

WEST MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Urban

School Enrollment - 290

Grade Levels - 6-8

School Calendar - traditional

Free & Reduced Lunch - 68%

English Learners - 3%

Students with Disabilities - 11%

Colorado Springs District 11
1920 W. Pikes Peak Ave. Colorado Springs,
CO 80904

Tel 719-328-3900

Principal - Shalah Sims

<https://www.d11.org/west>

School Characteristics and Replicable Practices

Academic Excellence

* Multi- Tiered Systems of Supports (MTSS) - Teams meet regularly at various levels to analyze student data and closely progress monitor at-risk students to ensure no student falls through the cracks.

* Professional Learning Communities (PLC) - PLC's focus on Exemplars, Lesson Studies, Learning Targets, Student Data, and Continuous Cycle of Standards-Based Teaching and Learning through weekly collaborations. We identify high-quality expectations to share with students and align learning goals with quarterly priority standards by content.

* Real World Applications - Students participate in Lego League Robotics, boat regatta,

2018-2019 School Demographics

- African American - 8%
- Asian - 2%
- Caucasian - 60%
- Filipino - 0%
- Hispanic - 28%
- Native American - 2%
- Pacific Islander - 0%
- Other - 0%
- Two or More - 0%

Challenger space flight simulators, Science Olympiad, Cave of the Winds fieldtrips, local art shows, Future Problem Solvers, 8th grade career day, Colorado College led negotiation tactic seminars, Junior Achievement presenters (including Westside community leaders) that teach lessons on real-world applications, and Girls' Law Day.

* Instructional Strategies - Students are challenged each day through high engagement strategies from Spence Rogers, McRel, Gifted Programming, AVID, Co-teaching model, and Stanford History Educators Group. Hands-on learning opportunities are provided throughout the school day, and students work independently and in groups to enhance their learning.

* Discovery Class (Enrichment and Intervention) - 8th period uses flexible grouping to provide additional support and enrichment opportunities. Student data is analyzed weekly to determine best student placement.

Developmental Responsiveness

* Positive Behavior Intervention and Supports (PBIS) - The PBIS team meets regularly to discuss the culture of the school and implement new ideas to increase the positive climate. There are grade-level celebrations, school-wide celebrations, and individual recognitions, such as tier parties, Best at West Tickets, Warrior Store, and positive referrals, for those students who are positive influences on the school.

* Counseling Support - The counseling department provides a plethora of resources to support students and families coping with issues, such as homelessness, learning disabilities, domestic difficulties, clothing, bullying, suicide, physical, and financial needs. The West Campus is two schools (elementary and middle) joined by their mutual passion for all students. This provides the unique opportunity to support the entire family.

* Applied Academics - Classes invite students to actively engage in learning that sparks curiosity and creativity through Gateway to Technology, Art, Band, Orchestra, Choir, Physical Education, and AVID. Our students are inspired to learn in ways that extend beyond the walls of a classroom; some examples are creating their own Claymation animation in Gateway to Technology, throwing pots on the wheel in art class, student-composed music performances, participate in local art shows, and march in the local homecoming parade.

* Clubs and Projects - Lego League Robotics, boat regatta, Challenger, Science Olympiad, Future Problem Solvers, National Math Club project, drama, choir, negotiation simulations, art, battle of the books, NJHS, Student Council, Where Everyone Belongs (WEB), Sources of Strength, Principal's Advisory Council, Friday Fright Club, Colorado College Learning in the Mountains, Video Production, and Announcements Club.

* Service Learning - Students are provided an opportunity to be involved and assist their Westside community through service learning. WEB leaders act as yearlong mentors to every 6th-grade student, welcoming them into our West campus. WEB leaders and NJHS members greet all building guests when we host community activities. NJHS students organize the Harvest of Love food drive that collects food for the community as part of their 50 hours of community service.

Social Equity

* MTSS Model - Teachers, administrators, and counselors use data to adjust scheduling and placements in appropriate tier levels to best meet students' diverse and changing needs. Changes

can occur as needed--weekly, bi-weekly, monthly, or quarterly.

* Co-Teaching - Special education and below grade level students are provided the Least Restrictive Environment (LRE) by providing grade-level standards-based instruction in co-taught classes with two certified teachers. Co-teaching is currently being piloted in 6th and 7th grade and will begin implementation in 8th grade next year.

* Advancement Via Individual Determination - AVID instructional strategies are embedded in each classroom, especially in the AVID classes that are dedicated to ensuring that every student achieves to his or her highest potential.

* Faculty Diversity - Staff has become increasingly more racially and ethnically diverse and more reflective of the student population over the last three years. We have staff members with ties to Mexico, United Kingdom, Korea, Spain, Germany, India, and Puerto Rico. Additionally, several staff members speak multiple languages: Spanish, German, Italian, and French and often help with translation services for families visiting the school.

* Discovery Period - Flexible scheduling during 8th period allows students to receive additional weekly support for intervention or enrichment in math and reading. This unique strategy increases the number of ways teachers can improve student learning.

Organizational Support

* Administrative Team - The team of principal, assistant principal, and counseling coordinator have worked cohesively with the entire staff to develop a shared vision and mission that addresses the needs of all students.

* Guiding Coalition - This team of teacher leaders has propelled the school forward with their collaboration with the administrative team and the teacher teams. Weekly meetings drive the vision of the school to a positive and supportive learning community. This coalition includes administrators, a counselor, GMP, general education, special education, and applied academic teachers.

* Whole Staff Retreat - All staff meets before the required start day to reflect on the previous school year, analyze data, and create goals for the year. This past year the theme was "Together We Can Move Mountains." This positive, enthusiastic theme carried the school throughout the year and is evident in the double-digit growth of the scores across the board on state tests! School improvement strategies are developed, and a plan is devised to carry throughout the year.

* USIP - Administration, the Guiding Coalition, district facilitators, and all staff are involved in the analysis of the previous year's goals and collaborate to set the goals for the next year. These goals are reviewed regularly to evaluate the progress towards accomplishing the goals set. Adjustments are made as the needs change and evolve throughout the year.

* Organizational Binders for Staff and Students - Although the material has different sections, both staff and students have common binders. The staff binder includes all meeting times including Academic PLCs, Team meetings with admin, MTSS student study meetings, intensive support meetings, and USIP meetings. Continuous Cycle of Standards-Based Teaching and Learning with Engage Coaching PLC and classroom expectations, the discipline and counseling matrices. Many other support materials are included. Student binders are AVID based and give the students

an organizational tool to help with their success.

* Student Accountability Plan - All students are held to high standards by having a No F policy in place for eligibility for extracurricular activities. When students are not eligible, they can access tutoring support and regain eligibility status as soon as the grade is brought up.