

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet[X] Choice

Name of Principal Mr. Mark D Avery  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name North Valley Middle School  
(As it should appear in the official records)

School Mailing Address 300 2nd Avenue  
(If address is P.O. Box, also include street address.)

City La Salle State CO Zip Code+4 (9 digits total) 80645-3226

County Weld

Telephone (970) 350-4201 Fax \_\_\_\_\_

Web site/URL  
<https://www.wcsdre1.org/northvalleymiddleschool/home.aspx> E-mail averym@wcsdre1.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Johan van Nieuwenhuizen E-mail vanj@wcsdre1.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Weld County School District RE-1 Tel. (970) 350-4201

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Kim Chacon  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 6 TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	39	37	76
7	38	33	71
8	39	29	68
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	116	99	215

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 60 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 39.2 % White
  - 0.8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 12%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2019	245
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 23 %  
50 Total number ELL

7. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 116

8. Students receiving special education services: 15 %

33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>3</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>6</u> Developmental Delay     | <u>13</u> Specific Learning Disability         |
| <u>4</u> Emotional Disturbance   | <u>3</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>8</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	94%	94%	94%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to inspire and teach students the essential skills necessary to successfully transition to the next level of their education and beyond.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

We started the 2020-2021 school year with about 70 percent of our students working in a hybrid model. The other 30 percent elected to work online only. After the first quarter, we brought back the sixth graders to fulltime in-person learning. Those wishing to stay online only were permitted to do so. The seventh and eighth grade remained in the hybrid model. The entire school was forced back in to remoted learning from Thanksgiving through the Martin Luther King holiday. On March 22, 2021 we opened our doors to all students for in-person learning. We have about 10 Percent of our students who have remained remote learners.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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North Valley Middle School is one of two middle schools in Weld RE-1 School District. The NVMS campus is located in the town of LaSalle which is approximately 3 miles south of Greeley. LaSalle has a population of approximately 2327 people. While agriculture remains a major part of the local economy, the oil and gas industry has become a major source of employment. North Valley Middle School's current enrollment is approximately 225 with approximately 51 percent of our students receiving free or reduced lunch. Approximately 60 Percent of our student population identifies as Hispanic. The school is fed primarily by Pete Mirich Elementary in LaSalle. NVMS also enrolls students from other elementary schools within Weld RE-1 School District as well as several students from neighboring districts such as Greeley District 6. Not including custodial or kitchen services, NVMS currently employs 1 administrator, 21.3 certified teachers, 1 counselor, and 9.5 classified staff. During the 2017-2018 school year NVMS experienced a drop in the overall performance rating. This was in part due to significant drops in the levels of both achievement and growth in 8th Grade Math. Additionally, we did not meet state expectations in any category for any of our sub-populations. We experienced a very strong resurgence in our academic performance in 2018-2019. We exceeded our CMAS Achievement goal in Math, ELA, and Science. We also exceeded our CMAS Growth goal in Math and ELA. Finally, we exceeded our growth goal on the WIDA Access test. We did not have any state data for the 2019-2020 school year.

Overall, the diverse students and families in our community share a mix of suburban and rural values. We also see the influence larger communities such as Greeley, Brighton, and Longmont. Athletics are an important part of our school and community. Prior to the pandemic, participation numbers were consistently high in most sports.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

North Valley Middle School follows a rigorous standards-based curriculum in all subject areas. We use number of different resources in different content areas.

Our teachers have done a tremendous job in the past year. Last Spring, they worked rapidly and quickly switched from 100 percent in-person learning to 100 percent remote learning. When we returned to school in August teachers again rapidly adjusted to a new model. They had to simultaneously provide educational services to those students who chose to stay completely remote as well as provide an education for students following the hybrid model. Google Classroom served as the main platform to push out assignments and communicate. Within that we continued to use resources such as Engage New York, Stem Scopes, TCI, and Studysync to deliver content.

Assessments are still given in a remote setting and data from those assessments is still reviewed. The data may be viewed a little differently, but it is still used to drive instruction.

After each unit assessment, teachers meet with the Instructional Coach and or Principal for a data meeting. The purpose of the data meeting is two fold: First we learn what students know, understand, and are able to do. Second, we devise a plan to reteach key concepts.

A positive consequence of distance learning is that it has forced us to re-examine our essential learnings and teach those essential learnings with laser focus. We are also focusing more on student mastery of the standards and less on the completion of work.

#### **1a. For secondary schools (middle and/or high school grades):**

North Valley Middle Schools has multiple opportunities for students to take on leadership roles and engage with the community. Student Council and Junior National Honor Society participate in multiple community service projects each year. We also have a nine-week class called Community Service. It takes place each year during the 2nd quarter which allows students to perform a variety of community service projects during the holiday season.

We also offer a quarter long class called Drones. In this class students actually learn to fly the school owned drone, learn about numerous career opportunities associated with being a drone pilot and the steps necessary to obtain a Drone Pilot license.

#### **1b. For schools that offer preschool for three- and/or four-year old students:**

### **2. Other Curriculum Areas:**

At North Valley Middle School, all sixth graders are required to take one semester of PE and one semester of Health. Students are required to take two semesters of each before leaving the eighth grade. Students are also required to take two semesters of visual or performing arts during their time at North Valley Middle School. We offer both band and choir as yearlong elective classes for grades six through eight. All of our visual art classes are one semester long. We are proud to offer the following art classes: Yearbook, Graphic Design, 2D Art, 3D Art, and Ceramics. One of our most popular electives is Special Olympics. This class has both student athletes and student coaches. Each year the Special Olympics class puts on an Inclusion Assembly. We also offer STEM as a semester long elective.

In addition to our regular selection of electives, we offer numerous mini-courses. Each mini-course is 30 minutes long and lasts one quarter of the school. During this time, we offer the following classes: Jogging/Walking, Field Sports, Court Sports, Outdoor Ed., Spanish, German, Portuguese, Drama, Cursive



and Calligraphy, Child Development, Animal Genetics, Life Skills (SPED) Cooking, Gardening, Basic Automotive, Sports Stats, Movie Making, International Towne, and World War II History. We also use this time for interventions.

All teachers are expected to facilitate reading and writing in all subject areas. Electives and mini-courses are no exception.

### **3. Academic Supports:**

Each year students take a beginning, middle, third quarter, and end of the year diagnostic assessment in reading and math. This data, along with grades and state testing data is used to schedule students into intervention classes. Students coming to us on a Read Plan are all enrolled in Jumpstart Reading. This class is a year long but can be shorter if a student tests out.

Students testing two or more grade levels below their chronological grade level are enrolled in either a math or reading intervention. These interventions take place during our E-Time and students are in the intervention for one full quarter before they are moved out.

We also offer after-school tutoring three days a week. This intervention is open to any student looking for help or just a quiet place to complete work. Students of all backgrounds and ability level take part in tutoring program.

New this year, we held Monday School (normally do not attend on Mondays) for anyone failing three or more classes. We will also invite students struggling in Math or English to attend summer school.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

As a staff we have put in countless hours of professional develop through organizations such as Teach United in order to effectively transition to on-line and hybrid instruction. The social emotional health of our students has become an even greater concern. Each grade level team was responsible for making weekly contacts with students with low engagement.

We continue to hold quarterly assemblies to honor high achieving students and those participating in extracurricular activities. In an effort to keep students in cohorts and minimize the size of gatherings, we now hold three assemblies, one for each grade level. In prior years we would hold one school wide awards assembly for each quarter.

We also held our annual Inclusion Assembly. Like our awards assemblies, we held it three times, one for each grade level. At this student led assembly, we recognize individuals with exceptionalities and stress the importance of the inclusion of all individuals regardless of race, ethnicity, wealth, ability, or disability.

As part of our P.A.C.T.S. program, which stands for Perseverance, Accountability, Courage, Truth, and Service. we continue to recognize Students of the Month by announcing them, posting their pictures, awarding prizes.

### **2. Engaging Families and Community:**

As a school we continue to have an active partnership with our PTO. We conduct multiple community service projects such as food and clothing drives with an emphasis on providing aid to those in our community. Each Spring our Wellness Committee holds the Viking Challenge. This is an all day event targeted on promoting exercise, healthy eating habits, healthy living, and social-emotional health. We were unable to hold the event in 2020 but we will hold a modified, all outdoor version in 2021. Our Wellness Committee is comprised of students, staff, parents, and community members. Community organizations include: Northern Colorado Medical Center, North Range Behavioral Health, Healthy Hearts, and the Weld County Health Department.

### **3. Creating Professional Culture:**

Everyone in the building is held to high standards. These standards are communicated openly and professionally. When difficult conversations are needed, they are held in a private, professional manner.

Our mission is to inspire and teach students the essential skills necessary to successfully transition to the next level of their education and beyond. This mission or purpose is communicated openly and often. It serves as the lens through which decisions are made.

In terms of professional development and building capacity in our staff, much credit should be given to Instructional Coach. This individual works tirelessly to bring relevant, actionable growth opportunities to the staff. While the Instructional Coach facilitates much of the professional development, it is done so with content and technology experts. When we initiated a school wide writing approach, it was lead by the Instructional Coach and the English Language Arts team.

We are fortunate to be a part of a district that is committed to building and maintaining trusting and collaborative work environment.

### **4. School Leadership:**

The Principal has a three pronged educational philosophy: 1) Treat students as you would want you own child treated with both love and accountability. 2) Use quality, research based instructional practices. 3)

Teach a consistent, viable, standards based curriculum. While the delivery has changed in the past year, the philosophical approach has never wavered.

In addition to the Principal, we have ten member Leadership Team. All major decisions are discussed and approved through the Leadership Team.

Each year the staff renews its social contract with each other. The social contract is living document that is revisited through the year.

The administration has worked diligently to provide accurate contact tracing whenever there has been a positive or presumptive positive case of COVID-19. This has helped to ensure safety for all while minimizing the number of students and adults needing to quarantine.

## **5. Culturally Responsive Teaching and Learning:**

We work diligently to ensure every student feels safe, respected, equal. Our athletic programs have a 'no cut' policy and our after school programs are open to all.

When dealing with students who may be off task, we have adopted a systemic approach from Capturing Kids Hearts. This approach consists of asking the student four questions. If the student can answer the four questions and get on task then we move on. If the student cannot answer the questions about their behavior, they are asked to sign a discipline log. If a student signs the discipline log three times in one quarter, the teacher makes a parent contact. If they sign it a fourth time, they receive an office referral. This system is used building wide.

With respect to recent events, we have been very fortunate not have noticeable unrest in our school or community. When topics do come up, students are reminded that all opinions are valued but do not have to be agreed upon. We stress that differing opinions do not have to be divisive.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The most significant educational practice in recent years has been our approach to providing interventions for students who are two or more grade levels behind in reading or math. We progress monitor through iReady testing four times a year. After each round of testing, those students in need are scheduled into a reading or math intervention as needed. Specific care is used to ensure reading is given priority. This is done under the belief that if a student can read at or near grade level, he or she can more effectively access learning in all subject areas. The interventions are scheduled in a manner designed to still allow students to still enjoy other elective options such as band, choir, Art, and PE. This is done because struggling learners often still find success in their elective classes. In many instances these classes are the sole reason student find enjoyment in coming to school. When students enjoy coming to school all learning is enhanced.

The staff at North Valley Middle School has a keen awareness of the students we serve. We know that for many students, relationships are paramount for student engagement. Research has demonstrated that when working with students from poverty, we must put relationships first. Adopting "Capturing Kids Hearts," has provided a framework for us to focus on developing positive relationships with students.