

## FORT HERRIMAN MIDDLE SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2010

Re-Designated in 2019

Community Size - Suburban

School Enrollment - 1,650

Grade Levels - 7th, 8th, & 9th grades

School Calendar - Traditional

Free & Reduced Lunch - 11%

English Learners - 1%

Students with Disabilities - 9%

Jordan School District  
 14058 South Mirabella Drive  
 Tel 8014122450  
 Principal - Eric Price  
[www.fortherriman.org](http://www.fortherriman.org)

### 2018-2019 School Demographics

- **African American - 1%**
- **Asian - 1%**
- **Caucasian - 90%**
- **Filipino - 0%**
- **Hispanic - 6%**
- **Native American - 0%**
- **Pacific Islander - 1%**
- **Other - 0%**
- **Two or More - 2%**

### School Characteristics and Replicable Practices

#### Academic Excellence

1. All teachers are members of a PLC. They create common assessments and analyze data in order to determine students' learning proficiencies and weaknesses. Using data, teachers also determine standards that need to be retaught.

2. Each grade provides students the opportunity to deepen knowledge of standards they are already proficient in through programs called Summit (7th grade), Limitless (8th grade), and Honors (9th grade).

3. FHMS has many intervention programs built into the school schedule including after-school tutoring, peer tutoring, essential intervention time, Response to Intervention (RTI), team time, diamond time, and individual access to teachers before and after school. Many of these programs allow teachers to target specific students for specific individualized educational needs.
4. Teachers use a variety of teaching and learning activities such as discussions, small group work, socratic seminars, online simulations etc, to help students of all learning types.
5. Core classes are organized in teams. Due to this teaming, students can be given an opportunity through flexible scheduling to engage in academic interventions, extended projects and hands-on experiences.

## **Developmental Responsiveness**

1. Students are organized into teams in their English, history, and science classes. Team teachers meet once a week to go over the various needs of their students. A couple times a month, teams will have a Friday "team time" activity- typically cross-curricular in nature.
2. All students have an adult mentor through our TA classes that is responsible for checking grades and working with students to improve.
3. The Counseling Center teaches lessons on brain development, suicide prevention, and stress management to the student body; provide small group meetings dealing with anxiety and divorce; teach 8th grade classes about future life plans regarding college and careers; and have meetings with each parent and student to help plan for college and career goals.
4. Community sponsored Reality Town is a simulation that teaches 9th graders about future careers and real-life expenses
5. College and Career Awareness classes have students take surveys of and research career interests; teach skills for various careers; and teach nutrition, meal preparation, and childcare.
6. Students are given options to decide on topics to study through class and honors projects.

## **Social Equity**

1. Special education students with disabilities in math, writing and reading are in the least restrictive environment. This is reviewed tri-annually through formal testing and again each quarter through progress monitoring of grade-level standards based learning goals. Instruction is specialized for each student based on these goals.
2. All math classes that service special education students are co-taught with a math teacher and special educator present at all times. This provides opportunities for small group instruction in different ways to meet versatile learning styles. In addition, these math classes are made up of students with math disabilities and students who perform at the honors level of math. This gives honors students opportunities to showcase their highest level of learning by being able to teach other struggling students through cooperative learning.

3. Special education students with writing services are in an inclusion class that include a classroom teacher and a special educator part-time. This provides opportunities for re-teaching concepts throughout the school year and support for those with disabilities.
4. Assessments at Fort Herriman are varied to encompass different learning styles. Several students take assessments orally or are accommodated by a teacher reading the assessment to them. Also included are things like presentations and projects as proof of mastery learning. Students have unlimited opportunities to retake assessments as part of our standards based grading system. Struggling students are also called into a teacher's classroom daily as part of the Essential Intervention Program to be re-taught concepts.
5. Professional Learning Communities in each content area meet weekly to review data to continue improving their teaching. Teachers also focus on RTI in these PLC's where teachers gather to discuss students who are struggling in several classes and develop plans of action.

## **Organizational Support**

1. Teachers seek opportunities to attend professional conferences and classes based on personal reflection and teacher evaluation data for which the school pays. (# each year)
2. Administration uses data to identify areas in need of improvement and provide professional learning opportunities for staff.
3. All teachers are given 4 opportunities to get substitutes during the school year to work with curricular teams to plan lessons, write curriculum, assessments and proficiency scales.
4. During the summer months, teachers are given up to three paid days to work on their curriculum and other necessary classroom preparations.
5. All students are assigned to cross curricular teams consisting of social studies, science and language arts classes.