

Westlake Middle School

Woo Hoo Welcome

Welcome Parents
September 2023

What is on our minds?

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Positive Culture

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Who's here to help?

DISTRICT LEADERS

Board of Education
Superintendent Dr. Giarrizzo
Asst. Superintendent Dr. Bronstein
Director of SE & PPS Dr. Vaccaro
Asst. Dir. of SE & PPS Ms. Centeno

COMMUNITY PARTNERS

Mount Pleasant Police Department
School Resource Officer Oliveri
Westlake Education Foundation
Westlake Athletic Club

PARENT TEACHERS ASSOCIATION

Co-Presidents Carmen Kelly and
Lisa Peck
Building Leadership Team
Committees

SCHOOL LEADERS & SUPPORT

Principal Anthony Mungioli
Asst. Principal Terri Outhouse
Secretaries and Greeter
Facilities and Custodial Staff

PULSE TEAM

Guidance Counselors
School Psychologist
Social Worker
School Nurse
School Resource Officer

WESTLAKE Faculty & FAMILIES

Connect With Teachers Early
Partnerships with other parents



PTA year at a glance



23-24 SCHOOL YEAR

AUG

Bagel & "Locks" (incoming
6th grade)

Summer Fundraiser (Spirit
Wear)

SEP

Back to School
Food Truck Night
6th Grade Woo Hoo Welcome
Welcome back Breakfast (Staff)

OCT

New Student Council
Recognition

Spirit Week
The Haunting at WMS

NOV

Fall Fundraiser
Fall Festival

DEC

Holiday Boutique

Winter Festival

JAN

Winter Fundraiser

WMS Skate night
Fundraiser

FEB

8th Grade Dance

MAR

Faculty Fundraiser
Volleyball game
6th Grade Glow Party
Pi Day
St. Patrick's Day
Multicultural Celebration

APR

7th Grade Spring Fling
Spring Fundraiser

MAY

8th Grade Trip
Teacher Appreciation Week
Color Run
Cinco De Mayo

JUN

8th Grade Circle Line Trip
8th Grade Yearbook & T-
Shirt Party
8th Grade Graduation/Dance
Field Days

JUL

Enjoy your Summer break!

PTA Calendar

What's here to help?

Paw Print Newsletter

- Updated weekly with flyers, important information, upcoming dates, and future dates.
- Weekly Bulletin.
- School Messenger is used to send specific information and forms to families.

Websites

- District Website
- School Website
- The Portal
- Google Classroom
- Special thanks to Maria Slippen and Mr. Pezzuti.

Student Handbook

- Building Policies and Information
- Who to contact

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT 2022-2027 STRATEGIC PLAN



Strategic Pillars & Objectives

Mission Statement

The mission of the Mount Pleasant Central School District is *Educating Each Student Today for Endless Possibilities Tomorrow*. The administration and faculty are dedicated and committed to providing a highly challenging and comprehensive education for each child. It is the primary goal of the district to encourage and nurture each student to fully develop his or her potential as a responsible constructive citizen of our society, and in that society to be a self-sufficient and self-fulfilled individual.

Values of Our Learning Organization

The Mount Pleasant Learning Organization Values:

- Academic achievement rooted in a dynamic, learner-centered environment
- Kindness, respect, civility, and empathy that direct our words and actions
- Deep levels of active engagement and collaboration among students, staff, parents, and community members
- The voices and perspectives of all stakeholders
- Tenacity in the pursuit of growth and continuous improvement

K-12 ALIGNMENT & CORE COMPETENCIES

Develop high levels of proficiency in all learners, across an academically aligned K - 12 curriculum, in which the core competencies of critical thinking, authentic research, oral and written communication, self management, and social skills are at the forefront of all learning.

OBJECTIVES

- **Refine** a continuum of learning that reflects both vertical and horizontal articulation and alignment across the K-12 curriculum.
- **Adapt** the nature of classroom instruction and the student learning experience to reflect the core competencies and opportunities for all learners.
- **Create** educational spaces and school facilities that reflect the updates to the nature of classroom instruction and the student learning experience.
- **Support** the creation of authentic, inquiry and performance-based assessments that gauge student growth and progress towards the core competencies.
- **Augment** systems of grading, reporting & feedback on student performance & progress that are aligned with the updated design of our assessments.

CULTURE OF CARE & WELLNESS

Design and implement a systemic framework that fosters problem solving and addresses emotional wellness by developing the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in students, faculty, and staff.

OBJECTIVES

- **Establish** a K-12 Culture of Care and Wellness Oversight Committee.
- **Conduct** a K-12 needs assessment in wellness.
- **Deepen** understanding and assure proficiency of NYSED Standards and 5 core competencies in Social-Emotional Learning.
- **Research, review, and evaluate** wellness frameworks for piloting in the district.
- **Develop** an action plan for implementation/pilot.
- **Promote** a reflective K-12 school culture that is safe, nurturing, and aspirational.

PROFESSIONAL DEVELOPMENT TO ADVANCE TEACHING & LEARNING FOR ALL

Affirm and grow a culture of innovative professional development by defining and utilizing structures, processes and practices dedicated to improving teaching and learning.

OBJECTIVES

- **Research, review and evaluate** models and best practices in professional development K-12.
- **Establish** a system for the implementation of focused professional development to address the needs of students and teachers.
- **Implement** professional development led by the faculty, administration, and staff to support identified learning needs for students and teachers.
- **Create** a process for the evaluation of professional development.

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Define, teach, and measure:

- Critical Thinking
- Authentic Research
- Oral and Written Communication
- Self-Management
- Social Skills

Further develop tasks that engage students in tasks across subjects that require these skills.


Measure, assess, grade, and give feedback in these areas to focus on growth and achievement.

Set clear expectations for listening, speaking, reading and writing.

Across subjects - *claim, evidence, reasoning.*

Kindergarten through College and Career.

Middle School Focus

- *I know what is expected in my classroom to be an active learner.*
- I know what the learning objective is:
 - I know what I am supposed to learn,
 - I know what I am supposed to do to learn it
 - I know how to show that I have learned it.
- I know what the criteria for quality work are. 
- I know the feedback my teacher has given me and can use it to make improvements.
- I can use the criteria to assess my own work and make improvements.
- I can set goals for my future work based on what I know about my current work.

Element	4	3	2	1
Claim	Clear, complete statement or conclusion that <u>answer</u> the original <u>question</u> / <u>problem</u>	Claim is accurate but vague or incomplete	Claim is inaccurate or doesn't not relevant to the the <u>question</u> / <u>problem</u>	No claim is provided.
Evidence	–All evidence used to support the claim is accurate and appropriate. –Sufficient evidence is given to support the claim.	Most evidence used to support the claim is accurate and appropriate.	Some accurate and appropriate evidence is given, but not enough to fully support the claim.	No evidence is given or the evidence given is not <u>relevant to the claim</u> .
Reasoning	–Justification that links the claim and evidence includes appropriate scientific evidence to support the claim –Reasoning is logical, complete, and accurate.	–Evidence is linked to appropriate scientific principles –Reasoning is mostly logical, complete, and accurate.	Scientific principle used for support is inappropriate. Or Reasoning is incomplete.	Scientific principle is inappropriate and reasoning is inaccurate.
Writing Quality and clarity	–Writing uses clear, concise language. –Writing accurately includes advanced scientific terms and vocabulary. –Writing follows conventions of grammar and spelling.	–Writing uses understandable language. –Writing includes most of the appropriate scientific terms and vocabulary. –Writing includes some grammatical/spelling errors.	–Some writing unclear / difficult to understand. –Writing includes <u>few</u> appropriate scientific terms and vocabulary. –Writing includes many grammatical/spelling errors.	–Writing is not clear or understandable. –Writing includes almost no appropriate scientific terms and vocabulary. –Writing includes many grammatical / spelling errors.



MOUNT PLEASANT

Central School District

PORTRAIT OF A MOUNT PLEASANT LEARNER



EDUCATING EACH STUDENT TODAY FOR ENDLESS
POSSIBILITIES TOMORROW

Define aspirational qualities of a successful learner.

Help students understand themselves as a learner.

Set goals and develop qualities that result in students becoming more *well-rounded* learners.

Understand qualities that transfer across subjects, grades, and experiences.

Connect these qualities to career pathways.

Develop a district identity for or students to be as successful as possible.

Universities and Foundations

Westlake Universities

6th Grade: An introduction to these competencies and skills during the first weeks of school.

7th and 8th Grade: Cycles of ongoing practical skill building related to these competencies and skills (in core subjects).

- Setting goals
- Organization
- Time management
- Using technology
- Study strategies
- Code of Conduct and DASA -
Friday September 15th

Westlake Foundations

6th Grade: A class that meets every other day for half a year where these competencies and skills are taught and reinforced for secondary readiness.



CODE OF CONDUCT

It matters.

What you do...

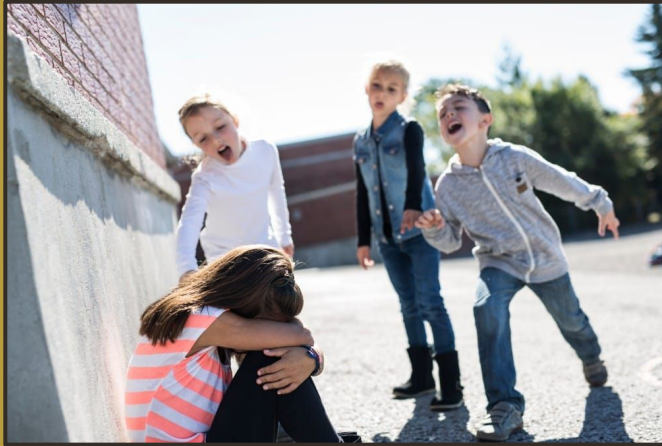
What you say...

The Choices you make...

The actions you take...

How you treat others...

The responsibility you
take...



Conflict vs. Bullying

In a conflict both sides can feel right.

In a conflict both sides can be wrong.

Not all conflict is bullying.

I can be upset with another student
AND I can be responsible for my
behavior.

I can understand how my actions
affected another student **AND** I can
feel that another student hurt me.

Bullying involves a power imbalance

Power is a perception.

Size, age, social status, group size.

It is usually repeated over time.



Awareness



+

**STOP
MAKING
EXCUSES**



**Just
Kidding!**

Was it hurtful?
Was it at anyone's expense?
What does a person's body language tell you?
Can you take responsibility?



It is our responsibility to understand the actions that occurred and how they impacted those involved.

It is our responsibility to help students learn from what occurred to avoid it happening again.

You are part of the problem solving process.

Consequences

"In Trouble"

It is the school's role to share information

Punishment

Penalty

Discussion - Understanding The Why


Learning experience

Problem solving

Fixing and Repairing



Understanding That You Are A Digital Citizen

- 
- ▶ To know that you need positive actions in this ‘community’ matter as well.
 - ▶ To know that everything you post online may be public.
 - ▶ To know that everything you post online may be permanent.
 - ▶ To know that everything you post online may be traceable.
 - ▶ To know that everything you post online reflects who you are.
-
- ▶ **What can happen if a student misuses technology or social media?**

Should Middle School Student Use Social Media?

Almost all social networking sites only allow users aged 13 and over. This age limit has been dictated by US law through the Children's Online Privacy Protection Act (COPPA).

- What can happen if a student misuses technology or social media?

Bottom Lines and Pitfalls

Being on time every day

Following directions respectfully for safety

Respecting personal space & avoiding unwanted contact

Using appropriate language

Keeping cell phones in lockers to focus on school

Treating school and personal property responsibly

Work to the best of your ability and focus on growth

Making excuses and not taking responsibility

Following negative examples

Focusing on the actions of others and not our own

Having a “zero sum” approach to social situations

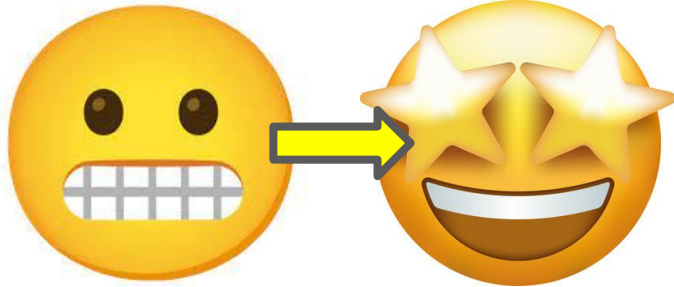
Behaving differently in structured vs.unstructured times

Not understanding or not being ready for Social Media

Focusing on growth as well as achievement

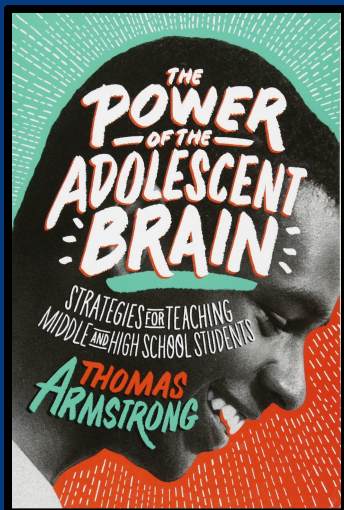
Your Homework

If we all
just talk
about it!

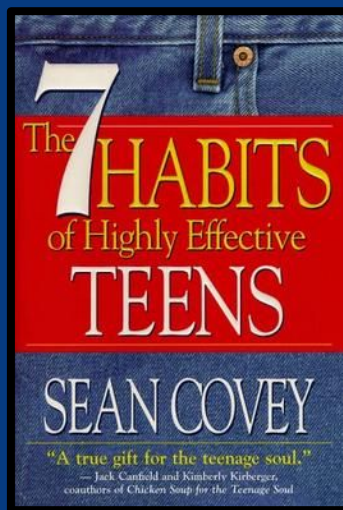


tips for making & keeping FRIENDS

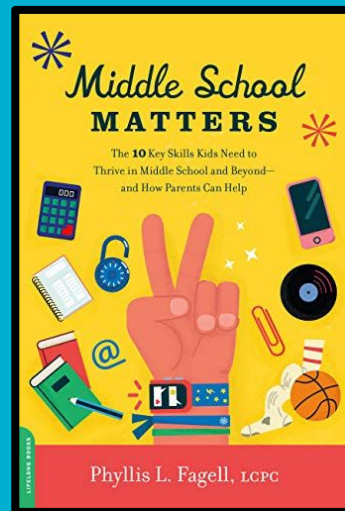
1. To have good friends you have to **be a good friend**.
2. The more you know and like yourself, the easier it will be to find friends who treat you the way you wish to be treated.
3. Try to have lots of different kinds of friends. There is no such thing as a one-size-fits-all friend.
4. One way to meet new friends is to **follow your curiosities, interests, and passions**. In other words, do what you like to do and you will likely meet others who share **common interests** as you.
5. Make friends with people who like and accept you for **YOU**.
6. Good friends **listen** to each other, **encourage** each other, show they are interested in each other, **respect** one another, and **help** each other out.
7. Conflict between friends is normal; a good friend will put in the **effort** to work it out.
8. Refuse to say unkind things about your friends, even when they make a mistake. (Because we all make mistakes sometimes.)
9. If you make a mistake, **apologize**. If your friend makes a mistake, try to **forgive** them and **move on**.
10. Find ways to **show** your friends that you **appreciate** and **care** about them.



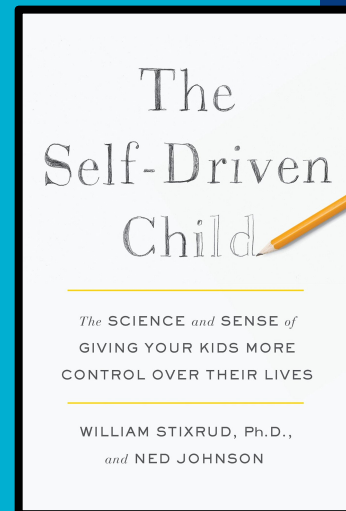
"At around the age of 11 for girls...12 for boys, there is a short period when the amount of grey matter increases again...during adolescence, the brain undergoes a second round of pruning"



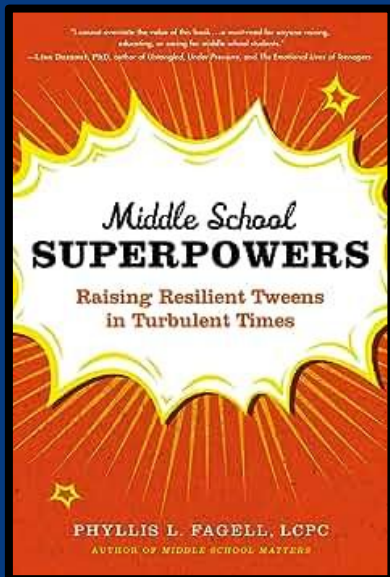
Habits are things we do repeatedly...our habits will either make or break us. Luckily, you are stronger than your habits.



Parents of Middle Schoolers can't afford to sit this phase out...It's the ideal time to teach [skills], and foster integrity and healthy risk taking.



We can't really control our kids—and doing so shouldn't be our goal...Without a healthy sense of control, kids feel powerless and overwhelmed.



"The indispensable guide every parent and educator needs to help kids make mistakes, learn, and recover from any setback or disappointment."

Middle School
Students are
interesting, complex,
creative, inquisitive,
humorous,
empathetic,
passionate, young
adults and learners!

Middle School is NOT
just a difficult stage of
growing up it is "an
age of opportunity."

- **Resilience is about developing a set of "skills, attributes, and abilities that enable individuals to adapt to challenges and difficulties, [and] can be strengthened as well as learned.**
- **This is good news because none of us has the power to shield our children from discomfort, we can help them recover and derive meaning...**
- **Supporting a positive and collaborative culture...**