

# PENNSYLVANIA



## SOUTH FAYETTE MIDDLE SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2015

Re-Designated in 2019 (First time)

Community Size - Suburban

School Enrollment - 852

Grade Levels - 6, 7, 8

School Calendar - Traditional

Free & Reduced Lunch - 13%

English Learners - 1.5%

Students with Disabilities - 9%

South Fayette Township School District  
3700 Old Oakdale Road, McDonald PA 15057  
Tel 412-221-4542  
Principal - Kristin M. Deichler  
[www.southfayette.org](http://www.southfayette.org)

### 2018-2019 School Demographics

- **African American - 2%**
- **Asian - 17%**
- **Caucasian - 76%**
- **Filipino - 0%**
- **Hispanic - 1.5%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 3%**

### School Characteristics and Replicable Practices

#### Academic Excellence

The curriculum is rigorous, non-repetitive, and moves forward substantially due to planning which is the result of district-provided time to meet with departmental vertical teams.

Students and parents are able to gain a full understanding of the scope and sequence of the curriculum by attending our annual curriculum night hosted at the beginning of the school year.

Our team teaching approach and a STEAM coordinator help to facilitate cross-curricular learning

opportunities. This approach builds connections across the disciplines to reinforce important concepts and assist students in applying what they have learned to solve real-world problems.

Students are actively involved in designing rubrics for projects that meet standard-based expectations and criteria, ensuring their awareness of expectations and motivating to produce their best work.

The District's one-to-one technology initiative provides all students with computers to use in the classroom and at home, enabling students to use a wide array of resources to build knowledge and skills and to have their learning customized in order to challenge, as well as meet their individual needs.

## **Developmental Responsiveness**

All students at SFMS are divided into smaller, cohesive communities to enhance the teaching and learning process and to build strong, mutually-respectful relationships. Within the first few weeks of school, all students work together to select a team name, design a team t-shirt, explore team procedures and rules, and establish personal and team goals for the year.

Since research indicates adolescents learn best through hands-on learning experiences, students are involved in their own education and have a sense of ownership and responsibility. SFMS has developed four Learning Pathways (Moving Images, Graphic Design, Engineering, and Coding) to help foster these different learning styles and to enhance the educational experience, along with the resources in a performance space in our library called The Hub.

Current sixth graders also prepare for and participate in a Secret Agent Mission Day for fifth graders to come and "spy" on middle school to report back to the fifth grade students what a day in middle school is like.

To support students in being well-rounded individuals, we arrange activities such as field trips, community food and gift drives, clean-up days, UNESCO projects, and several other activities, which allow them to give back to their communities and society as a whole.

We conduct student-led conferences with families in which students extensively prepare for and run their own conferences, and this process has given our students more ownership of their accomplishments, a voice in determining future goals and outcomes, and has allowed parents to interact more with their students during this process.

## **Social Equity**

Within each grade level, at least one of the teams includes a special education teacher who co-teaches with a mathematics and language arts teacher. Likewise, our reading specialist co-teaches a section of language arts within each grade level to assist at-risk students and help to effectively differentiate instruction.

To better support students with sensory processing disorders and limited communication skills, we have a sensory room with special lighting, music, and supportive manipulatives.

The middle school's Student Assistance Program (SAP) meets twice a week to assist school personnel in identifying student issues including alcohol, tobacco, other drugs, and mental health

issues which pose a barrier to a student's success. Members of the SAP team serve as a mentor to help identified students overcome these barriers so they can be more successful.

The master schedule is flexible in that grade level teams and individual mini teams are able to adjust their schedule to meet the instructional needs of the students and provide extended time for teaming activities.

## **Organizational Support**

The principals attend each grade level's mini-team's weekly meetings, along with other departmental meetings and grade level meetings.

In addition to having a mentor, new teachers attend meetings with the principals, twice a month, to receive additional support and guidance through their first year.

Our grade level teams are granted an additional planning period each day to use for professional collaboration and work. This planning time is unique to only the middle school.

Teachers can participate in a differentiated supervision model which is distinguished by its teacher-driven design, allowing teachers to experiment with new strategies, as well as reflect on the impact and outcomes of these strategies.

Throughout the year, the principal meets with each content department, as well as individual teachers, to review data goals, progress, and instructional strategies that can be used based on the data.