



The Middle School Transition 5th to 6th Grade

Monday, January 3rd
Session 1: 9:00 AM
Session 2: 6:30 PM

Goals for Today

- Introduction to Academic and School Based Teams
- Provide parents with:
 - An overview of the Middle School Experience
 - Social and Emotional changes from Grade 5 to 6
 - Academic Expectation changes from Grade 5 to 6
 - Placement Protocols for Advanced Studies:
 - ELA
 - Math
 - Science
 - World Language

GPS Academic Team



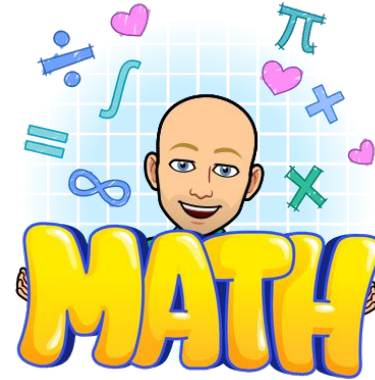
Marc D'Amico

Director of K-8 Curriculum & Leadership



Dr. Benjamin Markus

Int. Program Coordinator,
K-8 ELA and Social Studies



Mike Reid

Program Coordinator,
K-8 Mathematics



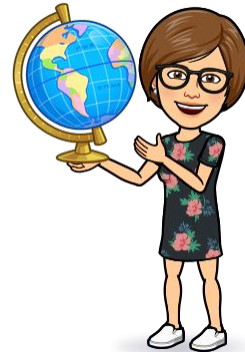
Tara Fogel

Program Coordinator,
K-8 Science



Laura Newell

Program Coordinator,
K-12 Art & Music



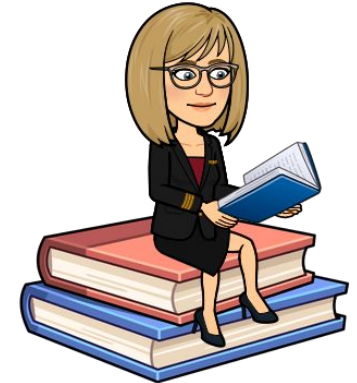
Adriane Hirsch-Klein

Program Coordinator,
K-12 ESOL & World Languages



Carrie Borcharding

Program Coordinator,
Special Education



Bonnie O'Regan

Facilitator,
Advanced Learning Program (ALP)

Middle School Principals and Counselors



Gordon Beinstein
Principal
Western Middle School



Tom Healy
Principal
Central Middle School



Jason Goldstein
Principal
Eastern Middle School



Karina Magana
School Counselor - Grade 6
Western Middle School



Lesley Palange
School Counselor - Grade 6
Central Middle School



Meghan Moore
School Counselor - Grade 6
Eastern Middle School

The Middle School Experience

Middle School students undergo a great deal of growth and change

- physically
- emotionally
- socially
- intellectually

The Middle School Experience

Middle schools are
specifically designed to
both support and
facilitate each child
during this critical time
in his or her
development.

GPS offers educational opportunities that encompass the following:

- A **supportive community** that is *proactive* and *responsive* to needs of the group and the individual
- An **encouraging climate** that *celebrates* appropriate risk-taking
- A **reflective environment** where we learn from our mistakes and *focus on the growth* and improvement of the *whole child*
- A **rigorous academic** offering across content areas

Supporting Students for Success

Executive Functioning

Multiple Teachers and Courses

Schedules, Lockers, Chromebooks Oh My!

Organization of Materials and Assignments

Assessment and grading.

Social and Emotional Learning

Friends and Groups

Advocating for themselves

Special Education at Middle School

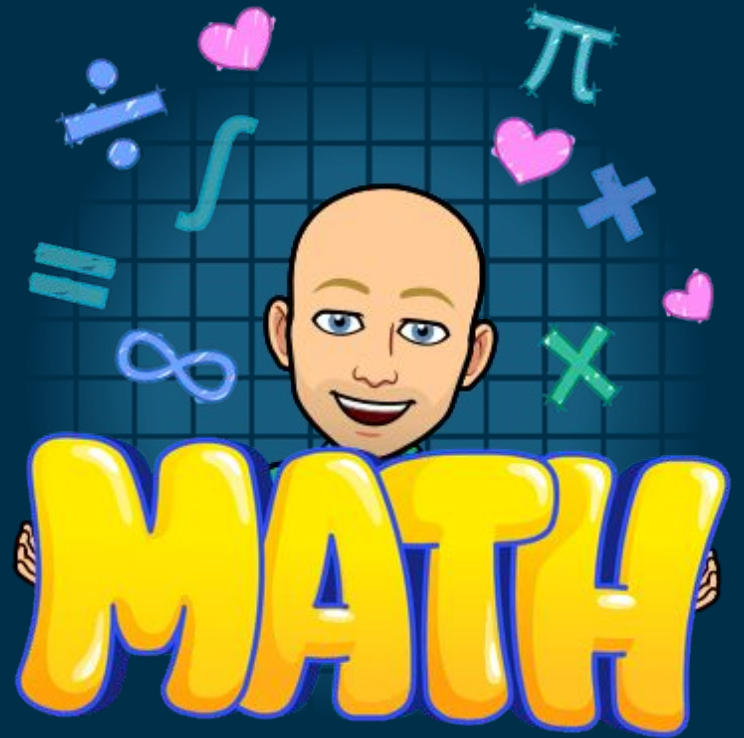
- Each Middle School has a continuum of services based on student need
- Programs are individualized through the IEP
 - Students may receive Push-in/Pull out services, Co-taught classes, small group, individual sessions, etc.
 - Support time may be built into the schedule through an Academic Lab elective period with a special education teacher
 - Related services are offered at each Middle School
 - Alternative Assessment and Curriculum options are available
- Services for each student are determined by the PPT
 - Some services may be recommended to change as the student transitions from Elementary to Middle School based on the structure of a middle school day

Core Academics: Middle School Placement Timeline

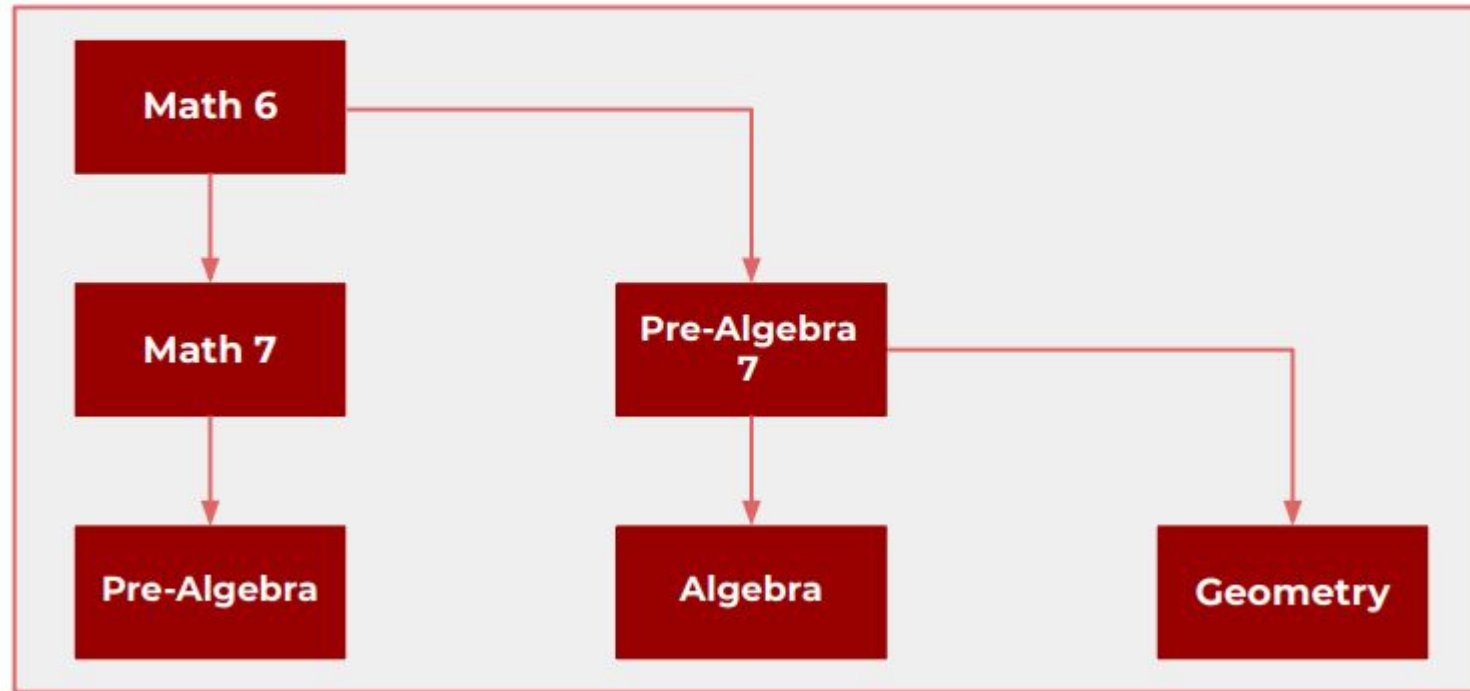
Date	Action
January 20th - February 4th, 2022	Parent Input Form Live
February 22nd - March 24th, 2022	Additional Teacher Input, Assessments and BAC Information Gathered
March 31st - April 1st, 2022	Placement Letters Emailed to Parents
Before April Break:	Information sent to middle schools for scheduling

Middle School Mathematics

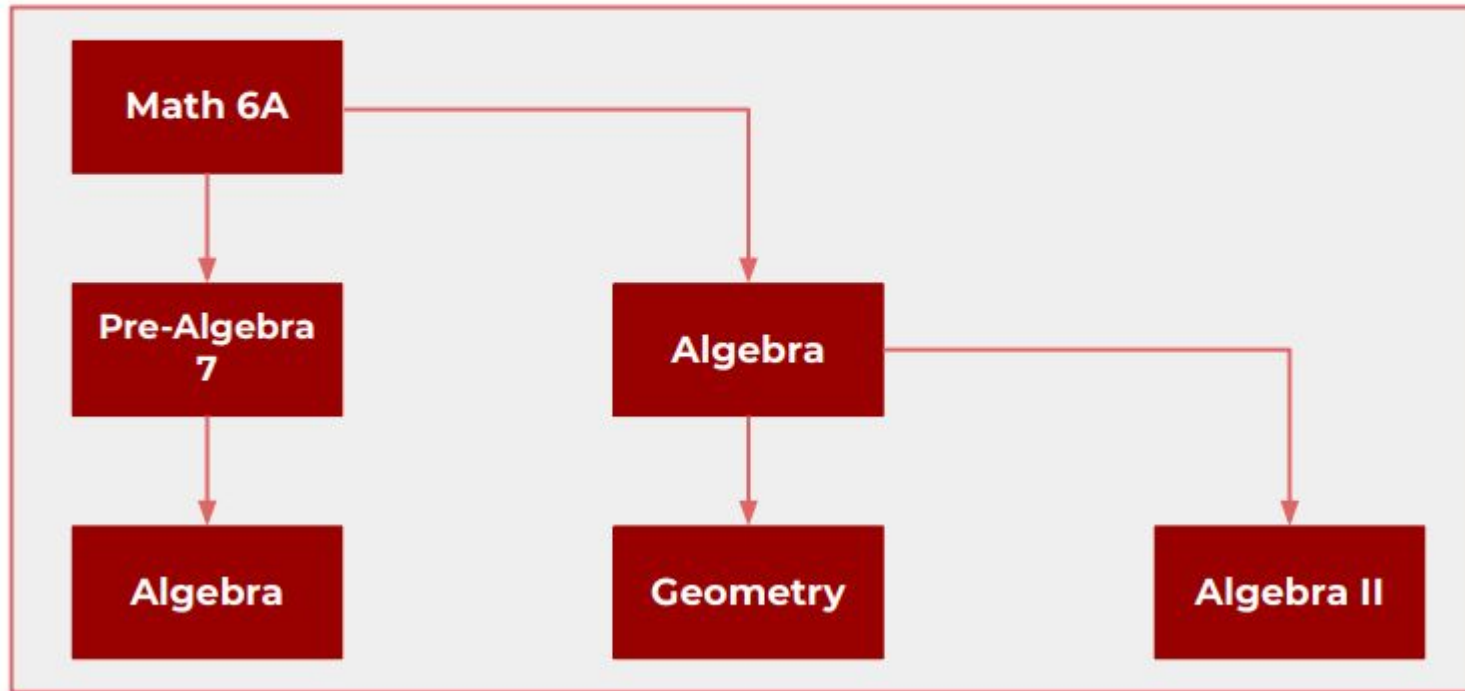
Mike Reid
K-8 Math Coordinator



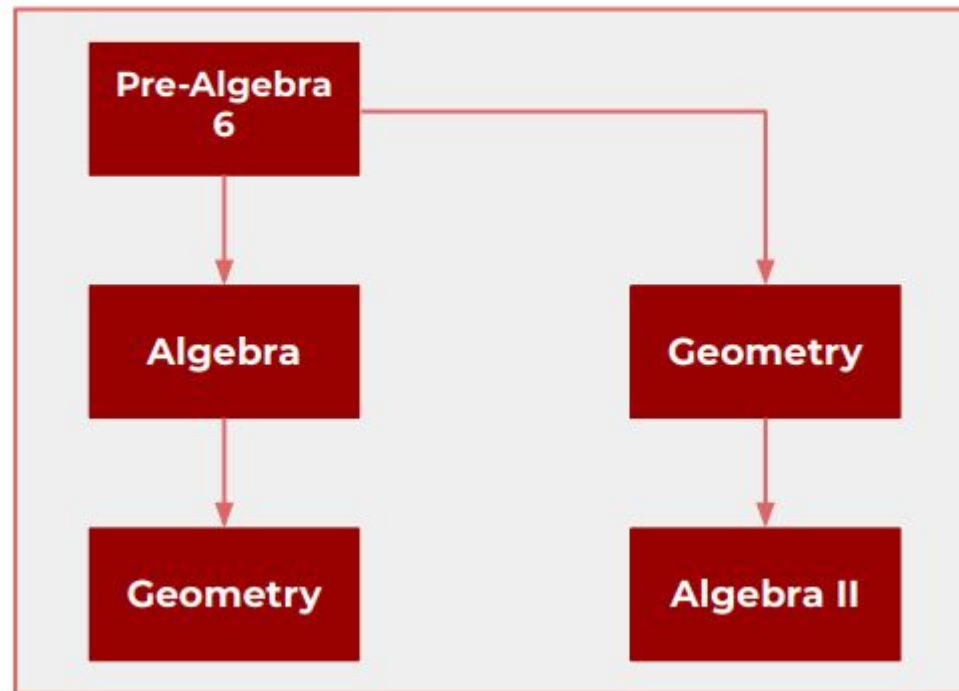
Middle School Pathway 1: Math 6



Middle School Pathway 2: Math 6A



Middle School Pathway 3: Pre-Algebra 6



Overview of Placement Process: Math

Key Understandings:

- We will use multiple data points to determine placement.
- District/Building administrators and teachers will collaborate to determine the appropriate math placement of each student.
- Parents will have the opportunity weigh-in.
- Final decisions for placement will be made prior to April Break.

Summer School Options for Acceleration

The purpose of the Bridge Program is to provide an alternative route for enrollment in Math 6A, Pre-Algebra 7, Algebra 8.

- The Bridge Program is scheduled during normal Summer School hours. The Placement Test will be given in the beginning of August with Summer School and the end of August with the Academic Office.
- Algebra 1 and Geometry will be offered for students who wish to accelerate in Middle School Math. These courses are scheduled during normal Summer School hours.
- Registration instructions will be posted on the Summer School website.

Middle School Science

Tara Fogel
K-8 Science Coordinator



Middle School Science

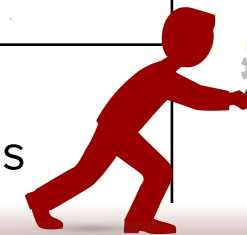
- Performance Expectations
 - Science and Engineering Practices
 - Disciplinary Core Ideas
 - Cross Cutting Concepts

4 Units Per Grade
Embedded Project
Modeling
Phenomena

**Student Choice
Opportunities for
Extension and
Remediation**

Grade 6 Science

	Grade 6	Grade 6A
Curriculum Coverage & NGSS Standards	<p>NGSS Standards met in 4 units of grade level instruction.</p> <p>Performance Expectations Assessed with in middle level end band.</p>	<p>Mirrors Grade 6 Curriculum with advanced resources and enrichment unit.</p> <p>Performance Expectations Assessed with in and above middle level end band.</p>
Advanced Materials	<i>At teacher discretion to meet the needs of all students in every classroom</i>	Embedded in advanced units: <ul style="list-style-type: none"><input type="checkbox"/> Non-fiction text<input type="checkbox"/> Data analysis<input type="checkbox"/> Assessment criteria<input type="checkbox"/> Digital tool assignments
Additional Enrichment	<i>At teacher discretion to meet the needs of all students in every classroom</i>	Students engage in one STEM experience utilizing Grade 8 PEs



Science at the Middle School

	On-Level students may...	Advanced Students may...
ELA and Math	<ul style="list-style-type: none">• All reading levels• All math levels	<ul style="list-style-type: none">• Consistently reading above grade level, specifically non-fiction texts• Be in ALP Math in Grade 5 and/or recommended for 6A or above in Math.
Interest	<ul style="list-style-type: none">• Students do not show increased interest or curiosity about the natural world, engineering or a desire to pursue	<ul style="list-style-type: none">• Shows interest or curiosity in the natural world• Shows a propensity towards engineering or solving problems.
Executive Functioning	<ul style="list-style-type: none">• Reflective and motivated with teacher prompting• May require help complete work independently• Student work completion matches teacher guidelines	<ul style="list-style-type: none">• Intrinsically motivated and reflective without prompting• Ability to complete work independently• Can work at a quicker pace, generally finishes work on time or early

6th Grade Advanced Science Placement

Students meet two the following three indicators:

1. Level 3 or 4 on Grade 4 ELA SBA
2. Level 3 or 4 on Grade 4 Math SBA
3. Grade 5 Performance Recommendation based on:
 - a. Parent Input Form
 - b. Cumulative Grade 5 Science Report Card Grades
 - c. Science and Engineering Practices Look-Fors Rubric (Utilizing Grade 5 Notebooks)
 - d. Achievement on Grade 5 Unit Performance Tasks

7th and 8th Advanced Science Placement

Multiple on-ramps for moving into other placements throughout MS

- Teacher recommendation
- Parent Input
- Cumulative review of student work
- Consultation with school administrator and school counselor

Middle School ELA & SS ALP English ALP Seminar



Dr. Benjamin Markus

K-8 ELA and Social Studies Interim Coordinator

Middle School Curriculum: Social Studies and ELA

Grade 6-8 SS	Grade 6-8 ELA	ALP English	ALP Seminar (Elective)
<p>Connecticut Framework for Social Studies and Inquiry Standards met through on grade level instruction.</p> <p>Shared experiences across all three middle schools with common assessments.</p>	<p>Common Core Learning Standards met through on grade level instruction.</p> <p>Shared experiences across all three middle schools with common assessments.</p>	<p>A parallel course of study with...</p> <ul style="list-style-type: none">• Greater depth through the rigor of lessons and differentiated activities.• Accelerated to include above-grade level material when appropriate.• Advanced pace of learning <p>Shared experiences across all three middle schools with common assessments.</p> <p>Entrance by examination, with building recommendation, and parent consent</p>	<p>An elective course open to all students that emphasizes critical thinking and research.</p> <p>Culminates in a student designed research project.</p>

Overview of the Placement Process

ALP English

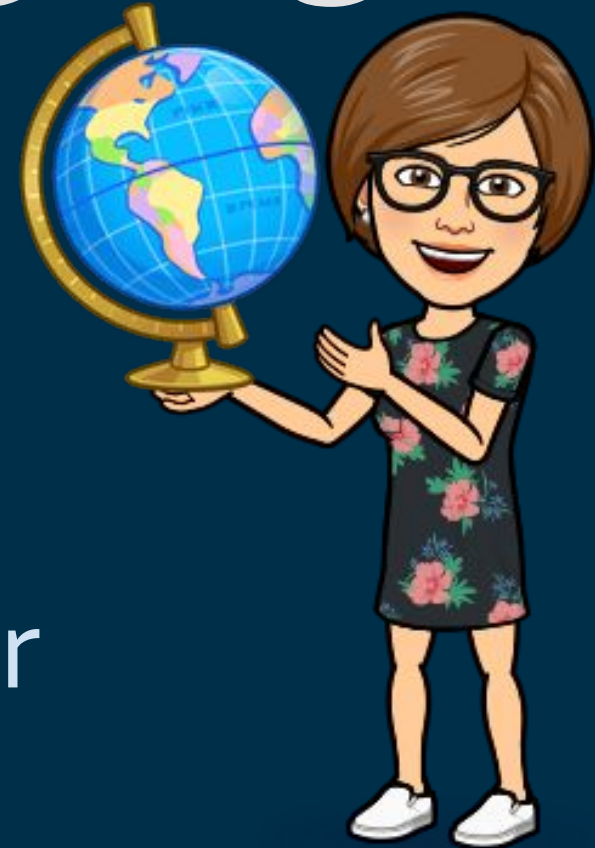
All 5th Graders interested in being considered for 6th Grade ALP English will take three assessments:

- 1) CoGat Verbal Battery
- 2) NWEA Reading Assessment
- 3) Literacy Performance Task

Teachers and parents have the opportunity to refer students for testing.

Students that meet the requirements will be offered a placement into Middle School ALP English.

Middle School World Language



Adriane Hirsch-Klein
K - 12 WL/ESOL Coordinator

World Language at the Middle School

	On Level	Accelerated	Native
Spanish	Spanish 1 Continuing (1C)	Spanish 1A Accelerated	Spanish 6 Native
French	French 1 Beginning	French 1A (only offered at CMS)	N/A
Standards-based Proficiency Benchmarks	<p>I can:</p> <ul style="list-style-type: none"> ❖ Identify basic info ❖ Communicate orally and in writing on familiar topics ❖ Present info. on familiar topics using memorized phrases/simple sentences 	<p>I can:</p> <ul style="list-style-type: none"> • Understand main idea and familiar topics • Participate in spontaneous conversations or written exchanges by creating sentences • Communicate info and express thoughts about familiar topics using a series of sentences orally and in writing 	<p>I can:</p> <ul style="list-style-type: none"> ❖ Understand main message and details on varied general interest topics from complex texts ❖ Maintain spontaneous spoken and written conversations on familiar/new topics ❖ Deliver detailed and organized presentations on familiar/new topics using paragraphs
Overall Course Goals	Develop language proficiency in the interpretive, interpersonal and presentational modes	Deepen language proficiency in the interpretive, interpersonal and presentational models	Sophisticate language proficiency in the interpretive, interpersonal and presentational modes



World Language Course Sequence Guide 2020–21

	Grade 6	Grade 7	Grade 8	Grade 9
Spanish	Spanish 1A	Spanish 2A	Spanish 3A	Spanish 4H
	Spanish 1C	Spanish 2	Spanish 3	Spanish 3A Spanish 4
	Spanish 6 Native	Spanish 7 Native	Spanish 8 Native	Spanish 3/4 Native Spanish 5 Native Spanish 5H Native
French	French 1A (CMS only)	French 2A (CMS only)	French 3A (CMS only)	French 4H French 4
	French 1 Beginning	French 1 Continuing	French 2	French 3A French 3B

- Students are able to change languages in grade 9 or take the recommended course and an additional language as an elective (double up).
 - Other options: ASL, Chinese, Latin, Italian, and German.
- Students need to qualify based on specified placement criteria to enter the honors courses in grade 9.

Overview of Placement Process: World Language

- The middle school placement process begins with students in 5th grade as we determine the appropriate 6th grade World Language placement.
- Placement will be determined using the following measures:
 - AAPPL Interpersonal Listening/Speaking Assessment (ACTFL Assessment of Performance toward Proficiency in Language) (March, 2022)
 - One page reading comprehension/writing assessment (March 2022)
 - Average of 5th grade unit assessments (2021-2022)
 - Teacher recommendation informed by classroom performance
- **Mid-March:** Language choice google form emailed to 5th grade families to submit to Spanish or French teacher
- **Early June:** 6th grade language placement emailed to parents by Spanish or French teacher

Students New to the District

- All students new to the district will participate in a placement process to determine appropriate placement into a Math and Science class.
- Participation in a gifted program in another school district does not automatically qualify a student for placement in ALP courses in Greenwich. However, because another district's placement process may give us enough information to make a placement decision, parents should submit the relevant documentation to the district ALP office.

Middle School Art and Music



Laura Newell
K-12 Arts Coordinator

Why Arts in Middle School?

- Explicit use of the right brain ***creativity***
- Standards that support visual-spatial abilities, reflection, and self-criticism
- Support the willingness to experiment and learn from their mistakes

Visual Arts

- Elective in each grade level
- 2D and 3D experiences
- Opportunities to enter into juried art shows
- Potential Virtual Reality Experience!

Music

Ensembles

Band-Orchestra-Chorus

- *No small group lessons*
- *Smaller group classes that focus on rehearsal skills in addition to instrumental technique*
- *Opportunities to audition for Honors ensembles such as the Western Regionals Festival*
- *Additional extra curricular opportunities (musical participation, small ensembles, pop ensembles, etc)*

General Music

Piano-Guitar-Ukulele

- *Application of basic music skills on a pitched instrument*
- *Instrument application dependent on class and offering*
- *Opportunities for advancement of skills in each year through personalized curricula*
- *Foundational skills that can be applied in an ensemble setting if so desired!*

Reminder: *Placement Timeline*

Date	Action
January 20th - February 4th, 2022	Parent Input Form Live
February 22nd - March 24th, 2022	Additional Teacher Input, Assessments and BAC Information Gathered
March 31st - April 1st, 2022	Placement Letters Emailed to Parents
Before April Break:	Information sent to middle schools for scheduling

Closing Thoughts

Students that **feel successful...**

1. gain confidence and esteem, academically and socially
2. build good habits which will carry over into other areas.

There are many opportunities to advanced and accelerate in seventh, eighth and ninth grades.

It is often wise to focus on making sure students have a successful transition into middle school before looking for advanced or accelerated programming.



Curricular and Placement Contacts

ELA and Seminar

Dr. Benjamin Markus

Math

Mike Reid

Science

Tara Fogel

World Language

Adriane Hirsch-Klein

Art and Music

Laura Newell

Special Education

Carrie Borcharding

Advanced Studies

Bonnie O'Regan

Questions?

The Greenwich Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.