

PENNSYLVANIA



PALISADES MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Rural

School Enrollment - 340

Grade Levels - 6-8

School Calendar - traditional

Free & Reduced Lunch - 24%

English Learners - 1%

Students with Disabilities - 19%

Palisades School District

4710 Durham Road, Kintnersville, PA 18930

Tel 610-847-5131

Principal - Dr. Karl Scheibehofer

www.palisadessd.org

School Characteristics and Replicable Practices

Academic Excellence

Resource Period - PALMS employs a number of supports for students to meet academic standards. Our most notable building wide support mechanism is Resource Period. Resource period is a thirty-five-minute period held at the beginning of each day immediately following homeroom designed to help PALMS students academically transition from the self-contained classrooms of elementary schools to highly independent expectations of high school. During resource period students are expected to organize their day, work on projects, meet with teachers for extra help, work collaboratively, study for upcoming assignments or assessments,

2018-2019 School Demographics

- **African American - 1%**
- **Asian - 1%**
- **Caucasian - 94%**
- **Filipino - 0%**
- **Hispanic - 3%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 2%**

receive enrichment, receive added support, participate in progress-monitoring programs, attend music rehearsals, attend student activity meetings, complete work due to absences, or simply read.

One-to-One Chromebook Program - Every student at PALMS has a district supplied Chromebook which should be used throughout the day and at home for educational opportunities. In addition, beginning with the 2018-2019 school year all faculty will have their respective courses operating on Canvas which is our online learning management system. This computer technology and Canvas software offers students increased access to learning opportunities.

Co-Teaching Supports - Co-teaching is another support PALMS has for select students. Through our progress monitoring, department and team meetings students are recommended for co-taught language arts and/or mathematics classes. In addition, some students are recommended for co-taught classes by individual education plan (IEP) meetings. Co-taught classes are designed to lower the student/teacher ratio, minimize restrictive environments, support academic diversity, and endorse a culture of learning. These classes are designed to maximize differentiation opportunities, collaborative learning opportunities, application of course content, and academic growth for students.

Developmental Responsiveness

Grade Level Teaming - PALMS is devoted to grade level interdisciplinary teaming. Faculty have a dedicated forty-five-minute team time daily. These grade level teams are created to build mutually respectful relationships, and enhance teaching and learning. Teachers plan to create connections across the disciplines and help reinforce key concepts in each content area. Likewise, the process of critical thinking and application of real-world problems should be planned collaboratively and across content areas.

Mentoring - PALMS has created smaller community groups within our mentoring period which offers each student a mentor or advocate. Mentoring period consists of a faculty mentor and ten to twelve same grade level students who meet daily for a minimum of twenty minutes to nurture a developmentally responsive environment. The daily lessons are created by our Mentoring Committee on a monthly basis. The objective of the daily lesson ranges from goal setting to promoting interpersonal communication skills. Mentors develop a positive and respectful rapport with students, and assist them in obtaining their academic and social goals.

Restorative Practices - Restorative Practices is a process which utilizes restorative justice to empower students by strengthening relationships between individuals as well as building social capital and social connections within communities. PALMS has actively been using Restorative Practices since 2000. This restorative approach allows students to take action, make choices, work collaboratively, and learn to resolve conflict. At PALMS, Restorative Practices are used daily to promote healthy interpersonal skills, manage conflict and build relationships.

After School Academic Support - PALMS invites select students to homework club which acts as a homework center for students on Tuesdays and Thursdays after school. Homework club is supervised by instructional assistants, but managed by grade level teams. The students are identified by teams and a document is prepared for each session specific to each student with assignments which need to be completed as well as prioritized by completion. Homework club is intended to be temporary and fluid, so it can help meet the needs of as many students as possible.

After School Activities - PALMS has a strong dedication to the arts and student activities. PALMS has over 37 activities for students to get involved in. These activities help foster social skills and develop interests beyond the academic curriculum covering a wide range of interests and infused with relevant life skills which promote continued academic and developmental growth. Students at PALMS schedule either vocal music or band yearly, and on a quarterly basis have an opportunity to schedule technology education, art, computer applications, family consumer sciences, and foreign languages. Also, students in grades 7 and 8 have an opportunity to compete in PIAA sanctioned athletics. Nearly fifty-two percent of our student body participates in extracurricular activities.

Social Equity

Inclusive Practices - PALMS maximizes inclusive practices in all subject areas. Language arts and mathematics have some classes which are more homogeneously grouped, but less than ten percent of our 2017-2018 student population were in strictly learning support language arts or mathematics classes, and one hundred percent of our students were included in social studies, science and exploratory classes. We balance student need by continual progress monitoring and building wide data collection using the Measures of Academic Progress (MAP) Tests.

Student Support Team - PALMS engages a Student Support Team (SST) Committee on a weekly basis to discuss students' (specifically without disabilities) needs including academic, emotional and social. Our SST Committee may create an individual instructional support action plan in collaboration with faculty, parents and student, or if the student's needs are related to emotional, developmental or substance abuse concerns we may refer the student to our Student Assistance Program.

School Wide Positive Behavior Support - PALMS has a robust process for recognizing positive behavior and celebrating respectful and responsible actions. Each month Citizens of the Month are chosen from nominated students by our Mentoring Committee. Nominations for this award can come from other students, staff, or faculty. The award recipients are honored with a certificate and an announcement highlighting their award on the morning television program/announcements. Also each month a grade level Pirate Eye Award is given to a student who has been observed participating in positive social behavior. Furthermore, PALMS utilizes a school wide positive behavior intervention and support program based on respect, responsibility, caring actions, and making good decisions.

Organizational Support

School Improvement Plan - At the beginning of each school year a Building School Improvement Planning Committee is formed to analyze data and prepare building goals. Members of this committee use all sources of building data to analyze areas of accomplishment and strength along with areas of concern and growth. Each building principal has an opportunity to present their building improvement plan to the Palisades School District Education Programs and Services Board each January.

Faculty Committees - PALMS utilizes a committee approach to design building professional development for teachers. This allows for the professional learning to be ongoing and relevant to middle-grades education. There is also district initiative and content area department time built

into the professional development schedule. PALMS is fortunate to have at least nine shared days of professional development throughout the school year.

Differentiated Teacher Evaluation - Palisades School District utilizes a differentiated mode of supervision and evaluation for tenured teachers within the district to encourage professional learning. Part of this process allows teachers to pursue individualized professional development or lead building initiatives.

Partnership with PTO - Our monthly PTO meetings help encourage our parents to assist with various school activities and functions within our school. During these meetings financial updates are provided along with providing financial assistance to students in need. Holding these meetings help foster a community atmosphere along with supporting the mission and vision of our school and district.