



Due Date October 8, 2010 by Noon

**TIES/SIP/Accreditation Portfolio
Fall 2010**

School: Louisville Middle School

Principal: Adam Fels

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To access the portfolio templates in the common folder, click on
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Prior Years' Results

These are your school improvement goals for the past three years. The results are shown with a rating for attainment of your school's Equity, Achievement and Climate goals.

For 2007-08: (*) = exceeded goal (+) = met goal (□) = no change (-) = did not meet goal

For 2008-09 & 2009-10: (*) = exceeded goal (+) = met goal (□) = progress, goal not met (-) = no progress

SMART Goals	2007-08		2008-09		2009-10																																																							
Equity	<p>In 2007-2008, Louisville Middle will target three subgroups of students in order to close the Achievement Gap in CSAP READING and MATH. In addition to those groups historically marginalized and which demonstrate an achievement gap, LMS is targeting identified Talented and Gifted Students, a group whose achievement has shown a downward trend over time, in order to reverse that trend. We will measure cohort groups using Weighted Index Points.</p> <table border="1"> <thead> <tr> <th>Groups</th> <th>Math</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Latino</td> <td>Fm 52 to 75</td> <td>Fm 73 to 90</td> </tr> <tr> <td>SPED</td> <td>Fm 51 to 65</td> <td>Fm 66 to 80</td> </tr> <tr> <td>Meal</td> <td>Fm 51 to 75</td> <td>Fm 72 to 89</td> </tr> <tr> <td>6th TAG</td> <td>Fm 125 to 130</td> <td>Fm 125 50 130</td> </tr> </tbody> </table>	Groups	Math	Reading	Latino	Fm 52 to 75	Fm 73 to 90	SPED	Fm 51 to 65	Fm 66 to 80	Meal	Fm 51 to 75	Fm 72 to 89	6 th TAG	Fm 125 to 130	Fm 125 50 130	-LMS did NOT make its EQUITY goal in 2007-2008	<p>2008-09</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Weighted Index</th> <th>2007-08</th> <th>2008-09</th> <th>2009-10</th> </tr> </thead> <tbody> <tr> <td>Overall Math</td> <td>100</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>Latino Math</td> <td>50</td> <td>88</td> <td>88</td> <td>88</td> </tr> <tr> <td>Special Education Math</td> <td>41</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Meal Assistance Math</td> <td>15</td> <td>44.5</td> <td>44.5</td> <td>44.5</td> </tr> </tbody> </table> <p>2009-10</p> <table border="1"> <thead> <tr> <th>Target Group</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>English as Home Language Latinos</td> <td>From 36 (9.5) to 60</td> <td>From 51 (10.0) to 61</td> </tr> <tr> <td>Meal Assistance</td> <td>From 36.5 (8.3) to 58</td> <td>From 39 (7.9) to 58</td> </tr> <tr> <td>Special Education</td> <td>From 52 (8.1) to 58</td> <td>From 50 (6.6) to 56</td> </tr> <tr> <td>Talented and Gifted</td> <td>From 44.5 (5.3) to 55</td> <td>From 44 (5.0) to 55</td> </tr> </tbody> </table> <p>Goals are written using Colorado Growth Model. A score of 50 shows typical growth, a year's growth, when comparing like groups of students. Standard Margin of error for each group is listed in parentheses.</p>	Student Group	Weighted Index	2007-08	2008-09	2009-10	Overall Math	100	55	55	55	Latino Math	50	88	88	88	Special Education Math	41	10	10	10	Meal Assistance Math	15	44.5	44.5	44.5	Target Group	READING	MATH	English as Home Language Latinos	From 36 (9.5) to 60	From 51 (10.0) to 61	Meal Assistance	From 36.5 (8.3) to 58	From 39 (7.9) to 58	Special Education	From 52 (8.1) to 58	From 50 (6.6) to 56	Talented and Gifted	From 44.5 (5.3) to 55	From 44 (5.0) to 55	- LMS did NOT make its EQUITY goal in 2008-2009	<p>For 2009-2010, Louisville Middle will target three subgroups of students that historically underachieve when compared with the overall student population to close the Achievement Gap in CSAP READING and MATH. LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model. At LMS those groups include Latino students whose home language is English, those receiving meal assistance and those formally served through a Special Education Individual Education Plan (IEP). LMS will also target Talented and Gifted students, a subgroup that often underachieves. Goals for each subgroup are one margin of error above the goal set for school-wide growth. By setting our goals one standard margin of error above, we can be assured that growth is statistically significant, for even the lowest point of growth within the error band will achieve the goal of movement toward bridging the achievement gap.</p>
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<p>Achievement</p>	<p>For 2007-2008, Louisville Middle will increase cohort group scores in the 2008 CSAP READING. We will use Weighted Index Points: Overall increase school-wide from 99 WIP to 102. 6 Girls: Reading from 103 to 105 6 Boys: Reading from 101 to 104 7 Girls: Reading from remain at 110 7 Boys: Reading from 99- 105 8 Girls: Reading from 108-110 8 Boys: Reading from 93-99</p>	<p>+ LMS did make its ACHIEVEMENT goal in 2007-2008</p>	<p>In 2007-2008 the LMS Achievement goal was to increase cohort group scores in READING: Overall increase school-wide from 99 WIP to 102. We exceeded our school wide goal, but noted the achievement gap between boys and girls remained and seventh grade reading achievement continued to decline. LMS primary focus for 2008-2009 will be increasing the READING achievement of boys and secondarily, eliminating the decline in READING Weighted Index of seventh grade. The adjusted goal for READING achievement is from 105 WIP to 107.</p>	<p>- LMS did NOT make its ACHIEVEMENT goal in 2008-2009</p>	<p>For 2009-2010, LMS has chosen to adopt three content area goals for achievement. LMS will focus on raising achievement for all students using CSAP Weighted Index Points as a reference point for overall achievement, and using the Colorado Growth Model as our metric. Since science does not have growth data available (students do not take a science CSAP in 6th or 7th grades), LMS will use CSAP Weighted Index Points alone as the metric.</p> <table border="1" data-bbox="1289 613 1474 1234"> <thead> <tr> <th>Department/ content area</th> <th>2008-2009 WIP (as reference)</th> <th>Cohort Student Growth Goal</th> </tr> </thead> <tbody> <tr> <td>WRITING</td> <td>96</td> <td>From 44 to 53</td> </tr> <tr> <td>MATH</td> <td>102</td> <td>From 49 to 53</td> </tr> <tr> <td>SCIENCE</td> <td>From 79 to 85 (Goal area for science only)</td> <td>NA</td> </tr> </tbody> </table> <p>* Weighted Index is determined by assigning the following point values to levels of proficiency: 150 = Advanced Proficiency 100 = Proficient 50 = Partially Proficient -50 = Unsatisfactory or not tested. Scores are added and divided by number of students who take or should take the test. A WIP of 100 would indicate the school score is "proficient". * Colorado Growth Model uses median growth for like groups of students across the State of Colorado. Thus, a 50 would be a typical year's growth for both individual students and for school scores.</p>	Department/ content area	2008-2009 WIP (as reference)	Cohort Student Growth Goal	WRITING	96	From 44 to 53	MATH	102	From 49 to 53	SCIENCE	From 79 to 85 (Goal area for science only)	NA
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Climate	<p>The 2006-2007 student climate survey shows a significant upward trend in student satisfaction on 3 of 6 major subsets of the Climate Survey. Yet, the LMS target goal from 2006-2007 was not achieved. Therefore, LMS will continue for 2007-2008: “Questions related to adults at schools” (a subscale average category), as a metric for school climate improvement. LMS will increase satisfaction rates from <u>2.6 to 2.7</u></p>	<p>+ LMS Exceeded its CLIMATE goal in 2007-2008</p>	<p>The 2007-2008 BVSD Student Climate Survey shows a significant positive gain in student satisfaction on 25 of 58 questions relating to student satisfaction with school. Once again LMS climate scores improved in three of six major subsets of the Climate Survey, while maintaining high levels of satisfaction on the other three subscale scores. Because LMS is in a construction year with significant transitions for students and staff, LMS will strive to maintain the satisfaction rating of 2.7 out of 3 on: “Questions related to adults at schools” (a subscale average category), as a metric for school climate improvement.</p>	<p>+ LMS exceeded its CLIMATE goal in 2008-2009</p>	<p>The 2008-2009 BVSD Student Climate Survey shows a significant positive gain in student satisfaction on 25 of 58 questions relating to student satisfaction with school. Once again LMS climate scores improved in three of six major subsets of the Climate Survey, while maintaining high levels of satisfaction on the other three subscale scores. For 2009-2010, LMS will strive to maintain a median current satisfaction rating of 2.7 out of 3 combining all six subscale categories.</p> <p>Fitting in 2.8 Learning 2.8 Harassment 2.6 Adults @ School 2.7 School Safety 2.6 School Rules 2.7</p> <p>[2.8 + 2.8 + 2.6 + 2.7 + 2.6 + 2.7 = 16.2; 16.2/ 6 = 2.7]</p>
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Inquiry 1 - Assessing Current Reality
Prioritizing Challenges in our Data for Equity (E), Achievement (A), and Climate (C)
From your School Performance Frameworks

Our Priority Challenge in Equity:

Our priority challenge in Equity is:

1. To increase growth scores for all Latino students in academic areas of Reading, Writing and Math.
2. Meal Assistance kids will need continued support in all academic areas (Reading, Writing, Science and Math) to support continued growth and increase WIP scores.
3. Special Education students in all four academic areas (Reading, Writing, Science and Math), to continue growth trends and increase WIP.

Our Priority Challenge in Achievement:

Our priority challenge in Achievement is:

Continue to focus on writing and math, noting ender gaps in both areas. Specifically, to continue to update our GVCs while implementing the highest leverage teaching strategies in 90% of our classes at 90% of the time.

Our Priority Challenge in Climate:

Our priority challenge in Climate is:

With such high rate of student satisfaction, our priority challenge is to maintain at 2.7 out of 3 on the composite BVSD Climate Survey.

Inquiry 2 – What are our High Leverage Problems in Equity, Achievement, and Climate?

The high leverage problem(s) we are going to work on for **Equity** is:

Instructional Strategies and Expectations:

LMS needs to provide our low-achieving gap students with time and opportunities during the instructional day to practice math skills.

Gap students at LMS need varied instructional strategies in reading such as front-loading vocabulary, word walls, graphic organizers, reinforcing content during before school practice, and practicing study and test taking skills.

These are high leverage problems because...

1. LMS needs to provide more quality reading time during the instructional day. Students who are deficient in reading often are deficient in capacity to make meaning, organize and sort information, thus are often deficient in many subject areas.
2. Students who are deficient in math often develop limited capacity to achieve in other content areas for which mathematical reasoning, computational skill and logic are prerequisite, such as science and social studies where the use of charts and graphs is fundamental to understanding content.
3. Students who are deficient in science often are deficient in reading, and basic operations of mathematics.

We have selected this problem because:

The use of consistent, evidence-based, researched-based instruction and practices, such as Teach Like A Champion strategies, support differentiating lesson design and common assessments which can be controlled at school. We can tackle this problem by providing more opportunity for all students to demonstrate achievement at school, when consistent and directed teacher support will increase achievement for our students with gaps.

LMS will continue to focus on four target student groups:

- Latino Students
- Meal Assistance Students
- Special Education Students
- Gifted and Talented Students

The high leverage problem(s) we are going to work on for **Achievement** is:

Instructional Strategies and Expectations:

1. LMS will consistently incorporate explicit instructional strategies, based upon “Teach Like A Champion” (such as scaffolded lessons, pre-lesson skills preparation, graphic organizers, etc.) during instruction across all content areas. Our goal, based on the research of Douglas Reeves is to achieve 90% of our staff consistently utilizing best practice instructional strategies 90% of the time. Students who are deficient in writing are deficient in capacity to communicate meaning, organize and sort information, and adhere to the grammar and mechanics of standard written English. Consequently, students who are deficient in writing skills are often struggle for proficiency in many subject areas.
2. LMS needs to provide increased balanced differentiated practices for all our students, but particularly our low achieving students, via standards-based grading, and implementation of the new Curriculum Essentials, specifically in three content areas, **language arts, mathematics and science**.
3. Teachers need to revise formative activities and assessments to align the delivered curriculum so it is both guaranteed and viable, supported with before and after school learning and relearning opportunities.

We have selected this problem because:

1. Writing is for many the key to communicating proficiency throughout the curriculum. Writing is thinking on paper, and when students struggle to communicate effectively, other aspects of learning are adversely affected. Consistent implementation of differentiated strategies, with increased attention to the conventions of written language across content areas will increase achievement for all students.
2. Math and science are increasingly required content areas for students to access advanced high school curriculum. We consider these subject areas to be gateway core content areas in order for today’s students to access the 21st Century economy.

The high leverage problem(s) we are going to work on for **Climate** is:

LMS has experienced tremendous growth over the past six years in our climate scores, therefore the need to disaggregate the data to focus on sub-categories becomes increasingly valuable as we “hone in” on areas to put our efforts.

So, we have elected to focus on gaps in climate satisfaction rates between boys and girls in eighth grade, and our gap students overall.

We have selected this problem because:

Students will show increased risk taking in academics, increased resilience in their academic studies, increased attendance rates, decreases in negative peer interactions, and an increased likelihood to graduate high school with college level skill sets when they feel cared about by adults.

So, LMS needs to encourage practices that support student and adult connections, inspire student trust, problem solving and self-advocacy, thus helping students to improve their achievement in school.

Inquiry 3 – Theory of Action: Equity

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom If... 6th/7th/8th grade language arts, science and social studies teachers use Teach Like A Champion: to differentiate by gender strategies (boy friendly, brain-based, multiple intelligences, etc.) for reading assignments ETC.</p> <p>If... 6th/7th/8th grade math teachers utilize, SMART Boards, re-teaching, interactive math strategies and increase differentiated direct instruction strategies...</p>	<p>Then... gap students will enjoy reading more and feel more attached to classroom activities, and low achieving readers will receive direct instruction strategies that are research-based and consistently implemented.</p> <p>Then... underachieving students will integrate math concepts according to their predominate learning style and will participate in a interactive and formative manner.</p>	<p>Which will result in... higher levels of effort, work completion and achievement in targeted students as they increase their levels of engagement in the classroom.</p> <p>Which will result in... prompt, if not immediate, teacher feedback and re-teaching so students will demonstrate greater math proficiency and year-to-year growth.</p>

Inquiry 3 – Theory of Action: Achievement

Proposed Strategy	Consequences/Benefits	Results
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If... teachers consistently use best practices regarding writing strategies, differentiated formative activities, and explicit instruction aligned with the CED (Curriculum Essentials Documents)</p> <p>If... Social studies teachers incorporate writing activities into formative assessments that are consistent with Language Arts expectations.</p> <p>If ... LMS develops a morning support class called RISE when academic help is provided to all students via a systematic RtI process</p>	<p>Then... students will have experience with writing formats that support learning in all content areas that are explicit and consistent.</p> <p>Then... students will increase writing fluency and reinforce idea development, organization and conventions application.</p> <p>Then... Many more students who struggle to complete math homework practice (and other content areas) or access learning/relearning opportunities will receive extra support</p>	<p>Which will result in... students developing increased fluency and independence in choosing appropriate writing format and style in a consistent manner.</p> <p>Which will result in... increased achievement in writing, a content area that supports transfer of skills across the curriculum.</p> <p>Which will result in... increased math achievement and engagement for all students, but especially targeted Gap/ Tier 2 students</p>

<p>School Organization/ Design</p> <p>If... LMS achieves 90% teacher implementation of 20 of the 49 strategies in <u>Teach Like a Champion</u></p> <p>If... the LMS School-Wide Assistance Team achieves placement of 90% identified “in need” students into reading and writing clinic.</p>	<p>Then... teachers will become more cognizant of best practices in building an effective classroom culture of achievement</p> <p>Then... then LMS neediest students will receive double-dosing of reading and writing instruction.</p>	<p>Which will result in... increased student achievement in via more consistent implementation at a high level of fidelity with greater classroom efficacy</p> <p>Which will result in... higher levels of student achievement in science, LA, and math proficiencies.</p>
<p>Parent and Community Partnerships</p> <p>If... parents utilize “Crow’s Nest” YMCA partnership for our after school study area</p>	<p>Then... then LMS kids will have a safe and supervised area to complete homework three days per week</p>	<p>Which will result in... greater work completion in math and science and increased student achievement as well as increased adult communication regarding student work.</p>

Inquiry 3 – Theory of Action: Climate

Proposed Strategy	Consequences/Benefits	Results
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If... Language Arts teachers adopt more culturally pluralistic materials.</p> <p>If... classroom teachers, counselors and administrators create and attend 7th grade Rite of Passage events and an 8th grade Rite of Passage overnight event.</p> <p>If... teachers each target five students, who are not well connected, to engage in regular conversation and one or more LMS activities</p>	<p>Then... students from culturally diverse backgrounds will feel “seen, valued and important” and students from the predominant culture will expand their understanding and appreciation of other cultures</p> <p>Then... 7th and 8th graders will be supported to break the mold of feeling unconnected to adults at school</p> <p>Then... more than 100 of our under-connected, “invisible” kids will be mentored</p>	<p>Which will result in... better understanding of gender, ethnic and cultural heritage, allowing students and teachers to build a greater understanding, foundation of trust and appreciation.</p> <p>Which will result in... students feeling “seen” and rewarded. They will tend toward behaviors that are positive and will demonstrate fewer bullying behaviors.</p> <p>Which will result in... higher levels of student resiliency and feelings of connection with adults at school.</p>
<p>School Organization/ Design</p> <p>If... we continue to organize the LMS P.R.I.D.E. Program to leverage 8th grade code of conduct.</p> <p>If... National Junior Honor Society and Monarch National Honor Society collaborate with the YMCA Crow’s Nest after school study homework club to create a Peer Tutor Program</p>	<p>Then eighth graders will assume responsibility of modeling PRIDEful conduct for their 6th and 7th grade peers</p> <p>Then... LMS student leaders will gain leadership experience as needy students gain academic support</p>	<p>Which will result in... climate scores on the BVSD Student Climate Survey showing high student satisfaction regarding safety and relationships at school.</p> <p>Which will result in... greater capacity to grow in New Century Graduate profile characteristics, supporting both LMS tutors as well as learners.</p>

Parent and Community Partnerships		
<p>If... LMS creates new partnerships with local fire, police and philanthropic organizations such as SEGA Girls School, the WinterSlam Toy Drive, Sister Carmen Coat Drive, etc.</p>	<p>Then... LMS students will connect with each other, with staff and community members via common service-oriented activities.</p>	<p>Which will result in... greater community experience and sense of self worth and a connection for LMS students to their community.</p>
<p>IF... LMS creates additional partnerships with YMC such as camp scholarships for our students in financial need</p>	<p>Then... parents and students benefit from a broader range of experiences including attending summer camps and summer learning opportunities</p>	<p>Which will result in... better before and after school connections with adult role models over an entire year.</p>

**Inquiry 4 - Set SMART Goals:
Equity (E), Achievement (A) and Climate (C)**

- Specific:** States exactly what is to be measured.
Measurable: States the expectations numerically or in % quantities.
Attainable: Can reasonably expect to accomplish this goal.
Relevant: Important goal for improving equity/achievement/organization.
Timely: States by when? How often?

SMART Goal for Equity:

For 2010-2011, Louisville Middle will target three subgroups of students that historically underachieve when compared with the overall student population to close the Achievement Gap in CSAP READING and MATH. LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model. At LMS those groups include Latino students whose home language is English, those receiving meal assistance and those formally served through a Special Education Individual Education Plan (IEP). LMS will also target Talented and Gifted students, a subgroup that often underachieves. *Goals for each subgroup are one standard margin of error above the goal set for school-wide growth.* By setting our goals one standard margin of error above, we can be assured that growth is statistically significant, for even the lowest point of growth within the error band will achieve the goal of movement toward bridging the achievement gap.

Target Group	READING	MATH
English as Home Language Latinos	2010-'11: From 34 (9.7) to 60 (2009-'10: From 36 (9.5) to 60)	2010-'11: From 63 (13.8) to 77 (2009-'10: From 51 (10.0) to 61)
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Talented and Gifted	2010-'11: From 56.5 (4.5) to 61 (2009-'10: From 44.5 (5.3) to 55)	2010-'11: From 55 (5.2) to 61 (2009-'10: From 44 (5.0) to 55)

- Goals are written using Colorado Growth Model. A score of 50 shows typical growth, a year's growth, when comparing like groups of students. Standard Margin of error for each group is listed in parentheses.

SMART Goal for Achievement:

For 2009-2010, LMS has chosen to adopt three content area goals for achievement. LMS will focus on raising achievement for all students using CSAP Weighted Index Points as a reference point for overall achievement, and using the Colorado Growth Model as our metric. Since science does not have growth data available (students do not take a science CSAP in 6th or 7th grades), LMS will use CSAP Weighted Index Points alone as the metric.

Goal Year	Math	Writing	Science
2010-2011	Colorado Growth Model Goal: From 50.5 (2.1 margin of error) to 53	Colorado Growth Model Goal: From 56 to 58.1	Weighted Index Goal: WIP 98
2009-2010 (Measures student growth on spring 2010 CSAP)	Weighted Index Goal: NA Weighted Index Score (as reference): 102 Growth Goal: From 49 to 53 Growth Model Score: 50.5	Weighted Index Goal: NA (unofficially from 96 to 99) Weighted Index Score (as reference): 99 Colorado Growth Goal: from 44 to 53 Colorado Growth Model Score: 56	Weighted Index Goal: From 79 to 85 Weighted Index Score: 95 Colorado Growth Model Goal: NA

- Weighted Index is determined by assigning the following point values to levels of proficiency:

150 = Advanced Proficiency

100 = Proficient

50 = Partially Proficient

-50 = Unsatisfactory or not tested.

Scores are added and divided by number of students who take or should take the test. A WIP of 100 would indicate the school score is “proficient”.

- Colorado Growth Model uses median growth for like groups of students across the State of Colorado. Thus, a 50 would be a typical year’s growth for both individual students and for school scores.

SMART Goal for Climate:

The 2010-2011 BVSD Student Climate Survey shows a significant positive gain in student satisfaction on 11 of 58 questions relating to student satisfaction with school. Once again LMS climate scores improved in three of six major subsets of the Climate Survey, while maintaining high levels of satisfaction on the other three subscale scores. For 2010-2011, LMS will strive to **maintain a median current satisfaction rating of 2.7 out of 3** combining all six subscale categories.

	2009	2010	BVSD 2010
Fitting in	2.8	2.8	2.7
Learning	2.8	2.8	2.7
Harassment	2.6	2.6	2.5 [2.8 + 2.8 + 2.6 + 2.8 + 2.6 + 2.7 = 16.3; 16.3/ 6 = 2.72]
Adults @ School	2.7	2.8	2.6
School Safety	2.6	2.6	2.5
School Rules	2.7	2.7	2.5



**Fall Progress Report on Equity, Achievement and Climate Goals
Due: October 8, 2010**

School: Louisville Middle School
SMART GOALS

Principal: Adam Fels

SIT Chair: Ralph Lippert

Equity (E): SMART Goal for Equity:

For 2010-2011, Louisville Middle will target three subgroups of students that historically underachieve when compared with the overall student population to close the Achievement Gap in CSAP READING and MATH. LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model. At LMS those groups include Latino students whose home language is English, those receiving meal assistance and those formally served through a Special Education Individual Education Plan (IEP). LMS will also target Talented and Gifted students, a subgroup that often underachieves. *Goals for each subgroup are one standard margin of error above the goal set for school-wide growth. By setting our goals one standard margin of error above, we can be assured that growth is statistically significant, for even the lowest point of growth within the error band will achieve the goal of movement toward bridging the achievement gap.*

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Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
ALL CONTENT AREAS				
Invest in ongoing collaboration in content areas through day-long and half day summits, specializing in ESL practices.	E	2	ESL training by content area with Mim Campos & other trainers	Department “summits” during school hours as counselors use content area classes for PRIDE assemblies: Math- September Science- October Social Studies- August Language Arts- November Physical Education/Health- December
Incorporate strategies from <u>Teach Like a Champion</u> by Doug Lemov into all LMS classrooms	E	2	Instituted during August Professional Development (see attached Professional Development agenda and review PowerPoint) and during ongoing staff meetings Explicit instruction by Principal Fels, Assistant Principal Vidulich and School Psychologist Intern Brandon Slade to institute a menu of teaching strategies and best practices that establish and sustain a classroom culture which supports high achievement for all students	In September of 2010, teachers consistently utilizing following <u>Teach Like a Champion</u> strategies: <ul style="list-style-type: none"> • “Do Now” • “SLANT”
Incorporate SMART interactive white board technology into all classes	E	2	Provide SMART technology for every classroom; SMART PD for every teacher. Morgridge grant awarded for \$10,000.00- Used to purchase SMART Table for multi-intensive classroom and professional development for all teachers in summer and fall of 2010 <ul style="list-style-type: none"> • August 16- full staff: intro • August 23- selected staff: intro • September 17- Core plus selected staff: differentiated PD: Level 2 and Advanced User group 	As noted via administrative observations, SMART Boards utilized by 95% of staff weekly.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Language Arts/ Reading Department				
Develop internal curriculum-based measures for tracking ongoing student progress toward proficiency in reading and writing.	E	2	School Psychologist completed 20 hours with study skills and clinic teachers to gather and utilize meaningful formative and summative data for tracking and promoting student learning	Data collected pre and post 1 st semester. Will continue to develop meaningful CBM in regular classroom as well as RtI (Response to Intervention) Tier 2 support classes: 6 th grade flooded reading 6 th grade flooded language arts M05 math block for 6 th grade 7/8 writing support class 7/8 math support class
Challenge Talented and Gifted gap students through differentiation and acceleration/ advanced coursework (7th and 8th Grade Advanced Language Arts)	E	2	Placement process used with areas of giftedness used as a mitigating factor. Advanced Learning Plans include academic challenge through curriculum offerings as well as enrichment	System for placing students in courses for '10-'11 modified in February '10 and instituted August '10 to include non-traditional students placed into advanced classes.
Implement language arts department-wide vocabulary program (SIOP) that focuses on high frequency words and word attack skills to improve comprehension.	E	1	Vocabulary program in classes. Investigate program for promoting "academic vocabulary" to increase background knowledge for struggling learners	Bi-weekly vocabulary assessments and Reading comprehension assessments. Utilize word walls and other sheltered instruction strategies
Invite Latino/Latina writers and professionals to provide positive culturally crossed over role models.	E	1	Invite guests from diverse cultural backgrounds Principal breakfast held in October for RISE families of diverse backgrounds Invite parents of diverse backgrounds to October Louisville Leader breakfast.	Goal to increase attendance by Latino/Latina learners. Consider phone calls, home visits, community liaison as English as a Second Language program returns to LMS in '11-'12. Establish systems in '10-'11.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Math Department				
Challenge gifted students through differentiation and acceleration/ advanced coursework (Honors Algebra and Honors Geometry.)	E	2	Placement process used with areas of giftedness used as a mitigating factor. Advanced Learning Plans include academic challenge through curriculum offerings as well as enrichment	System for placing students in courses for '10-'11 modified in February '10. Utilize math placement test and learning plans . to place learners in the highest possible level of challenge
Develop internal curriculum-based measures and common assessments for tracking ongoing student progress toward proficiency in math.	E	2	School Psychologist working closely with study skills and clinic teachers to gather and utilize meaningful data. Teachers create common assessments during September 2010.	Data collected pre and post 1 st semester. Pre-data collected for second semester students new to receiving services
Develop a set of 'Warm-up' ('Do-Now') activities designed to review fundamental concepts that may not be extensively covered in the current curriculum.	E	2	With increase coverage of these concepts, student will develop skills at least to the "proficient" level. As students progress through the year, they will have a greater comfort level approaching the CSAP tests, resulting in higher 'Growth' scores. Also, the transition into the next level of math will be smoother, especially with these fundamental concepts that maybe are not extensively covered in the curriculum.	Use common assessments and track progress on Curriculum Based Measures

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Science Department				
Challenge gifted students through differentiation and acceleration/ advanced coursework (Advanced 8 th grade Science.)	E	3	Continued modification of Advanced Science application for appropriate placement via multiple objective factors. Placement process is consistent and effective Students are appropriately placed, evidenced by few class changes or failing grades.	Periodic check-ins with TaG students in regular science class to ensure appropriate challenge. Advanced Learning Plans include academic challenge through curriculum, enrichment, and student self advocacy.
Make contact with D/F students on a regular basis to develop and reinforce action plans to raise grades/ achievement and provide study help – opportunities for reteach, relearn and reassess	E	2	Number of Unsatisfactory students on science CSAP will be fewer than six? (was 6 for 2010) Students will be identified for RISE (0 period class with fluid enrollment, Crow’s Nest (after school study help program in the LMS library run by the YMCA), and E6 study time (extended sixth period academic support time, once a week on Wednesdays) October 2010, 25 Science students invited for RISE support	Science teachers will use a variety of strategies including: <ul style="list-style-type: none"> • checking in with D/F students on a weekly basis to provide assistance and opportunities to improve grades • forming positive relationships • utilizing awareness of social/cultural background diversity to promote academic success • check in with RISE staff once a week
Use SMART Board technology to provide additional interactive and visual components to lessons, and to provide printed copies of class instructions, and notes	E	2	Science teachers will each add 3 – 5 new SMART lesson adaptations or enrichments to shared unit plans in order to make concepts more accessible for all learners.	SMART Board technology adds another dimension to the technologies that science teachers are already using such as clickers, document cameras and Smart Pads.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Social Studies Department				
Teachers will utilize biography, realistic fiction, non-fiction and activities to promote acceptance as a part of M.A.D (Making a Difference) unit.	E	2	<ul style="list-style-type: none"> -Meet with counselors to coordinate event. -Coordinate with Holocaust speaker for 8th grade - - Plan and promote “Souper Supper” (An evening event involving shared soup to raise funds and awareness for the SEGA Girls school in Tanzania). -Part of culminating event for Africa Unit. For 7th grade -Include other departments and National Junior Honor Society (96 kids) to help create synergy. 	Increased awareness of others helps makes students more accepting Measure by BVSD Climate survey administered in April ‘11
Social Studies will continue adoption of new curriculum (utilize the Curriculum Essentials Documents) and text books.	E	1	Implement Africa drumming grant as part of revised Africa unit in October and November and at community “Souper Supper” event Pursuit of grant involving Universals of Culture.	Monthly Social Studies department meetings and department “summits” used for articulation Each teacher will create and share (in the common folder) one new unit per semester
Implement the use of language objectives that parallel content objectives to support English Language Learners.	E	1	Use in daily lessons and in GVC units. Create word walls in all classes Post/share one GVC unit per semester	Include language objectives in GVC units hosted in the LMS common folder for shared use

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Special Education				
Wilson individualized reading program will be used for intensive reading instruction for 4-8 students during the 2010-2011 school year	E	2	<ul style="list-style-type: none"> -Progress through the Wilson book levels -Pre and Post testing on Woodcock Johnson-III (2 subtests) and on San Diego Test -CSAP pre and post 	Wilson is a researched-based reading program that works on building decoding skills. Used for our lowest decoders at LMS.
ALEKS: Quick Tables subscriptions will be purchased for students needing intensive instruction on math facts.	E	2	<ul style="list-style-type: none"> ALEKS will be used in math clinic and study skills classes -Performance on teacher administered time tests -ALEKS provides progress reports for each learner, each time logged on. 	<ul style="list-style-type: none"> -On-line researched-based program provides individualized instruction that can be accessed from any computer - We will use the MATH FACTS portion of ALEKS
Institute RISE: Raising Instructional Success through Enrichment morning class	E	2	<p>Students will be invited to attend the “zero period” class called RISE based on recommendations of the School Wide Assistance Team (RtI team) .</p> <p>The purpose of a zero period is to increase identified students’ work completion, productivity, and engagement at Louisville Middle School. These goals will be accomplished by including students, teachers and parents into the zero period program. A holistic approach will guarantee that each party is communicating and being held accountable. This will ensure each child is achieving maximum growth.</p>	Administration/teachers may make a referral if it is determined that students would benefit from additional instruction during zero period. Only a certain number of seats will be available per unit, so communication between staff is essential. If a parent believes their son/daughter needs additional instruction, they may call LMS to make a referral. It will then be the decision of the staff to determine if the child would benefit from the program.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
ELECTIVES				
Technology (Applied Technology and Computers)				
Integrate technology to differentiate and meet the various learning styles and levels of learners (ex: SMART, clickers, document cameras, etc.)	E	1	Promote use of skills learned in technology classes into “ways of knowing” across the curriculum	Students broaden ways they can prove what they know and are able to do to meet curricular standards
Raise awareness and sensitivity of multiculturalism in the content areas	E	1	Utilize computer technology SMART goals to research, discuss and explain about cultural differences among students around the world	Skype around the world in computer classes; students create presentations to share new understandings
Physical Education				
Create units using the GVC (Guaranteed and Viable Curriculum / Curriculum Essentials Documents) with high relevance for LMS students	E	2	Establish systems for determining interests and needs of our students. Example: 6 th grade intro – Students will create a top 5 interest list geared towards life-long physical activity. Create word walls for each unit	Utilize post-unit and end of year surveys to evaluate student engagement Invest in new equipment to broaden menu of physical education activities based on surveys
Health Focus on the health curriculum scope and sequence in the Curriculum Essentials Documents to ensure content is being differentiated between 7 th & 8 th grade health classes.	E	2	Curriculum Check List for each level Video Check List for each level Summative Assessments for 7 th Grade Major Project List for 8 th Grade	Using Smart Board to develop daily lessons used by all teachers to guarantee all classes will get the same material. Having only three Health and P.E. teachers will help in the establishment of a consistent curriculum.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
World Language				
Broaden student perspectives and raise awareness of the variety of influence cultural differences have on us in our view of ourselves.	E	2	Provide opportunities to converse, act out, write, see and experience cultural differences. Examples include: Compare and contrast (through dialogue, project presentations, journal writing) - visual cultural norms (dress, food, holidays, etc.) - hidden cultural norms (communicative styles, social values and beliefs, social groupings, and personal styles	Gets kids to experience cultural variation as equal differences. Allows students of different cultural backgrounds to be the knowledgeable ones in non-academic areas. Measured by BVSD Climate survey
Teach and reinforce study skills to raise achievement in World Language and that students may transfer to other academic areas		2	Teach a variety of study skills so that students have a menu of ideas they can use throughout their academic day. Ex: different methods for - learning vocabulary (visual, music, rhythm) - comparing/contrasting new/old info (graphic organizers) -long term study (short bursts, brain breaks, physical movement	Norms students who are not from the standard US culture to what behavior is expected in school Share strategies with other teachers during professional development meetings

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Administration / Counseling				
Create ongoing tie with Monarch and Centaurus high schools to bring back LMS alumni to tutor / volunteer. Make special effort to attract Latino and African American role models.	E	1	Assistant Principals from LMS and Monarch High (Vidulich & Caulfield)	
Develop and implement plan to bring more parents, especially those of gap kids into the school. Look at alternative times and activities than the traditional early evening.	E	2	Have held early morning, mid-morning, afternoon and evening parent classes. *Parent to parent invitations made, September 2010. Principal to parent invitations made, October 2010.	Use E-vites to attract and support Parent Engagement Network. Utilize Parent Mentors to welcome incoming 6 th grade parents in person or by phone during the summer.
Response to Intervention (RtI) team will intervene for SpEd, Latino, African American (statistically too small to track), and Meal Assistance students who are below grade level in math and reading to modify their schedules to include additional support classes in math and reading.	E	2	All Tier 2 and Tier 3 students have been identified and receiving support Semester 2 Tier 2 & 3 gap student schedule changes and supports in progress All RtI interventions are entered weekly into RtI Tab	School Wide Assistance Team (SWAT) intervening with a “triage” list of those students with Attendance, Behavior and Academic/ achievement difficulties. Team members: Principal, Assistant Principal, Counselors, School Psychologist, Invited staff as needed
Curriculum Coordinator to oversee student achievement initiatives including peer coaching for teachers, implementation of gender strategies and differentiation.	E	2	.Curriculum Coordinator supports creation and sharing of GVC/CED units, professional development and implementation of SMART technology	Curriculum Coordinator identified- Media Specialist Diane Fitzgerald.
Build relationships in classrooms and at school between staff and students that foster trust and inspire motivation.	E	1	Started with 185 PRIDE Awards in September and October.	Completed DOT activity- Developing Our TIES- to foster supportive relationships with students who may need extra attachment to school and adults at school.

*Key 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started

Achievement (A):

SMART Goal for Achievement:

For 2010-2011, LMS has chosen to adopt three content area goals for achievement. LMS will focus on raising achievement for all students using CSAP Weighted Index Points as a reference point for overall achievement, and using the Colorado Growth Model as our metric. Since science does not have growth data available (students do not take a science CSAP in 6th or 7th grades), LMS will use CSAP Weighted Index Points alone as the metric.

Goal Year	Math	Writing	Science
2010-2011	Colorado Growth Model Goal: From 50.5 (2.1 margin of error) to 53	Colorado Growth Model Goal: From 56 to 58.1	Weighted Index Goal: WIP 98
2009-2010 (Measures student growth on spring 2010 CSAP)	Weighted Index Goal: NA Weighted Index Score (as reference):102 Growth Goal: From 49 to 53 Growth Model Score: 50.5	Weighted Index Goal: NA (unofficially from 96 to 99) Weighted Index Score (as reference): 99 Colorado Growth Goal: from 44 to 53 Colorado Growth Model Score: 56	Weighted Index Goal: From 79 to 85 Weighted Index Score: 95 Colorado Growth Model Goal: NA

- Weighted Index is determined by assigning the following point values to levels of proficiency:

150 = Advanced Proficiency

100 = Proficient

50 = Partially Proficient

-50 = Unsatisfactory or not tested.

Scores are added and divided by number of students who take or should take the test. A WIP of 100 would indicate the school score is “proficient”.

- Colorado Growth Model uses median growth for like groups of students across the State of Colorado. Thus, a 50 would be a typical year’s growth for both individual students and for school scores.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
ALL CONTENT AREAS				
Create system to provide opportunities to reinforce learning, relearn and reassess during instructional day.	A	2	30 minute-extended sixth period schedule once a week piloted and implemented in January. Use RISE program to reassess	Teachers may give students passes to come for help during last 30 minutes of the extended sixth period
Analyze CSAP and curriculum – based measure (CBM) data in math, science and writing by standard for students in current classes. Create departmental remediation strategies based on data.	A	2	School staff reviewing CBM’s in Math, Reading and Writing in Department Meetings in October and November.	Department “summits” during school hours as counselors use content area classes for PRIDE assemblies: Math, Science, Social Studies and Language Arts
Provide opportunity, means and encouragement for teachers to observe each other’s classrooms and engage in professional dialogue about best practice	A	1	System to visit peer-to-peer presented to staff. From August 17 th to October 6 th , three staff visitations.	Need to reinforce this initiative with staff. Professional Development cohort to be reinstated in Fall of 2010 as a means for spearheading teacher to teacher dialogue.
Institute Saturday and Sometime School (selected Professional Development days) for students needing extra work completion support	A	2	Problem Solving Team creates list of likely candidates to attend Saturday school. Counselors contact parents; Assistant Principal supervises	Five seventh and eighth graders October 2, 2010 Next day slated for after October parent conferences

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Language Arts Department				
Continue to focus on grammar, conventions, and usage to help push our borderline scores over to the next category.	A	2	Learners will be engaged in grammar practice in isolation and transfer skills to daily writing. Daily writing.	“Grammar Gloss” program, writing contests, writer’s club, isolate/assess specific skills. Model CSAP looking material.
Implement paragraph proofreading strategy to find errors in context and help students become self-editors.	A	2	Regular and consistent editing of self-generated writing as well as published paragraphs and peer publications.	“Mugshots” program, mini-lessons, implemented October, 2010.
Collaborate across curriculum to facilitate the implementation of writing in all disciplines.	A	1	Evidence of grammar and usage lessons within all content areas. Social Studies and language Arts departments scheduled to meet to review writing expectations.	Encourage assessments (formative and summative) that require paragraph constructed responses, and complete sentence answers. Essay writing coinciding with research projects for other classes.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Math Department				
Analyze CSAP and curriculum – based measure (CBM) data in math, by standard for students in current classes. Create departmental remediation strategies based on data.	A	2	School staff reviewing CBM’s in Math, Reading and Writing in Department Meetings in October and November. Renorm grading practices to align with standards and the GVC	Department “summits” during school hours as counselors use content area classes for PRIDE assemblies: Math, Science, Social Studies and Language Arts
Create common assessments across all math courses utilizing the Curriculum Essentials Documents in the GVC (Guaranteed viable curriculum).	A	2	Skills Assessment created and administered to incoming 6 th graders as a skills/assessment placement test to be used with other data to schedule students into the most appropriate LMS math class. Administer test as exit exam for 6 th grade math (M05)	Administered to 5 th graders in early April. 50 new students given placement exams in August 2010 Math summit reviewed two assessments for M30 compacted 7/8 class.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Science Department				
Continue communication and collaboration within the science department to find best practice for labs and activities that are challenging and accessible	A	1	Continued consistent mastery of science standards on CSAP; Differentiation for diverse classes. Labs practiced during department meetings to ensure viability.	Science teachers will each revise/ reevaluate at least one lesson, focusing on engaging, data collecting labs with formal write up and data analysis
Use individual CSAP data from 2010 to identify patterns of consistent mastery or non-mastery.	A	2	Patterns in CSAP data will be identified and used in department planning times to assist in reviewing and revising lessons.	Strategies include ongoing emphasis on experimental design, technical writing, and connections/ repetition of important concepts throughout 6 th , 7 th , and 8 th grade.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Social Studies Department				
Social studies will focus on writing, and creating/ interpreting graphs to support language arts, math and science achievement.	A	2	-Revisited at September 2010 in service meeting. -20 minutes of time will be dedicated once per month to coordinate with Language Arts, Science and Math. - Will be revisited at each monthly department meeting.	Inconsistent application of writing strategies noted with plan to review writing expectations and apply to curriculum by December 2010.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Special Education Department				
Use RTI tab to track progress in Tier 2 and 3 interventions	A	2	-Data collected from individual Excel spreadsheets tailored to each intervention: CSAP and Curriculum Based Measurements	-Also used in SWAT and PST meetings Over 200 entrees made by October, 2010
Institute RISE: Raising Instructional Success through Enrichment morning class	E	2	First session of 15 7 th and 8 th graders completed October 15, 2010 Second session of Science focus kids beginning October 18, 2010	

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Climate (C):

SMART Goal for Climate:

The 2010-2011 BVSD Student Climate Survey shows a significant positive gain in student satisfaction on 11 of 58 questions relating to student satisfaction with school. Once again LMS climate scores improved in three of six major subsets of the Climate Survey, while maintaining high levels of satisfaction on the other three subscale scores. For 2010-2011, LMS will strive to **maintain a median current satisfaction rating of 2.7 out of 3** combining all six subscale categories.

	2009	2010	BVSD 2010	
Fitting in	2.8	2.8	2.7	
Learning	2.8	2.8	2.7	
Harassment	2.6	2.6	2.5	[2.8 + 2.8 + 2.6 + 2.8 + 2.6 + 2.7 = 16.3; 16.3/ 6 = 2.72]
Adults @ School	2.7	2.8	2.6	
School Safety	2.6	2.6	2.5	
School Rules	2.7	2.7	2.5	

Transformational Strategies	E A C	Status	vidence of Progress	Elaboration/Comments/ Issues
All Content Areas				
PRIDE program will continue to recognize positive behaviors that exemplify the school student motto and will explicitly teach/model behaviors, especially of Respect and Integrity: P=positive, R=respect, I= integrity, D=determination, E= empathy	C	3	Sixth year of PRIDE Program. 185PRIDE cards given through September Four PRIDE assemblies through October (plus Discipline assembly that focuses on PRIDE) Four in-classroom lessons	PRIDE assemblies as of October 1: 1.Code of Living (actions to live by) 2. Inclusion 3. Cyberbullying
Institute a Pirate PRIDE student store	C	3	Store opened five days in September with PRIDE gear.	Pirate Cove Student Store open on Thursday afternoons through May. Supplies, spirit wear and PIZZA! Counselor Kristin Borostyan organized the store with PRIDE Musketeer student volunteers.

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Develop Pirate 360 program with 8 th graders mentoring 6 th graders through fall semester.	C	3	Forty student mentors Five activities completed.	360 Lockers mixed in with 6 th grade lockers Five activities to date: 1. Study Skills 2. Time Management 3. Cooperation 4. Decision Making
Implement 3rd year of Parent WEB program	C	2	30 parent mentors attended training each with 6 mentors. Parents will participate in parent forums and parent classes focused on adolescent issues and parenting strategies.	Calls made for: B2SN, Sixth grade transition night in September Sixth grade on High Performance Parenting (HPP September 22, 2010), PEN evenings etc.
Eighth graders will create a unifying, collaborating relationship with other eighth graders during team building activities at Camp Santa Maria.	C		On August 26- 28 th , 200 eighth graders attended Camp Santa Maria for team building and leadership activities.	Code of Living created for boys and girls to live by . Code printed and placed throughout school.
Counselors, with staff support, will revise and teach monthly (and some bi-monthly) lessons designed to support positive life skills, no put-downs, and resiliency in youth. (PRIDE Assemblies)	C	2	Three in classroom lessons to date:	In Classroom lessons: 1. Study Skills 2. Careers 3. Decision Making Bibliotherapy- tolerance in conjunction with <u>Freak the Mighty</u>
August and January discipline talks through PE classes will emphasize PRIDE.	C	2	Students use language from August discipline talks (Review of LMS expectations) in their Code of Living and disciplines that get reported to teachers and the office	Universalizes fundamental values of <i>Positivity, Respect, Integrity, Determination, and Empathy</i> are at the heart of what we believe and how we behave. PowerPoint sent to teachers and posted to encourage consistency of expectations and enforcement.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Activity sponsors and coaches will target individual students for inclusion in co and extra-curricular programs.	C	2	Athletic Director searches for students who are not participating in sports or activities who may benefit and encourages joining. Activities tabulated and tracked in order to create dynamic, relevant programming	Student Opportunity Fund used for sports fees and to support activity programs that ask for donation such as Art Club

PE and ELECTIVES				
Music				
Lessons and units will be designed to open ALL students' eyes to the variety of cultures in a global sense; raise awareness and empathy to the cross-cultural experiences our students (of non-white, non-Western background) are exposed to every day.	C	2	This will be accomplished through the exploration of music origins, the intention/interpretation/translation of text, the structure of harmony, and the history of each individual piece.	Drama will explore through monologue and dialogue thoughts, motivations, and relationships of people different than ourselves.
Art				
Create bowls to be sold for and used at the "Souper Supper" fundraiser/ community building evening in November	C	2	Creating small pieces of individualized pottery for use in the Souper Supper allows every child to be a part of community and to experience a positive change for others through their efforts.	This project combines 7th grade Social Studies classes, Pottery, Music, and Community Service. Kids are able to directly see the fruits of their labor. The first "annual" Souper Supper in November of 2009 was profitable enough to build the Sega Girls School in Tanzania a fully-equipped kitchen and storage unit for bulk foods. Our LMS students are still writing back and forth with the Sega Girls, building understanding/relationships.

Transformational Strategies	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Staff will include explicitly positive models of diverse cultural heritage and equity in classroom culture, while social studies includes explicit instruction in diverse cultures into the curriculum.	C	2	LMS planned and presented the “Souper Supper” in November to raise money for and awareness about global education and African culture. Art students made African-designed bowls for the supper Social Studies Department presented ongoing activities to highlight culture such as African drumming, guest speakers, etc.	LMS helps sponsor the SEGA Girls School in Tanzania through activities such as the Souper Supper and sales of bracelets made by the girls in Tanzania.

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Family Engagement Report 2010-2011

School: Louisville Middle School

Principal: Adam Fels

Assistant Principal: Ginny Vidulich

The cornerstone of student achievement and success at Louisville Middle School is our commitment to a strong school, parent and community partnership. We are known by our parent and community as “The House Of PRIDE” because, here at LMS, we thrive in large part due to our ongoing community support with our parents, local business, city council, local law enforcement, fire department, social services, local charities and feeder schools.

Some examples of LMS community engagement from 2008-2009, 2009-2010, and this upcoming 2010-2011 school year include:

- Quarterly Pirates Pride newsletter- mailed, e-mailed and posted to the LMS website
- Weekly school bulletin- e-mailed and posted to the website
- “Homework Hotline”- a homework reminder from all teachers
- Daily Announcements read to students and e-mailed home each evening
- Weekly messaging our school electronic marquee
- Periodic Principal notices- Announcing special events and celebrations
- LMS greeter program; parents meet & greet daily arrivals in the a.m.
- Parent education classes:
 - * Two High Performance Parenting classes in 2010-11
 - * 6th Grade Parent Transition Morning
 - * 8th Grade parent Transition Night
- Eight evenings of Parent/Teacher conferences in ‘10-‘11
- Welcome Back to School Picnic co-sponsored with LMS PEN August’08, ’09.’10
- 4-Mile Fire victim fund raiser (\$400.00 has been donated as of 1/10/2010)
- Souper-Supper Community Dinner for Sega Girls School in Tanzania November ‘09&’10
- SEGA Girls school Auction 2010-2011
- Winterslam Basketball game in December: Louisville PD, staff & students (toy donations)
- Open Enrollment coffees and evening events (3 events)
- Spring registration evenings
- Spring Math Night 2009 and 2010
- Three student honors evenings (6.7 combined, 8th only, and 8th continuation ceremony)
- Four *Louisville Leader* student/parent leadership breakfasts
- Monthly *PRIDE Matrix* phone calls home to parents/guardians
- Monthly TIES/SIT meetings (August –May 2009-’10)
- Principal and counselor evenings with feeder elementary PTOs
- Student/parent scholarship fund

- RISE program- before school academic classes and Parent Education Class:2010-11
- Café Pirate Breakfast Club- academic help sessions in the cafeteria
- Community canned food drive
- Community Coat Drive
- Community Penny Drive
- National Junior Honor Society (community outreach and volunteerism)
- Principal reports to Louisville City Council- each year in the fall and/or spring
- Principal membership in Louisville Chamber of Commerce
- Chamber event held at LMS Fall of 2010
- CNN / Money Magazine event held at LMS fall 2010
- YMCA partnership with before and after school clubs and special events
- Student art displays at Public library and in Louisville Holiday Lights parade

What is most important regarding these outreach efforts is how dynamic and fluid our school and community partnership is. While many of these components are traditional and consistent, LMS remains flexible to add to outreach efforts as our school culture and society require. We are cognizant that some members of our community need to be supported to participate with incentives. We provide free child care at most late afternoon and evening activities to enable our families who are struggling financially to attend without the burden of cost. We make a point of explicitly inviting parents/ families from traditionally marginalized groups to join in parent organizations and presentations so their voices are heard and valued. For example, parents who represent minority students are invited to engage in the hiring process for teachers and staff, and are invited to meet with the principal for school sponsored breakfast.

Louisville Middle School students and staff are committed to both our local community and to our global interests and regard these outreach efforts as core norms, including placing many of these efforts into our SIP documents and TIES planning events. We are fortunate to have such a strong partnership for student achievement and success.

TIES/SIP/Accreditation Assurance Statements

School: Louisville Middle School

Principal: Adam Fels

SIT Parent Representative: Ralph Lippert

1. Evidence of Safe, Civil Learning Environment

<p>1. The school has a mechanism for students to report anonymously statements or conduct that worries them. <u> x </u> yes <u> </u> no Note: The Student Climate Survey satisfies this requirement.</p> <p>2. The school is working to overcome any “code of silence” that may exist in the current student culture. <u> x </u> yes <u> </u> no</p> <p>3. The school has adopted some form of a bully-prevention program [LMS is in the 6th year of our PBS program called PRIDE] and use restorative justice practices during major discipline issues). <u> x </u> yes <u> </u> no</p> <p>4. A threat assessment team is established at the school. <u> x </u> yes <u> </u> no (Not applicable for elementary schools)</p> <p>5. The school has an updated Emergency Response Plan on file and has sent copy to the Security Department for review. <u> x </u> yes <u> </u> no</p> <p>Updated September, 2010</p>
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2. Family/Community Involvement, Accountability to the Public, Consumer & Community Satisfaction

<p>1. Is the SIT membership representative of the diversity of the school or does the school attempt to recruit more diverse membership? <u> x </u> yes <u> </u> no</p> <p>2. Is communication with family/community addressed in the School Improvement Process? <u> x </u> yes <u> </u> no</p>
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3. Colorado Federal Integrated Review System (C-FIRS) Assurance

<p>1. The Customized School Report as distributed to all members of the school community complies with C-FIRS assurances. <u> x </u> yes <u> </u> no</p> <p>2. Title I Assurance and Parent Compact is referenced in the Customized Report. N/A <u> </u> yes <u> </u> no (Title I schools Only)</p>
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4. Site Review Plan

<p>1. A copy of recommendations from the school’s most recent on-site review is attached. <u> x </u> yes <u> </u> no</p> <p>2. The School Improvement Team (SIT) <i>reviewed</i> the feedback, commendations and recommendations from the District Staff review and Onsite review.* <u> x </u> yes <u> </u> no</p> <p>3. The SIT <i>incorporated</i> the feedback, commendations and recommendations from the District Staff review and Onsite review in the school improvement plan. <u> x </u> yes <u> </u> no</p> <p>4. The school either <i>acted on</i> the recommendations <i>or is in process of</i> implementing the recommendations. <u> x </u> yes <u> </u> no</p>
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*Learning Services/School Leadership Team completes an administrative review of the goals/SIP prior to submission of each school’s TIES/SIP Portfolio.

N/A for LMS

**Published Assurance Statements
Additional Schoolwide Plan Requirement**

1. Identify all federal programs from which funds are being used.

- _____ Title I, Part A, Improving the Academic Achievement of the Disadvantaged
- _____ Title I, Part B, Even Start
- _____ Title I, Part D, Neglected and Delinquent
- _____ Title IIA, Teachers and Principals Training and Recruiting Fund
- _____ Title IIB, Math Science Partnership
- _____ Title IID, Enhancing Education Through Technology
- _____ Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students
- _____ Title IV, Safe and Drug Free Schools and Communities
- _____ Title VIB, Rural Education Initiative

2. Provide Certification of the Following:

- a. **Our school’s Student/Parent Handbook includes information about the school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved academic achievement and the means by which the school and parents will build and develop a partnership to help students.** This information is given to parents at Fall conferences.
- b. **Our school annually notifies parents in a language and format that is understandable that this is a Title I school which is required to demonstrate adequate yearly progress.** Note: Title I Schools are expected to publish the “drop-in article” prepared by Learning Services in their first school newsletter of the year. This Notification is noted in the October School Newsletter.
- c. **Our school annually publishes information about “highly qualified teachers”.** Note: This information appears on the school’s customized School Accountability Report as produced by the Communications Division with data from Human Resources.
- d. **Our school has plans for assisting student transitions from preschool to kindergarten and for 5th grade to 6th grade. These plans are located in the _School Office_____.**

YES NO If the answer is no, explain where the information may be found.

Principal Signature: Adam Fels 10/08/10

Date: _____

Note: Title I Schools are encouraged to:

- Demonstrate how the intent of the Federal programs will be met.
- Take advantage of all available federal and state resources.
- Describe how funds are being used in innovative and creative ways.
- Develop and maintain a collaborative relationship with a university or community college, or participate in other collaborative education initiatives to enhance practice and improve teaching and learning.

Focus 2012
Collaborative Accountability for LMS 2010
TIES Inquiry 1
Patterns to Celebrate (*Trending Positively*)

Patterns to Celebrate (Trending Positively) in each content area.	What is the evidence supporting these trends?
<p>09/10 accreditation team offered many accolades for innovative approaches towards support of LMS learners: Breakfast Club, Crow's Nest, Saturday schools, reading clinics, writing clinics, study skills classes, math tutors, National Junior Honor Society tutors, school-based problem solving team, our "PRIDE" PBS program, standards-based learning and grading...</p> <p>Equity Data from Aug 2010-11:</p> <p>MATH:</p> <ul style="list-style-type: none"> • Meal Assistance kids growth in math-close to goal • Latino kids growth in math-reached goal • Special Education students in math demonstrated a seven point gain. Was goal reached.... not huge #. variant in reports ? • Talented and Gifted kids (always a focus for LMS due to high numbers.)Variant in reports? <p>READING:</p> <ul style="list-style-type: none"> • Meal Assistance kids in reading lofty goal...and within error band of success • Latino kids in Reading not positive • Special Education kids in reading ...2 point gain...but working towards 8 point • Talented and Gifted kids in reading exceeded goal 	<p>Site review Parent surveys Student survey Teacher survey Open enrollment numbers steady increase.</p> <p>MA: From 39 to 52 + WIP From 57 to 75 Latino: From 50 to 63 + WIP from 55-75 Sp. Ed.: From 43 to 50 and 50 to 57 for Hispanic students(need to clarify sun groups more) +++ WIP =</p> <p>TaG: From 44 to 55 + WIP steady at 138</p> <p>MA: From 36 to 54+ WIP 77 to 88</p> <p>Latino: From 35-34---same = WIP 70-83 Sp. Ed.: From 52-54+ WIP small #</p> <p>TaG From 44-56 + WIP121-126</p>

<p>Data to consider: Writing scores- not an Equity area, but ACHIEVEMENT goal:</p> <ul style="list-style-type: none"> • MA kids in writing mega growth! • Latino • Special Education kids in • Talented and Gifted kids in writing <p>Achievement data from 2009-2010:</p> <p>Math</p> <p>Reading</p> <p>Writing</p> <p>Science</p> <p>Climate data from 2009-2010:</p> <ul style="list-style-type: none"> • Student: Composite 2.72 out of 3 • Staff: High satisfaction • Parent: High overall scores 	<ul style="list-style-type: none"> • 27 to 48 +++ WIP 71-79 • No CSAP growth provided because N is too small; • Only have CBM measures for few kids But WIP 71 to 79 • 33 to 44 ++ WIP 65-62-61= • Stayed high at 60 to 60 = WIP 131-125 <ul style="list-style-type: none"> • From 48 to 50 in growth and 102-106 in WIP.. • From 47-56 and 105-107 in WIP • From 44 to 56 and steady at 99 in WIP • No growth scores available • Goal based on WIP. • HUGE+++++++ from 82 to 95 in WIP <p>Significantly. higher in every category than BVSD as well in many areas within LMS. Over past four years LMS scores get higher and approach number hard to exceed</p> <p>Significantly higher in many areas than BVSD and near 100 % satisfaction rates in many areas</p> <p>Sig. Higher within school in 3 to 4 questions as well as BVSD.</p>
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**Focus 2012
Collaborative Accountability
TIES Inquiry 1
Patterns that Represent Challenges (*Trending Negatively*)**

Challenge Patterns in our Data (Trending Negatively) in each content area.	What is the evidence supporting these trends? Choose three to share in your Collaborative Accountability Meeting.
<p>1. Some kids in our M-05 block did not show growth or achievement in math</p>	<p>Have last year's M-05 block to drill for each kid's growth, needed so we can adjust instruction for this 2nd year of program.</p>
<p>2. Special Education kids are inconsistent on a year to year basis in math</p>	<p>With 26 kids we need to discuss that each kid is placed in correct class for 10-11</p>
<p>3. No real strong reading data for Latino kids growth, even with WIP growth.</p>	<p>Need to gather more of our own curriculum-based data. With such a small number of students, one child's score may skew data. Need to use multiple measures.</p>
<p>4. Sped kids had lower achievement in writing but with solid growth????</p>	<p>How is this possible? Need to disaggregate data.</p>
<p>5. Our Latino kids had little growth with better achievement</p>	<p>4. and 5. Need SWAT time to review our writing clinic units and kid placement.</p>
<p>6. MA Kids in writing trending upwards but not yet growing in the 50%</p>	<p>Need to look at writing clinic kids .</p>

**Focus 2012
Collaborative Accountability
TIES Inquiry 1
Prioritizing Challenges in our Data**

Consider the following criteria:

CONTROL: To what degree is this something that you have control to change or address?

IMPACT: How likely are you to make a significant difference for students by addressing this challenge?

TREND: Based on the data, is this challenge likely to get worse, stay the same or get better? What is the potential cost of not addressing it now?

SCOPE: What is the breadth and depth of benefits? How many students would benefit if you addressed this challenge? Which students would benefit?

URGENCY: What relevance does this challenge have to your school's current goals or needs?

PRIORITY: How would students/parents/community members rank this challenge in terms of priority?

PRACTICALITY: What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this challenge?

BIG PICTURE: To what extent will addressing this challenge set your department or school up to take on more systemic or long-term goals?

Our Priority Challenges Are:

1. Latino students in all 3 academic areas, to continue growth trends and increase WIP.
2. Continue to support Talented and Gifted students via challenging course work.
3. Meal assistance kids will need continued support in all 3 academic areas to support continued growth and increase WIP scores.
4. Special Education students in all 3 academic areas, to continue growth trends and increase WIP.
5. Continue to focus on our gender gaps in Math (females) and reading and writing(males) even though progress is evident.

Site Visit Final Report & Procedures Form: BVSD Accreditation

School Name: Louisville Middle School Dates of Review: 2/2/2010-2/3/2010

Signature of Team Chair and Reviewers	Male/Female	Race/Ethnicity
Team Chair: Mike Medina	Male	Hispanic
DAC Representative: Bethany Schmid	Female	Caucasian
Licensed Staff Members: Dan Felknor Kimberly Greene Beth Arnold Reichstein Claire Sandford Mike Lowe Jennifer Wagner	Male Female Female Female Male Female	Caucasian Caucasian Caucasian Caucasian Caucasian Caucasian
Education Center Representative: Jonathan Dings Stephanie Spencer Michele Deberry	Male Female Female	Caucasian Caucasian Caucasian
Other (indicate role): Schools may wish to include at least one team member who is external to the district.		
DAC Staff Liaison Certification by _____		(signature) Date _____

Statement of Appropriate Conduct: By the nature of their task, review team members may be exposed to sensitive information that, if discussed publicly, could be damaging to a school or individuals working at that school and would ultimately undermine the school improvement process. In exchange for the opportunity to view the inner workings of a school, members are expected to honor the reviewer's relationship to a school staff by conducting the site visit with objectivity and rigor, and limiting public discussion of site review experiences to agreed upon findings contained in the final report.

Summary of Findings and Implications:

1. School Improvement Design – Are the actions appropriate to the intended goals?

Based on the data the strategies chosen were appropriate to meet the intended Equity, Achievement and Climate goals.

Climate: There is a resoundingly positive, welcoming atmosphere in the building. Actions, program and attitude of staff support this climate.

Achievement: A focus on and pride in student achievement is palpable throughout Louisville Middle School. Actions are in place and on-going to improve achievement.

Equity: There are many efforts evident of the LMS staff/administration working to increase equity for the diversity present in the school's student body. According to enrollment data LMS has approximately 177/575 30.7% students are identified as GAP students.

2. Implementation of TIES/SIP/Accreditation Portfolio – To what extent is progress being made in the implementation of the actions?

DAC reviewed LMS's school improvement plan and found that it exceeds expectations in quality of family engagement in school improvement, quality of school improvement: climate, with specific commendations for increasing levels of communication between LMS and parents of 8th graders. Good use of parent surveys to collect feedback. LMS continues to show a strong commitment of collecting and using data surrounding challenges, participation, and achievement for all grades. It was a great idea to invite parents to join in the TIES meetings. LMS has excellent forms of communication with their community. LMS incorporated DAC's recommendations of continue to monitor the student to student and student to adult relationships, especially those struggling students and students affected by the economic downturn. Also the recommendation of finding ways to involve parent's representing the minority groups and families who are struggling

financially. Communicate goal-related material to the diverse groups of parents in school development and future school improvements.

DAC found that for the quality of school improvement for achievement LMS meets expectations.

The DAC committee wished them continued success in analyzing and incorporating the Colorado Growth Model data. The teachers are working to revise activities and assessments according to the new goals. Some comments from the DAC committee were that LMS had a good focus on all math students, their homework scores, and solid research was done.

Key to progress report 3=fully implemented 2=implementation in progress 1=in planning stage 0=cancelled or not started

Based on Louisville Middle School's Fall Progress Report the Equity Goal's transformational strategies were reported: 3=1 strategy, 2=9 strategies, 1=5 strategies. LMS has made additional progress on some of the strategies the site review team (SRT) observed that:

- E3 appears to be off to a good start
- Pirate Breakfast Café
- Tier 2 and Tier 3 are receiving extra support
- If current practice is an indicator Smartboard technology will enhance instruction
- In reviewing attendance data only 4.5% 8/177 students identified as gap students have less than 80% attendance 2 of these students have significant health issues

The Achievement Goal identified 9 transformational strategies were reported: 3=1 strategy, 2=4 strategies, 1= 4 strategies. SRT observed that:

- There appears to be an unclear definition of the curriculum coordinator's role and the staff's utilization of this person
- Didn't have a chance to observe any peer to peer observations
- LMS has high attendance rates indicate students are in class and learning. Additional attendance data collected during Site Review: 9/575 1.5% of the student population have attendance rate less than 80%, 4.5% 8/177 GAP identified students have less than 80% attendance, 2 of these students have significant health issues

The Climate Goal identified 20 transformational strategies were reported: 3=10 strategies, 2=8 strategies, 1=2 strategies. SRT observed that:

- Almost all strategies are fully implemented
- Clearly a positive climate exists for staff, students and parents at LMS
- Additional Behavior Data collected during the site review: 13/575 2.2% of students have been suspended this year, 2.2% 4/177 Gap students have been suspended this year Only 1 student has been suspended out of school multiple times this year 4 of the 10 students receiving the most discipline referrals this year are GAP students.
- Participation in extra-curricular activities data is not currently complete for overall student body. 139/177 78.5% of gap students have participated in an extra curricular club or sport. 99/177 55% of gap students are participating in 2 or more activities.

3. Results of last Year's TIES/SIP/Accreditation Portfolio – To what extent have the actions resulted in improved student learning and reduction of patterns of inequity among subgroups of learners?

LMS showed overall stable growth in the 08-09 school year. Questions have arisen among the staff as to why growth was not higher for gap kids or the school overall. Those questions were considered during the TIES inquiry process. The staff is particularly mindful of two variables. One factor of particular interest is the need for a third growth data point. This is particularly important to the staff as they evaluate large swings in results. For example: Latino English home language students scored in the 83rd percentile for growth in the '07-'08 school year for CSAP Reading, but only grew in the 36th percentile in '08-'09. Additionally, the staff feels that the effects of the construction year were significant. Administration was literally separated from the staff in a portable building and figuratively separated by the need to tend to the daily issues with a \$16 million BVSD Bond project. While construction issues continue into the '09-'10, LMS staff feels a greater return to normalcy and focus on instruction.

4. Are the goals focused on the priority challenges of the school?

LMS has identified three subgroups of students that underachieve as compared to the overall student population. The school's equity priority challenges were identified as achievement gaps in

CSAP Reading and Math. The subgroups were identified as Latino students whose home language is English, students receiving meal assistance, students identified as special needs and underachieving students identified as gifted and talented. The observations and data collected were all evidence that LMS is on the appropriate course to ensure equity and their continuous reflection of all relevant data is commendable.

LMS has set a goal to improve achievement for all students in the area of writing, math and science as measured by using CSAP weighted index points as a reference point for overall achievement and using the Colorado Growth Model as their metric. Science growth will be measured by using weighted index points. In reviewing LMS's CSAP 2009 results the multifaceted goal and transformational strategies for the current school year are specific to LMS's priority challenges. The climate goal areas identified are certainly appropriate and focused on the priority challenges of the school as evidenced by the positive trends in student climate results.

Recommendations (for each Goal and area in which the school has requested specific, additional feedback): Please reference celebrations and challenges for recommendations.

5. Celebrations: Strengths and Achievements

Equity Goal-LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model for the target groups of English as home language Latinos, meal assistance, special education and talented and gifted in the content areas of Reading and Math.

TARGET GROUP	READING	MATH
English as Home Language Latinos	From 36 (9.5) to 60	From 51 (10.0) to 61
Meal Assistance	From 36.5 (8.3) TO 58	From 39 (7.9) to 58
Special Education	From 52 (8.1) to 58	From 50 (6.6) to 56
Talented and Gifted	From 44.5 (5.3) to 55	From 44 (5.0) to 55

Celebrations

- All sub groups with the exception of some TAG students have been through the Kid Talk and SWAT team process or are already formally identified students with special needs
- Wheels of Support-Rtl interventions well defined and encompass academic and social/emotional research based continuum of interventions
- Rtl system implemented with fidelity. Data is being collected and decisions for interventions are made based on the data.
- Thursday staff time devoted to discuss students that have an academic or behavioral concern
- Observed Special Education Teacher and Para's support students in the content areas
- Intensive intervention & support in reading and math for 6th grade available in 7th and 8th grade
- Study Skills classes used to teach organization skills, use of the "Why Try" program and time provided for re teaching and reassessment
- Observed a high level of rigor and engagement in Math Block
- Effective instructional reading strategies across content areas
- Café Pirate breakfast includes additional academic help
- E3 is an additional support for students

Achievement Goal-For all students using CSAP weighted index points as a reference point for overall achievement and using the Colorado Growth Model as the metric.

Content Area	2008-2009 WIP (as reference)	Cohort Student Growth Goal
WRITING	96	From 44 to 53
MATH	102	From 49 to 53
SCIENCE	From 79 to 85 (Goal area for Science only)	NA

Celebrations

- Majority of students actively engaged in learning
- Math/science projects that involved writing and higher level thinking skills were observed
- Students aspire to get into higher level classes

- Science supports Fab Lab all grades share a common writing format for labs including a four paragraph conclusion
- Students are coming in for reassessment and redoing work
- Observed some word walls
- Science Labs were hands on with strategic questions being asked
- Counselors do eight Pride Assemblies that allows the general education teachers to hold content area Summits
- Student work is displayed in hallways and some classrooms
- Began school wide extended block E3 to allow for students to get extra help from teacher or time for sustained silent reading
- Teachers use modeling as an effective instructional strategy
- National History Day projects included written descriptions and student feedback of the projects
- High attendance rates indicate students are in class and learning

Climate Goal -LMS will strive to maintain a median current satisfaction rating of 2.7 out of 3 combining all six subscale categories.

Fitting in	2.8
Learning	2.8
Harassment	2.6
Adults @ School	2.7
School Safety	2.6
School Rules	2.7

Celebration

- PBS is visible in many aspects of the school
- PRIDE is embraced by the staff, students, parents and the community and its impact is evident
- Relationships and respect between staff, to staff and to students are strong
- Great feeling of ambassadorship expressed by students, staff and parents
- Office staff feel the appreciation from the administration, staff, parents and students
- High number of students are involved in afterschool activities
- Three student honors evenings (6/7 combined, 8th only, and 8th continuation ceremony)
- Seven evenings of Parent/Teacher conferences in '09-'10
- Team Building activities at Camp Santa Maria for 8th grade in August
- Monthly PRIDE Matrix phone calls home to parents/guardians
- Four Louisville Leader student/parent leadership breakfasts
- Student/parent scholarship fund
- Student participation in clubs or activities are expected
- Very dedicated staff and administration
- Supportive parents
- LMS staff visible during passing period and lunch time
- Appropriate and courteous behavior in classroom, hallways and lunchroom
- LMS greeter program- parents meet & greet daily arrivals in the a.m.
- 8th Grade 360 leaders lockers are intermixed with the 6 grade lockers
- Attendance reflects 98.5% attend school at least 80% of the time
- The behavior incidences of students identified as gap students are congruent to the overall student body. It is evident the school is committed to addressing behavior problems within the school environment rather than excluding them from learning opportunities by suspending them. We commend their efforts!

6 Challenges: Questions to Promote Continuous Improvement

Equity Goal

- How can you improve balance of class sizes and gender equity within some classes?
- How will you ensure the impact of homogenous ability groupings without compromising the integrity of heterogeneous groupings in the school?
- How might TAG students who have internalized behaviors fit into your Problem Solving Model? For example, how might you help them with self advocacy skills and stress management?
- How might the consistent practice of wait time enhance student responses?
- What are additional ways you might reach out to underrepresented families to promote their involvement at LMS?

- How might more consistent use of differentiation practices increase student achievement for all?

Achievement Goal

- If kid friendly learning objectives and/or essential questions were posted in every classroom how would student achievement be enhanced?
- Continue to renorm and refine with staff implementation of standards based grading?
- What does it mean to reteach a concept versus redo in an assignment?
- How might you find the time to develop more curriculum based measures for tracking ongoing student progress?
- How would consistent use of word walls and rubrics enhance the learning environment?
- Are planners used in a consistent way throughout the building?
- Continue to consider class size, balance and ensure some heterogeneous groupings when scheduling?
- How might instructional practices that are common to all teachers promote student achievement and “look fors” in peer observations?
- Would a late start day support and extend the quality work that LMS staff is engaged in?
- Would an additional E3 day support continued academic achievement for all students?

Climate

- How might you create a survey for your students identified as in the gap for internal use? What essential questions/information could you gather that would enhance the work you do and the school improvement process?
- How will the budget impact your positive school climate?
- How can you continue to maintain such a positive school climate?
- Can you integrate your subgroup locations throughout the building? For example, special education students
- How can you continue to encourage high attendance rates for all students including the students identified as gap students?

Release of Report: In accordance with the intent of Colorado law and State Board of Education Rules, a summary report will be issued to the Superintendent and the District Board of Education. As a public document it will be available to the school accountability committee and others who may be interested.



End of Year Progress Report on Equity, Achievement and Climate Goals
Due: June 3, 2010

School: Louisville Middle School
SMART GOALS

Principal: Adam Fels

SIT Chair: Van Rudd

Equity (E): SMART Goal for Equity:

For 2009-2010, Louisville Middle will target three subgroups of students that historically underachieve when compared with the overall student population to close the Achievement Gap in CSAP READING and MATH. LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model. At LMS those groups include Latino students whose home language is English, those receiving meal assistance and those formally served through a Special Education Individual Education Plan (IEP). LMS will also target Talented and Gifted students, a subgroup that often underachieves. Goals for each subgroup are one margin of error above the goal set for school-wide growth. By setting our goals one standard margin of error above, we can be assured that growth is statistically significant, for even the lowest point of growth within the error band will achieve the goal of movement toward bridging the achievement gap.

Target Group	READING	MATH
English as Home Language Latinos	From 36 (9.5) to 60	From 51 (10.0) to 61
Meal Assistance	From 36.5 (8.3) to 58	From 39 (7.9) to 58
Special Education	From 52 (8.1) to 58	From 50 (6.6) to 56
Talented and Gifted	From 44.5 (5.3) to 55	From 44 (5.0) to 55

- Goals are written using Colorado Growth Model. A score of 50 shows typical growth, a year's growth, when comparing like groups of students. Standard Margin of error for each group is listed in parentheses.

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Revise and implement LMS Peer tutor program through the YMCA Crow's Nest After School program manned by National Junior Honor Society students.	E	3	<ul style="list-style-type: none"> 30 NJHS students signed up for Crow's Nest tutor hours through November 2009 2nd semester schedule in place to run January through May 	20 students on average per day using Crow's Nest
Create ongoing tie with Monarch and Centaurus high schools to bring back LMS alumni to tutor / volunteer. Make special effort to attract Latino and African American role models.	E	3	Principals from LMS and Monarch High met in early November, mid January and mid February to discuss program implementation and hurdles	
Institute "Café Pirate Breakfast Club" morning help sessions with breakfast served in the LMS Cafeteria	E	3	Started serving breakfast in October November attendance was kick-off date for tutor center. Club fully staffed	<ul style="list-style-type: none"> * 15 students during first week * Invitation/information letters sent to 120 students' - on 9 weeks D & F list * 43 follow-up phone calls made 11/02- 11/13
Develop and Implement plan to bring more parents, especially those of gap kids into the school. Look at alternative times and activities than the traditional early evening.	E	2	Have held early morning, mid-morning, afternoon and evening parent classes. *Parent to parent invitations made.	Use E-vites to attract and support Parent Engagement Network
Response to Intervention (RtI) team will intervene for SpEd, Latino, African American (statistically too small to track), and Meal Assistance students who are below grade level in math and reading to modify their schedules to include additional support classes in math and reading.	E	3	All Tier 2 and Tier 3 students have been identified and receiving support Semester 2 Tier 2 & 3 gap student schedule changes and supports in progress	School Wide Assistance Team (SWAT) intervening with a "triage" list of those students with attendance, behavior and academic difficulties.
Incorporate SMART technology into math classes, starting with 6th grade math block, 6th grade math in '08-'09. Additional math courses and teachers as technology is installed in fall of '09.	E	2	Nine new classrooms with SMART boards. Sixth grade M05 block uses SMART board every day. Team of teachers and administrators applying for SMART grant program in March which will provide SMART technology for every classroom.	Articulation with Kelly Valdez regarding 3A monies and how to spend them most efficiently. Document Cameras added December 2009

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Institute school-wide silent sustained reading to reinforce value of literacy and deepen the read-write connection.	E	3	Still in planning stages within TIES Team. Modified to happen during academic support time built into Wednesday schedule. Not all kids read-some get academic help.	This program instituted in January of 2010
Continue flooding 6th grade language arts classes with additional paraprofessional and special education support personnel for Gap students.	E	3	Three teachers assigned and paraprofessional FTE Leveled reading groups assigned	Weekly Curriculum –Based Measures (CBMs) are implemented to track growth and monitor success of interventions
Challenge gifted students through differentiation and 7th and 8th Grade Advanced Language Arts, Honors Algebra and Honors Geometry.	E	2	Placement process used with areas of giftedness used as a mitigating factor. Advanced Learning Plans include academic challenge through curriculum offerings as well as enrichment	System for placing students in courses for ‘10-’11 modified in February ’10.
Develop internal curriculum-based measures for tracking ongoing student progress toward proficiency in reading, writing, and math.	E	2	School Psychologist working closely with study skills and clinic teachers to gather and utilize meaningful data	Data collected pre and post 1 st semester. Pre-data collected for second semester students new to receiving services
Actively seek minority candidates for new staff positions.	E	3	Hired new minority candidate to fill 09-10 vacancy.	
Redefine and implement LMS “Reading to End Racism” to include LMS staff reading as guests in Social Studies classes.	E	1	Plan to utilize CSAP weeks for this event World language may add additional but related program	Moved to April
Establish Curriculum Coordinator to oversee student achievement initiatives including peer coaching for teachers, implementation of gender strategies and differentiation.	E	3	Curriculum Coordinator created new GVC implementation model; presented on November 11 professional development day.	Curriculum Coordinator identified- Media Specialist Diane Fitzgerald.
Build relationships in classrooms and at school between staff and students that foster trust and inspire motivation.	E	2	Completed DOT activity- Developing Our TIES- to foster supportive relationships with students who may need extra attachment to school and adults at school. Started with 118 PRIDE Awards in September and October.	As of 12/18: 568 kids in the school. 46 have 2 or more awards. 132 have 1 award. 390 have no awards.

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Select and implement learning materials that are inclusive and respectful of diverse cultures and subgroups.	E	2	Social Studies will be reviewing new curriculum for adoption in 2010	Monthly Social Studies department meetings used for articulation

*Key 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started

Achievement (A):

SMART Goal for Achievement:

For 2009-2010, LMS has chosen to adopt three content area goals for achievement. LMS will focus on raising achievement for all students using CSAP Weighted Index Points as a reference point for overall achievement, and using the Colorado Growth Model as our metric. Since science does not have growth data available (students do not take a science CSAP in 6th or 7th grades), LMS will use CSAP Weighted Index Points alone as the metric.

Department/ content area	2008-2009 WIP (as reference)	Cohort Student Growth Goal
WRITING	96	From 44 to 53
MATH	102	From 49 to 53
SCIENCE	From 79 to 85 (Goal area for science only)	NA

* Weighted Index is determined by assigning the following point values to levels of proficiency:

150 = Advanced Proficiency

100 = Proficient

50 = Partially Proficient

-50 = Unsatisfactory or not tested.

Scores are added and divided by number of students who take or should take the test. A WIP of 100 would indicate the school score is “proficient”.

* Colorado Growth Model uses median growth for like groups of students across the State of Colorado. Thus, a 50 would be a typical year’s growth for both individual students and for school scores.

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Encourage the Read-Write connection with posters of staff with favorite books- take off on American Library Association “READ” campaign posters.	A	1	Posters being developed via French and Spanish teachers in (3) languages First “READ” posters out in December	Teacher pictures with favorite book and fun themes to be initiated December 2009- Not done- postponed to March.

Institute student writing contest to encourage writing for fun and reward writing	A	2	Coordinated by TaG Enrichment Coordinator through morning Writing Club	Writing due in March- Jury created- awards procured.
Analyze CSAP and curriculum – based measure (CBM) data in math, science and writing by standard for students in current classes. Create departmental remediation strategies based on data.	A	2	School staff reviewing CBM’s in Math, Reading and Writing in Department Meetings in October and November.	Department “summits” during school hours as counselors use content area classes for PRIDE assemblies: Math, Science, Social Studies and Language Arts
Create system to provide opportunities to reinforce learning, relearn and reassess during instructional day.	A	3	30 minute-extended third period schedule once a week piloted and implemented in January	Teachers may give students passes to come for help during last 30 minutes of the extended third period
Create program or system to provide opportunities to reinforce learning, relearn and reassess before and after the instructional day.	A	3	New Breakfast Club started 8:00 AM daily. Crow’s Nest three days a week. Lunch Bunch meetings with teachers.	
Invest in ongoing collaboration in content areas through day-long and half day summits.	A	3	Eight summits completed via departments through February. Three more planned for April 2010.	Department “summits” during school hours as counselors use content area classes for PRIDE assemblies: Math, Science, Social Studies and Language Arts
Provide opportunity, means and encouragement for teachers to observe each other’s classrooms and engage in professional dialogue about best practice	A	2	System to visit peer-to-peer presented to staff.	Need to reinforce this initiative with staff.
Social studies will focus on writing, and creating/ interpreting graphs to support language arts, math and science achievement.	A	1	Determined during August Professional Development and ongoing plans revisited at each monthly department meeting	
Curriculum Coordinator will assist all content areas with relevant strategies to utilize and practice writing across the curriculum.	A	2	Curriculum Coordinator completed ten teamed lessons with Language Arts, and Social Studies through November 2009.	

***Key** 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started

Climate (C):

SMART Goal for Climate:

The 2008-2009 BVSD Student Climate Survey shows a significant positive gain in student satisfaction on 25 of 58 questions relating to student satisfaction with school. Once again LMS climate scores improved in three of six major subsets of the Climate Survey, while maintaining high levels of satisfaction on the other three subscale scores. For 2009-2010, LMS will strive to **maintain a median current satisfaction rating of 2.7 out of 3** combining all six subscale categories.

Fitting in	2.8	
Learning	2.8	
Harassment	2.6	[2.8 + 2.8 + 2.6 + 2.7 + 2.6 + 2.7 = 16.2; 16.2/ 6 = 2.7]
Adults @ School	2.7	
School Safety	2.6	
School Rules	2.7	

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
PRIDE program will continue to recognize positive behaviors that exemplify the school student motto and will explicitly teach/model behaviors, especially of Respect and Integrity: P=positive, R=respect, I= integrity, D=determination, E= empathy	C	3	Fifth year of PRIDE Program. 118 PRIDE cards given through October Four PRIDE assemblies through October (plus Discipline assembly that focuses on PRIDE) Four in-classroom lessons	PRIDE assemblies: 1.Code of Living (actions to live by) 2. Coat of Arms (positive traits) 3. Stand Up & Speak Out 4. Cyber-bullying 5. Nov. 17 th - Helping Hands: be grateful 6. Feb. 12- kindness
Institute a Pirate PRIDE student store	C	3	Store opened five days in September with PRIDE gear.	
Institute arena conferences to increase parent contact time and respond to parent request	C	3	Fully implemented with four days in October. 150 parent evaluations received.	

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Develop Pirate 360 program with 8 th graders mentoring 6 th graders through fall semester.	C	3	Forty student mentors Five activities completed.	360 Lockers mixed in with 6 th grade lockers Five activities to date: <ol style="list-style-type: none"> 1. Study Skills 2. Time Management 3. Cooperation 4. Decision Making 5. Moral dilemmas
Implement 2 nd year of Parent WEB program	C	3	30 parent mentors attended training each with 6 mentors.	Calls made for: B2SN, High Performance Parenting (HPP), PEN evenings etc.
Eighth graders will create a unifying, collaborating relationship with other eighth graders during team building activities at Camp Santa Maria.	C	3	On August 26- 28 th , 200 eighth graders attended Camp Santa Maria for team building and leadership activities.	Code of Living created for boys and girls to live by <ol style="list-style-type: none"> 1. Do your best every and bring your best attitude and effort 2. RESPECT 3. Have confidence 4. Live a conflict in someone else's shoes 5. Show leadership 6. Use good judgment 7. Be yourself because you are beautiful 8. Have the strength to respect yourself and have the courage to speak out 9. Take the first step 10. Be mature- if you can't say it in person, then don't say it at all 11. Share the thunder
Eighth graders will generate and present to the school community their "Code of Living" as part of 8 th grade "Rite of Passage" activities.	C	3	Completed and added to assembly on Tuesday, September 1, 2009	

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
7 th grade will engage in “Rite of Passage” team challenge course and in school activities to build PRIDE.	C	2	On December 14 & 15, 2009 Boys and girls participated in low ropes course and teamwork challenges.	2 Administrators 2 Counselors 2 PE teachers
Parents will participate in parent forums and parent classes focused on adolescent issues and parenting strategies.	C	2	Sixth grade transition night in May Sixth grade HPP on November 12, 2009.	
Counselors, with staff support, will revise and teach monthly (and some bi-monthly) lessons designed to support positive life skills, no put-downs, and resiliency in youth. (PRIDE Assemblies)	C	3	Five in classroom lessons to date:	In Classroom lessons: 1. Study Skills 2. Careers 3. Decision Making Bibliotherapy- tolerance in conjunction with <u>Freak the Mighty</u>
Differentiated student affective groups intervene out of the Student Services office. Ex: anger management, grief/loss, building social skills.	C	2	List upcoming groups such as 1. Why Try? 2. Transitions 3. Social Skills	
Assistant Principal will sponsor an inclusive and fluid student leadership program that promotes equity, student empowerment & positive change.	C	2	Lunch Bunch with Mrs. V. meets twice a month on varying topics chosen by the students	Topics thus far include: 1. fundraiser rewards 2. new clubs/activities 3. spending fundraiser money 4. lunch activities 5. creating a time capsule for the new wing
Pirate PRIDE Musketeers and National Junior Honor Society students will develop and perform school-wide community service project.	C	3	All NJHS projects are implemented by the students with support from their sponsors: 1. Coat Drive- December 2. Food Drive- November 3. Penny Drive- TBA 4. Wounded Warrior Project- October 5. Toys Collection at Winterslam basketball game in December	Winterslam is our now annual Students vs Staff & Louisville Police Department basketball game

Transformational Strategies	E A C	End of Year Status	Evidence of Progress	Elaboration/Comments/ Issues
Activity sponsors and coaches will target individual students for inclusion in co and extra-curricular programs.	C	3	Athletic Director searches for students who are not participating in sports or activities who may benefit and encourages joining.	Student Opportunity Fund used for sports fees and to support activity programs that ask for donation such as Art Club
Staff will identify students who may need additional connection to school and build relationships encourage to join activities.	C	2	Dot activity completed November 12. Three to five students per teacher adopted.	
LMS Crisis Management Plan will be evaluated and revised to align with BVSD and make security and safety more visible to and for kids.	C	3	New plan written to include Ia 100 Is 300 courses via FEMA	Training for Crisis Team completed.
Restorative practices will be implemented during the discipline process.	C	3	17 of 68 discipline events (involving 39 students) have been resolved with Restorative Justice or peer mediation as the resolution Counselors utilize Restorative Practice: 51 to date	LMS also moderates discipline among students via the restorative model
August and January discipline talks through PE classes will emphasize PRIDE.	C	3	Students use language from August discipline talks (Review of LMS expectations) in their Code of Living and disciplines that get reported to teaches and the office	<p>From the introduction to Discipline talks: P.R.I.D.E. We live it every day at LMS; this is the House of PRIDE! These fundamental values of <i>Positivity, Respect, Integrity, Determination, and Empathy</i> are at the heart of what we believe and how we behave. All of us. We're all in this together to make LMS a strong, welcoming community of learners. Guide your decisions in a PRIDEful way...</p> <ul style="list-style-type: none"> • <i>Assume positive intent.</i> • <i>Treat others the way you would like to be</i>

				<p><i>treated.</i></p> <ul style="list-style-type: none"> • <i>Do what's right, even when no one is looking.</i> • <i>Attitude determines altitude.</i> • <i>Climb into someone else's shoes and walk around in them.</i>
Quarterly Louisville Leader program will recognize models of exceptional student PRIDE-full behavior with a breakfast presentation for students, families and staff.	C	3	First Quarter celebration breakfast held in October 2 nd breakfast held in December	46 students honored at two awards breakfasts
Staff will include explicitly positive models of diverse cultural heritage and equity in classroom culture, while social studies includes explicit instruction in diverse cultures into the curriculum.	C	2	LMS planned and presented the "Souper Supper" in November to raise money for and awareness about global education and African culture. Art students made African-designed bowls for the supper Social Studies Department is planning ongoing activities to highlight culture such as African drumming, guest speakers, etc.	LMS helps sponsor the SEGA Girls School in Tanzania through activities such as the Souper Supper and sales of bracelets made by the girls in Tanzania.

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In this month's article, I thought it worthwhile to write a short summary of how our kids learn here at LMS and in the 21st century and reflect back on ways our generation experienced the classroom. What I remember in my middle and high school years as a learner were teaching styles utilizing pen & paper, typewriters, educational slide shows, reel to reel movies, handwritten tests and quizzes. I remember some very caring teachers, inspirational lectures, great books and, for the most part, being left alone to study for tests.

Times have really changed...and for the most part these changes have been incredibly beneficial to kids and their learning.

Here at LMS and other great BVSD schools, kids still experience learning via pen & paper, inspirational lectures, great books and caring staff. But gone are the reel to reel movies and slide shows, and I haven't seen a typewriter for many years! Today's learners work and learn via the internet, their I-Pods, cell phones and a variety of new "screens". They continue to have amazing support at home from caring and supportive parents. Tutors and extra support classes are not uncommon. Just as important is our focus on critical thinking skills, problem solving skills, creative thought and innovation = ie (invent). What is interesting is how quickly we have adapted to add skills in the middle level years to support collaboration, teamwork and leadership. These skills are evident in our core classes as well as our PRIDE program.

One aspect of the LMS middle level social studies content and our own PRIDE program is the emphasis on cross-cultural understanding and how our lives are now as much global as local. We are well-equipped with the current SMART technology implementation here at LMS to push out more computing, information, communication technology and "Net Literacy"!

Wow! What a difference these students are experiencing when compared to our Jr. High and Middle School years. I hope this end of year article helps us all to get a big picture glimpse into the academic life of LMS and our vision for what we are pushing for here in BVSD and LMS.

Here is another way to look at your child's 21st Century learning from a visual perspective:

Standards and Assessments: standards based grading, New GVC

Curriculum and Instruction: The What, Why, When and How

The Learning Environment: PRIDE Climate, Support, Inspirational Teachers, Supportive Parents

I hope May is a great final month for you and your children here at LMS. Please give us a call if we can help smooth out any rough spots as we close down the “House of Pride” for the year. Thanks to you as parents and community members. We here at LMS are grateful for all your support.

Best Regards,

Adam Fels

FROM MID YEAR REPORT (GREEN):

Dear Parents and Community Members,

As we head into March and CSAP, it is time for a mid-year check in and report regarding our progress towards our three SMART goals that we began in September of this year. This has also been an accreditation year for us, as LMS hosted a blue ribbon panel of district experts in early February to evaluate Pirate programming and implementation and give us feedback for growth. This process occurs every five years.

This year’s programming and School Improvement Plan are now in full swing. Each of our three goals, listed below, has an action plan that is the real life implementation of strategies to achieve our goals. As you can see, our goals are student-based and reflect our combined commitment in academic, achievement, and emotional growth, and to their safety. The action strategies total approximately 50 programs, systems, improvements or plans toward which we have committed our time, staff and resources.

Towards Equity: We have fully implemented eight of the 15 strategies, with six other strategies well under way. This goal is important to all of us, and remains a top priority as we all work to support our underachieving populations.

Towards Achievement: We have fully implemented three of the nine strategies, while making solid progress on four of the additional action strategies. This goal emphasizes differentiated best practices as our teachers revise their units to implement the new Boulder Valley School District *Curriculum Essentials Documents* in reading, writing, math and science.

Towards Climate: We have fully implemented 14 of the 20 strategies. This goal is the foundation for everything we do here at LMS- *PRIDE*.

On Wednesday, February 3rd, the LMS staff and parents met with the BVSD Site Accreditation Team to evaluate our mid year progress. The meeting was fantastic; rich candid observations about LMS programming supplemented our internal assessment of our progress. We look forward to talking with you about our work to continually make LMS a great place for kids to thrive. Please read the attached Site Visit Final Report.

Regards,

**Adam Fels
Principal**

**Ginny Vidulich
Assistant Principal**

Published Mid Year Progress Report Section (Continued)

February 2010 Site Visit Final Report & Procedures Form: BVSD Accreditation

School Name: Louisville Middle School

Dates of Review: 2/2/2010-2/3/2010

Signature of Team Chair and Reviewers	Male/Female	Race/Ethnicity
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Team Chair: Mike Medina	Male	Hispanic
DAC Representative: Bethany Schmid	Female	Caucasian
Licensed Staff Members: Dan Felknor Kimberly Greene Beth Arnold Reichstein Claire Sandford Mike Lowe Jennifer Wagner	Male Female Female Female Male Female	Caucasian Caucasian Caucasian Caucasian Caucasian Caucasian
Education Center Representative: Jonathan Dings Stephanie Spencer Michele Deberry	Male Female Female	Caucasian Caucasian Caucasian
Other (indicate role): Schools may wish to include at least one team member who is external to the district.		
DAC Staff Liaison Certification by Date		(signature)

Statement of Appropriate Conduct: By the nature of their task, review team members may be exposed to sensitive information that, if discussed publicly, could be damaging to a school or individuals working at that school and would ultimately undermine the school improvement process. In exchange for the opportunity to view the inner workings of a school, members are expected to honor the reviewer’s relationship to a school staff by conducting the site visit with objectivity and rigor, and limiting public discussion of site review experiences to agreed upon findings contained in the final report.

Summary of Findings and Implications:

- 1. School Improvement Design – Are the actions appropriate to the intended goals?**

Based on the data the strategies chosen were appropriate to meet the intended Equity, Achievement and Climate goals.

Climate: There is a resoundingly positive, welcoming atmosphere in the building. Actions, program and attitude of staff support this climate.

Achievement: A focus on and pride in student achievement is palpable throughout Louisville Middle School. Actions are in place and on-going to improve achievement.

Equity: There are many efforts evident of the LMS staff/administration working to increase equity for the diversity present in the school's student body. According to enrollment data LMS has approximately 177/575 30.7% students are identified as GAP students.

2. Implementation of TIES/SIP/Accreditation Portfolio – To what extent is progress being made in the implementation of the actions?

DAC reviewed LMS's school improvement plan and found that it exceeds expectations in quality of family engagement in school improvement, quality of school improvement: climate, with specific commendations for increasing levels of communication between LMS and parents of 8th graders. Good use of parent surveys to collect feedback. LMS continues to show a strong commitment of collecting and using data surrounding challenges, participation, and achievement for all grades. It was a great idea to invite parents to join in the TIES meetings. LMS has excellent forms of communication with their community. LMS incorporated DAC's recommendations of continue to monitor the student to student and student to adult relationships, especially those struggling students and students affected by the economic downturn. Also the recommendation of finding ways to involve parent's representing the minority groups and families who are struggling financially. Communicate goal-related material to the diverse groups of parents in school development and future school improvements.

DAC found that for the quality of school improvement for achievement LMS meets expectations. The DAC committee wished them continued success in analyzing and incorporating the Colorado Growth Model data. The teachers are working to revise activities and assessments according to the new goals. Some comments from the DAC committee were that LMS had a good focus on all math students, their homework scores, and solid research was done.

Key to progress report 3=fully implemented 2=implementation in progress 1=in planning stage 0=cancelled or not started

Based on Louisville Middle School's Fall Progress Report the Equity Goal's transformational strategies were reported: 3 =1 strategy, 2=9 strategies, 1=5 strategies. LMS has made additional progress on some of the strategies the site review team (SRT) observed that:

- E3 appears to be off to a good start

- Pirate Breakfast Café
- Tier 2 and Tier 3 are receiving extra support
- If current practice is an indicator Smartboard technology will enhance instruction
- In reviewing attendance data only 4.5% 8/177 students identified as gap students have less than 80% attendance 2 of these students have significant health issues

The Achievement Goal identified 9 transformational strategies were reported: 3=1 strategy, 2=4 strategies, 1= 4 strategies. SRT observed that:

- There appears to be an unclear definition of the curriculum coordinator's role and the staff's utilization of this person
- Didn't have a chance to observe any peer to peer observations
- LMS has high attendance rates indicate students are in class and learning. Additional attendance data collected during Site Review: 9/575 1.5% of the student population have attendance rate less than 80%, 4.5% 8/177 GAP identified students have less than 80% attendance, 2 of these students have significant health issues

The Climate Goal identified 20 transformational strategies were reported: 3=10 strategies, 2=8 strategies, 1=2 strategies. SRT observed that:

- Almost all strategies are fully implemented
- Clearly a positive climate exists for staff, students and parents at LMS
- Additional Behavior Data collected during the site review: 13/575 2.2% of students have been suspended this year, 2.2% 4/177 Gap students have been suspended this year
Only 1 student has been suspended out of school multiple times this year 4 of the 10 students receiving the most discipline referrals this year are GAP students.
- Participation in extra-curricular activities data is not currently complete for overall student body. 139/177 78.5% of gap students have participated in an extra curricular club or sport. 99/177 55% of gap students are participating in 2 or more activities.

3. Results of last Year's TIES/SIP/Accreditation Portfolio – To what extent have the actions resulted in improved student learning and reduction of patterns of inequity among subgroups of learners?

LMS showed overall stable growth in the 08-09 school year. Questions have arisen among the staff as to why growth was not higher for gap kids or the school overall. Those questions were considered during the TIES inquiry process. The staff is particularly mindful of two variables. One factor of particular interest is the need for a third growth data point. This is particularly important to the staff as they evaluate large swings in results. For

example: Latino English home language students scored in the 83rd percentile for growth in the '07-'08 school year for CSAP Reading, but only grew in the 36th percentile in '08-'09. Additionally, the staff feels that the effects of the construction year were significant. Administration was literally separated from the staff in a portable building and figuratively separated by the need to tend to the daily issues with a \$16 million BVSD Bond project. While construction issues continue into the '09-'10, LMS staff feels a greater return to normalcy and focus on instruction.

4. Are the goals focused on the priority challenges of the school?

LMS has identified three subgroups of students that underachieve as compared to the overall student population. The school's equity priority challenges were identified as achievement gaps in CSAP Reading and Math. The subgroups were identified as Latino students whose home language is English, students receiving meal assistance, students identified as special needs and underachieving students identified as gifted and talented. The observations and data collected were all evidence that LMS is on the appropriate course to ensure equity and their continuous reflection of all relevant data is commendable.

LMS has set a goal to improve achievement for all students in the area of writing, math and science as measured by using CSAP weighted index points as a reference point for overall achievement and using the Colorado Growth Model as their metric. Science growth will be measured by using weighted index points. In reviewing LMS's CSAP 2009 results the multifaceted goal and transformational strategies for the current school year are specific to LMS's priority challenges.

The climate goal areas identified are certainly appropriate and focused on the priority challenges of the school as evidenced by the positive trends in student climate results.

Recommendations (for each Goal and area in which the school has requested specific, additional feedback):
Please reference celebrations and challenges for recommendations.

5. Celebrations: Strengths and Achievements

Equity Goal-LMS will assess progress toward closing the achievement gap utilizing the Colorado State Growth Model for the target groups of English as home language Latinos, meal assistance, special education and talented and gifted in the content areas of Reading and Math.

TARGET GROUP	READING	MATH
English as Home	From 36 (9.5) to 60	From 51 (10.0) to 61

Language Latinos		
Meal Assistance	From 36.5 (8.3) TO 58	From 39 (7.9) to 58
Special Education	From 52 (8.1) to 58	From 50 (6.6) to 56
Talented and Gifted	From 44.5 (5.3) to 55	From 44 (5.0) to 55

Celebrations

- All sub groups with the exception of some TAG students have been through the Kid Talk and SWAT team process or are already formally identified students with special needs
- Wheels of Support-Rtl interventions well defined and encompass academic and social/emotional research based continuum of interventions
- Rtl system implemented with fidelity. Data is being collected and decisions for interventions are made based on the data.
- Thursday staff time devoted to discuss students that have an academic or behavioral concern
- Observed Special Education Teacher and Para's support students in the content areas
- Intensive intervention & support in reading and math for 6th grade available in 7th and 8th grade
- Study Skills classes used to teach organization skills, use of the "Why Try" program and time provided for re teaching and reassessment
- Observed a high level of rigor and engagement in Math Block
- Effective instructional reading strategies across content areas
- Café Pirate breakfast includes additional academic help
- E3 is an additional support for students

Achievement Goal-For all students using CSAP weighted index points as a reference point for overall achievement and using the Colorado Growth Model as the metric.

Content Area	2008-2009 WIP (as reference)	Cohort Student Growth Goal
WRITING	96	From 44 to 53
MATH	102	From 49 to 53
SCIENCE	From 79 to 85 (Goal area for Science only)	NA

Celebrations

- Majority of students actively engaged in learning

- **Math/science projects that involved writing and higher level thinking skills were observed**
- **Students aspire to get into higher level classes**
- **Science supports Fab Lab all grades share a common writing format for labs including a four paragraph conclusion**
- **Students are coming in for reassessment and redoing work**
- **Observed some word walls**
- **Science Labs were hands on with strategic questions being asked**
- **Counselors do eight Pride Assemblies that allows the general education teachers to hold content area Summits**
- **Student work is displayed in hallways and some classrooms**
- **Began school wide extended block E3 to allow for students to get extra help from teacher or time for sustained silent reading**
- **Teachers use modeling as an effective instructional strategy**
- **National History Day projects included written descriptions and student feedback of the projects**
- **High attendance rates indicate students are in class and learning**

Climate Goal -LMS will strive to maintain a median current satisfaction rating of 2.7 out of 3 combining all six subscale categories.

Fitting in 2.8

Learning 2.8

Harassment 2.6

Adults @ School 2.7

School Safety 2.6

School Rules 2.7

Celebration

- **PBS is visible in many aspects of the school**
- **PRIDE is embraced by the staff, students, parents and the community and its impact is evident**
- **Relationships and respect between staff, to staff and to students are strong**
- **Great feeling of ambassadorship expressed by students, staff and parents**
- **Office staff feel the appreciation from the administration, staff, parents and students**
- **High number of students are involved in afterschool activities**
- **Three student honors evenings (6/7 combined, 8th only, and 8th continuation ceremony)**
- **Seven evenings of Parent/Teacher conferences in '09-'10**
- **Team Building activities at Camp Santa Maria for 8th grade in August**

- Monthly PRIDE Matrix phone calls home to parents/guardians
- Four Louisville Leader student/parent leadership breakfasts
- Student/parent scholarship fund
- Student participation in clubs or activities are expected
- Very dedicated staff and administration
- Supportive parents
- LMS staff visible during passing period and lunch time
- Appropriate and courteous behavior in classroom, hallways and lunchroom
- LMS greeter program- parents meet & greet daily arrivals in the a.m.
- 8th Grade 360 leaders lockers are intermixed with the 6 grade lockers
- Attendance reflects 98.5% attend school at least 80% of the time
- The behavior incidences of students identified as gap students are congruent to the overall student body. It is evident the school is committed to addressing behavior problems within the school environment rather than excluding them from learning opportunities by suspending them. We commend their efforts!

6 Challenges: Questions to Promote Continuous Improvement

Equity Goal

- How can you improve balance of class sizes and gender equity within some classes?
- How will you ensure the impact of homogenous ability groupings without compromising the integrity of heterogeneous groupings in the school?
- How might TAG students who have internalized behaviors fit into your Problem Solving Model? For example, how might you help them with self advocacy skills and stress management?
- How might the consistent practice of wait time enhance student responses?
- What are additional ways you might reach out to underrepresented families to promote their involvement at LMS?
- How might more consistent use of differentiation practices increase student achievement for all?

Achievement Goal

- If kid friendly learning objectives and/or essential questions were posted in every classroom how would student achievement be enhanced?
- Continue to renorm and refine with staff implementation of standards based grading?
- What does it mean to reteach a concept versus redo in an assignment?
- How might you find the time to develop more curriculum based measures for tracking ongoing student progress?

- How would consistent use of word walls and rubrics enhance the learning environment?
- Are planners used in a consistent way throughout the building?
- Continue to consider class size, balance and ensure some heterogeneous groupings when scheduling?
- How might instructional practices that are common to all teachers promote student achievement and “look fors” in peer observations?
- Would a late start day support and extend the quality work that LMS staff is engaged in?
- Would an additional E3 day support continued academic achievement for all students?

Climate

- How might you create a survey for your students identified as in the gap for internal use? What essential questions/information could you gather that would enhance the work you do and the school improvement process?
- How will the budget impact your positive school climate?
- How can you continue to maintain such a positive school climate?
- Can you integrate your subgroup locations throughout the building? For example, special education students
- How can you continue to encourage high attendance rates for all students including the students identified as gap students?

Release of Report: In accordance with the intent of Colorado law and State Board of Education Rules, a summary report will be issued to the Superintendent and the District Board of Education. As a public document it will be available to the school accountability committee and others who may be interested.