

MOUNT LOGAN MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2007

Re-Designated in 2019

Community Size - Urban

School Enrollment - 1,344

Grade Levels - 6, 7, 8

School Calendar - Traditional

Free & Reduced Lunch - 60%

English Learners - 13%

Students with Disabilities - 14%

Logan City School District

875 North 200 East

Tel 14357552370

Principal - Daryl Guymon

875 North 200 East

2018-2019 School Demographics

- **African American - 2%**
- **Asian - 4%**
- **Caucasian - 58%**
- **Filipino - 0%**
- **Hispanic - 32%**
- **Native American - 1%**
- **Pacific Islander - 1%**
- **Other - 3%**
- **Two or More - 3%**

School Characteristics and Replicable Practices

Academic Excellence

Teachers work interdependently in common course teams to unpack standards into a guaranteed and viable curriculum including essential learnings, specific learning objectives, and learning targets that are clearly communicated to all students.

- Teachers work interdependently in common course teams to create common formative assessments that allow teachers to answer the key question of a Professional Learning Community, "How will we know if students are learning?" The data provided helps guide intervention, enrichment and present and future instruction.

- Teachers work interdependently in common course teams to plan and organize team wide instructional intervention both during instructional time and intervention time aimed at helping all students reach proficiency.
- Teachers utilize and collaborate with an instructional coach to practice and master highly effective evidence-based instructional practices that increase student learning.
- Teachers work interdependently in common course teams and common student teams to implement a classroom PBIS plan that supports the school-wide PBIS plan allowing teachers to put their time and effort into teaching and recognizing the positive student behavior occurring in the classroom.
- The student body at MLMS has continued to diversify over the past three years. The percent of students receiving free or reduced lunch has increased from 57.7 to 60.0 percent. The number of ELL students has risen from 11.5 -13.0 percent. Additionally, the mobility rate remains high. Ethnic minority rates continue to rise. Achievement data has shown continued growth and improvement amidst the influence of these factors. For example, Reading comprehension as measured by the Star Reading Test for all grade levels has risen significantly among all students. Overall, a higher numbers of students have reached proficiency and/or demonstrated growth on the language arts, math and science SAGE tests. Common course teams are each showing more growth in student learning as measured by common formative assessments (CFAs).

Developmental Responsiveness

- Love and Logic and PBIS are the student behavioral management models used in order to devote class time to learning rather than management or discipline and to empower students to make good choices.
- PBIS success criteria are visible in all areas of the school. A school-wide classroom PBIS rubric is used to determine citizenship grades for all classes. PBIS criteria are continually modeled and reviewed with students. Student success is celebrated through PEAK team celebrations, Student of the Month parties, perfect attendance and no tardies by term lunchtime parties, school dances, Mountaineer Merit (M&M) tickets and drawings and more.
- Every student has a mentor and an advisor.
- Students are taught learning strategies and skills that can be utilized across the curriculum in all content areas. A few of these strategies and skills include Focused-Note Taking (AVID strategy), Thinking Maps, argumentative writing, Close Reading.
- Language arts, math and science teachers at each grade level are organized into interdisciplinary (PEAK) teams. Each team is named after a mountain peak and has the purpose of helping the big school feel smaller and more personalized for students. Teachers on these teams collaborate to ensure academic, behavioral, and social success for shared students.
- Mount Logan Middle School interventions include, but are not limited to school-wide intervention (PEAK) during the school day, Refocus, math and literacy academies, Mountaineer Academy, PBIS, a food pantry, Assignment Completion Room (ACR), Juvenile Justice Services classes including Why Try etc., and AVID.
- Mount Logan Middle School enrichment or extension opportunities abound and include, but are not limited to Green Power Club, Lego Robotics and Drone Club, Art Club, Fitness Club, Science Club, Computer Science Club, Environmental Club, Intramurals and Stage Crew Club. Dual language immersion for Spanish and Portuguese has been added to the list of class offerings. There is also an open homework help space available in the cafeteria each day after school. Students have opportunities to develop leadership skills through membership on the MLMS Student Council, National Junior Honor Society, and PTSA.

Social Equity

- Mount Logan Middle School has stated the words "ensure all students" within the school mission statement to emphasize beliefs of providing access and equity for all students. Every student at Mount Logan Middle School has access to the same curriculum and are held to the same standards of learning. Appropriate supports are in place for all learners. Special Education and English Language Learners participate in heterogeneous regular education classes in conjunction with support classes.
- All students at all grade levels have access to encore classes such as art, band, orchestra, choir, physical education and health, reading techniques, robotics, CTE, FACS, peer and office aides, MLMS academy, foreign language, and dual language immersion classes.
- Mount Logan Middle School provides both literacy and math academy classes for all students needing more support and who are below grade level achievement in regular education math and language arts classes.
- Mount Logan Middle School identifies academically, behaviorally and socially, at-risk students in a myriad of ways and apply appropriate interventions.
- Each school counselor is assigned to work with one grade level of students. These counselors "loop" or move up with the students as they progress through each grade. Administrators also loop with the students. Counselors and administrators work with common student team teachers and supporting non-team teachers to assist them in identifying and applying appropriate interventions for at-risk students.
- All students have equal access to a guaranteed and viable curriculum. Common course team teachers collaborate to ensure individual classes focus on the same essentials and that mastery of those essentials looks the same from classroom to classroom.
- The faculty and staff at Mount Logan Middle School welcomes and encourages active participation of all parents and families. The school encourages shared decision making by utilizing parental input from a diverse community. The community council is made up of twelve parents, seven teachers and the school principal. The parents are from various neighborhoods in Logan. The broad representation helps ensure everyone has a voice.
- Faculty and staff make visit each feeder elementary school to register and welcome incoming 6th grade students. Additionally, a school tour/open house, back to school night, and three student/parent/teacher conferences are held each year to help student, parents and families feel connected to the school.
- The media specialist purposefully and intentionally provides materials in our library that represent a variety of backgrounds and cultures.

Organizational Support

There is a shared vision of a high-performing school that guides the entire school community.

There is a collective and shared responsibility of learning for all students.

- A school leadership team comprised of team leader teachers, counselors, an academic coach and administrators meet bimonthly to participate in professional learning and school decision making. Team leaders apply what they learn in their respective teams.
- The school is very much a place of learning and improving. There is a focus on the PLC process, using data effectively, PBIS, and the Big 8 (creating a well-managed classroom where student achievement is optimized), which have aided in improving practices to truly ensure learning for all.
- The school devotes its resources to content rich professional development. One example includes the continued use of the teaching and learning academy offered to all new teachers and

several veteran teachers each year. The academy offers a stipend for these teachers who work with our administration and instructional coach to complete relevant and rigorous course work with assignments aligned with our school-wide professional development goals.

- Mount Logan Middle School is a high reliability school within the Logan City school District. The district and school are focused on high levels of student achievement, high quality instruction, and low variability in the quality of instruction between classrooms, mindful monitoring of student progress, and providing superior execution of evidence-based practices.

- The school collects, analyzes and uses data to for data informed decision making in multiple ways. Attendance, behavioral, reading (STAR), common formative assessment, and formative assessment data are used within teams and decision-making bodies to advance student learning.

- The administration, as well as the instructional coach, are committed to spending time in the classrooms coaching and helping teachers improve their practice. The main goal is to assist all teachers in striving towards the goal of ensuring all students at Mount Logan are learning at high levels.