Welcome to OUR School

Urbana Middle School
Soaring to excellence by empowering all students to learn to the best of their ability for success now and in the future.
Display honesty, integrity and respect in all interactions.

Create and maintain a safe school and welcoming climate.

Understand and celebrate the strength of our diversity—locally, nationally, and internationally through collaborative practice and verbal discourse.

Foster 21st century global learning through critical thinking, problem solving, technological expression, and STEM.

Orient all of our efforts towards student initiative, accountability, and entrepreneurialism, which lead to high achievement and success for all students.
Administration:

Ms. Dorsey
Principal

Mrs. Hiltner
Assistant Principal
7th Grade L-Z
8th Grade

Mrs. Wood
Assistant Principal
6th Grade
7th Grade A-K

Guidance:

Mrs. Oswald
7th Grade L-Z
8th Grade

Mr. Dwyer
6th Grade
7th Grade A-K

Mr. Watts
School Support

Mrs. Hubbard
Registrar

Specialists:

Mr. Adamiak
Enrichment

Mrs. Mulcahy
Special Ed

Mrs. Pearre
Literacy

Mr. Shapiro
Math
To ensure that all middle school students have attained the knowledge and skills to be prepared for their future.

- **Academic Excellence**
- **College and Career Readiness**
- **Culturally and Developmentally Responsive**
DID YOU KNOW?

Middle school is a defining point for students in the college and career readiness process.

## 2013-14 MIDDLE SCHOOL SCHEDULE

<table>
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<tr>
<th>7 periods each day</th>
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<tbody>
<tr>
<td>Language Arts</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Exploratory</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Electives / Interventions</td>
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<tr>
<td>Extended Learning Time</td>
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<tr>
<td>(Enrichment, Extension and/or Intervention)</td>
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SCHEDULE DETAILS:

- Seven 47 minute periods
- 30 minutes of daily Extended Learning Time (ELT)
- Each class every day
- Interdisciplinary Instruction
- Flexibility to meet individual student needs
- Time for tutoring and enrichment
- Opportunities for daily interventions for students in the areas of reading and mathematics
- Time for teachers to be engaged in professional learning
<table>
<thead>
<tr>
<th>6th Grade Core Academics</th>
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<tr>
<td><strong>Language Arts</strong></td>
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<td>• Honors</td>
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<td>• Merit</td>
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<td><strong>Mathematics</strong></td>
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<td><strong>Science</strong></td>
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<td><strong>History of the Ancient World</strong></td>
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<td><strong>Physical Education</strong></td>
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This current school year we are teaching a hybrid curriculum that combines the Maryland state curriculum with the Common Core (CC) standards.

Next year, we complete the transition, and will teach to the CC curriculum only. It will be the last year the MSA will be administered.

The year beyond, 2014-15, the PARCC assessment will be administered. Baseline data will be gathered and goals will be set for following years.
SEQUENCE OF COURSES

2013-14
Common Core 6th grade merit and honors

2014-15
- CC 7th grade merit and honors (includes a number of our current algebra 1 skills)
- Accelerated track of CC 7th grade and about half of CC 8th grade

2015-16
- CC 8th grade merit and honors (includes more of our current algebra 1 skills)
- Accelerated track completes rest of CC 8th grade and entire CC algebra 1 (CC algebra 1 includes a number of our current algebra 2 skills)
UMS provides Math Intervention classes for students who need additional support to meet on grade level standards. The classes include the following:

- **iLearn** – self-paced computer program that reteaches math concepts from all grade levels
- **Moving with Math** – guided lessons that provide support with on grade level standards
- **FASTT Math** – develops math fluency
- **Teacher directed support of the students’ regular math class standards**
URBANA MIDDLE SCHOOL STUDENTS WILL DEVELOP THE READING, WRITING AND CRITICAL THINKING SKILLS THEY WILL NEED TO BE SUCCESSFUL IN THE 21ST CENTURY. THE LANGUAGE ARTS AND READING PROGRAM AT UMS FOCUSES ON THE FOLLOWING AREAS:

- Reading comprehension
- Language usage
- Research skills
- Literature
- Vocabulary/word study
- Fluency Writing

*Literacy intervention* programs are provided for students who need additional support to meet on grade level standards.
UMS provides Literacy intervention programs for students who need additional support to meet on grade level standards including:

- **Read Naturally** - develops fluency
- **Corrective Reading** - focuses on decoding skills and reinforces comprehension skills
- **Read 180** (often referred to as Reading/Writing Workshop) - provides comprehension support
Utilize CCSC:

- Literacy Standards
- Standards of Mathematical Practices
- Infusion of STEM Standards
- **SCIENCE**
  - Ecology Club
  - Outdoor School
  - National Zoo Field Trip
  - UMS Science Fair
  - Lab Quest Probeware
  - Weather Station
  - Computer Stations in classroom

- **SOCIAL STUDIES**
  - National History Day
  - Geography Bee
  - Walters Art Gallery
  - History Bee
  - Japanese Cultural ctr.
  - Constitution Day
  - Muslim Student Association

- **STEM**
  - Infused in a variety of subjects and classes
  - In-school Activities with STEM
  - Trout in the Classroom
  - Afterschool Activities with STEM
  - Robots and Rockets Club
  - Math Counts
  - Science Olympiad
  - Year Book
Highly Able Middle School Cluster Grouping Program Parent Overview

Winter 2013
IDENTIFICATION

A Highly Able Learner is a student who:

- Demonstrates high ability through performance on a variety of specific data measures
- Possesses the ability to learn material at advanced rates and levels of understanding, observed by parents and school staff
- May have been previously identified through the FCPS Elementary Magnet Program, or may be identified through the articulation process
ENRICHED FCPS CURRICULUM IN ALL FOUR CORE CONTENT AREAS, ACHIEVED THROUGH:

- Deliberate infusion and emphasis on best practices of differentiation and strategies most appropriate to meet the unique needs of highly-able learners
- Ongoing curriculum development, focused on complexity
- Additional supplemental resources for teacher use
INSTRUCTION

- RIGOROUS PACING
- DEPTH OF UNDERSTANDING
- SELF-DIRECTED WORK
- INTENTIONAL CREATION OF OPPORTUNITIES FOR CHALLENGE
IMPLEMENTATION

- **2013-14:**
  - Highly able learner cluster groups will exist in 6th & 7th grade language arts, math, science, and social studies classes at all FCPS middle schools.

- **2014-15:**
  - 8th grade cluster groups in the four content areas will be added, resulting in full program implementation.

At Walkersville and West Frederick middle schools, where a field test model has been in place for several years, previously identified 8th graders will complete the existing program as 6th & 7th graders will participate in the highly able learner program.
CLUSTER GROUPING MODEL:
- Small groups (typically 3-10) of identified students clustered together in honors level math and language arts classes and heterogeneous science and social studies classes
  - Allows for highly able students to receive the program they need regardless of school size, etc.
  - Research shows achievement increase for highly able students in this model (Gentry & Winebrenner)
  - Research shows achievement increase of all students in this model (Gentry & Winebrenner)

HIGHLY ABLE MIDDLE SCHOOL PLAN:
- Designed for students with exceptional needs, such as those who are twice exceptional or are highly able in one area and struggling in another
SPECIAL EDUCATION AT UMS

- Special Education is specially designed instruction to meet the unique needs of a child with a disability.

- Services and supports provided in the classroom allow the student to access the curriculum on an equal par with their peers.

- Special education includes any related services needed to complete the child’s individualized program:
  - speech/language pathology services,
  - occupational therapy,
  - physical therapy,
  - career and technology education,
  - and instruction in physical education.
PARENT RESOURCES & INVOLVEMENT

‣ **Partners for Success**
  Based at Rock Creek, this program serves parents and educational professionals of all Frederick County children and youth with disabilities from ages 3 through 21.

‣ **Special Education Citizens Advisory Committee (SECAC)**
The Frederick County SECAC meets monthly, September-May, to collaborate with and provide input to the Special Education Office. Membership includes parents, community representatives, students and FCPS staff.
Students who are enrolled in intervention courses may not be enrolled in an exploratory course.

Each course is 18 weeks long – switch at end of semester.

Students who are enrolled in intervention courses may not be enrolled in an exploratory course.
**6TH GRADE ELECTIVE COURSES**

- Band
- Orchestra
- Chorus
- Music Performance Lab
- Theatre Arts
- Visual Art
- World Language Exploratory
- Technology Exposition

*Elective course offerings are based on enrollment, staffing and facility.*
EXTENDED LEARNING TIME (ELT)

- 30 minute period of time
- Time for individualized instruction
- Increases instructional time for students
- Enrichment, extension and intervention
- Tutoring – individual and small group
- Allows for staff to meet the needs of adolescent learners in a less formal setting
- Promotes positive relationship building
- School-wide lessons to support positive school culture
Placement Recommendations for required courses:

**6th GRADE LANGUAGE ARTS:**
- Honors Common Core (6011)
- Merit Common Core (6012)

Placement Recommendations for required courses:

**6th GRADE MATH:**
- Honors Common Core (6331C)
- Merit Common Core (6332C)

Please check one:
- [ ] I **AGREE** with the Language Arts and Mathematics recommendations.
- [ ] I **DISAGREE** with the Language Arts and Mathematics recommendations.

*If you disagree with the placement recommendations, you must **attach a letter** of rationale that provides additional information to be considered by school staff.

Students will also be enrolled in the following courses:
- **History of the Ancient World** (6107)
- **Science** (6207)
- **Life Skills** – 18 weeks (6921)
- **Integrated Studies** – 18 weeks (6941)
- **Physical Education** (6801)
6th GRADE ELECTIVE CLASSES:

Your child must take one (1) year-long elective. Elective course offerings are determined by staffing, enrollment and/or school facilities. Because schedule changes may not be possible, electives must be chosen carefully. Students are not guaranteed enrollment in the elective of their choice. Please indicate first preference (1), second preference (2), third preference (3), and fourth preference (4) by writing the number next to the elective course title. Course descriptions are provided in the Middle School Course guide at www.fcps.org.

___ BAND (6503)
   Instrument:__________________________
   Years experience: ______

___ ORCHESTRA (6504)
   Instrument:__________________________
   Years experience: ______

___ CHORUS (6505)

___ MUSIC PERFORMANCE LAB (6508)

___ THEATRE ARTS (6520)

___ VISUAL ART (6530)

___ World Language Exploratory (6650)

___ Technology Exposition (6971)
Additional Information: (Please initial each statement.)

___ This form must be completed, signed and returned to your child’s 5\textsuperscript{th} grade teacher by \textbf{March 1st}.

___ If your child is recommended for placement in an intervention course, the course may replace an exploratory or elective. The school will contact you regarding intervention recommendations.

___ School staff will select electives for all students who do not return their form by the due date.

___ Questions regarding this form and the scheduling process can be answered by your child’s school counselor.

___ Please confirm that all personal information on this form is correct. Please make any necessary corrections on this form.

\textbf{NOTE}: If your address has changed, please include the correct address on this form and attach a copy of a recent electric bill. This will ensure that all school records are updated and corrected.

\underline{Parent/Guardian Signature} \hspace{1cm} \underline{Phone} \hspace{1cm} \underline{Email Address}
The level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness than anything that happens academically in high school.

A Day in the Life of a Middle School Student

- Lockers
- Combination locks
- Planners
- Friends
- Lunch/recess
- Bullying/Conflict resolution
- Class transitions