

The Role of Middle School in Setting Students Up to Succeed

Ernie Pyle Middle School (APS)- Stacia Duarte
Garfield Middle School (APS)- Joshua LaClair



Ernie Pyle Middle School
Principal: Stacia Duarte

538 Students

- 227 English Language Learner Students
- 520 Hispanic Students
- 4 African American Students
- 8 White/Caucasian Students
- 4 Native American Students
- 166 Students with an IEP
- 14 Students in the Gifted Program
- 538 Free/Reduced Lunch



Preparing Confident Learners at EPMS

- ❖ Active Engagement of Students and Families
- ❖ Community Schools- Supporting the Whole Child and Family
- ❖ Focus on Relationships



Supporting Middle School Students and their Families

❖ Active Engagement of Students and Families

- Enrichment Opportunities
- Schoolwide Literacy
- Tutoring
- Family Engagement
- Community Events





Supporting Middle School Students and their Families

❖ **Community Schools- Supporting the Whole Child and Family**

- Community needs assessment/survey
- Community partnerships
- Food pantry and clothing closet
- Uniform and shoe vouchers
- School supplies and backpacks
- Community mentors and community experiences
- Adult Education





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IMPACT OF COMMUNITY SCHOOLS



STUDENT DEMOGRAPHICS

Enrollment: 558

- English Language Learners: **40%**
- Economically Disadvantaged: **100%**
- Students with Disabilities: **28%**
- Indigenous/First Nations: **4%**
- Highly Mobile Students: **14%**
- Enrolled in APS McKinney-Vento Program: **3%**

Value of services & supports leveraged by CS Coordinator

\$27,330

Community School Council Diversity:

*Stakeholders who attend 50% of the time or more.



COVID-19

2020-2021
End of Year REPORT

FAMILY NEEDS ASSESSMENT DATA

Survey Response Rate: 42%

Basic Needs

- Childcare: 0%
- Pre-K: 0%
- Tech Support: 30%
- Food: 8%
- Clothing: 9%
- Housing: 4%
- Healthcare: 4%

Stability Needs

- Workforce: 2%
- Legal: 2%
- Adult Education: 6%



Active Family & Community Engagement

1,087 Times family & community member participated at FE events

1 Families who participate on Council 50% of time

53 Total times a volunteer engaged

0 Participants in Adult Education

Collaborative Leadership & Practices

13 CS Council meetings held

10 Council Members who participate 50% of time

26% Council Members attended 50%

34 Principal - Coordinator Meetings held

16 New partnerships developed

Integrated Student Supports

2,418 Times Students received basic needs services

4 Times Students and Families received access to health services

1 Families received Legal Assistance

0 Individuals received Workforce Development support

Expanded Learning Time & Opportunities

0 Average Daily Attendance in Out of School Time

60 Students registered in Out of School Time



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Supporting Middle School Students and their Families

Focus on Relationships

- Social Emotional Learning embedded into instruction
- Cultural Responsiveness
- Restorative Practices
 - Value of relationships
 - Student success center, saturday school
- Trauma-Informed Instruction
 - Thriving Students with Southwest Family Guidance Center
- Inclusive practices
 - Dual language school
 - LGBTQ safe zones
 - Inclusion for students with learning differences
 - School-wide enrichment opportunities
- SLCs (Small Learning Communities)



Garfield Middle School

Assistant Principal Joshua LaClair

360 Students

- 82 English Language Learner Students
- 319 Hispanic Students
- 5 African American Students
- 20 White/Caucasian Students
- 11 Native American Students
- 110 Students with an IEP
- 17 Students in the Gifted Program
- 360 Free/Reduced Lunch



Preparing Middle School Students for Life

- Habits of Mind
- Dream big as career preparation
- Restorative practices and relationships



THE
DESIGN
PROCESS



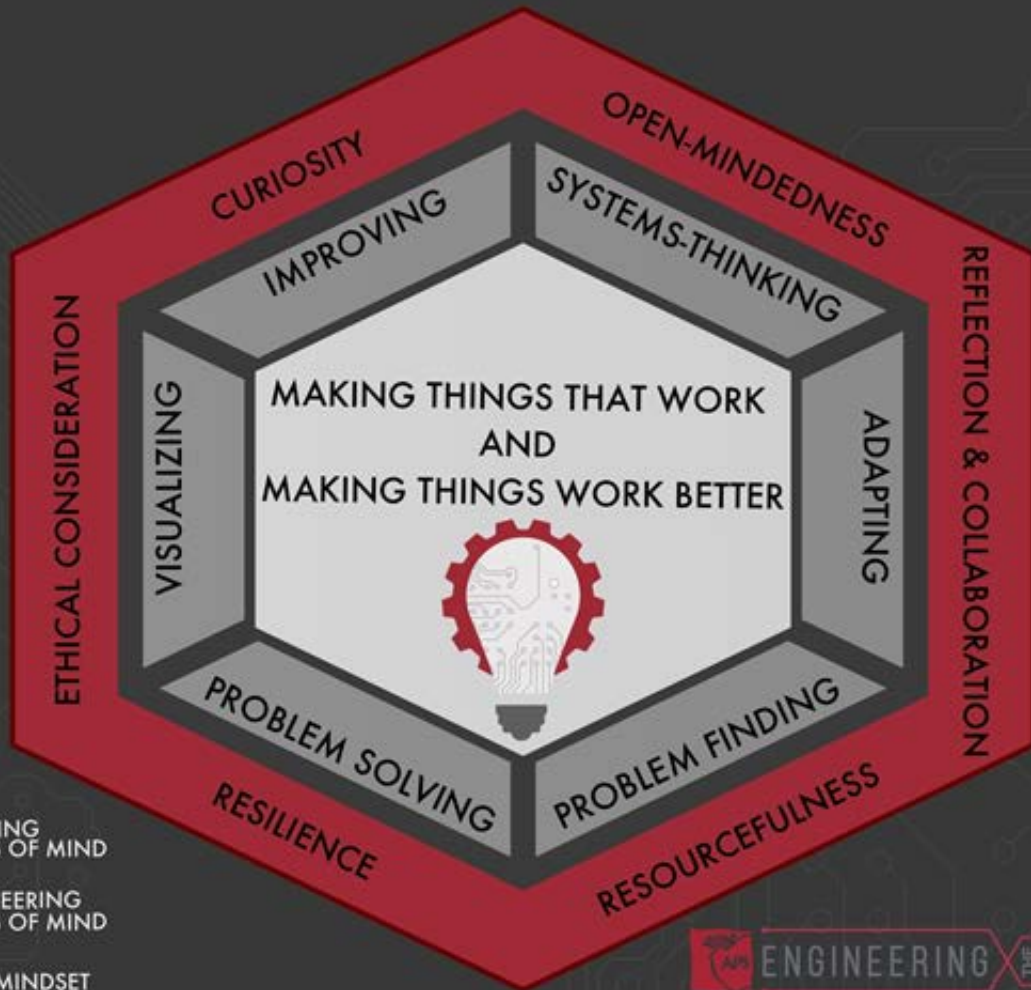
Adapted from Stanford's Design Process
and Johnson TEAM Academy

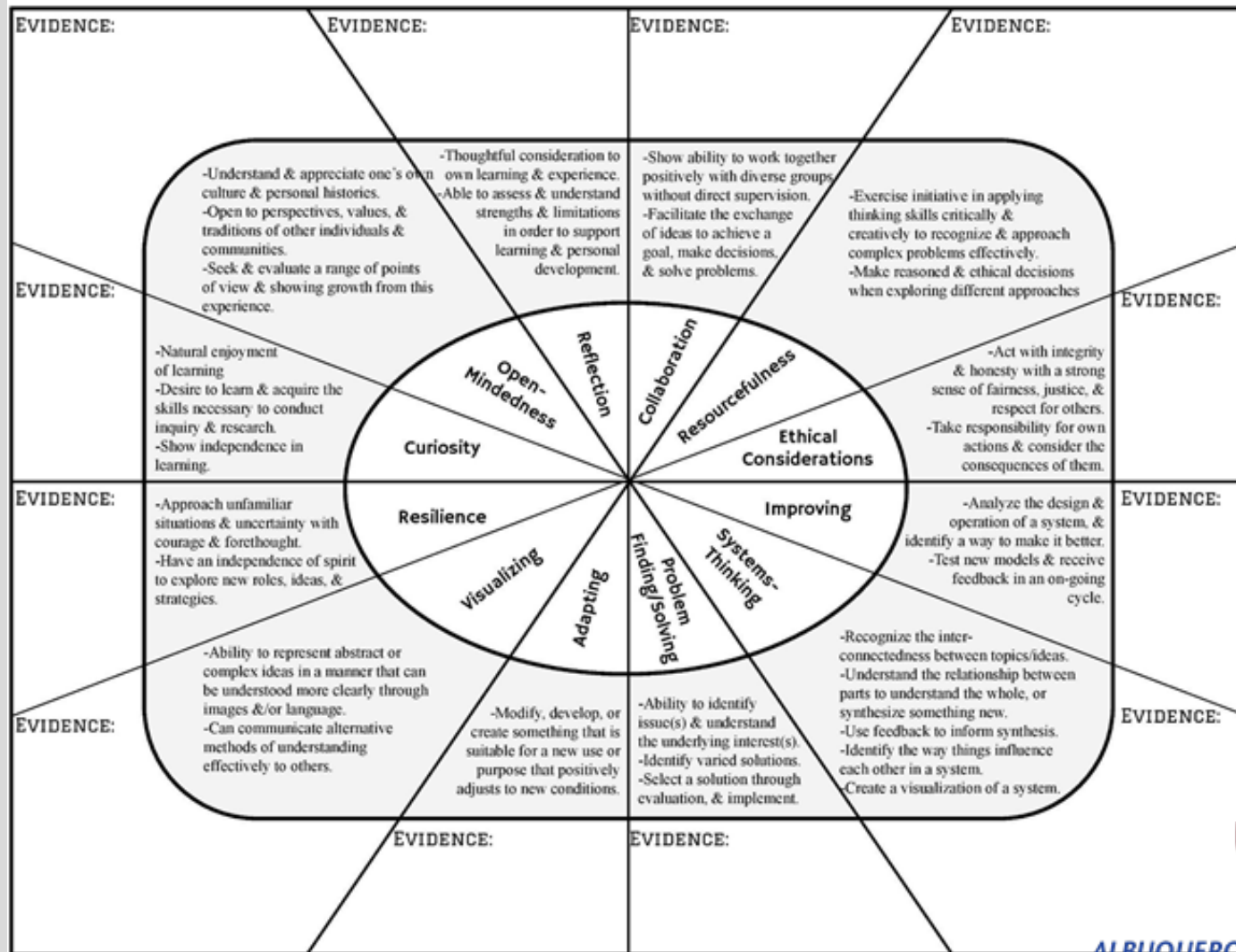


ENGINEERING THE FUTURE

Design. Create. Innovate.









GARFIELD STEM MAGNET GRADING RUBRIC*



Mastery Of Standards						
Students are assessed for mastery of Common Core and New Mexico State Standards on all Formative and Summative Assessments/Assignments						
<u>Letter Grade</u>	A+	A	B	C	D	F
<u>Percent</u>	100%	90%	80%	70%	60%	50%
<u>Level of Mastery</u>	5 - Mastered	4 - Approaching Mastery	3 - Proficient	2 - Approaching Proficiency	1 - Emerging Understanding	0 - Lack of Completion
<u>Description</u>	<p>Produces high-quality, occasionally innovative work</p> <p>Communicates comprehensive, nuanced understanding of concepts and contexts</p> <p>Consistently demonstrates sophisticated critical and creative thinking</p> <p>Frequently transfers knowledge and skills with independence and expertise in a variety of classroom and real-world situations</p>	<p>Produces high-quality, occasionally innovative work</p> <p>Communicates extensive understanding of concepts and contexts</p> <p>Demonstrates critical and creative thinking, frequently with sophistication</p> <p>Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence</p>	<p>Produces good to somewhat high-quality work</p> <p>Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps</p> <p>Often demonstrates basic critical and creative thinking, sometimes with sophistication</p> <p>Uses knowledge and skills with some flexibility in familiar class and real-world situations, and, with support, some unfamiliar situations</p>	<p>Produces work of an acceptable quality</p> <p>Communicates basic understanding of many concepts and contexts with occasionally significant misunderstandings and minor gaps</p> <p>Begins to demonstrate some basic critical and creative thinking</p> <p>Is often inflexible in the use of knowledge and skills, requiring support in familiar classroom and real-work situations</p>	<p>Produces work of limited quality</p> <p>Expresses misunderstandings or significant gaps in understanding for many concepts and contexts</p> <p>Infrequently demonstrates critical or creative thinking</p> <p>Generally inflexible in the use of knowledge and skills, rarely using or applying knowledge and skills</p>	<p>No evidence of attempting or submitting</p>

*Adapted from International Baccalaureate Middle-Years Program Grade Descriptors



WOLFPACK EXPECTATIONS

RESPECT

Staff and students use school appropriate language and demonstrate respectful behavior to one another and the environment. We are kind to each other no matter our background and differences, helping everyone to feel safe and welcome.

HOM: Open-mindedness

RESPONSIBILITY:

Staff and students come to school prepared to teach and learn. We are accountable to each other and demonstrate responsibility by coming to class on time and remaining engaged with one another.

HOM: Resourcefulness, Ethical Consideration

CONFLICT RESOLUTION:

Staff and students resolve conflicts quickly and peacefully. We ask for a restorative mediation when needed.

HOM: Curiosity, Reflection, Ethical Consideration

REPAIR

Staff and students understand that our actions affect others and take responsibility when we make mistakes. When mistakes are made, we work to repair the harm that was caused.

HOM: Reflection, Resiliency, Problem solving.

RELATIONSHIPS:

Staff and students foster positive and collaborative relationships by demonstrating respect, responsibility, peaceful conflict resolution and repairing harm.

HOM: Collaboration.



Tier 1 <i>Positive School Climate</i>	Restorative Conversations: Individual students and a staff member have a short meeting and make a verbal agreement about how to improve the relationship.
	Connection Circles: Staff members lead conversations to enhance relationships, rapport, and empathy.
Tier 2 <i>Address Harm & Restoration</i>	Problem-solving Circles: Staff members lead circles to address issues and harm, and collaboratively seek solutions using the restorative circle process.
	Restorative Agreement Meeting: Conflicting parties make written agreements about how to improve their relationships and achieve desired outcomes.
Tier 3 <i>Alternative Approaches</i>	Restorative Mediation: Conflicting parties meet with a trained facilitator to understand harms caused, determine actions, and make agreements to repair harms.
	Community Group Conferences: Participants (offenders and victims, support advocates, parents, other community members, and a trained facilitator) discuss the incident, harms caused, and solutions.

<i>Traditional Discipline</i>	<i>Restorative Discipline</i>
<i>Schools and rules are violated.</i>	<i>People and relationships are violated.</i>
<i>Justice focuses on establishing guilt.</i>	<i>Justice identifies needs and obligations.</i>
<i>Accountability is defined as punishment.</i>	<i>Accountability is defined as understanding of the effects of the offense and repairing the harm.</i>
<i>Justice is directed at the person responsible, but the victim is often ignored.</i>	<i>The responsible person, victim, and school have direct roles in the justice process.</i>
<i>Rules and intent outweigh the outcome.</i>	<i>Persons responsible are held accountable for their behavior, repairing any harm they've caused and working toward a positive outcome.</i>
<i>No opportunity is offered for the person responsible to express remorse and/or make amends.</i>	<i>Opportunities are offered for the person responsible to express remorse and/ or make amends.</i>

Implications for policy and legislature

- Not a “junior high”
 - Focus on social emotional growth and mindsets
 - Less focus on content requirements but maintain academic rigor
- Sustainable funding and structures for community school model
 - Redefining family engagement
- Funding and structures to support restorative practices communities
 - Lower class sizes
- Sustainable funding for career exploration, the arts and technology
- Structures that engage families and provide personalized learning
- Middle school endorsement
 - Creating educators ideally equipped to be positive role models for a unique age



Thank you!

Questions?

