PAC (Parental Advisory Committee) meetings, teacher websites, daily announcements posted on the middle school website, and Remind.
- Common team time, departmental planning time and PLC time help develop common curriculum alignment and interdisciplinary opportunities.
- Flexible scheduling gives teams the ability to provide additional support in core areas, co-teach, complete interdisciplinary projects and work on STEAM initiatives.
- We utilize common assessments, curriculum, Effective Communicators (written performance pieces), and oral presentation components which are aligned vertically within departments and with the Common Core or Next Generation Standards.
- There are a variety of instructional models and methods used, including 360 classroom, flipped classroom, PBL units, literature circles, research units, socratic seminars, exploration units, and more.

## **Developmental Responsiveness**

- Leadership and motivational speakers are provided multiple times a year, along with leadership and social-emotional workshops.
- Every team's schedule rotates so students and teachers have an opportunity to have a variety of classes at their best learning and instructional times.
- The social worker and school counselor conduct lunch groups to teach social skills, host support groups and host student leadership groups.
- The principal uses the shared decision-making model with all stakeholder groups and actively seeks input from our Parental Advisory Committee, Student Leadership Group, CDEP (Building leadership group), and team leaders.
- There is a district-wide focus on educating the whole child and caring for their social and emotional needs. In the middle school, this is accomplished through the OCC (Outer Circle Committee), which plans activities and opportunities for students and faculty to have positive social and emotional interactions and support.
- The guidance departments complete in-depth transition planning for incoming and outgoing students, including spring tours, assemblies, informal meet-and-greets with principals and guidance staff, individualized course planning, summer open house, transition track meet, fall open house and personalized visits and tours.
- We have a wide variety of clubs (art, dance, drama, fashion, game, ski, tech, and yearbook), organizations (band, chorus, FCCLA, Junior FFA, LEAD, leadership group, NJHS, peer mediation, orchestra and student council), and athletics (modified and athletic placement for junior varsity, plus opportunities for varsity bowling, swimming and golf)

- Middle school and high school guidance offices team up to provide an Elective Fair, Career Fair, local college tours and BOCES visits promote planning for students' high school, college and career futures.
- Student Support Groups meet biweekly with the principal, school psychologist, school counselor, social worker, nurse, core area team teachers and team special education teacher to identify and provide targeted interventions for at-risk students.
- Each team implements PLC initiatives to address student and building issues such as homework completion, student involvement, developing positive relationships with faculty and mentors, and improving building culture.

## **Social Equity**

- We celebrate Making Positive Choices Week, FRESH Week, Kindness Week, and Health and Wellness Day to encourage students to examine their choices, build character and make positive change.
- There are multiple avenues for student recognition including student of the month, student of the marking period, high honor roll, honor roll, scholar-athlete reception, building-wide fiestas and surprise parties.
- Students are placed on heterogeneous teams that share four or more core teachers, and utilize long-term student contact in the form of a two-year loop to keep students with teachers who know them best and can push them further to develop their skills.
- Students are afforded the opportunity to go on several field trips at no cost, including Delta Lake, Black River Experience, the Rosemond Gifford Zoo, Enchanted Forest Water Park, WonderWorks, SkyChiefs baseball games and more.
- Special education teachers team up with core teachers to develop a "Week at a Glance" sheet to keep students up to date with homework assignments and to keep ahead of content so they can accelerate the materials. They also assist with differentiated instruction for classified students.
- We offer opportunities for curriculum hours every summer to improve on curriculum and create new rigorous and engaging content, and utilize several Superintendent's Conference Days to offer professional development and opportunities to do building-level activities.
- We provide a 3:00 shuttle bus for after-school academics, a 4:10 shuttle bus for after-school academics and extracurricular club members, and a 5:00 shuttle bus for athletes.
- The district employs a Farm to School representative that brings fresh produce, new snack ideas and interesting new foods for students to try on a monthly basis, and a Diversity Committee
- We offer parent conference days and evenings in October to create as many positive first interactions and relationships with parents as we can.
- We host Community Day, which invites everyone in the community to come to the school to access information on health care, social services, safety instruction and other fun events and activities.

## **Organizational Support**

- The principal uses a shared decision-making model that allows, faculty, staff, students, parents and administration to have a true voice in building decisions and event planning.
- First and second year teachers are given a mentor, monthly new teacher trainings, APL classroom management training, and weekly principal meetings.
- The district maintains a cascading goals document that starts at the Board of Education and aligns with building, department and team-specific goals.
- Each team identifies three goals to accomplish each year, which are depicted in our Comprehensive District Education Plan (CDEP) report. They also report the previous year's accomplishments in the CDEP report as well as their social-emotional initiatives.
- Any students who are failing two or more classes meet with the principal to develop a success plan and strategies to help increase work completion.
- All faculty members review their quarterly and common unit assessment data and Effective Communicator data with their departments and share their reflections with the principal. Content teams are also given "data days" to analyze the data to evaluate curriculum and drive instruction.
- Faculty and staff members who have attended trainings provide turn-key training or mini-lessons during faculty meetings to share information, and Superintendent's Conference Days are designed and planned around requested professional development.
- Co-teaching, interdisciplinary lessons and STEAM activities are highly encouraged, and planning time, schedule accommodations and support are offered to assist in these endeavors.
- Faculty members take part in regional PLCs, local PLCs, curriculum committees, regional congruency meetings, and monthly department meetings.
- We have a district-wide literacy goal, and each department is charged with developing curriculum and assessments to improve literacy in their specific content area. Every student has a conference with their ELA teacher three times a year to discuss STAR (reading comprehension) test results, areas of strength, areas to improve and strategies to use.