

UTAH SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Mount Logan Middle School



Designated in 2007

Mount Logan Middle School • District Logan City • County Cache • State UT • Principal David J. Swenson • School Address 875 North 200 East, Logan, UT 84321 • Phone (435) 755-2370, FAX (435) 755-2377 • E-mail dswenson@mlms.logan.k12.ut.us

2005-2007 School Statistics

Community:

Founded in 1859, Logan is nestled on the east side of Cache Valley in northern Utah at the mouth of Logan Canyon. Logan became the principal city in the valley because of its central location and abundant water supply for mills and irrigation.

Logan has grown steadily since those early days, and is now a thriving community of nearly 50,000. What was once a small agricultural town is now a bustling business center that is home to many multinational companies in diverse industries such as electronics, publishing, food processing, and manufacturing.

Enrollment: 1321

Grade Levels: 6th, 7th and 8th Grade

School Schedule: 8 period (includes RAP) Trimester
MTThF – 8:15 am to 3:05 pm
W – 9:25 am to 3:04 pm (Late start/Teacher Collaboration)

Student Demographics

26%	Hispanic
67.3%	White
1.4%	American Indian
.8%	African American
0%	Filipino
3.7%	Asian
.8%	Pacific Islander
51%	Free/Reduced Lunch
10.6%	English Learners

2005 AYP: Y

2006 AYP: Y

2007 AYP: Y

School Characteristics and Replicable Practices

Academic Excellence

- Understanding by Design framework is used to create standards-based units in order to emphasize deep understanding of essential core concepts.
- Teachers use a variety of rubrics to assess student performance on classroom objectives and school-wide rubrics to assess Desired Results for Student Learning; including, written and oral communication, critical thinking and citizenship.
- Love and Logic is the discipline model used in order to devote class time to learning rather than management or discipline.
- The Core Literacy and Numeracy Academies offer extra assistance during the school day for students below standard in language arts and mathematics. Teams of teacher make referrals to the academies.
- The Life Skills Academy is designed to assist students' improvements in the areas of participation, work ethic, courtesy/respect and collaboration.
- Data notebooks have been designed to disaggregate data into NCLB subgroups in order to inform teachers of student achievement targets and are available electronically to teacher collaborative teams.
- Mt. Logan uses a very rigorous standards-based report card that is the culmination of nearly a decade of intense staff development work related to curriculum and instruction

Developmental Responsiveness

- Mt. Logan is organized into small learning teams in core academic areas and reading and advisory teams
- The life skills of participation, work ethic, courtesy/respect and collaboration are scored using a school-wide rubric and reported each term on a standards-based report card. This is done in place of the conventional N, H, U, S citizenship grade system.
- Mt. Logan has joined with other Utah schools as part of the Utah Behavior Initiative in order to improve student deportment and provide positive interventions and supports to students doing it "right".
- Teachers use a wide variety of instructional strategies to foster curiosity, exploration, creativity, and the development of social skills. All students have access to each of the school's many programs.
- The school boasts an extensive after school program geared at academic support and the social development of young adolescent students that includes as many as thirty-three different club activities.
- Teachers make connections across disciplines. For example, all teachers at Mt. Logan score and record writing prompts to help improve students written language skills as defined by the school's effective communication DRSL.
- The school provides multiple opportunities for students to explore a rich variety of topics and interests in order to develop their identity, discover and demonstrate their own competence, and plan for their future.
- An extensive mentoring program has been a cooperative effort between MLMS and Utah State University.

Social Equity

- Students may use many and varied approaches to achieve and demonstrate competence and mastery of standards using multiple lines of assessment.
- Faculty and administrators expect high-quality work from all students and are committed to helping each student produce it. Evidence of this commitment includes tutoring, mentoring, special adaptations, and other supports. All of the students are assessed using a standards-based reporting system.
- The school continually adapts curriculum, instruction, assessment, and scheduling to meet its students' diverse and changing needs. The use of the Reading and Advisory Period in teams of teachers has allowed for all students in need to receive the help they need in their personal and academic lives.
- Access and Equity are the mantra of Mt. Logan Middle School. All students have equal access to valued knowledge in all school classes and activities. The use of an 8 period trimester schedule allows for a full year of all core classes.
- The school welcomes and encourages the active participation of all its families. ESL family nights and family literacy nights are common. In addition to the regular community council, the school also has a Hispanic parent's leadership group. The multicultural club and ESL student leadership group organize many home and school activities.
- The school's extensive student recognition system demonstrates that it values diversity, civility, service, and democratic citizenship.

- The school's suspension rate is low and in proportion to the student population. The skill and expertise of the teachers in implementing the essential philosophies and skills of Love and Logic are the reason for the elimination of in school suspension, after school detention and other punitive measures.
- Mount Logan Middle School boasts a Peace Ambassador program comprised of student leaders who are working to make a positive impact in our school by promoting non-violent solutions to violence, prejudice, and intolerance.

Organizational Support

- A shared vision of what a high-performing school is and does drives every facet of school change. Shared and sustained leadership propels the school forward and preserves its institutional memory and purpose.
- Responsive School Team Leadership in the school has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication. The entire school staff are part of Responsive School Teams
- The school is a community of practice in which learning, experimentation, and reflection are the norm. Expectations of continuous improvement permeate the school. The school devotes resources from regular and grant funding sources to ensure that teachers have time and opportunity to reflect on their classroom practice and learn from one another. At school everyone's job is to learn. Each Wednesday morning teachers have opportunity to collaborate with teams of teachers on a late start day.
- The school devotes resources to content-rich professional development, which is connected to reaching and sustaining the school vision. Professional development is intensive, of high quality, and ongoing—likely the hallmark of this fine school, and an integral part of the school improvement plan.
- The school is not an island unto itself. It draws upon others' experience, research, and wisdom; it enters into relationships such as networks and community partnerships that benefit students' and teachers' development and learning.
- The school holds itself accountable for its students' success rather than blaming others for its shortcomings. The school collects, analyzes, and uses data as a basis for making decisions. The school intentionally and explicitly reconsiders its vision and practices when data call them into question.