

## PRESTON MIDDLE SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2016

Re-Designated in 2019

Community Size - Suburban

School Enrollment - 1160

Grade Levels - 6th -8th

School Calendar - Traditional

Free & Reduced Lunch - 18%

English Learners - 8%

Students with Disabilities - 15%

Poudre School District

4901 Corbett Drive

Tel 970-488-7300

Principal - Amy Schmer

[www.https://pre.psdschools.org/](https://pre.psdschools.org/)

### School Characteristics and Replicable Practices

#### Academic Excellence

At Preston Middle School we strive to support students in academic excellence by doing the following items:

- Both intervention and enrichment classes are offered to support, extend and/or challenge students in a variety of ways.
- There is targeted small group instruction inside classrooms as well as flexible grouping for students on essential learnings.
- Co-creation of assessment criteria measures student learning and progress.
- Students often have the opportunity to present their learning in public settings, for example

### 2018-2019 School Demographics

- **African American - 1%**
- **Asian - 4%**
- **Caucasian - 84%**
- **Filipino - 0%**
- **Hispanic - 9%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 0%**

students present their own poems at a poetry cafe in the media center to their peers, they create games to demonstrate probability for a "math carnival" for families to join and participate, among many other opportunities.

- Staff professional development utilizes reading strategies/protocols to guide discussions and to add to teacher "toolboxes" to support reading and writing across the curriculum.
- Teachers use the workshop model to drive instruction.

## **Developmental Responsiveness**

There are many different ways Preston Middle School supports students in the middle grades with developmental responsiveness below are a few examples:

- Preston focuses on transitions (5th to 6th, 7th to 8th, and 8th to 9th grades) and builds-in sustainable practices to support student transition.
- All students begin the school year in PUMA 101, a home base for students to engage in the Expect Respect and Career Cruising programs all year.
- The Preston Integrated Services department hosts a ice cream social before school for I.S. students, it's another opportunity for students to enter the building with low stress and to connect with teachers before the first day of school.
- Many students with emotional/behavioral needs participate in a "check-in/out" system. This connects them with a teacher early in the morning, who can support them in moving through their day.
- Students participate in surveys such as the Student Perception Survey, the Student Connections Survey, Expect Respect Survey and Career Cruising Survey throughout the school year to provide their perspectives.

## **Social Equity**

Equity is one of Preston Middle Schools top priorities. We make sure that there is social equity in the following ways:

- Preston has a solid MTSS and PBIS system in place to support student's academic and behavioral needs.
- Preston hosts a New Families Orientation before the first day of school to meet and greet all new families.
- Preston communicates in a variety of ways with families; monthly newsletters, the Monday Update, the Preston website, etc.
- Preston staff participates in the EL Achieve professional development and implements instructional strategies to support English Language Learners.
- Preston has heterogeneous classes and all students have access to differentiated learning within the classroom based on individual needs.

## **Organizational Support**

At Preston Middle School we understand the importance of organizational support and knowing how we can get better year after year.

We support that growth in the following ways:

- Staff participates in differentiated shared-learning book study, to build common language

within our culture of learning

- We have prioritized common planning for all common teams in our master schedule to provide the necessary time to do the work.
- There are many ways for teachers to participate in leadership roles to build collective capacity and sustain the work towards our vision; leadership team, task forces, guiding coalition, professional development opportunities, coaching and extracurricular activity sponsors, etc.
- We have implemented a decision making-matrix to outline how decisions are made and who makes the decisions.
- Staff feedback is collected through surveys consistently prior to building-wide decisions to ensure all voices are heard.