

# SCHOOLS TO WATCH VISITOR'S GUIDE

## RILEY STREET MIDDLE SCHOOL



### 2008-2009 School Statistics

**Community:** The Hudsonville Public Schools serve 5,600 students in a suburban community located in southwest Michigan.

**Enrollment:** 494

**Grade Levels:** 6-8

**School Schedule:** 6 hours (4 core & 2 exploratory)

#### Student Demographics

- 4% Hispanic
- 91% White
- 3% African American
- 1% American Indian
- 1% Asian
- 33% Free/Reduced Lunch
- 2% English Language Learners

**2006 AYP:** MET

**2007 AYP:** MET

**2008 AYP:** MET

- *Do what's right*
- *Treat others as you would want to be treated*
- *Do your best!*

### Designated in 2009

**Middle School:** Riley Street Middle School  
**School District:** Hudsonville Public Schools  
**County:** Ottawa County  
**State:** Michigan  
**Principal:** Bill Ross  
**School Address:** 2745 Riley Street  
Hudsonville, MI 49426  
**Phone:** (616) 896-1920  
**Fax:** (616) 896-1925  
**Email:** [bross@hudsonville.k12.mi.us](mailto:bross@hudsonville.k12.mi.us)  
**School Web Site:** [www.hudsonville.k12.mi.us](http://www.hudsonville.k12.mi.us)

## School Characteristics and Replicable Practices

### Academic Excellence

- Aligned curriculum enhanced by curriculum maps and common assessments
- Daily lesson/unit goals and objectives are clearly laid out and shared with students
- Variety of assessment formats and use of rubrics are common practice
- Professional Learning Communities focus on the four essential questions
- "No Excuses" writing and 6 + 1 writing traits utilized across content areas
- Instructional Model focused on Marzano's nine research based strategies
- Holt math series provides web-based simulations and learning opportunities for students
- Strategic use of both formative and summative assessments
- Consistent use of Mastery Manager to analyze data and focus instruction
- Pyramid of Interventions in place to meet the needs of struggling learners
- Advanced and accelerated options available to challenge gifted students
- Co-taught math and ELA classes to support students with disabilities

### **Academic Excellence** *(continued)*

- Coordinated professional development and Late Start Days with Baldwin Middle School allow for staff collaboration
- Honor roll status achieved by roughly 70% of the school population

### **Developmental Responsiveness**

- Students have an assigned first core/homeroom teacher and a counselor to advocate for them
- Parent nights for orientations and special programming in place to engage families
- Study and organizational skills are woven into content area instruction
- Appropriate technology education provided to all students
- Wide variety of fine arts and interscholastic athletic opportunities available for students
- Student behavior, study skills, and work ethic monitored by a rubric-based Life Skills program
- Staff strives to bring relevance to daily lessons in assisting students to take ownership for their own learning
- Intentional communication with parents via School Messenger weekly electronic newsletter
- Staff and administration maintain an open door policy and encourage students and parents to share thoughts, ideas, and concerns
- Community service learning projects at each grade-level
- After-school intervention and enrichment activities in place for students
- Real-time access to grades for parents and students via Power school Parent Portal

### **Social Equity**

- Independent study/Study support programs offered for students with disabilities and at-risk students
- Students are provided opportunities to demonstrate mastery using a variety of assessments in core subject areas
- Students with disabilities are given the opportunity to choose courses in a variety of enrichment areas
- Students with disabilities are instructed in co-taught English and Math courses
- Media center provides student access to a variety of cultural resources
- Teachers provide opportunities for students to read, write, and research about their own cultural heritage
- Established silent mentoring program provides intentional support for our neediest students
- First-core teacher serves as an advisor for each student
- Parent teacher conferences are scheduled at various times throughout the year to accommodate parents
- Bilingual teacher utilized to communicate with non-English speaking parents
- Oreogram incentive program reinforces positive choices and decisions made by students
- Bulletin boards and daily announcements promote student accomplishments in a variety of areas
- Staff members are fully invested in the school. Many live and worship in the community they serve
- Student agendas contain the rules and core values of the school
- Parents are viewed as partners in the process of changing student behavior and improving academic performance
- True Success character education program delivered through classroom guidance
- Promotion of Core Values: 1. *Do what's right* 2. *Treat others as you would want to be treated* 3. *Do your best!*

### **Organizational Support**

- School Improvement Team oversees the implementation of the Instructional Model
- Content area teams work collaboratively to drive instruction and support student achievement
- Administrator works collaboratively with the School Improvement Team to analyze data, design intervention programs, and improve grading practices
- Professional development is focused on increasing the capacity of teachers in the understanding and implementation of the Instructional Model
- Internal and external resources along with experts are brought in to support content area departments
- Staff book studies are utilized to engage teachers in discussion about best practices
- Peer coaching and the sharing of best practices is an expectation that permeates our collaborative time
- Intentional transition planning takes place between 5/6<sup>th</sup> grade and 8/9<sup>th</sup> grade teachers

**Organizational Support (continued)**

- Staff is encouraged and resources are provided for them to take part in local, state, and national professional development conferences
- IRIS warehouse (Fall 2009) is in place to assist educators with the desegregation of data
- Common grading policy adopted based on “How to Grade for Learning” book study and current research practices
- SMART goals in each content area monitored and evaluated each year

**Focus for the Future—Continuing Improvement**

- Developing a more comprehensive master schedule which provides a balance of choice and required intervention based courses for students
- Focus on providing more training for staff around the PLC model
- Focus on providing professional development and training for staff in the areas of differentiated instruction, writing across the curriculum, and cooperative learning
- Focus on collaborating with the high school to provide more classes (foreign language, physical education, fine arts, technology) at the middle school level that can be taken for high school credit