

## BADGER SPRINGS MIDDLE SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Suburban

School Enrollment - 1192

Grade Levels - 6,7,8

School Calendar - Traditional

Free & Reduced Lunch - 93.4%

English Learners - 25%

Students with Disabilities - 14%

Moreno Valley Unified School District  
24750 Delphinium Ave., Moreno Valley,  
California, 92553  
Tel 951-571-4200  
Principal - Ruby Méjico  
<http://badgersprings.mvusd.net/>

### School Characteristics and Replicable Practices

#### Academic Excellence

-The core mission of Badger Springs Middle School is to provide high quality instruction to all students that prepares them to be academically and socially successful high school graduates that are college and career ready.

-Student collaboration routines are an integral part of instruction in all classes which support with conceptual knowledge and the development of essential skills.

-Teachers use a variety of methods to assess and monitor the progress of student learning.

### 2018-2019 School Demographics

- African American - 10%
- Asian - 1%
- Caucasian - 4%
- Filipino - 0%
- Hispanic - 84%
- Native American - 0%
- Pacific Islander - 1%
- Other - 0%
- Two or More - 0%

-To provide additional support, the master schedule provides for a multi-tiered systems of support based upon student individual needs.

-One day a week the entire staff is provided extended time to collaborate in professional learning communities. Flex Wednesdays allow for teachers to regularly collaborate on data analysis, curriculum development, and common assessments in content area learning communities, as grade levels, and as interdisciplinary teams.

## **Developmental Responsiveness**

-In order to maintain academic consistency and structure across all subject areas our site has ascribed to the practice, "common language for a common purpose."

-Implementation of our silver-ribbon Positive Behavior Intervention and Supports (PBIS) program has taught the core values and expectations of the school through school wide assemblies, announcements and teacher talk.

-All teachers at BSMS employ a wide-variety of instructional strategies, such as DII, WICOR, collaborative partnering routines, project-based learning, and scientific inquiry to develop students' curiosity, creativity, and the development of social skills in the classroom.

-Students have multiple opportunities to participate in activities, such as the explore program, that display social skills, build character, and develop interests outside the core content and real life skills.

## **Social Equity**

-All students, including English Learners (EL), students with disabilities and GATE students, participate in heterogeneous general education classes with high academic and behavioral expectations.

-Students in the Special Education Resource Program are in general education core classes and are supported by Resource teachers who collaborate and co-teach with the core content teachers.

-Parents and families are encouraged to participate as an educational partner through programs and events. Examples include; ELAC, AAPAC, Coffee with a Purpose, SSC meetings, AVID, Math and ELA Literacy Nights, STEAM Night, Technology Nights, Back-to-School, Open House, as well as performances for Band and Chorus.

-The staff has participated in multiple trainings in topics such as, Culture of Poverty, Trauma, and Restorative Practices to be able to understand and support the family backgrounds and values of their students.

## **Organizational Support**

-The staff at BSMS take seriously the MVUSD motto of Excellence on Purpose. All decisions made are influenced by the mission and the vision, Better students...Stronger Families...Brighter Futures... through high quality instruction.

-The Leadership team learns to lead their department PLCs through reading and discussing common books and articles, such as Eight Behaviors for Smarter Teams.

-The staff at Badger Springs Middle School practice an action learning cycle through which teachers plan, practice, reflect, and revise instruction and interventions.