

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13M04

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Dr. David Sharp Ed.D.

Official School Name: Lee's Summit West High School

School Mailing Address: 2600 Southwest Ward Road

Lee's Summit, MO 64082-2107

County: Jackson

State School Code Number*: 048-071-1085

Telephone: (816) 986-4000 E-mail: DAVID.SHARP@leesummit.k12.mo.us

Fax: (816) 986-4115 Web site/URL: http://www.lsr7.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David McGehee Ed.D. Superintendent e-mail:
David.McGehee@leesummit.k12.mo.us

District Name: Lee's Summit R-7 School District District Phone: (816) 986-1000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jack Wiley

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 18 Elementary schools (includes K-8)
3 Middle/Junior high schools
3 High schools
0 K-12 schools
24 Total schools in district
2. District per-pupil expenditure: 9293

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

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	0	0	0
7	0	0	0
8	0	0	0
9	238	254	492
10	232	212	444
11	195	217	412
12	194	199	393
Total in Applying School:			1741

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
13 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	68
(4)	Total number of students in the school as of October 1, 2011	1710
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 180

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 150

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>13</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>28</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>87</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>55</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>60</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>36</u>	<u>0</u>
Total number	<u>163</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	95%	95%	94%
High school graduation rate	95%	97%	93%	93%	94%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>425</u>
Enrolled in a 4-year college or university	<u>65%</u>
Enrolled in a community college	<u>24%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>3%</u>
Military service	<u>3%</u>
Other	<u>4%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The 117-square-mile Lee's Summit R-7 School District is recognized as one of the top educational systems in the state and nation. Located in the southeast portion of the Kansas City metropolitan area, the Lee's Summit R-7 School District has gained an annual average of just over 380 new students since 1990, with enrollment for 2012-13 at 17,534. Lee's Summit West High School (LSW) is one of three high schools in Lee's Summit, and LSW proudly serves the students of western Lee's Summit, Raintree Lake, Lake Winnebago, as well as the residents of Greenwood Missouri. Lee's Summit West has been recognized nationally for quality educational programs and a commitment to success for all students. Lee's Summit West has truly become a great place for students to learn, and we strive each day to live the motto: Out of many, we are one.

Lee's Summit West students consistently achieve high marks on the Missouri Assessment Program (MAP) and End of Course Exams (EOC). Based upon 2011-2012 data, Lee's Summit West was ranked second in the Kansas City area in Mathematics and Communication Arts. Additionally, in the year 2010-2011, LSW students achieved the highest ACT scores in the Kansas City area with a composite score nearly 24.

LSW is designated a "High Schools That Work" school by Missouri's Department of Elementary and Secondary Education (DESE) and The Southern Regional Educational Board (SREB). In 2012, Lee's Summit West was one of only sixteen high schools in the nation to earn HSTW's Platinum High Achievement Award for outstanding academic achievement. LSW also operates under the Professional Learning Communities (PLC) model. Beginning the 2011-2012 school year, the characteristics of a Professional Learning Community soon became a permanent fixture in LSW culture:

- Fundamental Purpose is Student Learning
- Balanced Assessment
- Collaborative Culture
- A Results Orientation

The culture of Lee's Summit West is to focus on learning rather than teaching. Essential standards & clear learning targets aligned with the Common Core provide students what they should know and be able to do. Lee's Summit West strives to provide students with a guaranteed and viable curriculum developed through collaborative processes that enable us to foster a results orientation in our most critical area--- student learning.

Recently, in an ongoing effort to maximize instruction, the Lee's Summit R-7 School District has trained each staff member in Balanced Assessment Foundational Training. This process merely balances formative and summative assessments. We are working toward turning our classroom assessment process into an instructional intervention designed to increase, not merely monitor, student learning. Curriculum writing teams are also working to develop formative and summative assessments as a part of each course. The writing teams are to identify instructional activities, resources, and align 21st Century skills. The final goal is to create an instructional response based upon formative and summative assessment data. This will allow staff to provide effective intervention strategies to assist each student as they progress toward their learning goals.

At LSW, we consider building a collaborative environment a significant factor in successful school improvement. Collaboration is a core practice that guides our school operations. Each Wednesday, our staff is engaged in structured teacher collaboration. This time is reserved for improvement in student learning, and teachers utilize this time each week to work together to evaluate students' learning needs and develop specific strategies to meet these needs.

A final component is our focus on a results orientation. Lee's Summit West consistently utilizes data to paint a picture of our school. Our collaborative environment allows for a focus on results and all staff has access to relevant information on the effectiveness of their work to allow for sustaining school improvement.

- The mission of Lee's Summit West is to provide a rigorous education that empowers each learner to become a responsible, productive member of a diverse and changing world.

Vision Statements

Diversity

- Recognize that we live, learn and look differently.
- Create a culture of respect and acceptance by supporting individual differences and uniqueness.
- Ensure that each student feels safe, accepted, and celebrated.

Academic Achievement

- Develop independent and reflective thinkers.
- Empower students to be involved in their learning and assessment of such learning.
- Develop positive relationships among students, staff, and parents.
- Inspire a supportive and encouraging learning environment.

Literacy/21st Century Skills

- Reflect a culture in which each student will read and write for purpose and pleasure.
- Provide students access to information that they use in an ethically responsible manner.
- Ensure that each student demonstrates the ability to apply 21st Century skills now and in the future.

Professional Learning Communities/Professional Development

- To ensure that all members of the learning community promote and uphold the development, implementation, and support of district and building initiatives.
- Develop high-performing collaborative teams to better support each student.

Intervention

- Create an intervention system that connects all components, is accessible, and effective for each student.
- Integrate interventions into the school day on a regular basis.

Community

- Continue to foster, build relationships, and work collaboratively with local businesses, colleges, individuals, and parents.
- Work collaboratively with community leaders to provide resources that enable Lee's Summit West to offer exemplary academic and co-curricular programs.

Lee's Summit West staff and students have worked diligently over the past ten years on the commitment to continuous improvement. During this time, our Missouri End of Course exams (EOC's) have been among some of the highest scores in the state. Also, we have seen our ACT scores improve significantly.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Missouri, the Missouri Assessment Program (MAP) is the assessment system designed to assess student mastery of the Show-Me-Standards which are the state's educational standards. At the high school level, End-of-Course (EOC) exams are the assessment tools utilized for this measurement. Historically, the required EOC exams have been Algebra I, English II, Biology, and Government, each given to a student upon the student's completion of the most appropriate coursework. As a result of changes in Missouri's school improvement process, additional EOC's are being incrementally added to the requirements beginning in the 2012-13 academic year. End-of-Course exams in Missouri have been both selected response only as well as a combination of selected response and performance events, dependent upon state funding for scoring of performance events. For the purpose of Adequate Yearly Progress (AYP), the Algebra I and English II exams have been used at Lee's Summit West High School through the 2012 data. Upon Missouri's receipt of the ESEA Waiver, AYP was no longer measured in Missouri, but instead data was reviewed under the requirements listed in the waiver.

Lee's Summit West High School takes great pride in the academic achievement demonstrated on the End-of-Course exams. LSWHS met AYP in 2009 and 2010, and met in all subgroups except one in 2011. Reviewing the percent of students scoring in the top two proficiency levels of proficient to advanced speaks to the strong academic program at Lee's Summit West. In 2010, 2011, and 2012 over 90% of the LSW students taking the Communication Arts exam were proficient or advanced. In mathematics over those same years, each year the percent of students scoring proficient or advanced was over 72%. While Lee's Summit West High School is pleased with these results, the faculty and staff continue to make it their goal for 100% of students to be proficient.

In addition to recognizing the results of the Missouri Assessment Program (MAP) as measures of academic achievement at Lee's Summit West, it is relevant to examine other assessment measures as well, specifically the ACT. Lee's Summit West High School's composite ACT score was a 23 in 2012. Demonstrating consistency, the 2011 composite score was a 23.7, both years' scores being well above the state average of 21.6 and the national average of 21.1. Lee's Summit West students have access to a well-spiraled, rigorous curriculum, paired with strong instruction which have been shown to correlate to high ACT scores. Additionally, LSWHS offers practice ACT exams and ACT preparation programs for students beginning in grade nine. In addition to the ACT preparation program, LSWHS utilizes the full EPAS program offered by the ACT, reviewing 8th grade EXPLORE scores and 10th grade PLAN scores to best prepare students for their academic futures.

From 7:10-8:10 AM each Wednesday morning throughout the school year the teachers of Lee's Summit West High School meet for collaboration. Teachers meet in subject and class specific groups to work on common assessments, student achievement, and discuss best practices for instruction. As a member of a Professional Learning Community it is critical to the success of our students that this happen on a weekly basis. It is critical that what we teach and assess our students on correlates to what they are testing.

Due to the strong commitment and dedication by our staff and students at Lee's Summit West High School, we have been exceptionally fortunate to achieve at a high academic level with the understanding that we are always striving for continuous improvement. Over the past few years we have continued to improve our test scores each year by improving our classroom instruction and the way we assess student mastery of concepts. We understand that this is an ongoing process and we need to continue to pursue more interventions.

Our academic interventions have several different levels. Beginning at the foundational level, teachers work with students through extra help, study sessions, and tutoring. Through the lens of academic

achievement, our vision is to develop reflective and independent thinkers. Students are active in the process as they can take advantage of our math and writing labs every day after school. Students can also take advantage of our testing center on Wednesday morning collaboration time. This allows students flexibility to not miss further instructional time due to making up exams. We have seen our course failure rates decline dramatically due to these interventions.

Based upon our most recent year's data, we do not observe an achievement gap in the area of communication arts; however, we do recognize an achievement gap in subgroup data in the area of Algebra I. Our response is to continue to utilize existing mathematic interventions, and continue to investigate new strategies to increase student achievement and provide a bridge between the subgroups. A commitment to continuous improvement and academic achievement at LSW give testimony to the tremendous work done by our staff and students.

2. Using Assessment Results:

Lee's Summit West places primary emphasis on providing top quality instruction that helps each student reach their maximum academic potential. Assessment is an integral part of how we design learning from start to finish. Additionally, assessment plays a significant role in our school improvement plan as outlined by our Professional Learning Communities model. Recently, we have refocused our efforts around a new over-arching assessment belief: we must attain a balance between standardized tests of learning and classroom assessment for learning. In August 2012, Assessment for Learning Training, led by building principals and teacher leaders, began in every district building. This training connected all staff to the on-going curriculum writing work with Balanced Assessment. Principals collaborated among buildings and across levels, but each building developed its own plan for delivering the assessment information and providing practice. Locally developed formative assessments give our teachers feedback toward goals. Our staff meets weekly in structured teacher collaboration where assessment data is analyzed and instructional decisions are made. Teachers work collaboratively with teachers all over the district to ensure learning is occurring at high levels.

Lee's Summit West participates in all EOC Assessments that are required by the Missouri Department of Elementary and Secondary Education (DESE) in an effort to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements. Results from these exams provide detailed insight into the progress of each student in relation to local and state expectations. Teachers analyze EOC data and state level Individual Benchmark Description reports during collaboration time so curriculum and instruction modifications can be made to improve scores for upcoming years. Additionally, we use this assessment data to develop an instructional response by identifying activities, resources, and key skills needed for improvement.

Lee's Summit West also utilizes EXPLORE, PLAN,, and ACT data. Explore data is analyzed as a key part of ninth grade transition. Both EXPLORE and PLAN data are used for career assessment, as well as providing direction to sophomores for career and course planning. Our guidance staff visits with each sophomore student to review plan test results to discuss how the scores are related to ACT, college and career readiness. ACT data is a very important component of our school improvement plan as it reflects the achievement of our graduates, and indicates to the extent of how well our students are prepared for college level work. LSW utilizes ACT assessment results to design professional development activities to enable teachers to better serve students in meeting their personal, academic, and career goals.

We keep our parents informed about our students' academic progress via internal and external communications. Internally, we offer parent nights so parents may come in and review information about what assessment data means for their student. Externally, all assessment information is shared with students and parents so that all key stakeholders possess the necessary information for each student to succeed. LSR7 public relations department will also disseminate our progress to the community through internal and external media outlets as well.

3. Sharing Lessons Learned:

Accelerating to significant gains in student achievement in our short history has led to several schools visiting LSW throughout the Kansas City area. Also, we have been part of on-site professional development meetings for other schools and Lee's Summit West teachers have presented at conferences and workshops all over the state of Missouri. Recently, Lee's Summit West was one of sixteen secondary schools in the nation to be named a High Schools That Work (HSTW) Platinum Award winner as a high achievement school. Several area schools adopting this model of school improvement have visited Lee's Summit West to gain insight on mission, vision, and key practices. Additionally, Lee's Summit West has become a model HSTW school and will be featured in an extensive educational journal article through the Southern Regional Educational Board. This feature will allow other HSTW high schools across the nation to utilize current best practices adopted by Lee's Summit West as they seek to improve their schools.

Lee's Summit West also participates in the Greater Kansas City Principal's Roundtable. These collaborative meetings have brought together several area schools core area teachers to examine Missouri EOC exams. Lee's Summit West teachers have participated in these events to share our current best practices in EOC strategies in Communication Arts, Science, Mathematics, and Social Studies. These collaborative work sessions have proven significant in providing quality professional development for our teachers as well as neighboring high schools.

4. Engaging Families and Communities:

Lee's Summit West High School has developed quality relationships with the community since it opened in the fall of 2004. Located in Lee's Summit, Missouri, Lee's Summit West has sustained and nurtured strong community ties over the past 9 years. We believe parent involvement is crucial in our student's lives. Lee's Summit West provides numerous opportunities for parents to learn about and be involved in their students' education such as: Back to School Night, Parent/Teacher conferences, Enrollment Conferences, Parent University, and Financial Aid Night for those students about to graduate.

Lee's Summit West takes pride in offering a variety of clubs to mentor younger students in the community. For example: Titan SMART is an alcohol, tobacco and other drug free club that provides activities to all students to show that kids can enjoy high school without the pressures of doing ATOD. In addition, we provide education to our students along with our feeder elementary and middle schools to prove the ill-effects of partaking in ATOD in the development of a student's body. Students frequently see our school resource officer throughout the day in the building; this has forged strong, positive bonds between young adults and law enforcement.

Administrators work with community leaders on special events and attend Rotary and Optimist meetings to maintain our interactive role in the community. Lee's Summit West provides information and resources for community members who may not even have students enrolled in the school. Our social worker, counselors and staff provide information and resources for struggling families. Most recently we have, through Student Senate and our Advisory program, had a school wide drive to provide much needed materials to the local food pantry and Hope House, a domestic violence shelter. In these struggling economic times, the school and community work together, particularly during the holidays, to make sure that children and young people are taken care of and maintain their self-esteem.

Lee's Summit West understands supporting the community as well as taking pride in being part of the community. Yearly, we host a Career Day for our students. Career Day is a day dedicated to 50+ professionals and 50+ college reps coming to present to the entire school the opportunities that await them after their four years of high school. Our desire is to broaden a student's understanding of the world and the potential careers and/or schools that he or she can attend. We also use this as a day for our counseling center to share with the Freshmen and Sophomores all of the various classes that we offer at Lee's Summit West that will help prepare them for the vast opportunities that await them in the "real world."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lee's Summit West staff are committed to promoting an academic culture that develops independent and reflective thinkers through the establishment of high expectations. Lee's Summit West teachers are also committed to working collaboratively with students, parents, staff, and the community to ensure a guaranteed and viable curriculum for each student. Curriculum and instruction at Lee's Summit West are designed to increase student achievement and to ensure success for all students as our curriculum teams for the past two years have been aligning essential standards and learning targets to the new state standards, as well as the Common Core.

Nearly 200 course offerings are available at Lee's Summit West including vocational, college preparatory, fine arts, practical arts, physical education and Junior Air Force ROTC. Courses include the areas of communication arts, mathematics, science, social studies, engineering and industrial technology, family and consumer sciences, computers, business education, journalism and broadcasting, internship work programs, technology, physical education and health, band, strings and choir. Academically challenging courses are available through the honors classes, Advanced Placement (AP), International Baccalaureate (IB) and college-credit and dual-credit courses. Lessons are offered on positive character traits and drug-abuse resistance skills. Full special education services are available for students with disabilities.

To meet R-7 graduation requirements a student must successfully complete a minimum of twenty six credits outlined in the following areas:

- 4 Communication Skills (prescribed-grades 9-12)
- 3 Social Studies (prescribed-American History, World History, American Government, and Modern Global Issues)
- 3 Science
- 3 Mathematics
- 1 Fine Art
- 1 Practical Art
- 1 Physical Education
- .5 Personal Finance
- .5 Health
- 9 Electives

Several programs are designed to meet the needs of academically talented students. These programs are IB- International Baccalaureate, International Baccalaureate Career Related Certificate, Advanced Placement, Dual Credit, Honors Credit, Project Lead The Way, Dual Enrollment, Articulated Credit, and Correspondence/On-line. The International Baccalaureate program is a coordinated course of study at the junior-senior level linking the humanities, sciences, mathematics, and languages. The course of study is international in nature, with the same syllabus taught and assessed in over 90 countries. The IB diploma requires study of six IB subjects, a course in Theory of Knowledge, and extended essay, and extra curricular time devoted to creativity, action, and service. Lee's Summit West offers 25 IB courses. Lee's Summit West also offers several AP courses to provide students with avenues of study congruent with their abilities and interests. AP courses offered by Lee's Summit West are: American History, European History, Physics, and Calculus. Lee's Summit West also offers 35 courses for dual credit.

Lee's Summit West provides our students an extensive menu of Fine Arts options. These include visual arts, performing arts, and music. In addition to performing arts courses, students may showcase their talents through school plays and musicals. In the past three years, our students have been selected to perform in at the Missouri Music Educators Association, Pepperdine University in Los Angeles,

Symphony Hall Chicago, and at the Lincoln Center in New York City. Lee's Summit West has a visual arts gallery where student work is consistently displayed. We also have permanent student art work on display around the building.

Students receiving Special Education services are offered educational opportunities structured to meet their needs in small class settings, class within a class, individual assistance, and our student assistance program. Additionally, students struggling with academics are offered support via our Mathematics and Writing Labs after school. Lee's Summit West offers an alternative program with a sister school called Summit Ridge Academy. This program prepares students for graduation, and for their GED through the Missouri Options program.

In partnership with Summit Technology Academy, Herndon Career Center, and Cass Career Center, Lee's Summit West students earn certifications, academic credit, and numerous college credit in courses such as: IT, Engineering, Biomedical, Nursing, Allied Health, International Studies, Automotive Technology, Construction Technology, Culinary Arts, Fire, EMT, and Law Enforcement.

Lee's Summit West staff work collaboratively district wide to provide each student the academic rigor and curriculum opportunities to meet their individual needs and goals. Lee's Summit West recognizes that by offering a variety of courses via multiple modes of delivery, we fulfill the district vision of "graduating students who are college and career ready with the competitive advantage necessary to be successful".

2. Reading/English:

Five years ago, our Communication Arts Department changed philosophical direction from a department that taught units to one that teaches skills. Teachers work across grade levels to determine the reading skills needed and find curriculum that offers opportunities for practice and assessment. To guide our instruction, we consider test data. Our formative and summative assessments frequently require that students read an unseen text and demonstrate their understanding. We encourage students both to challenge themselves by reading rigorous classics and to enjoy themselves by choosing recreational novels. Teachers model reading strategies within core classes, and reading specialists work in small classes to help struggling students read at grade level.

Writing is approached as a means to demonstrate and achieve insight. From resumes to analytical essays, we prepare students for any writing mode. As a department, we emphasize MLA format. The department has its own web page with many helpful student resources including a writing handbook and literary vocabulary list. We have borrowed a component of the new IB curriculum, metacognitive writing, and are implementing that in selected classes with a goal of all classes reflecting upon their own writing progress. Emphasis on grammar, sentence variety, organization, and substantive writing is maintained throughout LSW English classes.

We use technology to support learning targets. We have incredible media specialists who work with us to develop lessons that utilize the latest gadgets and apps in a responsible manner. They recently challenged us to use social media and pop culture to bring new life to our teaching. One senior teacher developed a learning opportunity where seniors used Twitter to communicate with modern authors. Several sophomore classes incorporate the iMovie program to design modern epic videos. Members of our department use Classroom Performance System units as a learning and assessment tool, and visual images fill classrooms. Students are encouraged to improve their speaking skills and craft powerful presentation aides. Almost the entire department has an online presence with many supplementing classes through Blackboard. Our research projects rely on technology as we teach students the skills of navigating electronic databases and evaluating web sources. Also, each English teacher offers tutoring before and after school by appointment. This year we have opened an after school English Writing Lab. Our philosophy of advanced and IB classes is based on student initiative and open enrollment. As English teachers, we have worked carefully to develop common course syllabi, grading policies, and rigorous standards.

3. Mathematics:

The mathematics department at Lee's Summit West commits to a common vision, direction, and a philosophy of high expectations, access, and strong support for all students. The mathematics curriculum at Lee's Summit West High School is based upon the State of Missouri's "Frameworks." The "Frameworks" are comprised of standards stating what the student should know and be able to do by grade level. From the state "Frameworks," mathematics teachers in the district developed a comprehensive curriculum for each course. This was done through a collaborative process where mathematics teachers met and discussed the best possible way to integrate the state "Frameworks" into daily objectives for each course where vertical alignment exists from course to course. In order to ensure the curriculum has been taught, the members of the mathematics department follow a scope and sequence and give common finals for each course.

Collaboration is an integral part of implementing the common curriculum as well as ensuring the success of all students. Each Wednesday the mathematics teachers meet by courses taught to review and evaluate the objectives taught coupled with common assessments given to our mathematics students. This allows for the sharing of ideas for best practices in the implementation of the curriculum. It also allows for teachers to evaluate the assessment tools to ensure both rigor and validity exists with both our objectives and instructional practices; teachers can then adjust the learning activities and determine the pace and needs of the class or individual students.

Our mathematics courses are designed to meet the needs of all students at West High School from integrated mathematics for our struggling students to college credit Calculus for advanced students. Currently, 229 of 390 seniors (almost 60%) take advanced mathematics courses: College Algebra, College Prep Mathematics, Calculus I, IB Math II, Pre-Calculus, and Math Studies II. Furthermore, 100 of our current 390 seniors are completing coursework for college credit. In addition to college credit coursework, the mathematics department offers a demanding program, International Baccalaureate. In this program, students are required to employ and refine their powers of abstraction and generalization in the area of mathematics.

Additionally, each math instructor is available 30 minutes before and 30 minutes after the school day for individualized tutoring. Adjunct to our tutoring opportunities, two math teachers staff a mathematics tutoring room one hour prior and subsequent to the school day for those students seeking more intense makeup instruction. To ensure the students in the integrated courses master algebra, students are encouraged to take an additional course: Recovery Math, which is designed to supplement the coursework by: 1) re-teaching objectives, 2) teaching upcoming prerequisite skills, 3) providing supervised and individualized assistance.

4. Additional Curriculum Area:

The mission of Lee's Summit West is to provide a rigorous education that empowers each learner to become a responsible, productive member of a diverse and changing world. For example, In our social studies department, the belief is that we have a unique capacity to carry out this mission with each and every student every day. The staff expects each students to be challenged by a rigorous curriculum and prepared enough to enter college history or social studies classes ready to succeed at a high level. However, college preparation isn't the only goal. We strive daily to make all of our classes and lessons relevant to the changing world that our students will be entering beyond college. Ultimately, we want our students whether they become doctors, engineers, artists, psychologists, economists, or history teachers to enter the world as responsible citizens and tolerant, resilient people.

To accomplish our school's mission statement, our social studies department offers students with a variety of courses and first class instruction. The combination of a dedicated and educated department with weekly collaboration has helped our social studies department provide the best possible instruction to our students. We also offer a broad course of study that provides numerous opportunities for

students to earn college credit through dual enrollment. Presently, we offer IB History of the Americas HL, Psychology SL, and next year will offer for the first time IB Psychology HL. These three courses are based on an international curriculum and provide for our students the opportunity to compete academically against students around the world while at the same time earning college credit. These courses illustrate quite clearly the emphasis the Social Studies department and school place on rigor and international mindedness.

One of the best examples of how our social studies department pursues the mission statement is through the development of modern global issues. MGI, as it is referred to, is a required course for all Lee's Summit West students. Through this course all students study global economics, modern independence movements, genocide, globalization, terrorism, relations in the Middle East, and how America fits in the equation. This course challenges our students to move beyond the traditional study of history and government and prepares them be citizens not just of the United States but of the world.

5. Instructional Methods:

Through systemic implementation of PLC's, the staff at Lee's Summit West has embraced student learning as our fundamental purpose. Student learning cannot take place without quality instruction. Lee's Summit West teachers utilize multiple methods of instruction to meet student needs, and differentiation represents a key component in our instructional cycle. Student friendly learning targets are posted in each classroom every day. Achieving these targets requires student centered instruction focused on learning. Our instructors consistently utilize student centered methods such as: Exit passes, extended wait time (for higher-order questions), learning portfolios, mini white boards, think-pair-share, and writing frames just to name a few. These methods have proven effective as our achievement scores reflect improvement. Instructional technology also plays a key role in our success.

Providing staff access to instructional technology resources allows them to better equip our kids with a 21st Century skill set. The teachers at Lee's Summit West have vast professional development opportunities as well as strong support in regards to instructional technology. This results in the regular utilization of Animoto, Blackboard, Classroom Performance Systems, Google Docs, Graphic Organizers, and Web-Quests to meet instructional objectives. Integrating new technology into classroom practice has allowed our teachers to focus on cooperative, project-based, and interdisciplinary work with technology being just one of many tools that students use. Also, each administrator has an I-phone equipped with "Classroom Instruction That Works" (CITW) software. This software is utilized as administrators perform quick walk-through's of classrooms and provides a non-evaluative snapshot of class objectives, instructional strategies, student engagement, and articulation. It is a useful tool to provide staff with quick feedback about our instructional goals, and the data is used to make instructional decisions.

In addition, our PLC journey has created multiple student interventions and extra-help opportunities. The students at Lee's Summit West are held accountable and the expectations in regards to academic achievement are very high. In order to support these expectations, a strong student privilege system is in place. This combined with teacher collaboration, provides for a systematic intervention for students having difficulty with various learning targets. Our teachers have consistent opportunities to discuss student achievement and successful differentiated methods for delivering content to students of various learning styles. Finally, showing our commitment to the success of each of our students, before and after school assistance is provided by the Lee's Summit West staff in multiple curricular areas for students wanting and needing the extra help.

6. Professional Development:

Lee's Summit West High School's Professional Development program is designed with a students first perspective. There are an array of Professional Development opportunities within the building that are aligned with the district's CSIP (Comprehensive School Improvement Plan) and the SIP (School Improvement Plan) goals. The goal for the Professional Development program is to support long term,

meaningful, and effective development for each certified staff member. The program has five main objectives.

Current Objectives

- Support the district instructional initiative: Balanced Assessment.
- Provide guidance and support to staff members as our building refines and implements the School Improvement Plans (SIP).
- Provide a comprehensive induction program that supports new teachers through initial summer training, a two-year mentoring program and a three-year Beginning Teachers Assistance Program.
- Provide additional High Quality Professional Development opportunities at a significant cost savings through the Professional Development Network (PDN).
- Offer continuing education opportunities for graduate credit through local universities to provide an opportunity for staff members to extend their learning.

Professional development activities are continually being revised to meet the needs of the staff at LSW. Each workshop and in-service is reviewed to ensure that it meets the “high quality professional development” standards. BTAP (Beginning Teacher Assistance Program) provides an induction program that supports new teachers through a two-year mentoring program and a three-year Beginning Teachers Assistance Program.

Recently, professional development has focused on PLC, ACT, Balanced Assessment, Common Core, and embedded formative assessments. Lee’s Summit West has consulted with ACT experts to coach staff and students on how to improve test taking skills and strategies. The Lee’s Summit School District also offers continuing education for teachers throughout the school year and summer for college credit. These courses offer advances in content and course specific areas. Lee’s Summit West High School offers continuing education opportunities for graduate credit through local universities to provide an opportunity for staff members to extend their learning. Continuing education graduate courses are to be an appreciated option of professional development provided to the staff. Positive evaluations and class attendee feedback continued to indicate a high level of satisfaction with course offerings and instructors.

Informal professional development is provided throughout the school year in a variety of ways to ensure teacher appreciation. Lee’s Summit West has late start Wednesdays for teacher collaboration. Teachers meet to discuss best practices and strategies for improvement within their department, to discuss formative assessment, essential standards in their curricular area, and instructional methods to ensure student success. This professional development is sometimes expanded to include counselors, administrators, and middle school teachers to help align curriculum and collaborate on individual student success plans. Midterm and final course level common assessments are discussed and modified to meet changes in state and national common core standards. Lee’s Summit West also provides staff members with Food Fridays. The staff is able to meet with the Library Media Specialists during their lunch period to learn about trending technology, easy and effective steps to use in their classrooms.

7. School Leadership:

Collaboration is reflected throughout all leadership structures at Lee’s Summit West through a team approach that empowers each person’s individual strengths to improve the organizational health of the school. The administrative team consists of a building principal and four assistant principals. This group meets formally every week and informally daily to review operational and instructional management of the school.

The Professional Learning Communities model serves as the foundational framework to all leadership structures at Lee’s Summit West, and these structures have a profound impact on student learning as each of our teams work interdependently towards common goals. We have a leadership team consisting of the building principal, four assistant principals, four guidance counselors, building manager, school resource

officer, and technology staff. This team meets formally weekly to discuss structure and operations of the school. Lead Teacher Council is comprised of teachers who are elected by their department colleagues, and they serve three year terms. This team focuses primarily on instructional decision making, and serves as a voice for the instructional staff. Lead teachers are largely the senior instructors in each department and are highly considered to be the "leaders of learning". Additionally, each and every staff member serves on a vision team. The vision teams are: diversity, academic achievement, culture and climate, assessment, literacy/21st Century skills, professional learning communities, intervention, and school and community partnerships. The Council of Excellence is comprised of each vision team's elected teacher leader. This team meets with the principal monthly, and is deeply rooted in PLC structures. The mission of the Council For Excellence is for the staff to collectively commit to our vision statements to turn our shared intentions into reality.

The LSR7 school district also has department chairs that oversee all instructional departments. Department chairs support teachers in the areas of curriculum, instruction, and assessment. Department chairs also support our school by assisting in weekly collaboration, allocating resources, and working with the Director of Assessment in providing critical data to the teams for review and response. The principal, as the leader of learning, serves with each one of these groups and organizes the efforts of all key stakeholders to insure that Lee's Summit West's mission, vision, and collective commitments are apparent through the lens of Professional Learning Communities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC HS

Edition/Publication Year: 2007-2008,2009-2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	93	91	90	89	45
Advanced	35	45	40	40	17
Number of students tested	427	412	466	432	349
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	83	86	89	73	23
Advanced	22	44	26	18	0
Number of students tested	41	39	31	22	16
2. African American Students					
Advanced/Proficient	86	96	80	80	16
Advanced	20	28	17	23	2
Number of students tested	65	57	60	57	53
3. Hispanic or Latino Students					
Advanced/Proficient	94	100	93	Masked	Masked
Advanced	44	39	53	Masked	Masked
Number of students tested	16	13	15	9	7
4. Special Education Students					
Advanced/Proficient	48	41	39	39	15
Advanced	4	8	6	3	5
Number of students tested	41	39	31	22	16
5. English Language Learner Students					
Advanced/Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. Super Subgroup					
Advanced/Proficient	89	85	73		
Advanced	22	35	24		
Number of students tested	125	118	128		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2010, the testing process in the state of Missouri was changed to reflect End-of-Course exams. Prior to 2010, sub group data was listed individually. Starting 2010, data was also categorized as "Super Subgroup". This data is a combination of all five subgroups.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Math MAP/EOC High School

Edition/Publication Year: 2007-2008,2009-2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	75	73	78	75	65
Advanced	24	20	25	11	23
Number of students tested	315	369	315	356	358
Percent of total students tested	98	97	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	50	52	65	57	28
Advanced	10	6	31	9	0
Number of students tested	42	33	26	23	29
2. African American Students					
Advanced/Proficient	48	55	57	50	32
Advanced	5	8	11	6	8
Number of students tested	40	64	47	52	64
3. Hispanic or Latino Students					
Advanced/Proficient	70	Masked	85	92	71
Advanced	40	Masked	33	23	21
Number of students tested	10	8	12	13	14
4. Special Education Students					
Advanced/Proficient	41	22	70	59	17
Advanced	7	0	0	0	0
Number of students tested	27	27	10	22	35
5. English Language Learner Students					
Advanced/Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. Super Subgroup					
Advanced/Proficient	56	51	69		
Advanced	17	9	21		
Number of students tested	107	118	85		
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2010, the testing process in the state of Missouri was changed to reflect End-of-Course exams. Prior to 2010, sub group data was listed individually. Starting 2010, data was also categorized as "Super Subgroup". This data is a combination of all five subgroups.</p>					

13MO4