

## EL SEGUNDO MIDDLE SCHOOL



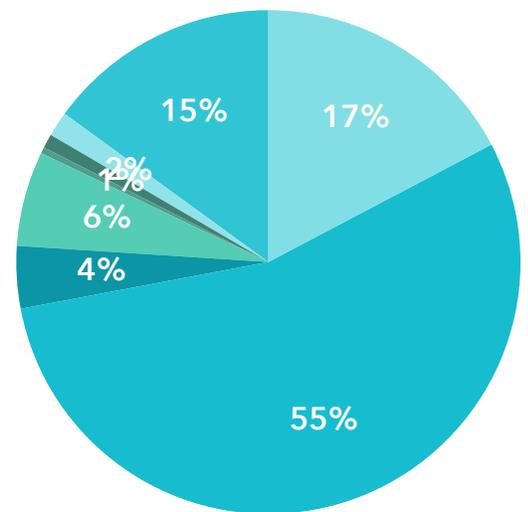
### 2017-2018 SCHOOL STATISTICS

Designated in 2018

- Community Size - Suburban
- School Enrollment - 830
- Grade Levels - 6, 7, 8
- School Calendar - Traditional
- Free and Reduced Lunch 13.6%
- English Learners 4.3%
- Students With Disabilities 6%

El Segundo Middle School  
 El Segundo Unified School District  
 332 Center Street El Segundo, CA 90245  
 Tel (310) 615-2690  
 Principal - Melissa Gooden  
<https://www.elsegundomiddleschool.org/>

### 2017-2018 School Demographics



### School Characteristics and Replicable Practices

#### Academic Excellence

- *El Segundo Middle School is an International Baccalaureate Middle Years Program School. Problem-solving, decision-making, communication skills and organization are emphasized school-wide.*
- *Student schedules consist of 8 classes: Language & Literature, Math, Individuals & Societies, Science, Arts, Physical & Health Education, Design, and Language Acquisition (Spanish). Both the Common Core Standards and IB subject guides provide the learning standards and objectives for these courses.*
- *El Segundo Middle School is a 1:1 iPad school.*

- Hispanic 17.3%
- African American 4%
- Native American 0.4%
- Filipino 1.6%
- Other 0%
- White 54.8%
- Asian 6.1%
- Pacific Islander 0.9%
- Two or More 15%

- *Students show mastery of content understanding through open-ended summative assessments which are often project-based. The summative assessments allow for multiple points of entry, student choice, and opportunities for deep learning.*
- *Classroom activities are developed that allow the students to demonstrate their learning through creative tools and applications including the use of Apple apps, iMovie, Keynote, Pages, Numbers, Camera and Photos, and GarageBand as well as additional iPad apps, such as Adobe Spark Video, Explain Everything, and Google Apps.*
- *ESMS is fully implementing a project based learning class titled “Design”. In this class, students learn “how” to think through a problem, use technology skills, and develop a problem-solving, growth-oriented mindset.*
- *In an effort to model the reflective process, teachers continually engage in collaborative planning to refine best practices and develop common assessments.*
- *The use of Achievement Teams guides the instructional programs of each classroom, and has helped ESMS to further tailor instruction to meet the needs of our underperforming subgroups.*

## **Developmental Responsiveness**

- Intervention classes implementing research based curriculum in math and ELA, a direct instruction reading program offered in our special education department, and a variety of after school options have created opportunities for all students to develop the skills needed to be successful 21<sup>st</sup> century learners.
- Weekly Impact groups, girl chats, and a variety of clubs (ie; geek squad, robotics, coding, art, gamers club, and green team) are offered to personalize each student’s experience at our school.
- A variety of programs including Bulldogs, Not Bullies (anti-bullying campaign), Challenge Day (program aimed at group compassion, togetherness, and respect), Where Everyone Belongs (WEB) (peer mentor program used to ensure 6th graders have positive 8th grade role models), Red Ribbon Week, and Dude, Be Nice (campaign promoting kindness) are used proactively on the campus to build community.
- Bulldog Voices is a program used by administration to gain insight into student opinions and feelings about what is taking place at school.
- Parents each have personalized logins to access their students up-to-date grades and class assignments through a standardized online platform.
- The 8 period schedule offers students opportunities to participate in electives such as music, theater, art, and foreign language during the school day.
- ESMS uses the IB MYP “Approaches to Learning” skills to develop capable, well-rounded, compassionate students who use their skills to create a better world.
- All 8<sup>th</sup> grade students at El Segundo Middle School are required to participate in a community project. Every certificated staff member serves as mentor to a group of students for the year.

## **Social Equity**

- *Students with disabilities are fully included in the general education program, with the exception of some students programmed into a learning center class which is used as an additional intervention to ensure students are getting additional differentiation to access grade level standards.*
- *General education teachers work collaboratively with our special education teachers to accommodate work, and provide differentiation and direct teaching to students. Paraprofessionals are strategically placed in classes where students need additional guidance and re-teaching.*
- *Each teacher uses the same digital platform (PowerSchool Learning) to house assignments and provide information needed in classes. Teachers use the platform to post rubrics and exemplars that students and parents are able to access.*
- *The school leadership class is tasked with the project of researching traditions and creating events and activities to highlight the many cultures that make up our school.*
- *Awards ceremonies held at the conclusion of the semester where academic excellence, academic improvement, citizenship, tenacity, and courage are all celebrated and recognized.*
- *ESMS uses a restorative justice model to help solve problems and repair relationships among students.*

### **Organizational Support**

- *Teachers are all provided with weekly collaboration time that is used for unit planning, examining student work, and learning about best practices as we strive for continuous improvement.*
- *The teaching staff is provided with school wide data as well as subgroup data.*
- *Collectively, decisions are made and there is a shared accountability for all students as ESMS.*
- *Money in the budget is allotted for teachers to continue to attend outside professional development in IB as well as technology.*
- *The El Segundo Middle School principal gathers the input of parents, students, and teachers annually. The input of these key stakeholders provides a foundation for reflection on programs and practices at ESMS.*
- *Subject Area Leads (SALS) are vetted by their colleagues, and representative of each department. The representatives meet at least once a month to review instructional initiatives, monitor school data, and ensures that programs at ESMS are in line with the school vision. They also provide input into the operations of the school.*