

# COLORADO TRAILBLAZER SCHOOL TO WATCH

## Lesher Middle School- an IB World School

## 2017 School Data

(Source: Poudre School District Data Base)

Community: Suburban/urban

Enrollment: 761

Grade Levels: 6-8

School Schedule: 10-period alternate day block

### Student Demographics

62.5%	White
28.4%	Hispanic
3.4%	Asian
.8%	Black/African American
.4%	American Indian (Native American)
43%	Free/Reduced Lunch

### SPF Preliminary 1 Year

Academic Achievement  
Academic Growth

### % of Targets Met

Meets ---65.2%  
Approaching ---50%



### Designated in 2017

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## School Characteristics and Replicable Practices

### Academic Excellence

- There is large banner hanging in our school listing 6 things we believe in as a faculty. It reads:  
“ALL IN”
  - IB Middle Years Program & Colorado Academic Standards
  - A High Quality Seat for Every Student with Vigorous Instruction & Relevant Lessons
  - High Academic & Behavioral Expectations & Support for All Students & Staff
  - An Advocate for Every Child
  - A No Place for Hate Environment
  - We Are Defined More by Our Similarities Than Our Differences
- We de-tracked our school by eliminating our school-within-a-school application-based (grades, CMAS/PARCC scores, MAP scores, writing sample, & a teacher recommendation) IB Middle Years Program (IBMYP), honors (IB) and non-honors (non-IB) classes in English, social studies, sciences, our lowest tracks of maths, and sheltered pullout classes.

- We stopped talking about honors and non-honors students and started talking about honors and non-honors instruction. We stopped allowing the dynamic of student groupings, a school construct, to determine student achievement. We said let's make sure every student is in a high quality seat, versus a medium, or low quality seat like we had. We said let's start treating every student as an honors student.
- We added two sections Gifted and Talented (GT) English per grade, requiring a GT identification for placement, and schedule all 8<sup>th</sup> graders in Algebra 1 or higher.
- Student work is displayed at parent-teacher conferences, in classrooms, showcases, and on grip strips in the hallway with a connection to the Colorado Academic Standards or IB Assessment Criteria.
- We also celebrate student success on our data wall outside the main office, alumni success by posting newspaper clippings on the windows of our main office, and via daily intercom announcements, our weekly email blast, website, or outdoor marquee sign.
- Our teachers submit mill levy grant proposals to the Poudre School District (PSD) Curriculum, Instruction, and Assessment Dept. requesting funds to complete standards-based work after hours to align curriculum, instruction, and assessment. Leshar's English, maths, sciences, language, and social studies departments have taken advantage of this compensation. Their finished work is then posted on a district wide Blackboard account for other teachers to use.
- Every June numerous Leshar teachers attend the PSD Summer Standards Institute to work with departmental colleagues across grade levels and schools re-writing and aligning curriculum with the Colorado Academic Standards (CAS) and Common Core State Standards (CCSS).
- Teachers share course outlines and scope and sequence information with families at our Back-to-School Night in August. We are currently working on digitizing and uploading all our course outlines and unit plans to a web-based curriculum mapping program called ManageBac, specifically designed for International Baccalaureate (IB) World Schools. We then intend to post this curriculum map information to our website.
- As an IB Middle Years Program (MYP) school we vertically and horizontally articulate with our PSD MYP partnership schools, Poudre High School, Cache la Poudre, and Lincoln Middle School, prior to our regular 5 year self-study and evaluation to align MYP levels 1-5 across grades 6-10.
- Our teachers assess students using the IB assessment criteria as communicated in the MYP subject guides.
- Each of our 3 grade levels teaches at least one interdisciplinary unit per year: 8<sup>th</sup> grade- Controversial Topics, 7<sup>th</sup> grade- African Travel Unit, and 6<sup>th</sup> grade- Constructive and Destructive Forces. These units ask students to form research questions and apply research skills, identify controversial issues, and create a final project/piece of writing.
- Our teachers teach the IBMYP's 5 Approaches to Learning (AtL) skills- 1) Communication, 2) Social, 3) Self-management, 4) Research, and 5) Thinking, which closely align with the Colorado Dept. of Education's five 21<sup>st</sup> Century Skills, provide a common language to articulate the learning process, and teach students to "learn how to learn." The aim of AtL skills is to produce self-regulated learners who have been explicitly taught effective thinking and learning skills, from information processing to managing emotions. These skills make for greater success in high school and are the vehicle for age-appropriate skill integration across the IB programs. In addition to cognitive skills, students benefit from learning affective skills that enable them to gain some control over mood, motivation and what we tend to call attitude. These skills are needed to build resilience in learning, to learn to deal effectively with setbacks and difficulties, to learn how to respond positively, make changes, and persevere – the skills of the self-regulated learner.
- As an IB World School advancing a holistic view of learning, fostering international understanding, and open communication are fundamental threads in Leshar's educational fabric. We support these ends by emphasizing the IB's 6 Global Contexts 1) Identities and Relationships, 2) Personal and Cultural Identity, 3) Orientation in Space and Time, 4) Scientific and Technical Innovation, 5) Globalization and Sustainability, and 6) Fairness and Development.
- We also stress metacognitive skills, the umbrella skills that drive the whole learning-improvement process within the IB, which are established through the reflective process and inquiry learning cycle.
- We use our new 5 Dimensions + Teaching and Learning Framework designed by the Center for Educational Leadership at the University of Washington to discuss instructional delivery. The dimensions are: 1) Purpose, 2) Student Engagement, 2) Curriculum and Pedagogy, 4) Assessment for Student learning, 5) Classroom Environment and Culture, and 6) Professional Collaboration and Communication, which are then divided into 30 sub-dimensions.

- Teachers are expected to communicate verbally and in writing the lesson learning target and success criteria, and students are expected to write the topic, assignment, and due date in their student planners for every class every day.
- We've implemented Interactive Notebooks (Developmental Workbooks) with Objective Sheets, incorporating Pollack's Big Four and Marzano's Classroom Instruction that Works strategies across core subjects grades 6-8.
- We utilize common reading/writing strategies across all subjects. Language and literature (English) teachers model reading strategies across all disciplines to improve students' comprehension of important text, and model narrative and expository writing diagrams, SOAPStone, etc. to other subject area teachers. At following staff meetings other departments share/model how they use and or introduced reading and writing in their classes.
- Our Language and literature (English) teachers have collaboratively revised writing rubrics for summary, expository, persuasive, and narrative writing to assess writing consistently across the English dept. aligning the Colo. Academic Standards with the IBMYP levels of achievement.
- We utilize common math teaching/learning strategies across all subjects. Mathematics teachers model math concepts (percents, number sense that can be used across all subject areas) and graphic organizers to other subject area teachers to ensure understanding and application of graphing and interpreting data. At follow up staff meetings other departments share/model how they use and or introduced math in their classes.
- Interesting instructional activities include: Create your Own Continent project in social studies, student-created video games, and the *Colorado River Watch* program collecting and providing water quality data to help shape legislation.
- All school celebrations of learning include our 6<sup>th</sup> Grade Night at the Wax Museum in January, Iron Viking Suburban Adventure Race in October, Poetry Night in April as part of National Poetry Month, End-of Year Art Show in May, and 3K Fun Run/Walk on the last day of school.
- In addition to our quarterly summative assessment music concerts, our Advanced Chamber Orchestra was selected as an "Honor Performing Group" at the 2017 Colorado Music Educators Association (CMEA) Clinic/Conference held annually at the Broadmoor Hotel in Cheyenne Mountain. From all the middle level performing groups across the state who submit audition tapes, only 3-5 middle level groups are chosen for this honor each year!
- Lesher students participated in the University of Northern Colorado Mathematics Contest in November, a 90-minute paper and pencil test designed for students in grades 7-12, but some of our 6<sup>th</sup> graders participated too.
- One of our 7<sup>th</sup> graders was chosen as a finalist in the Rocky Mountain PBS and CenturyLink Storymakers contest out of hundreds of entries from schools throughout Colorado (only eight stories from each grade selected for this honor).
- Other contests our students enter: CSU MLK, Jr. Essay/Poetry Contest every January, Fort Collins Reads Annual Essay Contest (two out of the four winners in 2016-17 were from Lesher), Colo. Assoc. of Bilingual Ed. & CU Boulder's "Proud to Be Bilingual" Essay Contest, United Nations Essay Contest, and Lesher's Scary Story Contest in October (original short story), and Poetry Contest in April.
- Our time to flexible schedule and group students for more targeted instruction occurs during our 40 minute Extended Learning Opportunities (ELO) period at the end of every day. The purpose of ELO is to create intervention time for students with targeted achievement gaps, create enrichment time for students (i.e. GT offerings), offer PSD courses, check grades and set academic and personal goals with students (i.e. ALPs, etc.), and reach Lesher's Unified School Improvement Plan (SUIP) targets.
- Lesher's auditioned Jazz Band rehearses before school on Tuesday and Thursday mornings from 6:50 – 7:20am!
- Lesher's auditioned Brass Choir rehearses before school on Wednesday mornings from 6:50-7:20 am!
- Lesher's auditioned Advanced Chamber Orchestra rehearses before school on Friday mornings from 6:50-7:20 am!
- Lesher Geography Bee and Spelling Bee are held every January with our winner competing at the district level in February!
- CSU's Little Shop of Physics visits Lesher for a day every spring (January 26<sup>th</sup>, 2017)!
- Lesher began a partnership with Global Explorers (now No Barriers Youth) in 2011 where 20 students participate in the Canyon Skies experiential education trip to the desert southwest to learn about the flora and fauna of the area, adventure sports, and service learning on the Navajo Indian Reservation. This year they head out at the end of May! Lesher also offers 25 students an adventure travel trip to an Environmental Leadership Camp on Catalina Island, CA to learn about sustainability principles, service learning, and how humans fit into different ecosystems by kayaking, snorkeling, and hiking.

- Teachers are not asked to do any supervision duties before, during, or after school (with the exception of monitoring the hallway during passing when not visiting with a student) to allow them time to meet with students. Our administrative team covers before/after school bus duty, lunch duty, etc.
- Our media center and computer lab are open for 1 hour after school daily, and staff members are available to monitor and assist students with computers needs or homework as necessary.
- Lesher uses its Student Based Budget (SBB) every year to employ a student monitor/ISS supervisor, and add a paraprofessional to the integrated services (special education) staffing supplied to us by our district.
- Approximately 15 college juniors assist in classrooms each semester per the practicum component of the ED 350/385 CSU pre-service teaching course they take at Lesher.
- Our teachers teach and model affective skills as a way to develop in our students the 10 IB Learner Profile attributes- 1) Inquirers, 2) knowledgeable, 3) thinkers, 4) communicators, 5) principled, 6) open-minded, 7) caring, 8) risk-takers, 9) balanced, and 10) reflective.
- Lesher teachers meet regularly via our Professional Learning Community (PLC) Wednesday meeting schedule (1<sup>st</sup> Wednesday Leadership Team Meeting with dept. heads and team leads, 2<sup>nd</sup> Wednesday Department Meetings with dept. members, 3<sup>rd</sup> Wednesday Faculty Meeting with all faculty members, and the 4<sup>th</sup> Wednesday Faculty Work Session TBD depending on need). As much as possible we'll hold our building level meetings on Wednesday afternoons for the purpose of vertical/horizontal articulation with most of our communication delivered during common planning time per teacher preference. Teachers are asked to schedule personal appointments on afternoons other than Wednesdays.
- Our grade level core teams (maths, sciences, English, social studies) are provided with 80 minutes of common planning time daily. They meet twice a week for 30 minutes to have data conversations about students' academic and behavioral performance. All 4 encore team subject areas except language acquisition (world languages) also have 80 minutes of daily common planning time and meet every Thursday for 30 minutes. Teams use the 5Ds+ Teaching and Learning Framework to guide peer observation discussions during common planning time.
- Professional Development opportunities occur primarily during our opening faculty in-service, quarterly collaborative days, and our PLC Wednesday afternoons. Other opportunities include: book studies (*Mindset* by Carol Dweck, *Lost at School* by Ross W. Greene, *The Happiness Advantage* by Shawn Achor, and *Mathematical Mindsets* by Jo Boaler), subject-specific IB category 1, 2, or 3 trainings, ManageBac- planning, assessment & reporting for the MYP, IBARMS luncheon mtgs. and symposiums, Discovery training, PSD Online Trainings (Blood-Borne Pathogens, Child Abuse Reporting, Sexual Harassment), 5 Dimensions of Teaching and Learning training, guest speakers, Multi-Tiered System of Supports (MTSS) training, Leadership Matters conference, Colorado Global Education Symposium, NASSP National Conference, Stanford History Education Group, Blended Learning, Teaching with Poverty in Mind, Digital Portfolios, Comprehensive Input Training, Super Connected Conference, CSCA Conference, CAGT Conference, Spanish Development for Bilingual Educator's Program, COLA training, Crisis Prevention Intervention, and Co-Teaching to name a few.

## **Developmental Responsiveness**

- The "ALL IN" banner hanging in our school specifically mentions "An Advocate for Every Child" as one of the 6 core beliefs of our faculty.
- Our dual language team is the anchor point in our building for English Language Acquisition (ELA) support and students whose first language is Spanish. Our team are strong advocates for Hispanic achievement, equity, and access.
- Students can "plug in" at Lesher by participating in 18 clubs activities and/or on 18 athletic teams.
- Our WEB students are trained in mentoring and serve as school ambassadors helping their 6<sup>th</sup> grade classmates feel more comfortable with the culture and community.
- Counselors do "Minute Meetings" to ascertain whether or not students are feeling connected and/or need additional supports. They meet with every student on their caseload (~380 each) once each semester.
- Lesher adds 4 hours to the 3 hour health technician position supplied by PSD to create a full time 7-hour position to monitor our health office which sees about 30-35 students per day for medication administrations, illnesses, injuries, or other needs. Our school nurse is shared between four schools and is on campus on Fridays and occasional Wednesdays.

- Our counseling dept. has also fostered partnerships with local agencies including:
  - Speak Up- a discussion group partnership with SAVA (Sexual Assault Victims Advocacy) for girls and boys designed to explore personal identity, relationships, and issues surrounding gender violence.
  - Give Next- a partnership with the United Way of Larimer County, The Bohemian Foundation, and Otter Cares designed to educate students about the role nonprofits and philanthropy play in the community by providing students with opportunities for service and leadership through philanthropy and volunteering.
  - Campus Connections- a partnership with Colorado State University designed to provide mentors to decrease school truancy, decrease problem behaviors, increase happiness, decrease substance abuse, and increase connections.
  - HABIC (Human-Animal Bond in Colorado)- an animal-assisted therapy program out of the College of Health and Human Sciences at CSU.
- Leshler's Co-School Wellness Leaders Jo Dixon (PE teacher) and Noelle Brown (math teacher), and the Wellness Team, lead our staff/student/parent wellness team in fostering foster healthy physical, social, emotional, and intellectual development. They post healthy tips in bathroom stalls monthly and lead our staff "Biggest Loser" competition for staff (over 35 staff members participate). Leshler hosts several wellness events throughout the year, including an "Iron Viking Suburban Adventure Race" at Nordic Fest, "Bike Week" Festival, 2 hours of activities the day before winter break, "Leshler Fest" the last day of school with outdoor activities and a 3K neighborhood Fun Run/Walk, and an ELO yoga class for students.
- Leshler's Assistant Principal, Waren Morrow, had a Zap Pole installed in 2017. The ZAP UMD Bike-to-Campus Program uses ZAP hardware and software, an automated bicycle commuting recognition system pioneered at the University of Minnesota's Twin Cities campus. It is an easy way of verifying and logging bike trips to campus, and rewarding bicycle commuters with prizes and Wellness rewards. A small tag is attached to your front wheel's spokes. This tag is recognized by one of two strategically placed ZAP readers: ZapReader1 is located on University Drive, between Darland and the Lund Heating Plant. ZapReader2 is located on University Drive, near the Stadium Apartments. In this way, we can capture nearly any bike trip in and out of the campus. Riders passing within about 30 feet of a ZapReader will hear a beep, indicating their ride that day has been logged. Trip data are uploaded to the web, and is accessible to the cyclist and the administrator of the program.
- A large team of teachers has been trained in EL Achieve. EL Achieve's mission is to assist educators in equipping English learners for academic achievement.
- Our 8<sup>th</sup> Grade Future Planning Extravaganza occurs every November with volunteer guest speaker panels made up of parents and community members giving two 40 minutes presentations representing the following 14 fields: Performing Artists, Public Service, Criminal Justice/Law, Writers, Medical, Education/College and Career, Sports/Fitness, Engineering/Design, Business and Dental, Nursing, Veterinary /Environmental/Mortuary Science, ATV Mechanics and Trades, Aviation, and Technical Arts and Computer Science/Networking. Students then travel to local businesses to visit and meet with staff to learn about professions within our community.
- As part of our Gifted and Talented programming, Inquiry classes are offered in grades 6-8 to foster student choice, creativity, and exploration.
- Our teachers post IB unit questions in every class to foster inquiry and understanding of significant concepts.
- All teachers are expected to communicate verbally and in writing a daily learning target with success criteria. When the administrative team does classroom walk through observations they often ask students: What are you doing, why are you doing it, and how do you know if it's good enough?
- School wide book studies (*Iqbal 2014*, *Teacher Absent Often 2015*, *Diary of Ma Yan* or *Long Walk to Water 2016*) rotated annually. Essential Question: What does literacy teach us about other cultures?
- Each of our 3 grade levels teaches at least one interdisciplinary unit per year: 8<sup>th</sup> grade- Controversial Topics, 7<sup>th</sup> grade- African Travel Unit, and 6<sup>th</sup> grade- Constructive and Destructive Forces. These units ask students to form research questions and apply research skills, identify controversial issues, and create a final project/piece of writing.
- We study issues like the sustainability and wellness using different subjects by incorporating outdoor education in science, including visits to local wetlands, streams, weather stations, and micro-ecosystems. Physical education classes use our outdoor fields and facilities to learn new skills and increase fitness through traditional and non-traditional team and individual sports. A running club and rock-climbing club meet regularly after school, Nordic Fest is every fall, Bike Week every May, and we hold a 3K run/walk the last day of every school year. In 2017 we started our first annual Mother's Day 5K run in order to raise funds for our outdoor classroom and garden.

- Lesher offers a service learning adventure trip through *No Barriers* where 20 students spend 10 days living outside in the four corners area of the American southwest doing service learning projects, rafting, and hiking. We also offer a 6-day field trip to an Environmental Leadership Camp on *Catalina Island* that includes service learning, kayaking, snorkeling, and hiking.
- Each quarter our grade level teams survey students about their ELO course interests. Those students who do not need an intervention or support class are allowed to take an enrichment class (Yearbook, Science Olympiad, 40 Book Challenge, Videography, Debate, Model UN, Yoga, etc.).
- For the past 10 years we have sent four 6<sup>th</sup> grade girls every April to the day long Hewlett Packard (HP) Technology Camp for Girls at the HP Fort Collins site to energize girls to continue learning about math and science, inspire girls in the community to learn about engineering, show girls technology is fun, allow them to try new things, and instill a sense of imagination, creativity, and confidence about technology and themselves.
- Students attend trainings as part of our Character Leadership Club (in conjunction with Josten's "Renaissance" and "The Harbor") to combat racism, prejudice, and harassment in our building. Our Character Leadership program meets at least once per quarter to discuss ways to continue to improve our positive culture and climate, and is coordinated by Asst. Principal/Athletic and Activities Director Waren Morrow.
- Elections are held each fall for a male and female spirit leader at each grade level that help organize our quarterly pep rallies.
- 8<sup>th</sup> graders apply to be Where Everybody Belongs (WEB) leaders and students elect two WEB Captains each year who work with our WEB sponsors Tiffany Ramirez and Beth Langenderfer to lead the group and read our daily afternoon announcements over the intercom.
- In all grades (6, 7, 8) parent-teacher conferences are held for 4 hours on two separate nights and are completely student-led.
- Each year students initiate and run clubs per district policy. This year's student-initiated clubs include a entomology club, rock climbing club, and Harry Potter club.
- The Viking Volunteers (VV) meets quarterly to support students, staff, and parents with activities during the year. It sponsors our direct donation program, manages the subsequent mini-grant process, organizes trophy cases, runs the "Snack Shack", puts on Nordic Fest every fall, and provides a sweets exchange in December and a Bike to School Week Breakfast each May. The VV meets at in the evening at the beginning of each quarter, and is led by four teams with team leaders (Community Connections, Budget and Funding, School Environment, and Staff and Student Appreciation).
- School Accountability Committee (SAC) meets at least quarterly to discuss, advise and make recommendations to Principal Dodd regarding school progress, assessing and prioritizing needs, school spending priorities, identifying resources, the School Unified Improvement Plan (SUIP), etc. It must have a minimum of 7 members including 3 parents/legal guardians of students, 1 teacher, 1 VV member, 1 community member, and the principal. One member of the SAC also serves as the Lesher representative to the District Advisory Committee (DAC).
- Parents volunteer to help with events throughout the school year, such as, dances, games, Nordic Fest, Vision and Hearing Screening, Student of the Month, etc.
- We keep parents informed via announcements on our electronic marquee outdoor sign, a flat screen television in our main foyer, and send a weekly email blast of school wide celebrations, announcements, and important upcoming dates to all students, parents, staff, PSD cabinet members, PSD directors, feeder elementary principals, and feeder 5<sup>th</sup> grade teachers that includes parent surveys (i.e. about parent-teacher conferences, 6<sup>th</sup> grade transition events, etc.).
- Our annual Adopt-a-Family school-wide community service project has been a part of the Lesher community for 6 years. Selected families, identified from our feeder elementaries as low-income or in crisis, complete a needs checklist and ELO classes work to gather the items for their "adopted" families- food, grocery store gift certificates, personal care products, school supplies, household products and new or like-new clothing. Families are assigned to classes mid-November, and receive their donated items on a Saturday in mid-December. This is a big day at Lesher with students and staff helping to load and/or deliver donations.
- Around the holidays each year the 42 students who make up our chapter of the National Junior Honor Society (NJHS) travel to the neighboring Spring Creek Nursing Home to visit with residents and deliver donated poinsettias, and spend a spring morning doing campus clean up at Lesher refurbishing mulched areas to beautify, prevent, and repair areas of natural or man-made erosion.

- Trick or Treat for UNICEF (The United Nations Children's Fund) is a fundraising program run by our social studies in which students tote UNICEF's collection boxes door to door on Halloween calling out "Trick-or-Treat for UNICEF." This year they raised over \$1,000 to help and improve children's lives around the world by providing health care, improved nutrition, clean water, education and more.
- Give Next is a student-run partnership with the United Way of Larimer County, The Bohemian Foundation, and Otter Cares to educate students about the role nonprofits and philanthropy play in the community by providing students with opportunities for service and leadership through philanthropy and volunteering.
- Leshar students and staff contributed over 1,000 cans in October as part of CSU's Cans Around the Oval, the largest community canned food drive in Northern Colorado, to benefit the Larimer County Food Bank.
- Thanks to our volunteer Turkey Wranglers, French/German Teacher Kelly Ross and retired Leshar Teacher Marty Marsh and her husband Scott, Leshar donates over 60 turkeys every November to the Larimer County Food Bank.
- Per the whole child focus of our IBMYP, Leshar's competes against 8 other PSD middle schools in these 18 sports: *6<sup>th</sup> grade*- boys and girls cross country and boys and girls track and field, and *7<sup>th</sup> and 8<sup>th</sup> grade*- boys and girls cross country, boys and girls tennis, girls softball, coed football, coed wrestling, boys and girls basketball, girls volleyball, boys and girls golf, and boys and girls track and field.
- Athletic program highlights include: 39 PSD team championships in 15 different 7<sup>th</sup> and 8<sup>th</sup> grade boys and girls sports, and numerous individual champions!
- Leshar offers 18 club opportunities: KLIB News, MathCounts, Lego Robotics, Technology Students Association (TSA), Chess Club, Where Everybody Belongs (WEB), National Junior Honor Society (NJHS), Science Olympiad, Odyssey of the Mind, Harmonic Minors (Chamber Choir), Jazz band, Chamber Orchestra, Drama Club, Sustainability Club, No Barriers, Brass Choir, Peace Jam, and Forensics/Debate Club. In addition, this year's student-initiated clubs include a dance team, running club, rock climbing club, and Harry Potter club.
- Club program highlights include: Approx. 40% of students (300/743) participate in one or more clubs, Leshar's OM team qualified for the state competition, and annually over 100 students take part in Science Olympiad grades 6 – 8 with 3-4 teams (out of 32 total spots) annually qualifying for state in Golden!
- Named a "CHAMP School of Character" for the 2015-16 school year! At the beginning of each athletic season, representatives from CHAMP meet with our coaches to discuss the implementation and assessment of Character Development Plans (CDPs) to intentionally teach and promote positive character to our athletic teams. Leshar is a model school that promotes character through the CHAMP program (i.e. coaches' workshops, training, awards, etc.). Students were nominated in every sport for going above and beyond what is expected of everyone on the team and have demonstrated a track record of positive character in their sport, and academically, behaviorally and socially at Leshar.

## Social Equity

- Leshar installed Smartsuites in every classroom, which includes a Smartboard, short throw projector, document camera, and we are now a 1:1 device school with laptops for every student.
- Our students enroll in computer technology courses grades 6-8 (Web 2.0 6, Game Programming 7, Web Design 8) and applied technology courses grades 6-8 (Intro to Tech. 6, Exploring Tech./Robotics 7, Applied Tech. 8) where teachers use the IBMYP Design Cycle to teach students creativity in devising solutions by investigating, designing, planning, creating, and evaluating.
- Leshar typically has more students audition and get selected for PSD honor choir (60+ audition and 30+ selected), band (20+ audition and 10+ selected), and orchestra (20+ audition and 10+ selected) than any of the other 11 PSD middle schools.
- Our music dept. offers auditioned chamber groups: Harmonic Minors, Jazz Band, Woodwind Ensemble, Brass Choir, and Advanced and Intermediate Chamber Orchestra. These groups perform locally at different events: the Masonic Awards Night; "caroling" with instruments around the community in December; playing before the *Nutcracker* in Denver; and playing at the adjudicated FCHS Choir Festival, PSD Middle School Choir Festival at FRHS, the UNC Jazz Festival, and our own Nordic Festival where they usually receiving receive "1" ratings.
- Our music teachers routinely submit audition tapes for our groups to be honored at the annual Colorado Music Educators Association (CMEA) Clinic/Conference. Our groups have performed there 4 times in the past 12 years.

- Art teacher Deb Frain, the Colorado Art Education Association's 2009 Middle School Art Teacher of the Year, regularly has her students' work recognized at the PSD SuperArt Exhibit (a tessellation drawing) every January, the Scholastic Art Awards of Colorado in Denver every February, and the local Designs and Images Art Show at Foothills Mall every April. Art classes also complete an Empty Bowls fundraiser thru Larimer County Food Bank in December and have knitted hats for chemotherapy patients at Poudre Valley Hospital.
- ALL IN scheduling:
  - Moved from traditional 45 minutes classes in an 8 period day to a block schedule with 78 to 84 minutes in a 5 period day.
  - Reconfigured from a departmentalized 7-9 junior high to a team-based 6-8 middle school emphasizing numeracy & literacy.
  - Changed to daily math grades 6-8 and daily English in grade 6.
  - Added dual language math, science, social studies, and language arts in grade 6.
  - Eliminated lowest track of maths, and scheduled all 8<sup>th</sup> graders into Algebra 1 or higher.
  - Added GT English classes grades 6-8 based on GT identification only.
  - Added Extended Learning Opportunity (ELO) classes for support, intervention, and enrichment focusing on a Multi-Tiered System of Supports (MTSS).
- Based on continuous monitoring of student achievement data and teacher research, our maths classes now use resources from the Khan Academy and our English Language Acquisition (ELA) support includes the use of the Inside curriculum.
- Our quarterly report cards document students' learning progression in each class per the Colorado Academic Standards (CAS) and International Baccalaureate Middle Years Program's (IBMYP) Aims and Objectives. Academic grades emphasize summative assessments, students' more recent work (based on multiple attempts at mastery as appropriate for each grade level and subject area to promote student responsibility in learning the material), and our teachers' professional judgment. Attendance for each class is reported along with personalized comments from teachers. Work habits, the IBMYP's 5 Approaches to Learning (AtL) skills- 1) Communication, 2) Social, 3) Self-management, 4) Research, and 5) Thinking, are separated out from academic grades and assessed by teachers using a 0-8 rubric in the spirit of authentic assessment practice.
- We changed from a school-within-a-school honors track IB model (eliminating our "honors" application and "non-honors" courses) to an all-school IB model (heterogeneous IB classes) when we went to a middle school concept.
- Our media specialist Jen Flippen created a building wide-research process using the IBMYP Design Cycle to help students demonstrate ingenuity and creativity in devising practical research projects that investigate, design, plan, create, and evaluate.
- Our integrated services program (special ed. dept.) uses a multi-categorical service delivery approach as special ed. teachers co-teach with general ed. teachers, provide tutorial support in resource classes, and direct remedial instruction to small groups of students with Individualized Education Plans (IEPs).
- Every student takes a technology class every year at Lesher (applied technology or computer technology) every year.
- We offer small classes even when the need determines it and financial resources allow it, i.e. an Algebra 2 class for four advanced 8<sup>th</sup> graders and one 7<sup>th</sup> grader, and help students register for online options when appropriate.
- We hosted CSU's Society of Hispanic Engineers.
- Our media center has books written in Spanish, French, and German in support of our language acquisition dept. (an IB expectation), and displays clocks and times from multiple countries and time zones.
- Every April three of our dual language teachers take approximately 35 of our 7<sup>th</sup> and 8<sup>th</sup> grade female students to the Latina Youth Leadership Conference (LYLC) at CSU.
- Our principal, Dr. Tom Dodd, communicated with students when he was in the Dominican Republic building a school. Students were able to hear what he was doing and ask local students questions (January 20<sup>th</sup>).
- We hosted the Noche de Ciencias in partnership with CSU math and science departments.
- Our popular Where Everybody Belongs (WEB) program links 45 supportive 8<sup>th</sup> graders help transition and mentor new 250 6<sup>th</sup> graders at the start of every year.
- Mix it Up at Lunch Day, a national campaign launched by *Teaching Tolerance* a decade ago, encourages students to identify, question and cross social boundaries. In surveys, students identified the cafeteria as the place where

divisions are most clearly drawn. So on November 21<sup>st</sup> we asked students to move out of their comfort zones and connect with someone new over lunch - a simple act with profound implications. On that day, a group of students from our *No Place for Hate* Coalition went to every class 15-20 minutes before each lunch to mark every student's hand with one of eight colors. Students then sat at their designated color's table at lunch, which were identified by balloons in the same color as their hand mark. We hoped that when students interacted with those who were different from them, their biases and misperceptions would fall away, and that's what happened.

- Each month our teachers recognize 30 students as IB Learner Profile Students of the Month, 10 students per grade times 3 grade levels (270 students a year), for their ability to model the 10 IB Learner Profile attributes- 1) Inquirers, 2) knowledgeable, 3) thinkers, 4) communicators, 5) principled, 6) open-minded, 7) caring, 8) risk-takers, 9) balanced, and 10) reflective.
- Principal Dodd practices an Open Door Policy and is available almost anytime to discuss almost anything. He is always at Lesher, always!
- Our counselor initiate "Minute Meetings" and meet with every student in the school to find out their strengths, and if they feel connected to the adults and students in the community.
- Our staff participates at various levels in our Multi-Tiered System of Support (MTSS). Ten staff members (IB Coordinator, administration, counseling, literacy specialists, DL coordinator, grade level team leads, and our school psychologist) meet monthly to ensure that we have enough systems across the school to access the needs of every student (from WEB to math intervention to EL Achieve). All grade level teams (about 12 teachers) meet weekly to discuss student needs. During these meetings they also write positive postcards home to celebrate the great things students are doing at school. They write at least one postcard to every student over the course of the year. Four staff members meet monthly to make sure the data is being recorded regarding interventions in order to use for transitions between grade levels and schools.
- All static paper documents used at Lesher are translated into Spanish.
- Our Spanish family liaison, Veronica Carillo, contacts families for parenting classes, school events, transition needs, teacher communications, and communication from administration. She is housed in our counseling office and works with families on a daily basis to make sure they feel they are an integral part of the school.
- Our VV actively recruits families and supports our annual social promotional events, such as, Nordic Fest, Bike-to-School Week, etc.
- To support Harris bilingual elementary families in matriculating to Lesher from Harris, because Harris is a 100% option school with bussing but no neighborhood attendance area, Lesher offers an after school bus that departs almost one hour after dismissal and takes students to Harris where they can ride home with their siblings (last year we had 38 siblings between the two schools). This bus serves Lesher as an English Language Acquisition "school of need" and not a school of choice, because it is the only middle school delivering content and skills in students' native languages of Spanish and English.
- We also celebrate student success on our Data Wall outside the main office, alumni success by posting Newspaper Clippings on the windows of our main office, and via daily Intercom Announcements, our Weekly Email Blast, Website, or Outdoor Marquee Sign.
- Every Friday during afternoon announcements we draw a student's name for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade for Planner Powerball. If students have their planner filled out (Topic, Assignment, Due Date) for every class they win cash. The first week the prize is \$10. If the student whose name is drawn for that grade doesn't win the next week the prize is \$20. The cash prize continues to grow by \$10 each week until there is a winner who has stayed organized!
- Each month our teachers recognize the names and photos of 30 students as IB Learner Profile Students of the Month on a bulletin board near our main entrance, 10 students per grade times 3 grades (270 students annually), for their ability to model the 10 IB Learner Profile attributes- 1) Inquirers, 2) knowledgeable, 3) thinkers, 4) communicators, 5) principled, 6) open-minded, 7) caring, 8) risk-takers, 9) balanced, and 10) reflective!
- We also recognize the names of 150-200 students per grade on our Quarterly Gold and Blue Honor Roll (Gold 7.0-8.0, Blue 6.0-6.9) on an adjacent bulletin board near our main entrance, and on our website. Students who earn a place on the Honor Roll received an Honor Roll sticker to put on their car window or bumper with pride!
- One 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grader are recognized by the Foothills Rotary Club at a luncheon at the Marriott every November as our Rotary Students of the Month. These 3 students are chosen by teachers based on their personal values and leadership, for embodying the ideals upon which Rotary was founded- truthfulness, fairness, and providing beneficial service to others. Each student receives an award letter and a commemorative Rotary coin!

- One 8<sup>th</sup> grader is nominated by our teachers as our Masonic Award winner at the Fort Collins Masonic Temple Public Schools Recognition Night every April based on their citizenship, leadership, scholarship, and overall positive character!
- Our biggest recognition of the year goes to an 8<sup>th</sup> grade boy and girl crowned on the last day of school as our Outstanding Viking and Outstanding Viqueen based on their academic performance, character, extracurricular activities, and community service. Their names are immortalized on a plaque near our main office.
- Our dual language program began when we transitioned from a 7-9 junior high to a 6-8 middle school for the 2009-10 school year. That year we began an extension of the Harris Bilingual Elementary School program to Lesher so students could continue to receive two-way instruction in English and Spanish unit by unit, or week to week, in language arts, maths, sciences, and social studies.
- We prioritize the hiring of bilingual teachers, and we now have 9 bilingual staff members in our building.
- Every April two of our dual language teachers and family liaison take approximately 35 of our 7<sup>th</sup> and 8<sup>th</sup> grade female students to the Latina Youth Leadership Conference (LYLC) at CSU.
- Every summer French/German Teacher Kelly Ross takes a group of students on a cultural immersion trip to Europe (pending district approval), and teachers have organized summer student trips to Cost Rica in the past.
- Lesher has participated for 4 years in a student and teacher exchange program with the JFK School, a dual language English/German school in Berlin, Germany. Students from the JFK School travel to Fort Collins in May, stay with Lesher host families, and attend school with the host family student. Lesher students then can go to Germany the first two weeks of June to experience school and life in Berlin (pending district approval).
- Over 60 Lesher teachers have attended Discovery training since 2007 to learn how to build relationships with students and the re-direct protocol.
- First week of school is dedicated to acculturating students to building norms and expectations aligned with the Discovery, the MYP Approaches to Learning (ATL) skills, and the IB Learner Profile.
- Grade level core team use one of their two meetings per week to discuss and respond to student behavior concerns.
- We have a clear, established office referral protocol that occurs after 3 classroom re-directs and a hallway conversation when students complete an AtL Reflection Sheet.
- Fort Collins Police Officer and School Resource Officer Gil Cron maintains an office at Lesher and is shared amongst 5 schools.

## Organizational Support

- Our brand is a high growth, high performance, relationship-focused downtown middle school serving 750 students from diverse backgrounds in a college town emphasizing the IBMYP, bilingualism, and gifted and talented programming.
- Lesher's vision and mission align with IB vision and mission, are posted on our website, and represented in the ALL IN and Lesher Difference banners that students, staff, and visitors see as they enter our building.
- We have interview committees for every hire, and use the interview process as an opportunity to teach every candidate, and remind every interview committee member, about the Lesher Difference – doing better. This is a first step in successful on-boarding, branding, acculturating, and identity formation. These efforts are continued through our annual opening staff in-service message and New Teacher Academy during the first semester.
- To best see the vision at Lesher, you need to visit our school and FEEL the vision at Lesher where we live the dream every day!
- The Lesher Leadership Team, led by a visionary principal, meets monthly to celebrate staff successes modeling the IB learner profile, and communicate important Lesher, PSD, and IB information as a faith-based PLC to analyze and improve classroom practice, building wide efficiencies, and student success per our School Unified Improvement Plan (SUIP).
- To provide more immediate support to our students and staff, and in the interest of service leadership, Lesher hired 1 more integrated services (special education) paraprofessionals, and we now have 2 assistant principals. We'd hire more teachers to make class sizes smaller, but we have no classrooms to put them in! We shifted our counseling office caseloads to create a more team-based support with the asst. principals: Counselor Rachel Eaton

& Asst. Principal Angel Herrick serve all 6<sup>th</sup> graders and 7<sup>th</sup> graders with last names A – J. Counselor Stacy Arellano & Asst. Principal Waren Morrow serve 7<sup>th</sup> graders with last names K – Z and all 8<sup>th</sup> graders.

- We've created email list serves for every team in the building to open lines of communication.
- Our principal often tells students, parents, and staff he has a bias for yes. Every time a person comes to him with a request they always want to hear a yes, and part of his job is to help make their request into a yes. It's been said that innovation, creativity, and entrepreneurialism never come from the top of an organization. It's the people doing the work, closest to the solutions that are most likely to find ways to do things better and more efficiently.
- There is large banner hanging on the brick wall in the foyer of our staff parking lot entrance that reads: The Lesher Difference- The opportunity to make Lesher better is everywhere if we choose to act. Better is seeing a void and filling it. Hearing a call for assistance and answering it. Taking a wrong and making it right. Empowering each other. Better is a call to action. A rallying cry. Determined. Committed. Passionate. And connected. It is searching within. Reaching out. And doing so with purpose. So when the sun sets and we think about what the tomorrows will bring, we understand that better is not what we do. It is who we are.
- We start every meeting with celebrations, which sometimes last 15 minutes as teachers acknowledge the hard work of their peers. We also provide a mobile coffee/espresso cart at the entrance to our media center before every quarterly collaborative day to allow our faculty to have a morning beverage on the VV to start their day. Happy teachers are better teachers!
- Every October our principal nominates a Lesher teacher as our Rotary Teacher of the Month based on the Rotary International principles of service, integrity, recognition of individual worthiness, advancement of international understanding, and personal responsibility to society.
- Our grade level core and encore teams use their daily common planning time and the 5Ds+ Teaching and Learning Framework to do non-judgmental peers observations and see firsthand the great things happening in our classrooms. This could only happen in a culture of high trust grounded in character and competence!
- In years when we've hired a lot of new teachers we created a New Teacher Academy to onboard our new recruits, and teach them about the Lesher Difference – doing better, our policies and procedures, and . In addition, every year our new hires benefit from PSD's Mentor-protégé Induction Program.
- Lesher's professional development offerings have included book studies (*Mindset* by Carol Dweck, *Lost at School* by Ross W. Greene, *The Happiness Advantage* by Shawn Achor, *Mathematical Mindsets* by Jo Boaler), ManageBac- planning, and assessment & reporting for the MYP. Other supported opportunities include: IBARMS luncheon mtgs. and symposiums, work subject-specific IB category 1, 2, or 3 trainings, Discovery training, PSD Online Trainings (Blood-Borne Pathogens, Child Abuse Reporting, Sexual Harassment), 5 Dimensions of Teaching and Learning training, guest speakers, Multi-Tiered System of Supports (MTSS) training, Leadership Matters conference, Colorado Global Education Symposium, NASSP National Conference, Stanford History Education Group, Blended Learning, Teaching with Poverty in Mind, Digital Portfolios, Comprehensive Input Training, Super Connected Conference, CSCA Conference, CAGT Conference, Spanish Development for Bilingual Educator's Program, COLA training, Crisis Prevention Intervention, and Co-Teaching to name a few.
- As a 50% neighborhood and 50% School of Choice (SOC) school, Lesher spends considerable time on transitional and promotional events prior to the SOC deadline Friday, 1/27/17 to the appreciation of its parent community, including:
  - Music Dept. 5<sup>th</sup> Grade Feeder Elementaries Performance (Laurel, Riffenburgh, O'Dea, Timnath, Harris, McGraw, Bennett)
  - Music Dept. 5<sup>th</sup> Grade Feeder Elementaries Tours (Dunn & Shepardson)
  - 5<sup>th</sup> Grade Shadowing- Tuesdays & Thursdays in December & January,
  - Parent Building Tours with the Principal- Fridays in December & January 9 - 10:30am
  - 5<sup>th</sup> Grade Open House & Curriculum Fair- Wednesday, 1/11/17, 5 – 7:30pm
  - 6<sup>th</sup> Grade Wax Museum- Thursday, 2/2/17, 3:15 – 4:30pm
  - 5<sup>th</sup> Grade Band/Orchestra Instrument Try-out Night
  - 5<sup>th</sup> Grade Orientation- Friday, 5/5/17
  - 6<sup>th</sup> Grade Only First Day of School- Monday, 8/23/17
- Our counseling dept. has also fostered partnerships with local agencies including:

- Speak Up- a discussion group partnership with SAVA (Sexual Assault Victims Advocacy) for girls and boys designed to explore personal identity, relationships, and issues surrounding gender violence.
- Give Next- a partnership with the United Way of Larimer County, The Bohemian Foundation, and Otter Cares designed to educate students about the role nonprofits and philanthropy play in the community by providing students with opportunities for service and leadership through philanthropy and volunteering.
- Campus Connections- a partnership with Colorado State University designed to provide mentors to decrease school truancy, decrease problem behaviors, increase happiness, decrease substance abuse, and increase connections.
- HABIC (Human-Animal Bond in Colorado)- an animal-assisted therapy program out of the College of Health and Human Sciences at CSU.
- Every August the PSD Dept. of Assessment and Evaluation updates the Power BI program which identifies all students at Lesher as either needing additional support, needing team awareness, meeting targets, and having exceptional outcomes. This data is shared with the grade level and encore team leaders who then use it in team meetings to assign ELO placements for students, discuss differentiated instructional strategies, and look at other accommodations.
- Our grade level core teams (maths, sciences, English, social studies) are provided with 80 minutes of common planning time daily. They choose to meet every Monday and Thursday for 30 minutes to have data conversations about students' academic and behavioral performance. All 4 subject areas that make up our encore team except language acquisition (world languages) also have 80 minutes of daily common planning time and choose to meet every Wednesday for 30 minutes.
- Our School Unified Improvement Plan (SUIP) is a living document posted on the Colorado Dept. of Education (CDE) website, and is approved annually by our School Accountability Committee (SAC). It uses data from a wide variety of sources to identify our major improvement strategies, and the action steps we are taking to achieve the goals we set for ourselves and our students.
- We are also accountable for student success through:
  - Quarterly grade reports- posted online every 9 weeks.
  - Lesher website staff directory- (<http://les.psdschools.org/directory>) parents can call or email the teachers directly when they have a question about an assessment.
  - Student planners- Students are expected to write the topic, homework, and due date for all their classes in their planners every day. The planner is a communication resource between home and school.
- ParentVUE and StudentVUE- These websites (<https://svue.psdschools.org/>) give parents and students up-to-date access to each student's learning progress and is updated every two weeks.
- Our principal believes we have to, "Change school to make it right for kids rather than change kids to make them right for school" (Houston). The "runners" on our staff bought in early, and others got on board (or off), as we began operating as a performance-based learning community rather than a seniority-based bureaucracy.
- Breaking down barriers and gates for kids is what the Lesher Difference is all about – making our school better. The determination to do better is why we get up every morning and come to school; to make our instruction better so students will perform better. It's about making sure our students have the tools they need to be successful and enjoy their experience at high school. It's not about programs, or bricks and mortar, it's about people. It's about a 54 year journey down a path with good teachers who share a love for Lesher, its diverse student body, its caring families, and the content and lessons that are so fun to teach. Then, like now, we work on the work to gain a deeper appreciation of how far we've come and where we're going (to measure our stretch).
- Our first week of school is MYP week, a time for discipline-specific lessons created by departments to reinforce the aims and objectives of the IBMYP.
- Although we have formal and informal leadership roles, the notion that leadership is not a title it's an act is supported here.
  - 17 of 48 certified staff (teachers, counselors, administrators) have a formalized leadership role.
- 17 of our 43 teachers sponsor a club or activity and 15 of our 43 teachers coach a sport.
- Lesher maintains a Professional Development School (PDS) partnership with the School of Teacher Education and Principal Preparation (STEPP) at Colorado State University (CSU) four blocks away. Our math dept. head teaches an ED 350/386 class on site each spring and fall semester as an adjunct professor to roughly 15 pre-service

teachers who complete practicum hours here before they student teach the following year. We also host student teachers from CSU and the University of Northern Colorado every semester.

- Our principal Tom Dodd annually participates on the CSU student-teacher interview panel with other local administrators to give advice to new teacher education graduates on the job search process, interviewing, and entering the education profession.
- Our 7<sup>th</sup> and 8<sup>th</sup> grade girls basketball coaches annually take our student-athletes to a CSU Lady Rams basketball game at Moby Arena to build camaraderie and watch a NCAA Division 1 hoops game.
- Our asst. principal/athletic and activities director Warren Morrow routinely uses CSU's RAMWeb to post vacancies for coaching positions, and bring in guest athlete speakers to practices. We also loan our wrestling mats to the CSU football team to use in their spring practice linemen drills in their new indoor practice facility.
- CSU's School of Global Environmental Sustainability just blocks away affords us with the opportunity to partner with it, related schools and programs, and local business off-shoots specializing in sustainability and green causes. Recent examples include:
  - One of our career day panelists is a sustainability coordinator from the Poudre Valley Health System/UC Health, and
- The *Little Shop of Physics* setting up its annual hands-on physics demonstration lab. for a full day in two of our science classrooms.
- We post announcements on our electronic marquee outdoor sign, a flat screen television in our main foyer, and send a weekly email blast of school wide celebrations, announcements, and important upcoming dates to all students, parents, staff, PSD cabinet members, PSD directors, feeder elementary principals, and feeder 5<sup>th</sup> grade teachers.
- Lesher has two parent partnership groups:

The Viking Volunteers (VV) meets quarterly to support students, staff, and parents with activities during the year. It sponsors our direct donation program, manages the subsequent mini-grant process, organizes trophy cases, runs the "Snack Shack", puts on Nordic Fest every fall, and provides a sweets exchange in December and a Bike to School Week Breakfast each May. The VV meets at in the evening at the beginning of each quarter, and is led by four teams with team leaders (Community Connections, Budget and Funding, School Environment, and Staff and Student Appreciation).

School Accountability Committee (SAC) meets at least quarterly to discuss, advise and make recommendations to Principal Dodd regarding school progress, assessing and prioritizing needs, school spending priorities, identifying resources, the School Unified Improvement Plan (SUIP), etc. It must have a minimum of 7 members including 3 parents/legal guardians of students, 1 teacher, 1 VV member, 1 community member, and the principal. One member of the SAC also serves as the Lesher representative to the District Advisory Committee (DAC).
- Lesher won the National Green Ribbon School award. Single stream recycling and hot composting during lunch is a way of life at Lesher as we divert up to 84% of waste from the landfill at any given time. In support of this effort we removed 4 trash cans from our picnic table patio and direct all students to go through our compost/recycling/trash line to make sure everyone disposes of items in the most earth-friendly manner. Student leaders volunteer during lunchtime to limit contamination of recycling/composting to less than 10%. All students/staff are educated on the benefits of recycling/composting through science classes and our Extended Learning Opportunity (ELO) Sustainability course. You won't find a trashcan without a single stream recycling container next to it in our building – GAURANTEED! Students help monitor and collect recycling through Mr. Mayer's Sustainability ELO class, and we donate all school lost and found items to *Goodwill* at the end of each quarter. We installed 7 "Hydration Stations" to supply drinking water and eliminated single-use plastic bottles by selling BPA-free reusable water bottles to students/staff for \$8. We completed a lighting retrofit replacing all existing T-12 fluorescent lights and magnetic ballasts with T-8 fluorescent lamps and electronic ballasts reducing energy use by about 50% and increasing lamp life substantially in 2010, and all unnecessary lights are turned off 15 minutes after dismissal daily.
- With a 50% neighborhood and 50% school of choice enrollment we promote walking, bicycling, and carpooling (we're working on a family directory by grade and neighborhood), installed no idling zone signs in our parent pick up/drop off area (busses are also turned off when parked at Lesher), and supported an elementary feeder school's (Laurel) "walking bus" walk-to-school program from our school to theirs. We host a Bike-to-School Week every May celebrating Bike-to-School Day through activities and prize giveaways (bicycles, t-shirts, bike lights, helmets, free

breakfasts for riders, guest speakers, etc.), and a culminating event called Tour de Skinny. Approximately 40% of our school bikes nearly 4,000 miles during bike week. We installed 11 new bike racks, 1 cycle aid station (repair stand/tools), 1 cycle air station (pump), a ZAP pole, and a skateboard rack.