

INDIAN LAKE CENTRAL SCHOOL

2017-2018 SCHOOL STATISTICS

Designated in 2012

Re-Designated in 2015, 2018

Community Size - Rural

School Enrollment - 30

Grade Levels - 6, 7, 8

School Calendar -

Free and Reduced Lunch 44%

English Learners 0%

Students With Disabilities 15%



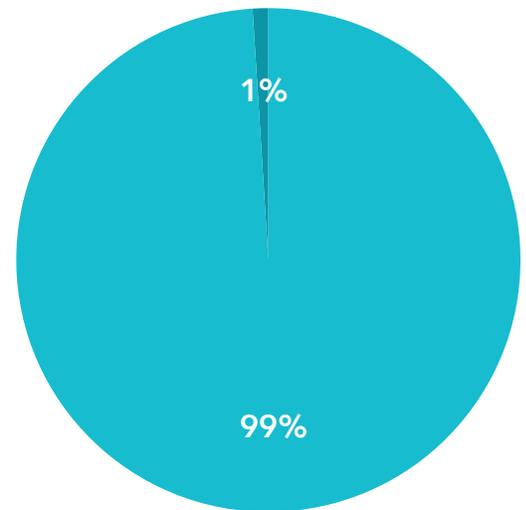
Indian Lake Central School
Indian Lake School District
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Tel (518) 648-5024
Principal - David Snide
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School Characteristics and Replicable Practices

Academic Excellence

The middle school program at Indian Lake strives to challenge students to meet high academic standards by conveying clear expectations and providing many supports to help students to achieve those high standards. Each of our middle school teachers has mapped their curriculum aligned with NYS Standards and is updating these maps to match the new standards as they are developed. Teachers are provided summer professional development hours to work on curriculum and their maps.

2017-2018 School Demographics



- Hispanic 0%
- African American 1%
- Native American 0%
- Filipino 0%
- Other 0%
- White 99%
- Asian 0%
- Pacific Islander 0%
- Two or More 0%

Aimsweb is used as an assessment for both ELA and Math as a measure of student growth during the school year. Aimsweb, along with the NYS assessments, daily classroom work and observation play important roles in determining student success and areas we need to concentrate our efforts. Aimsweb data is also used as part of the teacher's APPR calculation.

Expectations

Our students know very well what is expected of them in each of their classes. Teachers provide the students with syllabi at the beginning of the year along with their classroom expectations. Teachers post their objectives for their lessons and provide detailed rubrics for assignments and projects. Exemplars are provided for assignments and projects and are displayed in classroom, hallways, local papers and the school newsletter. We also take advantage of the ILCS Facebook page and recognize students on our website.

ILCS continues to support summative based grading system in which students are not graded on their practice (a.k.a. homework) but instead are given detailed feedback in a non threatening environment that allows them to try and try again if needed to be prepared to succeed at the summative. We also have a no zero policy where we work with students to a satisfactory end. We work with the idea that it isn't that it was taught, but that it was learned.

We convey our expectations to our parents and community thru open houses, a 5th grade parent's night in which we invite the students and their parents to a night after school in which we introduce them to middle school. We organize student-led conferences mid-year. Students put together a portfolio of their work, goals for the year and sample state assessments to go over with their parents. Teachers are available "in the wings" to add to the discussion if wanted. We have a web based parent portal in which parents can monitor their student's academic progress 24/7. We provide multiple announcements of upcoming events such as state assessments, open house and conferences through many forms of media including Facebook, website and paper mailings to all households.

Structure and Support

Our middle school teachers have participated in differentiated instruction professional development, brain based learning, Understanding by Design and implement these strategies in the classroom. Middle School team meets regularly every other day for 40 minutes, with Wednesday's set aside for student days. We have offered mini workshops after school to fellow middle school teachers and other faculty at our school.

Our middle school organization revolves around color teams; these are multi-age groups of about 10 students (depending on the middle school population). Color teams are a structure we use to build social and study skills, self esteem and academic success. An advisor is assigned to a team and stays with that team of students thru their entire 3 years of middle school. The team meets twice every day with their advisor, the first ten minutes and at the end of the day. The morning serves as a homeroom, students pick up their Chromebooks, advisers take attendance, go over morning announcements, and touch base with students on their preparation for the upcoming day.

In the afternoon, each student goes over their learning log with their advisor. The advisor will check with the student about any homework not done and the student's plan to remedy the situation or will discuss teacher notes in the log. The advisor goes over the progress reports and end of quarter reports and helps the student establish goals and then helps the student monitor them throughout the year.

During advisory at the end of the day students rotate to different enrichment/remedial labs for science, math and ELA.

For students that are failing a subject at the 5 week progress report period or end of the quarter our teachers prepare an improvement plan with the students that is monitored by that teacher, their parent and the advisor. If a student is failing more than one subject, the team convenes and produces an improvement plan together with the student and parent.

The middle school team meetings are also used for parent meeting which happen on a frequent basis.

Developmental Responsiveness

Indian Lake has crafted a safe supportive middle school experience that gives students the confidence to explore their interests and develop good social and academic skills.

Color teams are a structure we use to build social and study skills, self esteem and academic success. An advisor is assigned to a team and stays with that team of students thru their entire 3 years of middle school so each middle school student and parent and teacher has a "go to" advocate for that student. The team meets every day with their advisor at the end of the day. It's during this advisory time that the group works on different activities from team building, study and organizational skills organized by their advisor or team of advisors. Teams get to practice their social and organizational skills through a series of competitions held throughout the year. Teams also compete as whole groups in games and community projects. Each quarter teams with the most points are recognized and an overall color team champion is awarded at the end of the year Middle School Awards Ceremony.

Students organize a Town Government in which they follow the same protocol as real town elections from getting a petition signed to run, election speeches, voting, poll workers and voter registration cards. The Town government learns Robert's Rules of Orders. They organize committees for fundraising for the middle school trip and parties and dances. They learn how to effect change in our school constructively. They have recommended and were successful in getting new items on the lunch menu as an example.

The experience at Indian Lake affords a full range of opportunities for students to explore their interests. Student 6-8 band and choir, art, k and all the sports. keyboarding, Lego club, Arts in Ed, art workshops at the Adirondack Lake Center for the Arts, middle school students at ILCS have regularly performed with the local Theater group.

We provide a multitude of recognitions for academic and character success. Every quarter we recognize honor and high honor roll students, Academic All Stars—the color team with the highest grade point average at our MS Awards Ceremonies.

As a school and through our color teams ILCS students are encouraged to be a part and give back to the community. Middle Schoolers have organized roadside garbage pickup, and we organize a food drive each year,

Since we are a small school with regular meetings we are able to respond to issues almost immediately. Each Wednesday we specifically devote our meetings to discuss students; our guidance counselor attends these meeting every week. At these meetings we have been able to set up testing for students with learning issues, develop behavior plans and overall establish a clear, cohesive approach for student needs.

The school district works along with the county services to provide support for our students and families. This is accomplished through such programs as the Home Run Program, CCSI (Coordinated Children’s Services Initiative), and Waiver Program (through Berkshire Farms), outdoor club, digital citizenship, makerspace, Hall of Fame, College trips, MS trip, Pi Week, March Reading Challenge, and 5th graders shadowing.

Social Equity

It should be noted that we don’t have much diversity here at Indian Lake, where 98% of our population is Caucasian and approximately 45% qualifies for free and reduced lunch. Quite frankly the diversity we might see is that in ability and economics. At ILCS students of all abilities and economics are offered the same academic and social opportunities. We try to provide some diversity through our field trips and educational experiences. Each year we bring the entire middle school on a trip to an urban area. We traveled to NY City, Boston, and Ottawa in recent years. We bring all students to visit colleges in the region. We participate in Arts-in Education which brings culturally diverse artists to perform at the school. Students organize dances and invite other schools in the area. We have organized “play days” with regional schools. No one excluded from these events for any reason. Our interscholastic athletic program is merged with Long Lake Central School as this provides a better opportunity to field soccer, basketball and baseball/softball teams.

Small class sizes allow for individual and personalized attention and fostering academic success. Using differentiated learning and cooperative learning strategies, students have multiple pathways at their disposal to show what they know. Teachers use Think-pair-share, jig saw, and carousel. Students who are better auditory learners might have their test read to them. One teacher offers a “pack basket” of choices in which to complete the practice for a unit—students can chose to fill out worksheets or build a model or create a song or illustrate a comic strip to demonstrate their learning.

Our rewards system recognizes good character, besides good academics. In our grading system last year we instituted a new reporting system in which we assign numbers for effort/responsibility and behavior.

During the 2015-16 school year we instituted a 1:1 Chromebook for every middle school student. This provided the ability to tap into a whole new set of instructional and learning strategies. At the same time, we switch to a Google platform which allows for shared learning. The school also provides for an after school study hall five days a week from 3:00-4:00 with transportation home at 4:00. Therefore, regardless of a student's home situation, they have a safe and quiet place to study every night after school.

Middle school students also have a supply closet that is stocked with recycled materials, such as paper, pens, pencils, etc. that is available to every student.

Our community is small and tightly knit. All students are known by everyone in the community. Our awards celebrations, sport games, concert and school events are well attended. ILCS is a hub of the community.

We have a clear code of conduct. That is fairly and consistently applied throughout the school. There is a Student/Parent Handbook, which is sent out at the beginning of each school year. This handbook also includes the Code of Conduct. This is also presented to the students at the beginning of the school year.

Organizational Support

The vision of the middle school concept was one that was developed several years ago and has continuously been improved on. The concept was to divide the middle school into color teams to allow for more individual attention, because as we know of the middle level student, they need structure and guidance. In our color teams this has allowed for the checking of homework assignments, strategies for accomplishing assignments, and team competitions. This concept has proven to be very successful. Students seem to adapt to high school much easier with the tools they have learned to use in the middle school.

Although the principal may have the ultimate responsibility of the day-to-day operations of the school, it is the established leadership among the middle school team that has had a significant role in the success of the middle school concept.

The school fosters the concept of community learning. The students work hard at learning the content, the teachers work at the best instructional methods to enable students to learn, the administration provides the resources necessary to allow for both of those to happen, and the school is responsible to help the parents and community learn the expectations that are required of the students.

Professional development has been and will continue to be a top priority of the district. Although we are a small school district, we have partnered with several area school districts to enable collaboration between teachers at the same grade level and allow professional development resources that if we were not working together would be too costly. We call ourselves the True North. Along with the teachers being able to collaborate, the administration of the schools meet to discuss visionary plans for collaboration.

Since we are a very small school this allows for continuous collaboration between the elementary, middle and high school faculty and staff. Consequently, some of the barriers to transitions from each level that may be seen in a larger district is avoided.

The school district is continuously analyzing assessment data in order to monitor and adjust instruction if needed. This is accomplished by using NYS assessment data, AIMSweb data, and local formative and summative data. The state and our local NERIC provide data available to districts that allow for dissemination of data into individual question analysis for each strand/standard addressed. This is extremely useful information, as this will allow us to assess our current curriculum maps to make sure we are covering the material and assess our lesson plans to determine the methods used to teach the material. Along with the analysis of assessment data, our team also consists of counselors and can call on the CSE chairperson to discuss other areas that may be impacting student learning.

Most recently, our district has been in the process of realignment of our current curriculum maps to the Common Core State Standards. This has provided the opportunity to discuss the sequence of topics to cover within our maps, but also the resources to use to deliver the content and the methods to use within the classroom during lessons.

During the 2016-17 school year, we created a Makerspace program. Each grade (6-8) would attend one quarter with one of three teachers-Technology, Library Media Specialist, and Business. During each of these three quarters students worked on various projects, which included video design, computer programming, woodworking, and robotics, just to name a few. The Makerspace program operated three days each week-Tuesday, Wednesday, and Thursday, where Monday's and Friday's students were available to work on their projects if they were up-to-date with their academics. All middle school teachers are available to work with students during this first period. In addition, this also served as the students morning homeroom with their advisor for the first 10 minutes. This has been a fantastic program and one we presented on at the New York State Middle School's conference in the fall of 2016.