

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Anne Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name West Middle School

(As it should appear in the official records)

School Mailing Address 2312 Baxter Road

(If address is P.O. Box, also include street address.)

City Chesterfield State MO Zip Code+4 (9 digits total) 63017-7721

County St. Louis State School Code Number* 0960953080

Telephone 314-415-7400 Fax 314-415-7461

Web site/URL http://www.edline.net/pages/West Middle E-mail AnneMiller@parkwayschools.net

Twitter Handle @pkwywestmiddle Facebook Page Parkway West Middle School Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Dr. Keith Marty E-mail: kmarty@parkwayschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Parkway C-2 School District Tel. 314-415-8100

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 Mrs. Beth Feldman
(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 that 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.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	155	160	315
7	195	156	351
8	179	142	321
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	529	458	987

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 10 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 3 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	82
(4) Total number of students in the school as of October 1	943
(5) Total transferred students in row (3) divided by total students in row (4)	0.087
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Vietnamese
8. Students eligible for free/reduced-priced meals: 15 %
 Total number students who qualify: 147

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 20 %
195 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 categories.

<u>33</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>50</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>53</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>13</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	47
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	24
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	92%	93%	92%	89%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
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. Please summarize your school mission in 25 words or less: Our mission is to create curious, capable, and confident learners in a community where everyone stands together with a purpose, place and voice.

PART III – SUMMARY

Nature of the Community

WEST: Where Everyone Stands Together. “West” is not only the name of our school but also the motto that drives our work. When we stand together, all students, staff, and stakeholders have a purpose, place, and voice in our community.

Traditions, Milestones, History

West Middle opened its doors in 1971. At that time, it was a junior high, where 7th-9th graders learned in an “open classroom” concept. We are proud of our long-standing tradition of academic excellence. 78% of our teachers hold Master’s degrees and several are Nationally Board Certified or working towards it. West Middle believes in the creativity of children, and we have long been dedicated to promoting the arts through a tradition of student-led performances that showcase their many talents. We believe in recognizing students for their accomplishments, and we are steeped in the tradition of year-end celebrations during which all students have the opportunity to walk across a stage. We believe in the importance of serving others, and have an ongoing commitment to service learning projects.

Community and Student Demographics

Parkway West Middle School is 1 of 5 middle schools in the nationally award-winning Parkway School District. Located in suburban Chesterfield, Missouri, we educate a diverse population of 987 students. Our community of parents and stakeholders value education and are very much involved in our school. Our average student-to-teacher ratio is 21 to 1, and our growing population is 71% White, 10% African American, and 12% Asian. Of the students in our school, 16% are eligible for free or reduced lunch, and 7% of students are enrolled in the Voluntary Transfer System, a program which transports African American students from the inner-city to our suburban school. 20% of our students receive an array of special education services, including deaf/hard of hearing, visually impaired, multiple handicapped, emotionally disturbed, and Autistic. In addition to special education supports, we also house a MOSAICS Academy, serving 3% of our district’s population who are exceptionally gifted. Some people might say that these diverse needs pose challenges. However, we believe our diverse population provides us with unique opportunities to unify students of all abilities, resulting in empathy for varied perspectives. WEST: a place where everyone stands together as an inclusive unit.

Key Strategies

We employ solid structures and strategic systems to nurture curious, capable, and confident learners who understand and respond to the challenges of an ever-changing world.

We flexibly structure our time to ensure the success of all students and staff. Our teaming concept creates small schools within our larger school. Teaming, along with WEST Time (a character-building advisory period), support students emotionally and socially during these pivotal middle school years. Structures, such as PLC and late start days, allow time for teachers to collaborate. Math labs, academic labs, reading classes, the 90-minute ELA blocked class, BOOST (a group to support students who need help with executive functioning skills), and African American Scholars Academy are academic structures we implement to promote student success. Physical education, offered every day, helps our students develop physically and socially, which transfers to success in the classroom. These structures ensure we meet students where they are, socially, emotionally, and academically, ultimately helping them reach their potential.

We strategically design systems within these structures to help us use our resources efficiently. West Middle’s system of shared leadership allows us to capitalize upon the strengths of all stakeholders: students, teachers, parents, and community. This allows us to create a culture of collective ownership. Furthermore, our professional development model promotes continuous improvement of curriculum and best teaching practices. Embedded in our curricular system are culturally responsive teaching strategies that ensure students develop into empathic problem solvers. Additionally, our grading system, focused on targeted standards, leads to mastery learning and promotes a growth mindset. Finally, RTI and progress-monitoring protocols help us make data-driven decisions about differentiated learning for students. We put these systems in place to make sure that meeting the needs of students is at the heart of everything we do.

By offering a purpose, place, and voice for everyone in our community, we maintain West Middle's tradition of academic excellence. Simply put, these structures and systems bring all of our stakeholders together around the table with a purposeful focus on student success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The mission of Parkway West Middle School is to develop curious, capable, and confident learners who are critical thinkers and problem solvers. We have developed curricula that are both rigorous and differentiated, addressing the needs of all learners.

Using the curriculum framework Understanding By Design teachers outline “Enduring Understandings” and “Essential Questions,” which frame units around big ideas that are relevant and engaging. The essential knowledge and skills for each unit are represented in learning targets, which are derived from the Common Core State Standards (CCSS). Each standard is defined in a scoring rubric that provides clear descriptors of what learning looks like at different levels: advanced, proficient, developing, and beginning. Our focus on defined learning targets in all curricular areas ensures a clear direction for teaching, learning, and assessing. Formative and summative assessments for each learning target are used to communicate and inform student learning. When the learning targets are clear, students of all levels can set goals, monitor progress, and develop a strong sense of ownership and responsibility for their learning.

English/Language Arts (ELA) is delivered within the structure of a daily 90-minute block. We teach reading, writing, and topical units of study based on the strands of the CCSS: reading literature, reading informational text, and writing narrative, argument, and informational text, language, and speaking and listening. Identified priority standards are spiraled through all grade levels and units. Careful progressions of these priority standards become increasingly rigorous and less scaffolded as students move from grade to grade.

During Reader’s Workshop, students read self-selected novels at their instructional levels. Students are taught reading strategies via mini-lessons and are given time to read and confer with the teacher. Formative assessments are used to track progress, so teachers can provide data-driven remediation or enrichment.

In Writing Workshop, students are immersed in models of good writing, write for real audiences and purposes, and engage in the writing process. Writing is taught using direct instruction via mini-lessons followed by independent work time. This gives the teacher time to confer with each student and differentiate as needed, providing a community of practice where all students have opportunities to revise for individual mastery and acceleration.

In social studies, we use the Historical Thinking Standards as a framework for students to develop critical habits of mind: chronological thinking, historical comprehension, analysis, research, and decision-making. These standards are applied through the study of six strands: history, geography, economics, government/civics, culture, and service learning. Each strand promotes depth of knowledge and incorporates the tools of social science inquiry. Among the many assessment tools used, document-based questioning utilizes researching, reading, and writing skills to prepare students to critically analyze and interpret events, people, places, and communities.

In math we focus on the five themes of the CCSS: number systems, functions, expressions and equations, geometry, and statistics and probability. In each grade level, problem-solving, strategic thinking, and real-life application are embedded in the curriculum. Students are able to move from concrete to abstract reasoning because teachers model mathematical thinking for students, provide immediate, timely feedback during one-to-one conferences, and give students opportunities to collaborate and construct meaning. We offer a wide variety of math courses, and students progress through them based not on their grade level, but on their demonstrated mathematical understanding. For students who master content, we offer accelerated classes, and for students who need extra support, we offer additional small group instruction in math labs.

In science, we use the Next Generation Science Standards (NGSS) to prepare students to be scientifically literate, which means that students understand the world by asking questions, testing ideas through prediction and experimentation, and observing and analyzing relevant data. We focus on student application

of scientific disciplines, linking physical, life, earth and space, engineering, and technology. At all grade levels, students explore the implications of science on social, economic, and political systems. They investigate topics through systematic observations, relevant evidence, logical reasoning, and developed hypotheses. Students' curiosity is fostered as they engage in inquiry. Discussions further their critical thinking, and lab experiments and simulations allow students to work cooperatively with peers. Instruction is differentiated through challenge contracts and accelerated placement.

College and Career Readiness

The endeavors offered through West Middle's core curriculum lead to high levels of engagement and achievement for all students, which prepares them to be college and career ready. Through collaboration and critical thinking, West Middle creates curious students by exposing them to a broad range of real world issues via high quality informational media. We incorporate current events topics to develop social awareness and help students understand problems from multiple perspectives. Hands-on activities and the use of varied technology develop capable students who are able to apply their knowledge and grapple with real problems confidently. Risk taking is encouraged as students have multiple opportunities to achieve mastery and to develop grit.

2. Other Curriculum Areas:

PE and Health West Middle's physical education (PE) and health program enriches and supports our academic curriculum. All 987 6th, 7th, and 8th grade students participate in a required PE and Health class on a daily basis. During this course, students rotate through one trimester of health, which is a blend of anatomy and physiology, mixed with self-reflection and personal responsibility. Meanwhile, the physical education component uses games to lay the groundwork for a lifetime of physical fitness and to teach students how to collaborate with diverse individuals, solve real problems, and communicate with respect. The appreciation for healthy behaviors, goal setting, and improved fitness levels transfers to success in classrooms and on standardized tests via enhanced focus and improved confidence.

West Middle provides students with a variety of elective courses that spark curiosity in new fields of creativity. The elective curriculum enriches the educational experience of students, creating confidence through authentic achievements. When students enter our school as 6th graders, they are given a taste of each elective through the Future Pathways Program. All 350 6th grade students rotate through six three-week sessions, which include art, technology, drama, family and consumer science, business, and world languages. 7th and 8th graders can choose two of those elective courses to take each year.

Visual Arts 104 7th and 8th graders take our visual arts elective, which meets everyday. Students study influential artists and famous works in a variety of artistic mediums: sculpture, painting, photography, computer art, and drawing. They explore their creativity with hands-on experimentation, build connections to history, math, science, geography, and literature, and showcase their work around the school and the community. Overall, this class teaches students to appreciate the role that art plays in our world.

Performing Arts 150 7th and 8th graders participate in our drama elective, which meets everyday. This class helps students acquire confidence and skills in the areas of public speaking and performing. Students experience all aspects of the performing arts by writing, directing, performing, filming, collaborating, and critiquing stories and plays. Our drama department incorporates reading and writing skills to help students develop narratives.

Choir, Band, and Orchestra electives provide students with opportunities to develop artistic literacy, to gain appreciation for the arts, and to collaborate for performances and productions. 150 of our 6th, 7th, and 8th grade students showcase their talents through a variety of school and community performances and competitions throughout the year.

Fine Arts Block In this course 88 6th and 7th grade students rotate by trimester to explore music appreciation, art, and theater. They are given time to explore and develop the basic foundation of their artistic talents.

Modern and Classical Languages 470 7th and 8th grade students choose to study one of the elective languages we offer: French, German, Latin, Spanish, or American Sign Language. Students learn through the daily practice of listening, reading, writing, and speaking. Students build a portfolio of their best writing and speaking samples and reflect upon and self-assess their performances on learning targets. Most importantly, students develop tolerance and grow an appreciation for cultural diversity.

Technology Our technology exploration elective exposes 130 7th and 8th graders to engineering. In this daily class, students get hands-on experience with electronics, logistics, and the design process. Using technology, they apply scientific methods and principles and math skills to design prototypes. Then, they create and test their designs with hands-on challenges.

Business 104 7th and 8th graders learn coding, web design, “app” design, digital citizenship, word processing, and accounting skills through our business elective that meets daily. Students participate in product creation, such as building “apps.” They work as entrepreneurs to create and build an actual “app,” market their product, and budget funds. This course prepares students to function effectively in our competitive business world.

FACS 80 8th graders meet daily to take the family and consumer science elective course, which incorporates all of the core disciplines into its curriculum. This class incorporates personal management, nutrition, culinary arts, sewing technology, and childcare. The focus of this course is student readiness for real life situations.

At West Middle we offer a wide array of electives that are available to all students, nurturing a student population that is capable, curious, and confident.

3. Instructional Methods and Interventions:

West Middle serves a diverse population of students, so we utilize focused instructional methods to meet their needs. To do this, we embrace the Professional Learning Community (PLC) model, working together to constantly change, improve, and update our instructional methods to enhance student learning. This collaborative work has driven us to define learning targets, improve grading practices, and differentiate instruction.

Because we defined learning targets in each curricular area, students are clear about what they are expected to know and do. As a result, grades reflect learning. When we grade students on their mastery of learning targets, we provide clear feedback about each student’s progress.

Teachers at West Middle use scaffolded instruction, which allows for the gradual release of responsibility from teacher to student. First, teachers model the skill for students and provide direct instruction to the whole class. Next, students practice the skill with partners or small groups, and the teacher provides direction as needed. Finally, students perform the skill independently.

Differentiation is the key to our success. PLC’s use data gathered from formative assessments to differentiate instruction and meet students where they are. In the classroom, students receive one-on-one and small group re-teaching if needed and are expected to revise their work until they reach mastery. Additionally, the “advanced” descriptors on our scoring rubrics provide students who want and need a challenge with the opportunity to progress to higher levels of achievement. Often students arrive early in the morning, come in at lunch, or stay after school with teachers to get additional help.

If students need targeted intervention in math, they receive a double dose of math in Math Lab. Students receive re-teaching and small group instruction to help them keep up with daily work, provide them with extra practice on skills, and prepare them for skills that will be needed in the future. Additionally, if students need enrichment, accelerated courses are offered that compact two years of learning targets into one.

If students need targeted intervention in reading, they take a reading strategies course. Using data about individual reading needs, the teacher focuses instruction on fluency, vocabulary, and comprehension. Furthermore, we offer summer school reading courses for students who will benefit from extra support. Additionally, if students are performing above grade level, our accelerated Mosaics Academy courses provide tiered instruction based on individual abilities and problem-based learning, encouraging students to solve authentic problems through systematic processes.

These best practices help students develop a growth mindset, the ability to persevere and become curious, capable, and confident learners.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The state of Missouri uses the Missouri Assessment Program (MAP) to track student progress and growth. The MAP test is administered each spring to all 6th, 7th, and 8th grade students. MAP data has four levels of performance: below basic, basic, proficient, and advanced. For the first time, the 2015 test will be online and include items developed by the Smarter Balanced Assessment Consortium, so we expect to see a natural dip in our scores.

Performance trends

In math over the past 5 years, we saw solid gains among students in the IEP, Free and Reduced Lunch (FRL), and African American (AA) subgroups. First, in 7th grade the IEP subgroup grew steadily from 31% - 67%. Similarly, 8th grade grew from 38% - 55%. Additionally, the AA subgroup grew from 35% - 55% in 7th grade and from 36% - 45% in 8th grade. Furthermore, in 6th grade the FRL subgroup made gains from 38% - 48%, in 7th grade from 34%- 68%, and in 8th grade from 41% - 57%.

ELA shows gains over the past 5 years in the same subgroups. First, the IEP 7th grade subgroup grew from 24% - 59%. The AA subgroup saw solid gains from 38% - 59% in 7th grade and from 27% - 46% in 8th grade. Furthermore, the FRL subgroup improved from 38% - 67% in 7th grade and from 35% - 61% in 8th grade.

These significant gains are attributed to our structures and systems: 1.) PLC's ensure that curriculum is aligned to standards and learning targets are clearly defined. 2.) Data is used to make decisions about student needs. 3.) Standards-focused grading emphasizes mastery. 4.) Instruction is scaffolded with a gradual release of responsibility. 5.) Math Labs provide purposeful, small group instruction. 6.) Mentors build a relationship with students to impact learning.

Conversely, we continue to see a decrease in ELA and Math scores between 5th and 6th grades. We believe the decrease in scores is due, in large part, to the adjustment students must make when they transition to a new school and new grade level.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment for Instruction and Learning and Sharing Assessment Results:

West Middle teachers make data-driven decisions by analyzing and interpreting student scores to design lessons that meet the diverse needs of all students. The data are comprised of five main sources: MAP, ASPIRE, Scholastic Reading Inventory (SRI), Parkway Benchmark Assessments, and teacher-created common formative assessments. Together these assessments enable us to set building goals, support students, and guide development to ensure all students demonstrate growth.

Teachers analyze ASPIRE and MAP results, looking at individual student scores, grade-level trends, and gap group data to provide targeted remediation and acceleration. The ASPIRE test is the precursor for the ACT that students will take in 11th grade, and it measures critical thinking skills in reading, writing, math, and science. Assessment trends help West Middle examine how well we deliver our curriculum. ASPIRE and MAP scores are mailed home to families, and MAP scores are published in the local paper for the community. At school, teachers use the data to help students set personal goals, promoting a growth mindset.

The SRI is used by ELA teachers to monitor student progress in reading. Students take this test three times a year, using an online program and receive immediate feedback. They confer with teachers about their results and chart their progress to monitor their own reading goals. SRI data are also used to determine which students need more targeted intervention. ELA teachers share them with parents during individual conferences, and grade-level teams use SRI scores when progress monitoring.

Bi-annual district benchmark assessments measure student growth on priority standards. Teachers norm their grading practices by scoring collectively with their PLCs. Then, students use the scores to identify areas of growth and set goals. These data are also used to communicate student progress to parents during individual conferences.

Common formative assessments, created by PLCs, provide students with timely, targeted feedback. CCSS-based scoring rubrics define learning targets and communicate misconceptions of learning to students. Teachers develop data-driven interventions that support students as they revise their work for mastery. Scores are communicated to parents via our online grading portal.

Part VI School Support

1. School Climate/Culture

WEST: Where Everyone Stands Together. Our motto fosters a collaborative community where students and teachers support each other, ensuring everyone is engaged and motivated. All of our structures and systems are developed with a focus on relationships: student-to-student, teacher-to-student, and teacher-to-teacher.

To support students academically, we have created many leadership and mentoring programs. BOOST (Bringing Out Optimal Student Talents) is a student-to-student mentoring group in which students feel connected and develop leadership and executive functioning skills. African American Scholars Academy is a teacher-to-student extension class that fosters the resilience and grit of African American scholars, motivating them to tackle more rigorous academic pursuits. West Connect is an individualized teacher-to-student mentoring intervention for kids who fall within our gap groups. Academic Lab is a teacher-to-student mentoring class for learners who lack academic motivation and support structures to be successful in the school environment. These programs, unique to West Middle, ensure we stand together to engage and motivate all students.

It is equally important to us that all students feel a sense of belonging and ownership within our community, so we offer many student-to-student and teacher-to-student programs to support them socially and emotionally. West Time is an advisory class during which small groups of multi-grade level students participate in character education activities. After School Activities provide a mix of over 35 student and teacher generated groups and clubs, including athletic intramurals, alliance (LGBTQ), step, chess, Arabic connections, and survival skills. Sista Keepers is a group that empowers, inspires, and develops the minds, bodies, and spirits of girls within our school. Overall, the programs we offer engage and motivate students, so they find their purposes and feel connected to the school, thus ensuring they meet their full potential as curious, capable, and confident learners.

To ensure all of our teachers feel valued and supported, West Middle fosters a community built on trust. Positive teacher-to-teacher relationships encourage collaboration and risk taking. PLCs (Professional Learning Community) are job-alike curriculum teams that co-design curriculum, examine data to meet student needs, and continually refine practice. Monthly community-building activities, such as picnics, happy hours, holiday meals, service projects, and building beautification, bring us together as a West Middle family. Faculty meetings provide us with opportunities to recognize the extraordinary efforts and successes of colleagues. Health and wellness initiatives, such as yoga and exercise classes, promote healthy behaviors, stress management, and camaraderie. Staff student athletic competitions create a vibrant sense of community. All of these programs make West Middle an engaging, motivating, and supportive place to work.

2. Engaging Families and Community

From the day students and families walk through the doors for 5th grade orientation to the moment students cross the stage during 8th grade celebration, West Middle ensures that all students, families, and stakeholders have a voice and are valued. This leads to success and improves our school.

West Middle is a community based on trust. To engage our families, we clearly communicate our mission and goals through monthly newsletters, PTO meetings, and parent/teacher conferences. The PTO raises funds to improve our school. They plan special events, such as: the Future Longhorn Fun Night, which welcomes 5th grade families and familiarizes them with the building and teachers; Open House, which welcomes all families into our school to help them feel connected; County-City events, which provide networking opportunities between families who live in our suburban district and families who voluntarily commute to our school from the urban core, 20 miles away.

We engage the community by ensuring that teachers and administrators are both accessible and visible to parents on a daily basis. Teachers and administrators stand outside every morning to welcome students and families in the parking lot. Administration and staff begin every year by reaching out to all students and families with “Welcome to West” phone calls and emails and continue that relationship by sending positive notes home throughout the year about student achievements, big and small. Additionally, teachers and administrators create opportunities for parents to get involved in school activities, such as field trips, plays, and book studies. We believe the unconditional support of our parents is a key to our success.

To support our students academically and socially, West Middle not only partners with parents, but also with members of our community. We foster collaborative community relationships with: Oasis tutors, who are retired members of our community serving as mentors to students on a weekly basis; The Parkway Alumni Association, which awards special interest grants to students who apply; BJC Healthcare, which provides bullying prevention programs; the Missouri Internet Crimes Against Children Task Force, which educates students about cyber safety; Annie’s Hope, which offers grief counseling; Give Kids a Smile, which provides dental care for underserved children; and Chad’s Coalition, which raises awareness about adolescent depression and suicide. Using our many community connections, West Middle is also able to provide guest speakers from our community for our annual 8th grade Career Awareness Day and our 6th grade disability awareness lessons.

West Middle strives to provide a purpose, a place, and a voice for all students, families, and stakeholders in our community.

3. Professional Development

West Middle believes that for teachers to inspire curious, capable, and confident students, they must first feel curious, capable, and confident in their craft. Therefore, we provide a variety of professional development opportunities focused on helping teachers use best practices. PLCs then work together to implement new learning and new thinking in order to reach all learners.

Professional development outside the school day is an expectation for all our teachers and administrators. The Evaluation Model requires teachers and administrators to choose from an array of choices, including; Social Justice, Culturally Responsive Pedagogy, Engagement Strategies, Cooperative Learning, Content Literacy, Technology Integration, Grading and Feedback, Workshop Teaching, and other content specific learning. These learning opportunities are implemented at the building level. Monthly late-start days provide additional time for PLCs to focus on learning by addressing the Five Critical Questions of Collaborative Teams: What do we want students to know? How will we know when they know it? What will we do if they don’t know it? What will we do if they already know it? What are the best practices for learning?

During PLCs, teachers use progress monitoring protocols to examine student work and determine misconceptions in learning. We believe that differentiation is vital to the success of all students, so PLCs and grade level teams design lessons and tiered interventions around the Response to Intervention (RTI) model. This focus on data-driven solutions has improved the achievement of all our learners, specifically those in our gap groups.

Additionally, an Instructional Coach works with large and small groups, as well as individual teachers, to support the implementation of these student-centered practices. This ensures job-embedded and ongoing professional development, recognizing that what is most difficult for teachers is not learning a new teaching approach, but implementing it.

Furthermore, because we believe that grades are a reflection of learning, and their purpose is to communicate that learning clearly, PLCs devote their energies to researching best practices in grading strategies and defining learning targets. Grades are no longer the goal; mastery is the goal. Therefore, PLCs use revision as an instructional tool, requiring students revise until they show mastery. This results in students who are focused on growth rather than fixed on grades.

We believe learning is enhanced when students are engaged in social interactions; therefore, professional development also focuses on cooperative learning. Teacher leaders are first trained at the district level before sharing that knowledge with colleagues. PLCs work together to implement cooperative learning strategies, resulting in students with deeper understanding.

Overall, West Middle believes in offering professional development that ensures teachers reflect upon their practice and refine their instruction. Simply put, we develop teachers who reach all learners.

4. School Leadership

West Middle believes leadership should be shared by all, so we have created a collaborative community in which administration, staff, students, and parents share ownership and responsibility.

Administrative leaders coordinate these collaborative efforts by offering opportunities for teacher and student leadership and then develop and support those leaders along the way. Our administration educates the staff on new thinking, like Carol Dweck's Growth Mindset and Gallup's work called StrengthsFinder. Administrators also lead weekly grade-level teams to progress monitor, generate data-driven solutions, and implement interventions.

Teacher leadership is demonstrated at West Middle through the creation of leadership teams initiated by administrators and teachers alike. Curriculum, Grade-level, Diversity in Action, PLC, Character, and Wellness committees are just a few of the teams led by teachers. These leadership teams meet monthly to enhance development and continually improve our practices.

To encourage student leadership, West Middle created the Character Council, where students work with administrators, teachers, and parents to define our core values. They are an active part in the planning and execution of many exciting activities that take place in our school, such as West Time character education activities, Veteran's Day assembly, service projects, appreciation days, and Career Awareness Day. Not only do students serve as leaders on the school-wide Character Council, but they also mentor other students through our student mentoring program called BOOST (Bringing Out Optimal Student Talents). Teachers train students to develop and model effective executive functioning skills for their peers who need extra support. Grade-level teams also provide opportunities for student leadership, such as planning service projects and celebrating birthdays. West Middle believes power lies within our students when they have a purpose, a place, and a voice in their school.

Parent Leadership doesn't stop with our supportive PTO, described earlier. West Middle parents also serve at the district level to represent our community. They collaborate with the school board and central office to determine efforts for school and district-wide improvement.

West Middle School believes in creating a community Where Everyone Stands Together. Collaboration and shared responsibility among administrators, teachers, students, and parents are critical for the success of all.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	76	80	77	76	74
Advanced	32	34	31	29	33
Number of students tested	339	311	310	274	273
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	48	48	44	51	38
Advanced	14	10	4	9	5
Number of students tested	59	50	50	43	39
2. Students receiving Special Education					
Proficient and above	33	57	46	37	36
Advanced	5	11	12	10	12
Number of students tested	60	65	67	63	58
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	34	39	34	33	31
Advanced	9	6	2	0	11
Number of students tested	35	33	41	27	35
6. Asian Students					
Proficient and above	91	96	94	88	91
Advanced	59	61	69	62	83

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	44	23	35	26	23
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	80	84	82	79	80
Advanced	32	36	31	28	32
Number of students tested	241	241	219	204	212
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	85	82	78	77	71
Advanced	41	39	38	42	33
Number of students tested	274	299	268	285	261
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	68	54	50	45	34
Advanced	21	15	14	13	15
Number of students tested	44	54	42	40	47
2. Students receiving Special Education					
Proficient and above	67	54	33	42	31
Advanced	28	18	7	9	12
Number of students tested	58	61	54	53	51
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	55	40	42	40	35
Advanced	7	2	0	14	11
Number of students tested	31	43	26	35	37
6. Asian Students					
Proficient and above	100	93	96	91	81
Advanced	61	78	70	82	38
Number of students tested	18	27	23	22	21
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	88	81	82	79
Advanced	45	41	38	43	39
Number of students tested	214	212	199	217	192
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	80	63	78	71	74
Advanced	38	21	46	41	46
Number of students tested	202	190	289	273	319
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	57	29	55	41	41
Advanced	18	4	16	14	15
Number of students tested	44	48	44	44	54
2. Students receiving Special Education					
Proficient and above	55	35	42	20	38
Advanced	16	6	16	8	18
Number of students tested	55	54	55	49	68
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	45	18	43	32	36
Advanced	6	0	11	7	11
Number of students tested	36	34	35	31	45
6. Asian Students					
Proficient and above	100	75	100	88	96
Advanced	80	33	85	67	80
Number of students tested	5	12	20	24	25
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	75	82	75	79
Advanced	45	24	47	44	50
Number of students tested	148	131	223	203	244
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	74	78	77	70	74
Advanced	40	36	40	28	39
Number of students tested	339	315	310	273	273
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	45	44	50	47	38
Advanced	18	18	8	7	5
Number of students tested	60	50	50	43	39
2. Students receiving Special Education					
Proficient and above	38	49	55	38	38
Advanced	13	12	13	16	10
Number of students tested	60	65	67	63	58
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	26	24	37	30	34
Advanced	9	12	5	0	9
Number of students tested	35	33	41	27	35
6. Asian Students					
Proficient and above	89	92	91	73	91
Advanced	68	56	66	35	61
Number of students tested	44	25	35	26	23
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	83	81	73	79
Advanced	42	37	42	32	42
Number of students tested	241	243	219	203	212
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	83	79	74	74	67
Advanced	43	44	36	38	29
Number of students tested	308	310	269	285	261
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	57	36	50	38
Advanced	22	19	14	8	11
Number of students tested	46	54	42	40	47
2. Students receiving Special Education					
Proficient and above	59	39	31	26	24
Advanced	15	16	6	8	8
Number of students tested	59	61	55	53	51
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	59	40	27	37	38
Advanced	13	14	8	9	11
Number of students tested	32	43	26	35	37
6. Asian Students					
Proficient and above	89	94	87	91	86
Advanced	59	76	44	73	33
Number of students tested	27	33	23	22	21
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	84	80	78	73
Advanced	45	43	40	39	33
Number of students tested	235	217	200	217	193
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade-Level Assessments</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	83	84	79	81	82
Advanced	45	46	40	45	39
Number of students tested	216	203	223	201	244
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	1	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	61	41	50	49	35
Advanced	25	8	18	12	11
Number of students tested	49	51	44	43	54
2. Students receiving Special Education					
Proficient and above	45	37	36	37	41
Advanced	14	11	9	10	13
Number of students tested	58	57	55	49	68
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	46	25	40	36	27
Advanced	8	6	17	10	11
Number of students tested	39	36	35	31	45
6. Asian Students					
Proficient and above	96	96	100	79	92
Advanced	67	52	70	46	80
Number of students tested	27	25	20	24	25
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	84	79	81	82
Advanced	45	46	40	45	39
Number of students tested	216	203	223	201	244
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: