

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 Dr. Tara J. Sparks

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

Official School Name Truman Middle School

(As it should appear in the official records)

School Mailing Address 12225 Eddie and Park Road

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

City St. Louis State MO Zip Code+4 (9 digits total) 63127-1413

County St. Louis State School Code Number* 3080

Telephone 314-729-2470 Fax 314-729-2472

Web site/URL

http://go.lindberghschools.ws/site/Default.aspx?PageID=13

E-mail TSPARKS@LINDBERGHSCHOOLS.WS

Twitter Handle

https://twitter.com/TrumanFlyers

Facebook Page

https://www.facebook.com/TrumanMiddle

Google+ _____

Blog Public Blog:

http://trumanmiddle.blogspot.com/ and

Other Social Media Link

Teacher Blog:

https://www.pinterest.com/spark

YouTube/URL _____

www.tmsinstruction.blogspot.com

stj/tms-parents/

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. Jim Simpson, Ph.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail: jsimpson@lindberghschools.ws

District Name Lindbergh Schools Tel. 314-729-2480

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. Kathleen Kienstra

(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):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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. 3 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	125	118	243
7	151	104	255
8	135	131	266
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	411	353	764

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % 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: 4%

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	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1	726
(5) Total transferred students in row (3) divided by total students in row (4)	0.044
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 4 %
30 Total number ELL
 Number of non-English languages represented: 14
 Specify non-English languages: Albanian, Arabic, Bosnian, Chinese, French, Korean, Polish, Portuguese, Russian, Somalian, Spanish, Turkish, Uzbeki, Vietnamese

8. Students eligible for free/reduced-priced meals: 15 %
 Total number students who qualify: 111

Information for Public Schools Only - Data Provided by the State

The state has reported that 17 % 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: 14 %
107 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>16</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>47</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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	2
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	23
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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	96%	96%	96%	95%	95%
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: To develop competent and caring graduates through exceptional programs, services and personnel.

PART III – SUMMARY

Truman Middle School is located in south St. Louis County and is part of the Lindbergh Schools, a school district comprised of over 6,000 students who feed into one high school. Truman was originally built as a junior high school in 1963. Because of dwindling enrollment, the building closed from 1983-1986 and in 1986, reopened as an early childhood center. In 1991, it transitioned to an elementary school. In 2011, due to ever-increasing enrollments, Truman was repurposed once again as a middle school as students from Sperreng Middle School transitioned to Truman to continue their middle school experience.

Truman is located in a thriving residential, suburban area with parents, students, and a community that is supportive of the school and the district. As a growing school and district, we currently serve 764 students, an increase of 85 students in four years. The rapidly increasing student population is one of two current challenges. The second challenge is the limited diversity of Truman's student population. With a population comprised of 86% white, 4% Asian, 3% Black or African-American, 3% Hispanic, and 2% Multi-racial, staff must work hard to provide cultural experiences that simulate the world in which students will live and work as adults. The Truman Strategic Plan helps to address these challenges.

The staff-created strategic plan outlines three goals: focusing on using multi-disciplinary skills to increase authentic learning experiences, building an atmosphere of respect and responsibility demonstrated through consistent expectations and increased student leadership, and ensuring that facilities are age-appropriate and support instruction. This plan provides the focus for building-level decisions, and its objectives are reviewed to determine progress and future building needs. As Truman continues to develop its cultural identity, authentic learning and student voice define its identity. Instead of traditional parent-teacher conferences, Truman students develop a reflective portfolio for student-led conferences, an opportunity for students to focus on their learning and inform their parents of their academic progress and future goals. Additionally, sixth grade students replicate the structures of the United States Congress to create bills for the improvement of Truman Middle School; these bills are either approved or vetoed by the principal. Students in art see their work framed and displayed throughout the hallways. Students designed and selected the building's core values reflected in the school's touchstone statement, "As a Truman family, we value respect, responsibility, and honesty in our education."

The majority of Truman's staff were previously staff at the other middle school in the district. The result was a fusion of new and old traditions creating a model middle school where adolescent learning and social emotional needs were met. In addition to the previously established middle school teams which reduced larger populations of students into smaller communities, Truman created Flyertime, a multi-age character education class where teachers and student leaders, known as Pilots, work together to facilitate learning. Examples of key Flyertime learning seminars include cultural awareness, disability awareness, and social media literacy. As Flyertime continues to evolve, there is an emphasis on service learning. Last year, students organized a military breakfast to recognize and learn from those within the community who had served the country. Now, students work towards class-specific service learning projects to develop ownership and diverse options for students.

Academically, Truman staff meet the diverse needs of learners through a variety of programs. Each month, students take a formative assessments, eValuate, in English and math to determine patterns of strengths and weaknesses in student learning. Students track their own progress on data tracking sheets and the school's data wall to help them see their growth throughout the year. Numerous schools have visited Truman to observe this program as well as the data team process. Monthly, data teams analyze eValuate scores and other assessment data to determine individual student interventions as well as curricular needs. Through these data team meetings, specific interventions are identified for students. At Tier One, students are placed in additional school instruction (ASI), a flexible program with small-group instruction to support learning gaps. At Tier Two, students access reading strategies, math lab, writing lab, and academic lab to target long-term needs. Beginning in seventh grade, those students who demonstrate mastery of skills in English, science, and social studies access challenge classes to increase rigor. Beginning in sixth grade, students may accelerate their math skills by taking advanced math classes. Gifted learners participate in the Lindbergh

Eager Achievers Program (LEAP) for additional enrichment. The result of these interventions and enrichment, Truman has become one of the top-performing middle schools in the state.

Beyond curricular offerings, students access multiple extra-curricular activities. Students chose from various intramurals, cross-country, cheerleading, dance team, basketball, and track. Student Council and TREND, an anti-drug awareness group, offer students opportunities for leadership, and science and technology is reinforced with Robotics, STEM Squad, Science Olympiad, and the Environmental Club. Other academic pursuits include the German Club and Chess Team. Yearbook and the Media Club offer students a creative outlet, and service learning is enhanced through Builder's Club and Interact Club. Students pursuing their musical interests may join Jazz Ensemble, Jazz Band, Fiddlers, and Show Choir. Additionally, student interest has resulted in impromptu after school clubs such as the CLC, Creating Literature Club, and Movie Club.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Truman Middle School operates on a seven-period day. Each day, students access the four core-curriculum subjects of English language arts, math, science, and social studies as well as physical education. The other two periods of the day are exploratory/elective classes. Truman's core classes follow the Lindbergh curriculum which is aligned with Missouri Learning Standards and internally aligned among grade levels. Teachers in each of the core subjects participate in vertical teaming with high school teachers, a process designed to increase alignment of curriculum and instruction and ensure that students in all classes have the skills necessary to participate in Advanced Placement classes, a district-wide goal for college and career readiness. Collaboration to ensure alignment also occurs horizontally, with teachers at Truman Middle School meeting regularly with colleagues at the partner middle school. This process promotes common pacing, best practices, and common assessments.

English Language Arts department (ELA) instruction uses a workshop model for both reading and writing. In reading, teachers plan mini-lessons that meet the needs of students and provide instruction using leveled-texts based on individual student reading level and interest. Additionally, texts with higher text complexity are used with all students to stretch comprehension and analytical skills. This variety of text complexity allows students to practice and apply their higher level thinking skills to analyze literature. Students read a variety of informational text such as periodicals for research, biographies, and news articles. Students use close reading strategies with common annotation marks district-wide to engage in their reading. During writer's workshop, teachers use mini-lessons that facilitate individual writing as well as the needs of the students as writers. Through Writer's Workshop, students work on the craft of writing as well as the techniques of being a writer, using authentic writing experiences. As students work independently or collaborate through peer evaluation, teachers conference with individual writers to provide feedback and support.

Truman's math department offers classes at various levels to meet the needs of all learners. Students have the opportunity to advance in their math curriculum by as many as three grade levels. High school credit is offered for students taking Algebra and Geometry, and for students who need more advanced instruction, they attend the high school to access that curriculum. To keep students competitive in the 21st century, the math department participates in code writing at various grade levels. Mastering skills for all students is a priority of the math department. Skills in each math course are gained through the use of lessons involving stations, cooperative groupings, authentic activities and real-life learning situations. Students are given the opportunity to continue testing on skills until they have mastered these skills.

In both the ELA and math departments, information from the monthly eValue test guide instruction, determining the skills that need to be retaught as well as how to support individual student needs through remediation and enrichment.

Science programming encourages a multidisciplinary approach, incorporating math concepts and writing through the scientific process. The science curriculum is rooted in inquiry and STEM (science/technology/engineering/math), fostering students' questioning and problem-solving skills, and is scaffolded so students build on skills throughout their middle school tenure. Through hands-on, inquiry-based curriculum, students maintain a science notebook to organize notes and labs. This method lends itself to higher level thinking and allows students to make connections among science concepts. Science notebooks are rich in writing as students use data and observations to make claims and explain scientific concepts, supporting the ELA curriculum. Over the past four years, the science department has seen significant growth in student learning as a result of ongoing reflection and implementation of rigorous standards.

At Truman Middle School the social studies department exceeds the state level grade-level expectations in the areas of United States history, world history, and geography. The social studies department incorporates social studies content through a literacy-based approach. Text features and note taking are a focus of the

social studies department as are the quarterly Document Based Question (DBQ) essays. DBQs both support writing standards and develop analytical skills, requiring students to evaluate historical events using primary and secondary sources to support their thesis. Additionally, social studies students participate in the creating of a national history day project which fosters creativity, research skills, and presentation skills.

2. Other Curriculum Areas:

During Truman's seven-period day, students access daily health and fitness as well as two periods of both exploratory and elective classes. Exploratory classes are randomly-scheduled courses in sixth and seventh grade designed to engage students in coursework that enriches their core curriculum and provides opportunities for future careers. Most students access each exploratory course at least once in their sixth and seventh grade years, providing the opportunity for them to prioritize the exploratory classes of interest in eighth grade. In sixth through eighth grades, students may also self-select elective classes; these are classes which have a direct connection to high school programming and provide a sequential program of instruction.

In the fine arts program, students access the exploratory classes of art, general music, and speech/drama. These courses meet on alternating days for a semester. Art students realize their abilities in working with various art media and elements as well as becoming familiar with works of art, both past and present, providing an enrichment to social studies courses. In general music class, the history of music is studied and students are introduced to musical concepts such as standard notation, rhythm, and melody as they learn to play piano. In speech and drama, students gain self-confidence, writing and performing speeches before the class, and are introduced to drama activities that acquaint them with drama as an art form.

Beyond these exploratory fine arts classes, students may elect to take daily band, choir, or orchestra, programs with high retention rates. Thirty-three percent of Truman's population participates in band, where students begin learning one instrument but quickly have the opportunity to pursue another in order to develop into a full band. Sixteen percent of Truman's students participate in choir, a class where students learn the dynamics of group singing. They develop strong foundations in vocal technique and music reading and study advanced literature for concert performances. In orchestra, ten percent of Truman's population develop the technical, social, and cooperative skills needed to be a successful musician. In each of these programs, students compose their own music and participate in multiple solo and ensemble performances throughout the year.

Truman's practical arts programs are designed to build technical skills essential to the 21st century learner. All programs are exploratory, meeting on alternating days for a semester. Keyboarding and digital literacy courses teach students skills required to successfully navigate the digital world. Through inquiry-based learning, students learn how to use software to create, format, and edit documents as well as learn ethical, legal, and safe use of information and technology. The technology education program uses STEM-based modules and computer simulations to design practical applications that will enable students to transfer to other classes and college/career choices. Examples of the modules offered include construction technology, aerodynamics, robotics, and computer aided design. The family and consumer sciences (FACS) program teaches students essential life skills. Students discover, explore, and investigate life skills through hands-on learning, problem-solving, cooperation, and performance-based events. Students learn about food preparation/nutrition and other life skills such as sewing and clothing care.

Like band, choir, and orchestra, modern language is also an elective. It begins with a sixth grade modern language survey. Students are introduced to French, German, and Spanish before selecting a language of study for seventh and eighth grades. Seventh and eighth grade modern language concentrates on oral and written communication through the use of dialogue and practical drills. In eighth grade, more complex grammatical structures are presented, and by the end of this year, 59% of the population who complete this course of study earn high school credit.

Truman students are enrolled in a daily fitness/health program for all three years. The course is designed to teach lifelong skills essential to a healthy lifestyle. In physical education, students are exposed to fitness training including cardiovascular training and weight training along with activities designed for all skill levels. The health component of the curriculum is based on the premise that developing healthy habits and

utilizing factual information best contributes to the overall wellness of the child. It includes areas of study such as nutrition, body systems, substance abuse, disease prevention, mental/emotional health, family life education, and personal health.

3. Instructional Methods and Interventions:

Truman's instruction is built upon individual needs of students. Teachers work collaboratively in PLCs (Professional Learning Communities) and academic teams to create lessons focusing on essential skills and needs of students. Collaborative planning focuses on creating formative and summative assessments, differentiation across curriculum, and working together as a team of professionals to educate 21st century learners with diverse needs. Instructional approaches include problem-based learning and engaging students with explicit instruction.

This instructional decision-making is driven by formative assessments and student data. Using monthly benchmark assessment data in ELA (English language Arts) and math, teachers plan effective classroom instruction of specific skills to meet individual needs of students. Teachers utilize pre-assessments to design instruction and evaluate student achievement through summative assessments. During instruction, teachers utilize technology to monitor student progress (i.e. Poll everywhere, Plickers and Socrative), adapting instruction immediately to provide interventions or enrichment.

Differentiation is seen through book clubs (based on reading levels), stations, tiered lessons and reteaching/reassessing. Some sections of ELA and math are collaboratively taught (CT) with a general education teacher and a special education teacher, supporting growth of all learners. Additionally, in physical education, students self-select the level of competition for the application of skills; in general music, students learn piano at their pace; and in social studies, students have small group instruction based on their writing goals.

Truman offers intervention, challenge, and gifted classes. Support for struggling learners is provided through classes in reading strategies, writing lab, and math lab. Intervention and core teachers meet regularly to discuss student progress, ensuring a high level of student learning and achievement. Academic labs and power lunches are offered to equip struggling learners with essential learning strategies (task completion, organization, time management, follow-through etc). To meet individual student gaps, Truman offers one-on-one tiered instruction through Additional School Instruction. To ensure high levels of student learning and achievement of gifted learners, Truman provides enrichment classes (LEAP) and advanced course-work in core curriculums. Extra-curricular programs, such as Robotics, Environmental Club, STEM Squad, Equations competitions and Youth in Government extend instruction beyond the school day.

Truman supports adolescents' needs beyond core curriculum. Students who struggle with social emotional health are supported through a COPE program (Competency in Overcoming Problems Effectively) equipping them with skills essential to be successful in the real world. English Language Learners (ELL) receive support from an ELL teacher in a resource setting, ensuring academic growth.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In the last five years, there has been an upward trend in student proficiency with analysis revealing cohort trends in the following areas for both math and English: a drop in achievement scores as students transition from elementary to middle school; an increase in achievement scores after seventh grade, demonstrating a rebound from lost progress in sixth grade; and steady achievement as students complete eighth grade. To adjust for the loss of achievement in sixth grade, PLCs have focused on increasing differentiation and rigor in this grade level.

Significant increase in student learning is seen in the 2011-2012 school year when Truman revised the middle school program to increase instructional time in science, math, and social studies, decreasing English instructional time in the process. As a result, overall student math scores on the Missouri Assessment Program (MAP), the yearly state assessment with selected response, constructed response and performance tasks that aligns to the NAEP's rigor, dramatically increased. It's noteworthy that the number of students scoring in the advanced range has increased by 12 percentage points. In this five-year whole school trendline, Truman students in subgroup categories have also increased with the largest gains seen in the African-American student population. Despite significant loss of English instructional time, total and subgroup English scores have increased since the 2009-10 school year. However, even with this five-year increase, recent years have shown a downward trend, requiring a renewed effort for literacy across the content areas.

An achievement gap with traditionally lower scoring populations of students is still a concern. To combat this, Truman teachers meet monthly in data team meetings, analyzing benchmark assessments to determine trends in learning and support instructional gaps. To increase integrated learning for all students, each core academic teacher, special education teacher, and the ELL teacher participate in this meeting. As a result of this cohesive process, content area and academic vocabulary development is a priority in instruction, and individual students are identified for interventions. Programmatic supports are also provided in special education and ELL classes to help support diverse learning needs.

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

Truman Middle School utilizes a variety of assessments to improve instruction and student performance. From frequent formative assessments and summative assessments to monthly standards-based benchmark tests and annual state assessments (MAP), data is used by individual teachers, in twice-weekly PLC meetings, and in team meetings held three times per week, to inform classroom practices and individual student supports.

Formative assessments such as exit tickets, pre-assessments, conferences, science notebooks, heart rate monitors, and technology enhanced tools (Poll everywhere, Socrative, Today's Meet, etc.) are used to assess students' understanding. Within scheduled PLC meetings, teachers use this data to plan effective lessons and organize students into flexible small groups for differentiated instruction opportunities. Additionally, teachers administer a variety of summative assessments (test, papers, labs, fitness test, projects, etc.) to assess mastery and reflect upon learning progress. Yearly assessments, such as MAP and ASPIRE is used to plan long-term interventions and inform curriculum and instruction.

Math and English/Language Arts (ELA) teachers administer eValuate, a monthly benchmark assessment, and use the results to plan remediation and enrichment (class-wide or individually). eValuate data (plus quarterly DBQ essay scores, MAP, and ASPIRE) are tracked in grade-level spreadsheets and discussed monthly in interdisciplinary data team meetings to plan individual interventions such as additional school instruction (ASI), reading strategies, writing lab, academic lab, and math lab. Additionally, students assume responsibility in tracking their own learning growth through data tracking sheets. Students celebrate their improvements on eValuate by visiting the school data room to move their anonymous card to show progress.

Through weekly school emails, parents are kept informed of various assessments and their relationship to student learning. Additionally, through the Response-to-Intervention (RTI) and middle school teaming processes, student data is regularly shared with parents in teacher/parent meetings.

Part VI School Support

1. School Climate/Culture

The core beliefs of Truman Middle School are an integral part of the climate and culture of the school. When Truman transitioned to a middle school, these beliefs were the core of the redesign process:

We believe all students can learn and succeed.

We believe in promoting ethical behavior and moral character.

We believe learning experiences should prepare students for success in the 21st Century.

We believe educators should facilitate the process of students reaching their fullest potential.

The root of these beliefs begin in Flyertime, a small learning community of students. Flyertimes meet twice weekly as a multi-age class that encourages students to build a lasting relationship with their Flyertime teacher and peers. Flyertimes encourage student voice, student leadership opportunities, relationship building opportunities, service learning, and increased collaboration among students at various grade levels. Through Flyertime, students designed core values for the school, identifying family, respect, responsibility, education, and honesty as essential components of the Truman community. These core values are reflected in instruction during Flyertime and school-wide. Student leaders, Pilots, in Flyertime and other programs such as Flight Crew and Student Council build a strong climate with activities such as Mix-it-up Day, Flyertime assemblies on acceptance and bullying, and welcome parties for new students.

At Truman, faculty realizes that student motivation is key to academic success. Positive Office Referrals recognize students whose actions display the core values. Each fall students who experienced academic success attend the district Academic All-Stars where they are recognized for their achievement. Teams provide incentive trips such as skiing, bowling, and to the local amusement park for students. For students requiring motivational support, Truman offers academic lab and power lunch to give students structured time to work on assignments and learn study and organizational skills.

Motivation of teachers is recognized as being key to the success at Truman. The priority given to a strong collaborative community is seen in the scheduled, structured time provided for teachers to work within their PLCs and in teams. Monthly, staff celebrate one another at the onset of faculty meetings, including the selection of Staff of the Month, chosen by the previous month's recipient, as well as personal and professional triumphs. Staff enjoy their collegial relationships as evidenced in February Fun Fridays when staff get together over a sundae bar, baseball themed treats, or a visit from a local food truck. These positive adult relationships result in a positive climate that is regularly noted by other school personnel who visit Truman.

2. Engaging Families and Community

Truman's collaborative relationship with staff, families, students, and the community creates a welcoming environment for students to become a part of, identify with, and grow as a learner and individual. Partnership with Mother's Club/Parent Teacher Organization (MC/PTO) supports students and staff and engages families within the school. To create positive relationships between school and community, MC/PTO host a student trivia night, an 8th grade dance, and grade level fun nights. MC/PTO sponsor a school store, recruit parents volunteers for school activities, and fundraise to provide materials for student success and school improvement.

Truman hosts various activities to create and maintain positive relationships. To create a bridge between student leaders and senior community leaders, a monthly senior citizen breakfast is hosted at Truman. To support authentic learning and STEM initiatives, Truman's continues to partner with Missouri's Department of Conservation and a solar energy company which fosters students interest in STEM related careers. Teachers engage families by hosting a family science night, providing experiments and demonstrations, enriching student learning. Counselors partner with Junior Achievement to promote career readiness through lessons and a career fair. The guidance department sponsors Adopt-A-Family to support

families in the school and community. Extra-curricular programs provide service to the community as Builder's Club, sponsored by the local Kiwanis chapter, and Interact Club, affiliated with Rotary, complete various outreach projects throughout the year. The local Elks group recognizes students with awards for their hard work and effort and local businesses offer coupons and savings to recognize student achievement. Truman is part of the Missouri University Partnership for Educational Renewal. Through this partnership, Truman trains upcoming new teachers ensuring that these young teachers remain in the teaching field. In addition the partnership allows Truman teachers to access the latest research from higher education.

Teachers engage families to help ensure student success. Open House and Curriculum Nights build relationships with families as families meet teachers and learn about curriculum and instruction. Student-led conferences provide students and teachers an opportunity to discuss student strengths and goals with their parents and provide a visual of their work portfolios. Parent education programs on adolescent issues (social media, drug awareness, high school/college readiness) help support parents in raising teenagers.

Technology is utilized for ongoing communication with families and community. Administration sends out weekly emails to parents, maintains a school website, instructional blog, twitter page, and pinterest account. Teachers send regular newsletters to families, identifying upcoming learning and encouraging topics to bridge learning into the home; utilize online gradebooks; and maintain social media sites to support student achievement. These methods are a great resource for families to gain immediate feedback about the school day.

3. Professional Development

The overall goal of professional development at Truman Middle School is to create a teacher and student-centered environment. At Truman, there is representation on the building Professional Development (PD) committee from various grade levels and subject areas to allow the voice of the building to be heard. The leaders of the building PD committee meet every other month at the district-level to collaborate to enrich adult learning.

At the district-level, there are opportunities for staff to learn best practices through LindberghU courses, teacher and administrator-led classes that meet district instructional needs. Additionally, Lindbergh teachers and administrators participate in ELITE, a series of three year-long seminars that advance knowledge from application to instructional levels of technology education. The district provides release days for departments to address their needs through twice-yearly vertical team and horizontal team meetings. While the time is provided for the district, teachers frequently control the direction of learning, ensuring a sequential focus for improvement. The district calendar supports professional development through seven scheduled early release days. At the end of each year, the PD committee surveys staff in order to plan the following year's early release professional development. This year, one of those focus areas was Flyertime support; at one early release, Flyertime Pilots joined the teachers to provide student voice and plan instruction for their classes. Another recent focus of professional development has been literacy for all to meet the challenge of increasing literacy standards with decreased English language arts instructional time. Teachers from the English language arts department series explicitly taught teachers strategies such as inferencing skills, central theme, and informative writing. Teachers then used those strategies in their classroom, inviting administrators and department chairs to observe the content-area implementation. To ensure the fidelity of these strategies and provide ongoing support for literacy in the content-area, at each faculty meeting, a department shares a practical application of reading or writing within their content.

One of the most powerful of professional development activities, however, is the school's use of PLCs where building challenges are addressed at the teacher and classroom level. PLCs meet on assigned early release days as well as twice-weekly to support student learning needs through research and data analysis. As a result, monthly department meetings lead to discussion and planning for district vertical and horizontal team professional development, such as science notebooking in science, reading and writing workshop in English language arts.

Professional Development for Truman teachers and administration exceeds the state required hours in this area and is often the result of teacher-led learning.

4. School Leadership

The leadership at Truman Middle School reflects the core belief that creating meaningful learning for students requires inclusion of staff, students, and parents in decision-making processes. This is evidenced by both the teaming process where each teacher has an assigned role, such as team leader or RTI facilitator, as well as teacher leadership roles in the building: department chairs and professional development co-chairs. Additionally, building committees, including the School Improvement Team and Leadership Team for Character Education, develop and plan school-wide improvements, including parents and students in the process. Participation in these leadership roles is voluntary yet require representation from various groups to ensure a cohesive support system.

Leadership begins with communication among all stakeholders. Weekly, staff, students, and parents are kept apprised of adolescent development needs, building issues, and student activities through audience-specific emails, emphasizing the belief that a well-informed community works together for the betterment of all. As a result, monthly faculty meetings focus on learning and student issues rather than general information, and monthly department chair meetings work to resolve department specific issues and build capacity for department chairs as building instructional leaders.

Student and staff voice are key components of the building leadership philosophy. The School Improvement Team (which also serves as the professional development committee), comprised of principals, counselors, and teachers from various grade levels and subject areas, meets bi-monthly, taking an active role in receiving and analyzing feedback from staff and students regarding instruction and school climate. This committee led the development of the building strategic plan, which it continues to review and revise. Ad-hoc committees to meet specific school needs result from the advocacy of this leadership group.

The Leadership Team for Character Education ensures student and staff voice for ongoing improvement of the school culture. Two student leaders work closely with two teachers assigned to lead Flyertime lessons and Pilot training. These students provide perspective on the needs of adolescents through twice-weekly meetings with their teacher partners and in monthly “Culture Club” meetings with other teacher and parent leaders.

Principals, the mentor teacher (a teacher released from the classroom to support instruction and new teachers), the ELL teacher, and special school district teachers meet with grade-level teachers monthly to collaborate using data reflective of student learning and to discuss instructional methods which will benefit students based on that data. These leaders provide support in developing interventions and alternative instruction for any student not learning up to his or her ability. The leadership message in these meetings promotes the philosophy that all play an intricate role in the learning of our students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Grade-Level Assessments</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	86	85	79
Advanced	41	31	50	38	31
Number of students tested	248	238	215	448	425
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	59	78	73	71	59
Advanced	18	16	22	27	11
Number of students tested	44	32	37	79	97
2. Students receiving Special Education					
Proficient and above	46	47	44	41	43
Advanced	10	13	19	18	14
Number of students tested	39	32	32	44	58
3. English Language Learner Students					
Proficient and above	50	83	90	65	58
Advanced	10	17	30	20	25
Number of students tested	10	6	10	20	8
4. Hispanic or Latino Students					
Proficient and above	72	64	67	75	60
Advanced	29	18	67	50	70
Number of students tested	7	11	6	4	5
5. African- American Students					
Proficient and above	50	83	70	47	52
Advanced	17	0	40	12	0
Number of students tested	6	6	10	17	44
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	84	84	87	85	81
Advanced	42	30	51	37	35
Number of students tested	221	209	186	396	359
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>Grade-Level Assessments</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	92	87	90	76	74
Advanced	48	46	48	31	27
Number of students tested	248	231	237	436	436
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	82	72	75	58	59
Advanced	31	26	41	13	12
Number of students tested	39	43	32	94	68
2. Students receiving Special Education					
Proficient and above	59	51	57	41	42
Advanced	16	19	17	9	11
Number of students tested	32	37	23	58	57
3. English Language Learner Students					
Proficient and above	100	75	88	29	67
Advanced	33	25	13	0	11
Number of students tested	6	8	8	7	9
4. Hispanic or Latino Students					
Proficient and above	83	57	67	80	10
Advanced	50	43	67	50	0
Number of students tested	12	7	3	10	2
5. African- American Students					
Proficient and above	86	62	38	51	50
Advanced	14	15	25	0	6
Number of students tested	7	13	8	41	36
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	93	88	91	78	76
Advanced	45	49	47	34	30
Number of students tested	215	195	207	361	384
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>Grade-Level Assessments</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	86	86	71	78
Advanced	51	43	51	39	39
Number of students tested	251	244	211	447	448
Percent of total students tested	100	96	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	60	74	55	57	61
Advanced	27	29	17	31	21
Number of students tested	52	31	42	78	76
2. Students receiving Special Education					
Proficient and above	47	50	42	38	38
Advanced	18	32	8	16	7
Number of students tested	38	22	24	58	61
3. English Language Learner Students					
Proficient and above	50	60	50	56	50
Advanced	17	0	0	11	25
Number of students tested	6	5	2	9	12
4. Hispanic or Latino Students					
Proficient and above	43	75	100	83	100
Advanced	43	50	100	50	0
Number of students tested	7	4	9	6	1
5. African- American Students					
Proficient and above	56	33	31	34	54
Advanced	25	17	6	13	15
Number of students tested	16	6	16	32	41
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	82	84	89	73	79
Advanced	51	40	51	40	41
Number of students tested	208	212	177	393	383
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>Grade-Level Assessments</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	68	75	78	70	67
Advanced	29	34	41	28	26
Number of students tested	239	231	215	448	425
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	55	59	51	51	42
Advanced	14	19	19	14	10
Number of students tested	44	32	37	79	97
2. Students receiving Special Education					
Proficient and above	28	41	28	27	33
Advanced	8	13	9	9	14
Number of students tested	39	32	32	44	58
3. English Language Learner Students					
Proficient and above	30	33	50	30	38
Advanced	10	0	20	5	13
Number of students tested	10	6	10	20	8
4. Hispanic or Latino Students					
Proficient and above	43	55	83	50	60
Advanced	29	18	67	25	0
Number of students tested	7	11	6	4	4
5. African- American Students					
Proficient and above	33	68	60	35	34
Advanced	17	17	20	6	5
Number of students tested	6	6	11	17	44
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	69	75	80	71	69
Advanced	29	35	41	28	29
Number of students tested	221	209	186	396	359
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>Grade-Level Assessments</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	80	84	72	68
Advanced	37	39	40	29	31
Number of students tested	251	232	230	436	435
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	58	58	63	51	46
Advanced	26	23	28	13	16
Number of students tested	38	43	32	94	67
2. Students receiving Special Education					
Proficient and above	47	49	44	35	35
Advanced	13	8	9	7	11
Number of students tested	32	37	23	58	57
3. English Language Learner Students					
Proficient and above	60	50	63	14	44
Advanced	0	13	0	0	11
Number of students tested	5	8	8	7	9
4. Hispanic or Latino Students					
Proficient and above	83	78	67	80	100
Advanced	42	56	67	70	50
Number of students tested	12	9	3	10	2
5. African- American Students					
Proficient and above	50	54	25	44	39
Advanced	17	23	25	0	11
Number of students tested	7	13	8	41	36
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	83	85	74	71
Advanced	36	41	40	31	33
Number of students tested	222	199	207	361	382
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>Grade-Level Assessments</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Missouri Assessment Program (MAP)</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	82	76	74	72
Advanced	32	40	42	32	34
Number of students tested	237	233	205	447	448
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	56	59	41	57	51
Advanced	19	31	10	15	24
Number of students tested	52	32	42	79	76
2. Students receiving Special Education					
Proficient and above	37	50	25	41	31
Advanced	5	13	43	14	12
Number of students tested	38	24	24	58	61
3. English Language Learner Students					
Proficient and above	33	20	0	25	17
Advanced	0	0	0	13	0
Number of students tested	6	5	2	8	12
4. Hispanic or Latino Students					
Proficient and above	57	68	100	83	0
Advanced	43	68	80	33	0
Number of students tested	7	3	5	6	1
5. African- American Students					
Proficient and above	50	33	33	47	56
Advanced	13	33	6	16	12
Number of students tested	16	6	16	32	41
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	76	82	78	76	73
Advanced	32	39	41	33	37
Number of students tested	204	212	174	393	383
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: