

NEWFANE MIDDLE SCHOOL BOARD OF EDUCATION REPORT



May 7, 2024



OVERVIEW



- PARTNERSHIPS
- COMMUNITY OUTREACH
- ACADEMICS

Newfane Middle-Niagara Falls

Heritage Center PARTNERSHIP

What does partnering look like?



Newfane Middle School Partners with the Niagara Falls National Heritage Area

In January of 2024 Newfane Central School Class of 2028 participated in a week-long experience where they explored various aspects of the local histories around the Underground Railroad, experienced the Niagara Falls Underground Railroad Heritage Center first hand, and created presentations as to what they had learned.



Thematic Days of Learning on Team

Students were involved in two whole-day thematic learning prior to visiting the Heritage Center, where each core class took on a theme and lesson plan about the Underground Railroad in order to prepare background knowledge, specifically about Niagara Falls.



Experiential Learning

One hundred 8th graders from Newfane Middle School visited the Niagara Falls Underground Railroad Heritage Center. While there they were guided by experts through various stations related to the study of history, the importance of language, and were connected to the very human side of what it means to be enslaved. Students were introduced to the murals throughout the surrounding neighborhood and encouraged to take photos of their experience.



Following the visit at the Heritage Center, students in their social studies classes worked in cooperative groups to create a digital presentation that visually captures their experience. Students worked to answer compelling questions of their choice that connected back to work they did prior to visiting the Heritage Center. Students were also encouraged to use their own photography of the Heritage Center in their presentations.

[Presentation #1](#)

[Presentation #2](#)

[Presentation #3](#)



This partnership will allow for...

- Collaboration on educational resources with opportunities for student research and capstone projects
- Programming for field trips, professional development, and Seal of Civic Readiness opportunities
- Community outreach through public events, student volunteers, and building relationships with local organizations

The certificate presented includes pictures from the student's experience at the Niagara Falls Underground Railroad Heritage Center. We wanted to be sure our history is documented in this digital age!!!



What will you leave behind in 100 years?



Community Outreach

PARTNERSHIP

What does partnering look like?



PANTHERS ON THE PROWL

■ Earth Day 2024 8th Grade Panthers at Tuscarora State Park



**New York State
Parks, Recreation and
Historic Preservation**

PANTHERS ON THE PROWL

- NMS Student Senate, Science Club, Service Club, NJHS and our Panther Ambassadors will be helping out with some “spring cleaning” on May 10, 2024



Agriculture Club

PARTNERSHIP

What does partnering look like?



Agriculture Club

- Started due to inspiration from FFA Competition at Royalton-Hartland school and Teacher Field Trip (Niagara County Farm Bureau) in 2022
- Currently has 16 active members and meet twice a month, open to students in grades 7-12
- Showcases learning in different forms. Increases hands on learning and engagement
- Grading apples, Applesauce making, milk tasting, Christmas cookie making, Top 10 NYS agriculture products, field trip to farm etc.



What can agriculture education teach?

- To teach students to be informed in where their food and resources comes from
- To be better connected with their own community
- Shows students possible job opportunities that would have not otherwise known about



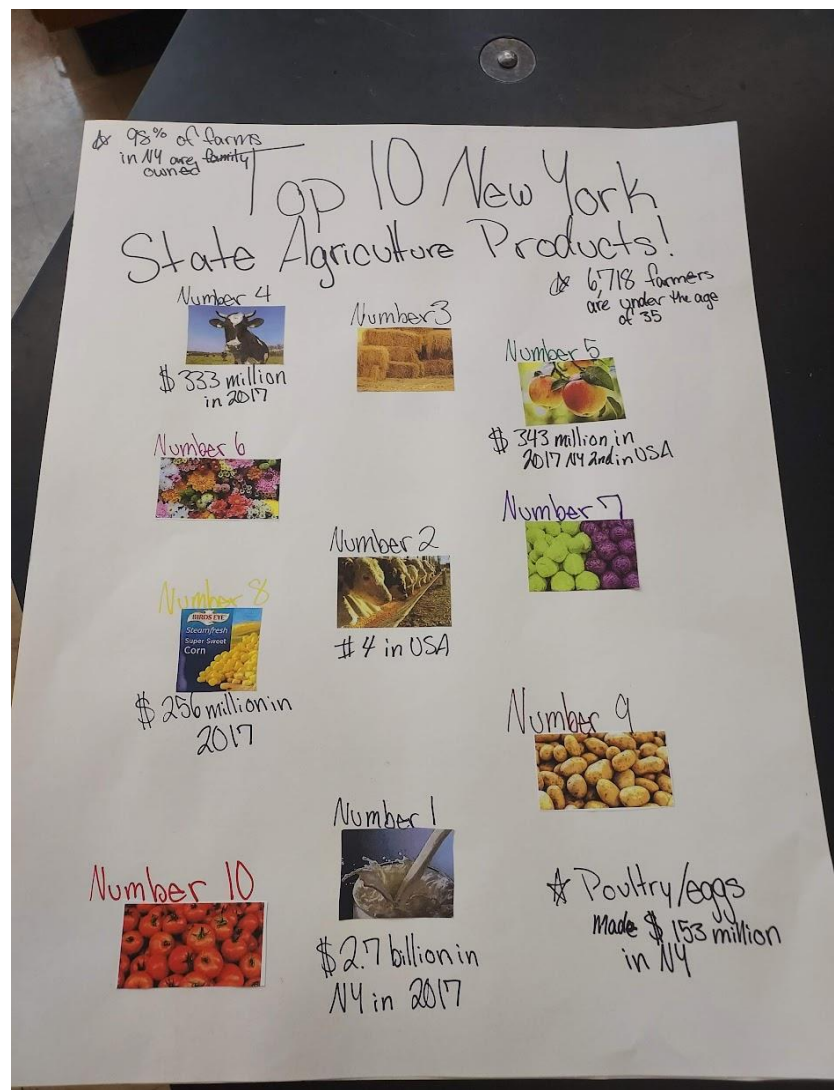
Partnerships Formed

- **Cornell Cooperative Extension** provided with materials to kick start the club
 - **Niagara County Farm Bureau**
 - **Atwater farms** and hopefully more local animal and crop based farms
- Let's take our field trip to AtWater Farms and see what learning was involved?



Math	Science	ELA	Technology
<ul style="list-style-type: none"> -Milk production rate -Nutrients in food ratio -Data recording for informed decisions -Spacing and area for crops and spray 	<ul style="list-style-type: none"> -Biology and digestion of cows and humans -Experiments on what grains work better with other grains for nutrients to better increase milk production 	<ul style="list-style-type: none"> -Farmer communication to distributors and employees - They told the story behind the farm and how many generations back the farm is 	<ul style="list-style-type: none"> -Using wand for cow information -Turn on and off cleaning with app -Sprayer has built in sensors to sense whether it is over the ground, a weed, or crop

**Made with the help of 8th grader Riley McAllister

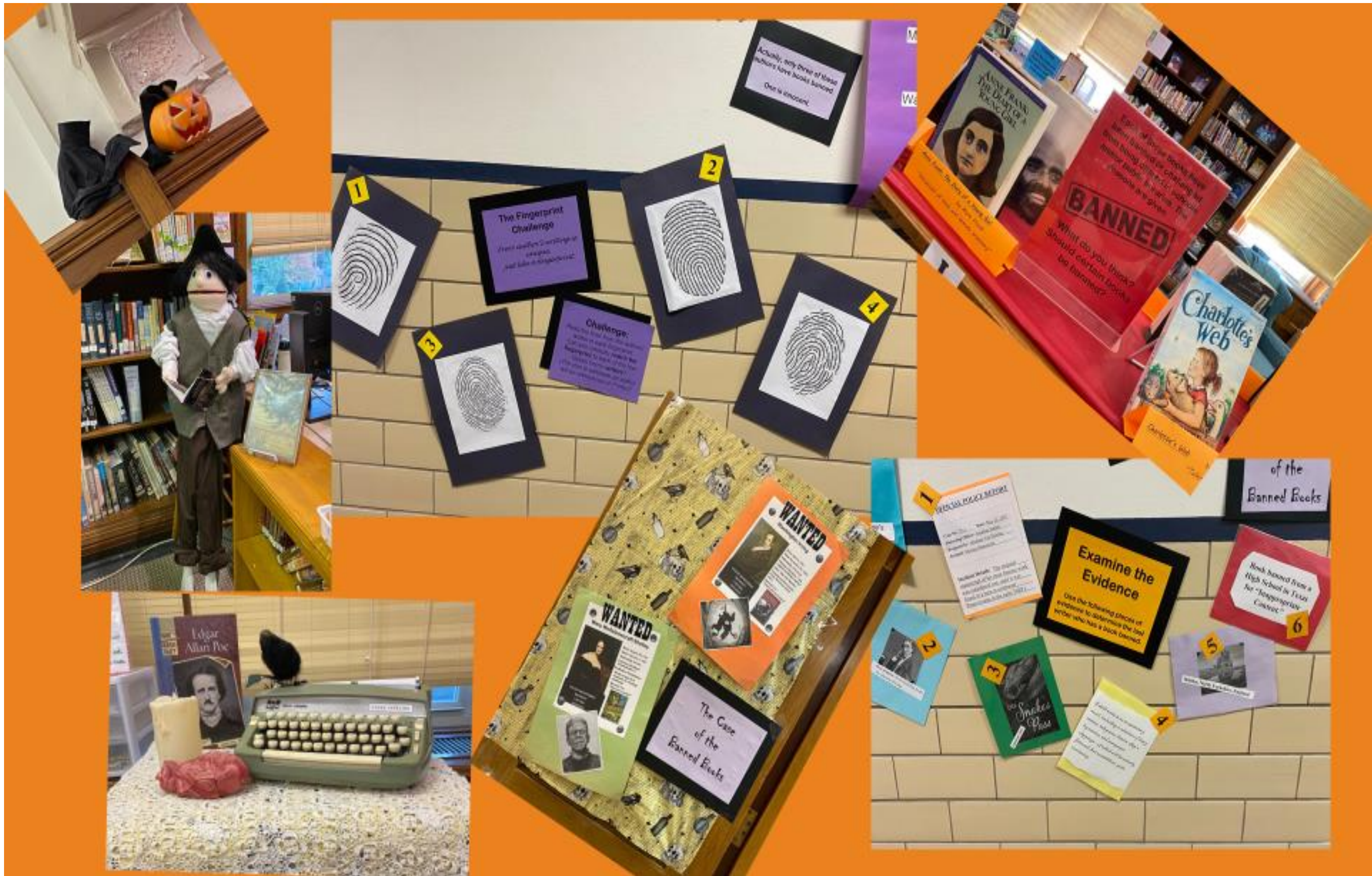


Middle School Library Club

PARTNERSHIP

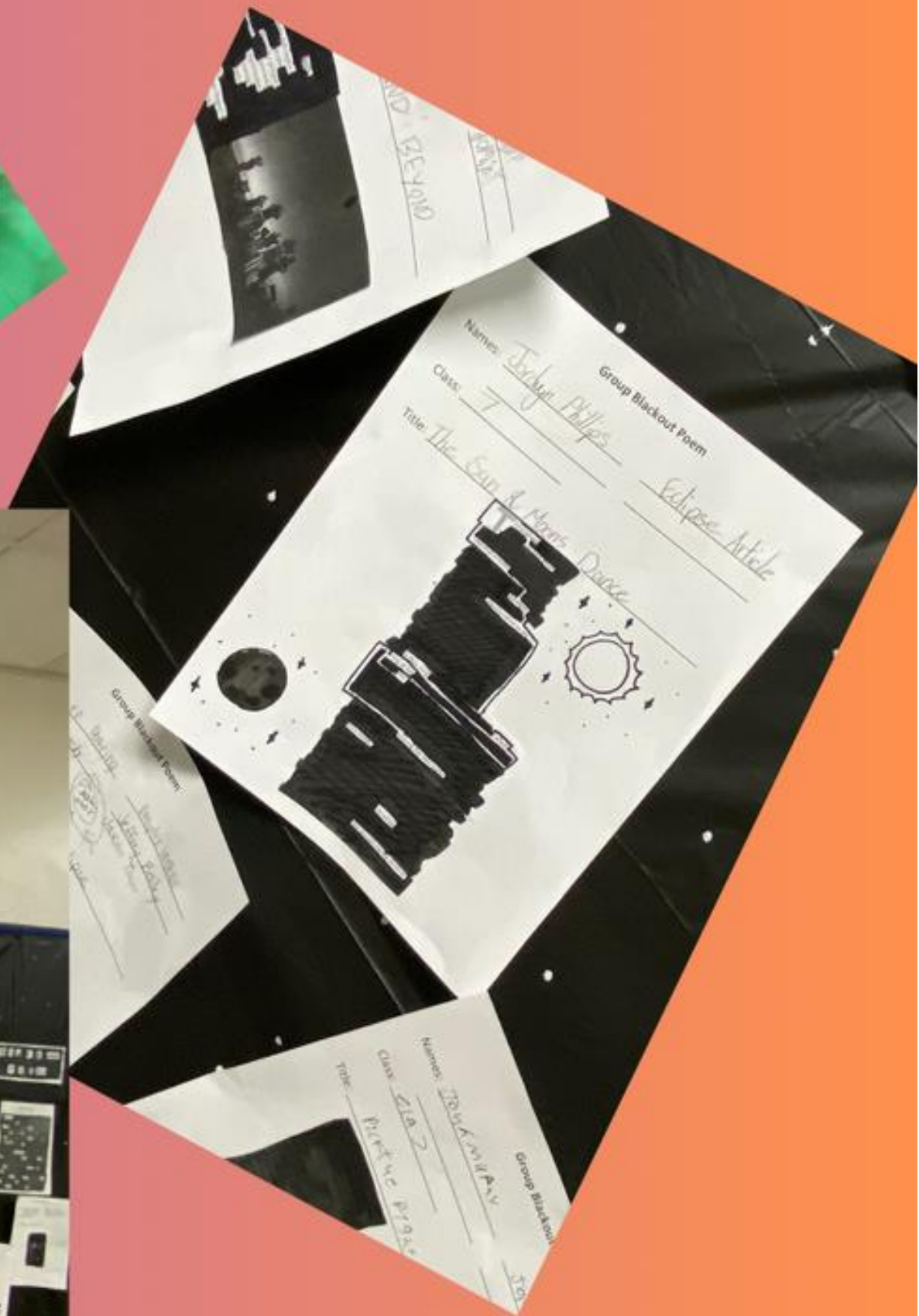
What does partnering look like?











Attendance

PARTNERSHIP

What does partnering look like?



Attendance Thresholds

Students that miss 10% of the school year are considered chronically absent. This threshold chart gives us the number of absences that a child can miss before they receive a letter.

ATTENDANCE MATTERS
1 or 2 days doesn't seem like much..

If you miss:	That Equals:	Which is:	Over 13 years of schooling that's:
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years of school
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

Newfane Threshold Chart for Attendance		
5 Weeks	9/5 - 10/5	>5
10 Weeks	9/5 - 11/17	>5
15 Weeks	9/5 - 12/15	>7
20 Weeks	9/5 - 1/26	>10
25 Weeks	9/5 - 3/1	>11
30 Weeks	9/5 - 4/12	>14
35 Weeks	9/5 - 5/17	>16
40 Weeks	9/5 - 6/21	>18



DAILY Attendance

Person to Person communication

- **Daily Phone calls**
 - (moved away from Robo calls last year)
- **Our Administrative Staff focuses on attendance**
 - **Consecutive absences cues Administration/Counseling to make a more personalized approach**
 - **Possibility of mental health, vacation, sick, family issue are all discussed and plan to communicate is put into effect**
- **Returning students are welcomed in an understanding manner**



Quarterly

Letters, personal calls and parent conferencing

■ Partnership Letter

- 177 letters sent out
 - We want to have consistency in sending letters out, but we also realize that families have hardships that create absences over the threshold. So phone calls of understanding for reasonable student issues (family issues, hospitalization, etc) are made to parents that are going to receive a letter.

■ Conferencing - Formal and Informal

- Formal - parents coming in and talking with Administration/Counseling, so we can help to solve any roadblocks
- Informal - Quick conversations with student as they enter and/or phone calls



Partnership Letter

To the Parent/Guardian of Sample Student

0000 East Ave
Newfane, NY 14108

Dear Parent or Guardian:

I am writing to you because Sample Student had a higher than average number of absences this past month. We realize that there are times when students need to be absent, but excused absences can harm a student's learning just as much as unexcused. Missing even two days of school a month amounts to 20 absences or more than 10% of the school year, which means the student is chronically absent. We value Matthew being in school every day because it is a strong indicator of his future success.

Research tells us that chronically absent students are at a high risk for the following:

- missing experiences that enhance belonging and connections, which can lead to anxiety and avoidance
- a feeling of social isolation which creates more absences
- long lasting deficits in learning
- dropping out of school and not reaching graduation

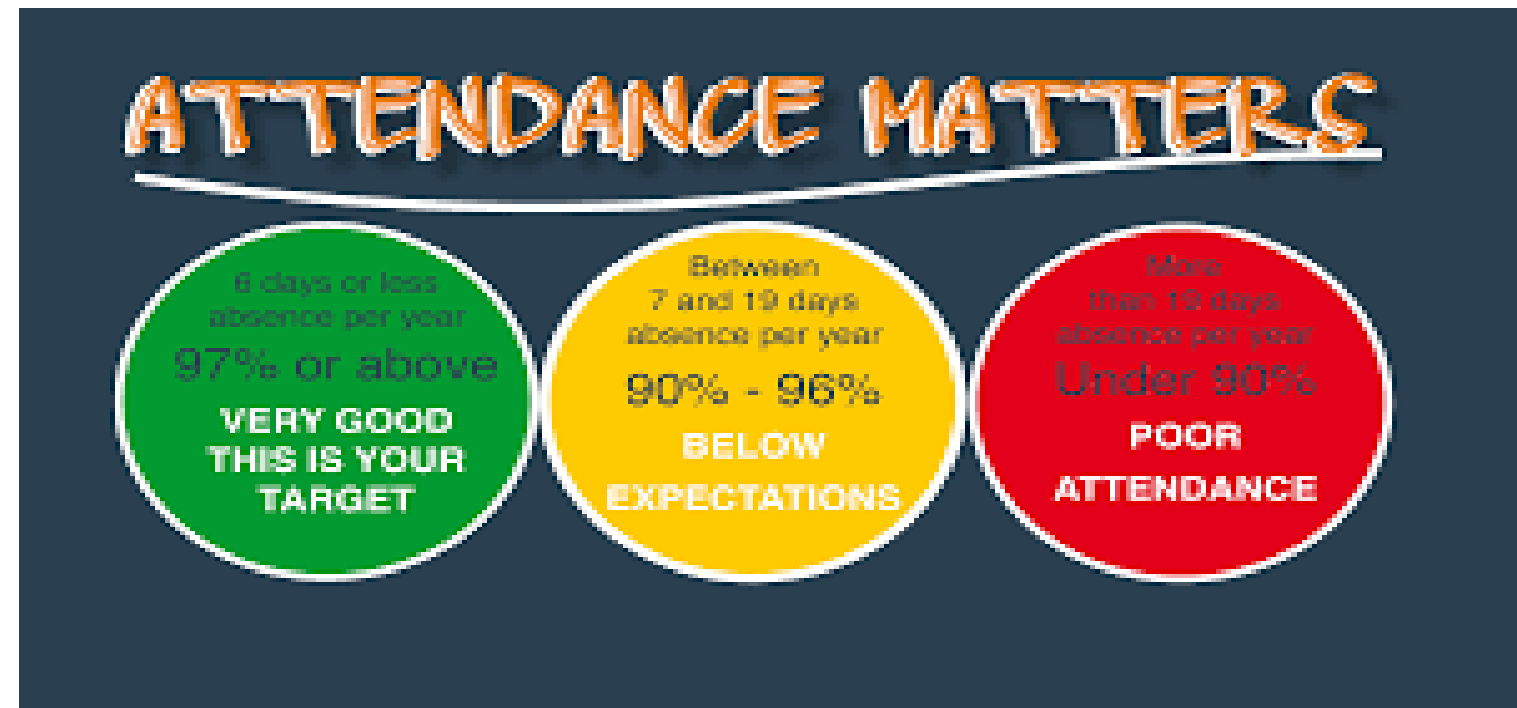
We want our children to be the best versions of themselves. We want to empower our students to feel in control of their learning. We want them to be socially confident because they have made multiple connections. It's important to us. Below you will find an overview of the days of instructional time that Sample Student has missed.

Course	Abs	Abs Dates
Daily Attendance	10	*-09/06;*-09/07;*-09/08;*-09/11;*-09/12;*-09/13;*-09/14;*-09/18;*-09/25;*-09/26

We are asking for your support in making strides to improve the absences that Matthew is experiencing. We want to support you, and if getting your child to school is proving to be a challenge, please contact your child's counselor or me so we can help.



Letters sent this year



9/5 - 10/5 + 14 Letters sent out to parent/guardian

9/5 - 11/17 + 39 Letters sent out to parent/guardian

9/5 - 12/15 + 35 Letters sent out to parent/guardian

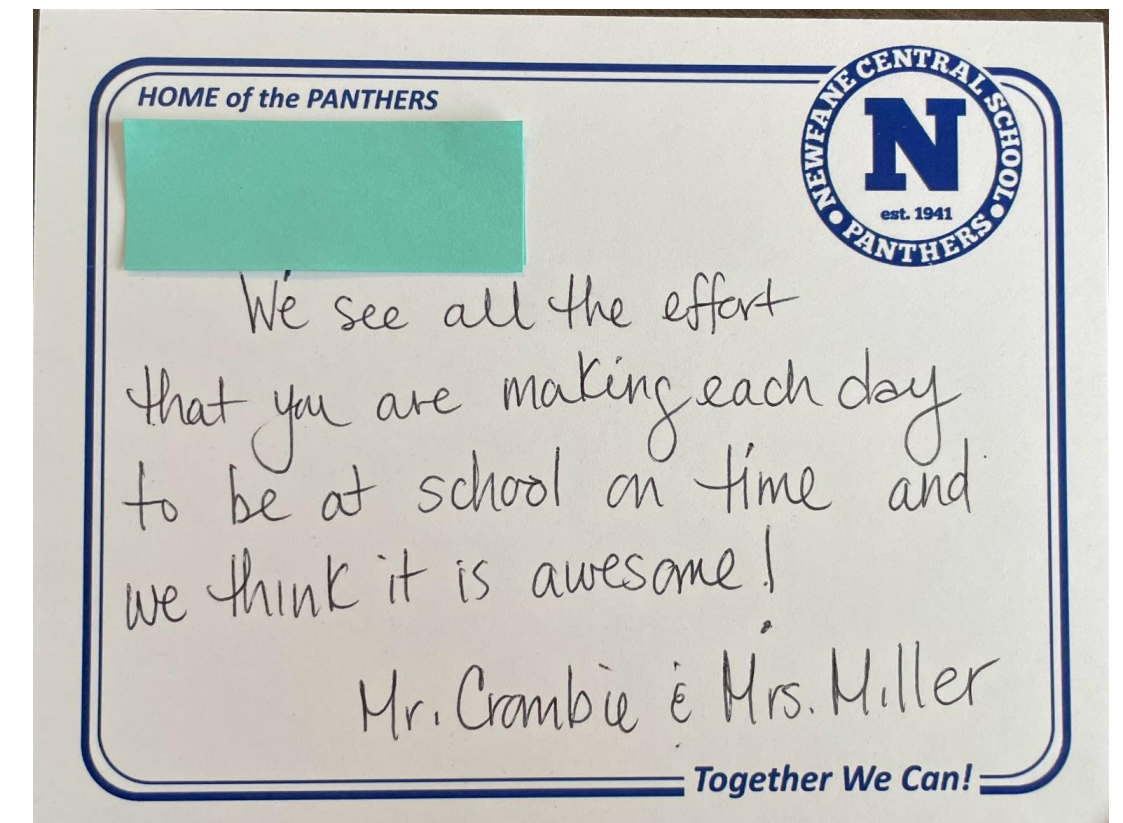
9/5 - 3/1 + 58 Letters sent out to parent/guardian

9/5 - 4/12 + 31 Letters sent out to parent/guardian



Family and Student Feedback

- “I had no idea that I was tardy that many days Mrs Miller, until I got the letter. I am going to try harder to get here on time.”
- “I got your absences letter and I told my kids that I was embarrassed and that we need to do better. I knew they were missing school, but not that much.”
- Our child has some medical needs in the morning. We are going to look at doing those the night before and see if we can't get him to school on time. (child has only come in late 3 times in several weeks, so we sent a Good News card)



Tier 1 and Tier 2 Teacher Collaboration

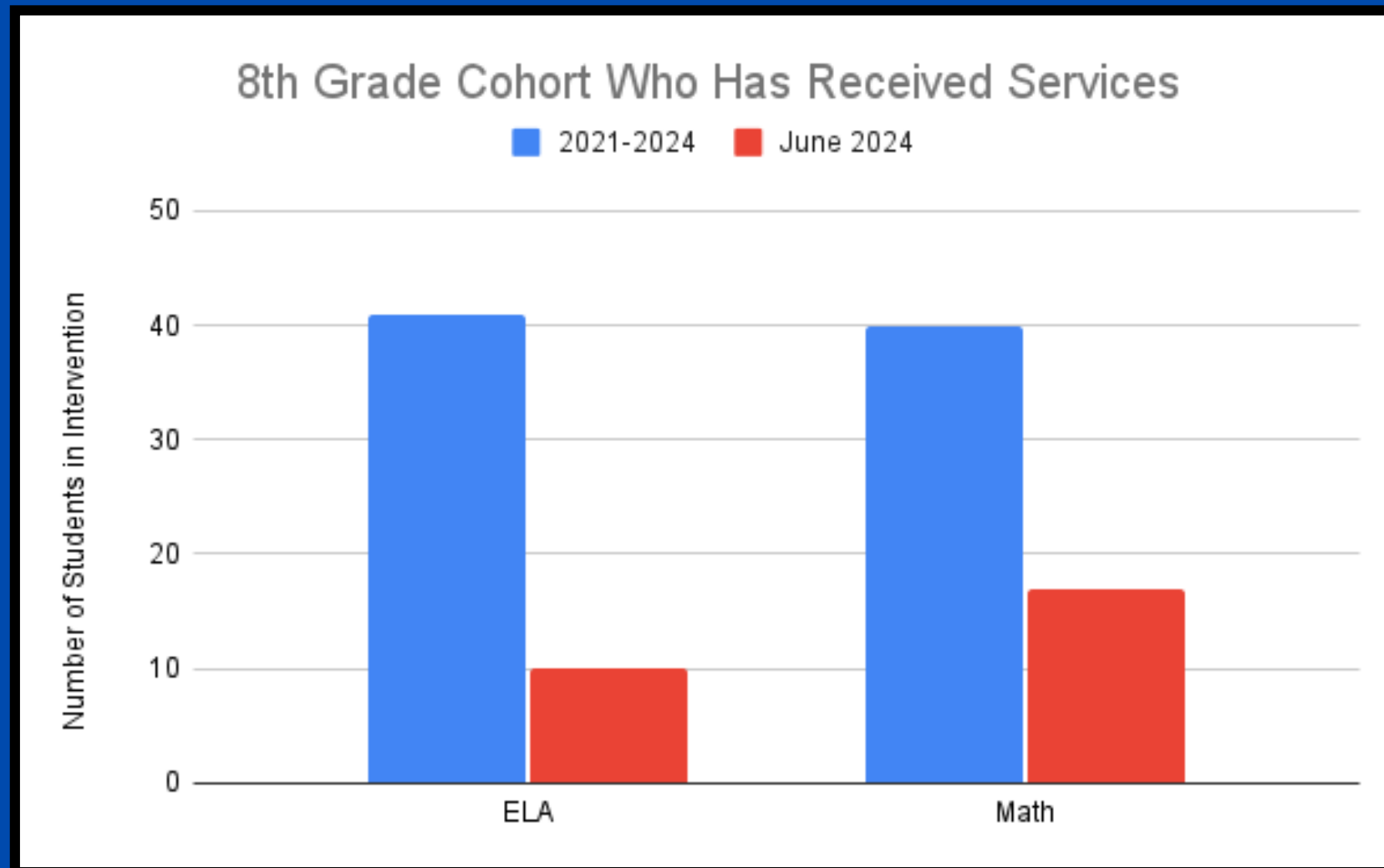
PARTNERSHIP

What does partnering look like?





Middle School Intervention



Throughout their time at the middle school with the present intervention program, there were:

- **40** 8th grade students who needed math intervention services, and now, prior to entering the high school, there are **17**
- **41** 8th grade students who needed ELA intervention services, and now, prior to entering the high school, there are **10**

Changes Implemented in the Last 3 Years:

- Additional Intervention Teachers (1 math, 1 ELA)
- Data Day Collaboration with all grade level teachers
- AM Assembly schedule to create a testing environment for our benchmarking tests
- Quarterly reports home with STAR assessment data
- Implementing target based instruction from STAR assessment data



Thank You For
Listening

