

NEW YORK



HONEOYE FALLS-LIMA MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2013

Re-Designated in 2016

Community Size - Suburban

School Enrollment - 507

Grade Levels - 6, 7, 8

School Calendar - traditional

Free & Reduced Lunch - 17%

English Learners - 0.01%

Students with Disabilities - 13%

Honeoye Falls-Lima Central School District
619 Quaker Meeting House Road
Tel 585-624-7100
Principal - Shawn Williams
www.hflcsd.org

School Characteristics and Replicable Practices

Academic Excellence

At HF-L Middle School, we work together to guide and support the growth of our students; our mission emphasizes collaboration and the growth of the whole child, academically and personally.

Teachers maintain and update curriculum maps regularly; common units of instruction and common assessments are well-established at every grade level and in every subject area.

Teachers use a wide variety of instructional strategies to engage students in learning. Student-

2018-2019 School Demographics

- **African American - 0.5%**
- **Asian - 2.25%**
- **Caucasian - 92%**
- **Filipino - 0%**
- **Hispanic - 2.25%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 3%**
- **Two or More - 0%**

centered instruction is the predominant approach in our school.

Students are expected to solve real-world problems through Project-Based Learning experiences. Projects challenge students to explore issues that are relevant to their future success.

Our 1 to 1 laptop initiative provides equitable access to 21st Century tools and learning experiences; digital literacy and digital citizenship are emphasized in our program as we prepare students to succeed in a rapidly changing world.

iReady assessment data drives the differentiation of instruction to promote students' growth in reading comprehension and math.

Encore subjects are essential to our middle-level program. They offer students opportunities to investigate new and varied interests.

Teachers participate in a wide variety of professional growth opportunities including Learning Walks, teachers visiting other teachers' classrooms.

Developmental Responsiveness

HF-L Middle School embraces a Positive Behavioral Interventions and Supports (PBIS) approach to promote a school climate that emphasizes respect, responsibility, and safety.

Teaming is central to how teachers work together to support students; academic teams foster meaningful relationships between students and staff.

School counselors loop with students during their three years at HF-L Middle School. Looping promotes continuity, consistency, and stability for students as they transition from grade to grade.

Social-emotional learning and the personal development of all students is essential to our program. The more students feel safe and comfortable at school, the more we can challenge them academically.

Our school strives to engage parents and the community in a variety of ways: booster clubs, newsletters, weekly Middle School Messages, social media, the PTA, Open House, Career Night, the School Tool Parent Portal, Schoology, project expos, etc.

Social Equity

School-wide enrichment and co-curricular activities are available to all students.

Students are provided a wide-variety of supports for extra help: structured study hall, AIS labs, homework club, weekly reviews, Check In-Check Out procedures.

Student voices are heard and appreciated via student government, focus groups, at student-led parent teacher conferences, and student initiated service efforts.

A culture of inclusiveness is promoted in a variety of ways: Unified Basketball, Best Buddies, supported evening events and co-curricular activities. At HF-L Middle School we emphasize the mantra "We are all in this together."

Our Peer Helpers Program promotes student leaders to take action to advocate for peers and promote a positive school climate.

Organizational Support

Our School Improvement Team oversees and drives all school-wide improvement efforts. A representative group of administrators, teachers, and parents, is responsible for sustaining and promoting a shared vision. SMART goals and action plans are developed and implemented annually. This group routinely monitors progress and holds the entire organization accountable for achieving growth.

The master schedule emphasizes the importance of providing team teachers with common planning time. This time is essential for co-planning to occur and for teachers to meet routinely with grade-level counselors to discuss and develop targeted supports for small groups and individual students.

Expectations for students and the teaming structures provided to support them are incrementally adjusted each year to promote more independence as students move from grade 6 to grade 8.