

## PARAMOUNT PARK MIDDLE SCHOOL



### 2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Urban

School Enrollment - 802

Grade Levels - 6, 7, 8

School Calendar - Traditional

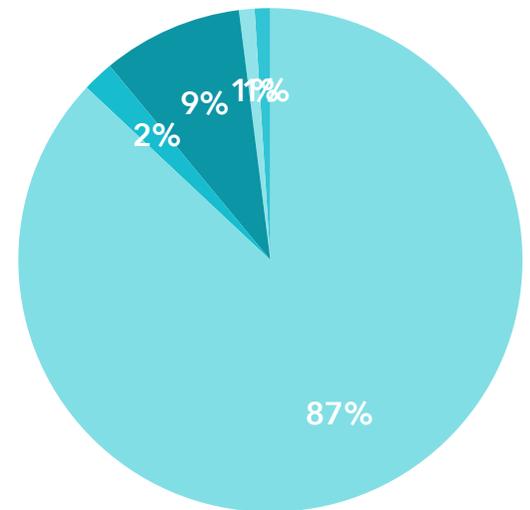
Free and Reduced Lunch 88%

English Learners 27%

Students With Disabilities 15%

Paramount Park Middle School  
Paramount Unified School District  
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Tel (562) 602-8052  
Principal - Kevin Longworth  
[paramountpark.pusdschools.net](http://paramountpark.pusdschools.net)

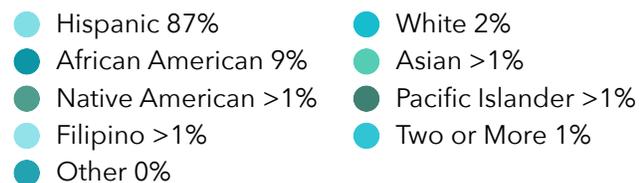
### 2017-2018 School Demographics



### School Characteristics and Replicable Practices

#### Academic Excellence

• All students at Paramount Park Middle School are expected to meet high academic standards. These expectations are made clear for students and parents through detailed grading policies and syllabi created collaboratively by content teams. In addition, students are given rubrics for assignments and assessments so they understand the requirements. Teachers also set clear expectations by displaying daily agendas, lesson objectives, and focus questions.



- Our curriculum, instruction, assessments and appropriate academic interventions are aligned with high standards. Standards are thoughtfully grouped in the pacing guide so that learning builds upon prior topics throughout the academic year. Content teams use the standards-aligned pacing guides, as well as their knowledge and experience, to select and focus on key standards. Teachers use frequent formative and summative assessments to determine if students have mastered a standard/topic or need remediation. Data pulled from the Illuminate database helps our teachers evaluate student progress and set up intervention groups accordingly.
- Continuous instructional improvement is facilitated through the Math/Science and ELA/Social Studies academic coaches. The coaches co-teach in Math and ELA classes, model lessons, give feedback on lessons, facilitate quarterly STPT's, and organize learning walks. In addition to learning walks, we have implemented the Pineapple Chart at our school to allow teachers to open up their classroom when they are teaching a lesson or strategy that could benefit their peers.
- All teachers incorporate informational literacy and writing across the curriculum in their classes. In Science, students use the Claim-Evidence-Reasoning (CER) writing strategy and include written summaries on their lab reports. Our Social Studies and ELA departments team up to assign essays and constructed responses using WFTBB, thinking maps, and the ACE strategy. PE teachers work closely with the academic coach to create meaningful writing lessons using the Answer-Cite-Explain (ACE) strategy. Math students are asked to provide written explanations of their inquiry findings and their problem-solving strategies.
- Our Advancement Via Individual Determination (AVID) classrooms use Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies in classes throughout the day. Our AVID trained teachers develop and implement staff professional learning sessions to promote the use of WICOR strategies school-wide.
- In addition to the writing activities happening school-wide, teachers use active participation and Talk Moves in their lessons to increase opportunities for speaking and listening, especially for our English Language Learners (ELL's). Each teacher has strategically placed their ELL's on their seating charts and the use of Talk Moves elicits more speaking and meaningful conversations to support language development. Student conferences help student understand their English Language Level and what it takes to move up to proficiency.
- An eighth grade mentoring program has been developed and implemented to support 8<sup>th</sup> grade students in danger of failing. Each student who receives an "F" or multiple "D's" is assigned a staff mentor that meets with them to develop goals and plan strategies to increase their achievement. The program involves parents, counselors, and scheduled grade checks for each student.
- All students engage in STEM activities in their science classes, such as building wind turbines, rockets and balloon cars. Project Lead the Way classes that include Robotics, Design, Modeling, and Three-D Printing are offered as elective classes. All students also have the opportunity to join the MESA (Math, Engineering and Science Achievement) program which meets afterschool and competes at local colleges against other schools throughout the year.

### **Developmental Responsiveness**

- To help facilitate the transition from elementary to middle school, incoming 5<sup>th</sup> graders take part in a walking field trip to learn about the school and its expectations during an orientation assembly.

Students hear from administrators, counselors, teachers and coaches while learning about the school's schedules, curriculum, procedures and expectations. Students watch a student and staff-made video and ask many questions. Parents come to the same orientation, adjusted for guardians, during an evening assembly.

- Paramount Park's primary responsibility is to meet the needs of all of our students and families by providing access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. Through staff development provided by our Safe and Civil Team, teachers have been trained to recognize and respond to the needs of our student population. Counselors connect students and families that need additional resources with outside agencies. Our partnership with The Guidance Center allows therapists to provide mental health services to students at our school site. Paramount Park has a wide range of support available to assist students and families, including District nurses, counselors, behavior intervention specialists, academic coaches and resource teachers. Our Student Success Team (SST) meets regularly to discuss the academic needs of students in the general education setting. Our resource teachers push into the general education classrooms to provide academic support for our students with special needs. Counselors facilitate monthly parent meetings to provide parents with skills and strategies to promote academic success and social-emotional development
- The school utilizes a PBIS (Positive Behavior Intervention and Supports) approach through its use of Safe and Civil programs and strategies. A school-based Safe and Civil Committee is maintained and supported through District-wide and school site professional development, including consultant support. Beyond expectations, procedures and systems, the committee develops and promotes strategies, trainings and expectations to increase healthy student-staff relationships.
- Intervention programs such as Panthers Academy and Check and Connect assist our at-risk students with academic support to enhance teaching and learning in all classes. In addition to improving behavioral and academic success, Check and Connect develops and fosters positive adult and student relationships. The Panther Academy program provides support to identified students through an elective class every day. The PA teacher provides tutoring, conducts grade checks, teaches organization and communication skills and works with other teachers to ensure extra support for those students that need it.
- To support students and families, the school operates a Homework Lab in its media center four days a week. This is in addition to opening the lab daily during break and lunch for students to complete classwork. A certificated teacher supervises the Lab after school and provides academic support to students.

## **Social Equity**

- Our teachers plan their instruction with the understanding that our students vary in their abilities/disabilities, culture, motivation, interests, and language levels. We also realize that we must give students varied and multiple opportunities to show that they have mastered a concept/standard. Our use of differentiated instruction ensures equal opportunities for students. We differentiate through flexible grouping and learning tasks that allow for multiple perspectives/solution pathways.
- Our teachers help students acquire, process, and make sense of key ideas through inquiry based lessons in Math, science labs/investigations, technology-based learning through the Amplify

program, Socratic Seminars and Talk Moves to create student discourse. Instead of differentiating the content that all students will be held accountable for, we are differentiating their learning experiences.

- Our teachers assess learning daily through formative assessments and active participation strategies. This gives students a chance to show understanding through group discussions, oral presentations, writing, labs and modeling.
- As a staff, we continually adapt curriculum and assessments to meet our students' changing needs. Our teachers work collaboratively to improve their practices through consistent professional development, quarterly STPT's, content team collaboration meetings, and peer learning walks.
- Our master schedule maximizes the strengths of the teachers, providing the students with the best learning opportunities available. Academic coaches, RSP and SDC teachers co-teach with various general education teachers. The master schedule is built with common prep periods for many of our teams to further facilitate collaboration.
- Every student at Paramount Park has access to online assessments through Illuminate, Schoology, Office 365, classroom laptop carts and two media centers. Teachers use the learning management system, Schoology to support communication with students and parents. This also provide families access to the students' current grades, assignments, and notation of any pending, required work.
- School-wide, the staff has been trained in creating positive interactions and building positive relationships with students along with de-escalation strategies. Teachers implement "meet and greet" to address students positively at the door. All staff utilize "one-liners" to encourage positive choices.
- Implementation of the PBIS based Safe and Civil program has been refined over the last eight years. All teachers utilize the CHAMPS management strategies in their classes, providing students with a respectful learning environment. We are in our third year of implementation of our Guidelines for Success-ROAR (Respect Others, Own your Actions, Act Safely, and Rise to the Challenge). These guidelines allow students exhibiting any of the four attributes to earn ROAR raffle tickets and be acknowledged at our Panther of the Month and ROAR ceremonies. The student and family are invited to a special continental breakfast before these awards ceremonies.
- Student forums and surveys have help initiate change and provide support for student success. Heterogeneous, grade specific, gender and African American student forums have provided unique student perspectives that have resulted in positive change.

## **Organizational Support**

- At Paramount Park our shared vision of high performance drives every facet of our collaborative work. Our committees, Leadership Team and grade level departments meet regularly to ensure constant improvement. Through a Safe and Civil lens, we have created and implemented plans to lower our D and F rates and reduce suspensions.
- Our Safe and Civil, AVID and Leadership Teams work to identify needs and actions and then implement professional development for our whole staff.
- Everyone works within a strong structure, yet innovation and experimentation are encouraged and supported. Most Leadership Team members also serve as department leads. This way, members

can communicate and develop a school- wide focus while working with their peers during collaboration, staff meetings and STPT's.

- Each Thursday is a minimum day with dismissal at 12:55 p.m. This provides one of three supports for teachers: teacher work day, collaboration day, or staff development day. During staff development days, teachers participate in meetings provided by administrators, coaches, Instructional Lead Teachers, or a combination of presenters
- Administrators and Instructional Lead Teachers attend District professional development periodically to learn content and practices organized into Learning Modules. The Modules are then brought back to the site in a train-the-trainers model .Teachers seeking more development opportunities often participate in peer observations. Formal Learning Walks for whole departments take place once or twice a year to focus on a specific strategy or practice in the classroom.
- Twice a year, our 8<sup>th</sup> grade students participate in a 9<sup>th</sup> grade orientation as part of a transitional program to guide them from middle school to high school.
- The school staff and District staff have existing partnerships with colleges and universities to recruit and mentor novice teachers. Our District provides trainings and throughout the school year for new teachers to review District policies, procedures and content specific curriculum. The District also offers a two-year BTSA induction program with a support provider to help guide newly hired teachers. At the school site, new teachers are assigned to academic coaches for continued mentorship and guidance in their content areas of teaching.
- Administrators, committee members, coaches and counselors have worked to create School-wide Guidelines and Expectations. These are analyzed with teachers at staff meetings and revised throughout the school year.