

ADAMS 12 Five Star Schools

Accountability Plan



2008- 2009

School: Westlake Middle School

SCHOOL GOALS AND IMPLEMENTATION PLAN 2007-2008

Attendance Rate Data:

05-06	06-07	07-08
93%	94%	95%

Attendance Goal: Westlake Middle School will meet or exceed the state goal of 95% for student daily attendance. This goal was met in 07-08.

Attainment Plan: This goal will be accomplished through the following strategies:

- Reinforcing PRIDE expectations on an ongoing basis
- Utilizing: letters to parents regarding attendance, use of auto-dialer, newsletter information, home visits, SASI, counselor/ administrators/ parent/student conferences, attendance contracts, Resource Officer and Campus Supervisor

Safe School Goal: Westlake Middle School will create a safe learning environment for all students and staff during the 2008 – 2009 school year by reinforcing appropriate behaviors that have been outlined and taught through Positive Behavior Support (PBS). This will result in a 5% decrease in student discipline referrals. This goal was met in 2007-2008.

Attainment Plan: This goal will be accomplished through the following strategies:

- Scheduling booster sessions (calendar for re-teaching school matrixes)
- Promoting the school-wide reinforcement plan (Warrior Bucks/school store)
- Training and reinforcing staff on active supervision
- Creating Behavior Support Plans for approximately 5% of students who require red-zone interventions
- Offering an A.R.T. class (Agression Replacement Training), incorporating the PEACE curriculum taught by WLMS counselors, school psychologist, school social worker, and school affective needs ED teacher to identified students

Trait Goal 2007-08: Westlake Middle School students will demonstrate academic success in all classes. 80% of all students will achieve proficiency on common summative assessments, which are based on district curriculum frameworks. This goal was not met in the 2007-2008 school year.

Trait Goal 2008-09: Westlake Middle School Students will demonstrate academic success by achieving at least a years growth in reading, writing and math.

- **Attainment Plan:** Westlake Middle School students will monitor their own summative and formative and summative data. By examining their own data on a timely basis students will identify their individual academic strengths and weaknesses which will provide them the opportunity to consistently reflect upon their learning, monitor growth on each standard, and seek additional assistance as needed.

Counseling Goal 2008-2009: Attend/participate in grade level content/core meetings to facilitate weekly/daily data discussions regarding formative and summative assessments then utilizing that data to identify appropriate student and teacher interventions to positively impact student learning (RTI)

- **Measured by:**
 - # of meetings/meeting minutes
 - # of students identified
 - Effectiveness of interventions determined by data indicating growth in student learning(or lack of)
 - # of students who demonstrated growth in identified areas because of interventions
 - Gap analysis data
 - SMART goals

District Goal: 95% of all students on grade level in Reading:

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	73%	82%	87%	82%	85%	92%	97%
7 th	82%	78%	87%	80%	87%	92%	97%
8 th	77%	84%	83%	84%	85%	92%	97%

CSAP

Proficient and Advanced on CSAP (3.0+)

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	73%	81%	86%	80%	83%	90%	95%
7 th	69%	72%	86%	74%	77%	90%	95%
8 th	68%	71%	77%	74%	77%	90%	95%

2008-2009 READING DATA ANALYSIS

6th Grade Targets

- 87% of students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.
- 50% of ELL students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.
- 15% of Special Education students will score proficient or advanced on the reading portion of the 2008 CSAP was met.

7th Grade Targets

- 86% of students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.
- 73% of ELL students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.
- 18% of Special Education students will score proficient or advanced on the reading portion of the 2008 CSAP was met.

8th Grade

- 77% of students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.
- 15% of ELL students will score proficient or advanced on the reading portion of the 2008 CSAP was met.
- 15% of Special Education students will score proficient or advanced on the reading portion of the 2008 CSAP was not met.

READING TARGETS FOR THE 2008-09 SCHOOL YEAR

ALL DATA BASED ON COHORTS

6th Grade Targets

- 83% of students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 25% of ELL students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 30% of Special Education students will score proficient or advanced on the reading portion of the 2009 CSAP.

7th Grade Targets

- 77% of students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 30% of ELL students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 35% of Special Education students will score proficient or advanced on the reading portion of the 2009 CSAP.

8th Grade

- 77% of students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 20% of ELL students will score proficient or advanced on the reading portion of the 2009 CSAP.
- 25% of Special Education students will score proficient or advanced on the reading portion of the 2009 CSAP.

READING IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
Literacy Framework strategies will be utilized in classrooms and small group instruction.	Ongoing Daily	Staff Development during ERDs Coaching by district literacy team Modeling by district coach and school personal
Summative assessments to progress monitor student needs every 3 to 4 weeks.	Ongoing Daily	Staff Development District literacy team to support needs based on assessment data
Implementation of SIOP strategies in the classroom with district/building ELL support	Ongoing	Use of District/building ELL Coach to help with planning of lessons and to observe and give feedback to teachers
Use of Backwards design to plan units based on standards	Ongoing	Use of District Literacy Coach to help with lesson planning and to observe and give feedback to teachers
Formative Assessments to progress monitor students needs.	Ongoing	Problem solving team
Continue to train new teachers on SIOP strategies	Ongoing	District ELL Team

Benchmark Measures

Measure	Timeline	Goal for Student Progress
SRI	2 Times a Year	<p>67% of all 6th grade students, 67% of all 7th grade students, and 63% of all 8th grade students will be at or above grade level (6th grade 1050+, 7th grade = 1100+, 8th grade 1150+) by January.</p> <p>87% of all 6th grade students, 87% of all 7th grade students, and 83% of all 8th grade students will be at or above grade level (6th grade 1050+, 7th grade = 1100+, 8th grade 1150+) by the end of the year.</p>
District Level Common Assessments	Every four weeks throughout the year	Individual students will demonstrate a 5% growth on all language arts essential learning objectives

District Goal: 95% of all students on grade level in Writing:

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	71%	77%	82%	79%	80%	85%	90%
7 th	74%	78%	82%	86%	87%	90%	95%
8 th	73%	81%	83%	91%	93%	95%	96%

CSAP DATA – Writing:

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	60%	72%	77%	64%	70%	73%	80%
7 th	63%	67%	77%	70%	72%	75%	80%
8 th	51%	59%	72%	55%	75%	78%	84%

2007-2008 WRITING CSAP DATA ANALYSIS

6th Grade Students

- 77% of students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 50% of ELL students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 12% of Special Education students will score proficient or advanced on the writing portion of the 2008 CSAP was met.

7th Grade Students

- 77% of students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 62% of ELL students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 18% of Special Education students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.

8th Grade Students

- 72% of students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 50% of ELL students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.
- 10% of Special Education students will score proficient or advanced on the writing portion of the 2008 CSAP was not met.

TARGETS FOR THE 2008-09 SCHOOL YEAR

ALL DATA BASED ON COHORTS

6th Grade Students

- 70% of students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 30% of ELL students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 15% of Special Education students will score proficient or advanced on the writing portion of the 2009 CSAP.

7th Grade Students

- 72% of students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 30% of ELL students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 15% of Special Education students will score proficient or advanced on the writing portion of the 2009 CSAP.

8th Grade Students

- 75% of students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 16% of ELL students will score proficient or advanced on the writing portion of the 2009 CSAP.
- 16% of Special Education students will score proficient or advanced on the writing portion of the 2009 CSAP.

WRITING IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
Literacy Framework strategies will be utilized in classrooms.	Ongoing Daily	Staff Development during ERDs Coaching by district literacy team Modeling by district coach and school personal
Summative assessments to progress monitor student needs every 3 to 4 weeks.	Ongoing Daily	Staff Development District literacy team to support needs based on assessment data
Staff Development of SIOP Strategies for all new teachers to the building.	Ongoing	District ELL Team
Coaching of SIOP strategies in the classroom	Ongoing	Use of District/building ELL Coach to help with planning of lessons and to observe and give feedback to teachers
Use of Backwards design to plan units based on standards	Ongoing	Use of District Literacy Coach to help with lesson planning and to observe and give feedback to teachers
Formative Assessments to progress monitor students needs.	Ongoing	Students who do not progress with additional classroom instruction will receive additional support as determined by problem solving team
Students achievement Coach in the classrooms to improve instructional strategies	Ongoing	SAC

Benchmark Measures

Measure	Timeline	Goal for Student Progress
District Writing Assessment	Mid-Year	At the mid-year benchmark, 60% of students taking the common writing assessment will average a score of 3 or better in each category on the rubric.
District Writing Assessment	End of the Year	At the end of the year benchmark, 82% of students taking the common writing assessment will average a score of 3 or better in each category on the rubric.
District Common Assessments	Every four weeks throughout the year	Individual students will demonstrate a 5% growth on all language arts essential learning objectives.

District Goal: 95% of all students on grade level in Math :

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	76%	85%	90%	85%	90%	92%	95%
7th	67%	80%	90%	80%	85%	90%	95%
8th	59%	75%	85%	71%	80%	90%	95%

CSAP Data – Math

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
6th	63%	76%	80%	77%	80%	85%	90%
7th	44%	57%	81%	60%	70%	75%	80%
8th	43%	55%	62%	53%	60%	70%	75%

2007-2008 DATA ANALYSIS

6th Grade Students

- 80% of students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 45% of ELL students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 15% of Special Education students will score proficient or advanced on the math portion of the 2008 CSAP was met.

7th Grade Students

- 81% of students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 47% of ELL students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 18% of Special Education students will score proficient or advanced on the math portion of the 2008 CSAP was not met.

8th Grade Students

- 62% of students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 10% of ELL students will score proficient or advanced on the math portion of the 2008 CSAP was met.
- 10% of Special Education students will score proficient or advanced on the math portion of the 2008 CSAP was not met.

**MATH TARGETS FOR THE 2008-09 SCHOOL YEAR
ALL DATA BASED ON COHORTS**

6th Grade Students

- 80% of students will score proficient or advanced on the math portion of the 2009 CSAP.
- 37% of ELL students will score proficient or advanced on the math portion of the 2009 CSAP.
- 15% of Special Education students will score proficient or advanced on the math portion of the 2009 CSAP.
- 90% of students will be at or above grade level as defined by the district assessment measures.

7th Grade Students

- 70% of students will score proficient or advanced on the math portion of the 2009 CSAP.
- 40% of ELL students will score proficient or advanced on the math portion of the 2009 CSAP.
- 30% of Special Education students will score proficient or advanced on the math portion of the 2009 CSAP.
- 90% of students will be at or above grade level as defined by the district assessment measures.

8th Grade Students

- 60% of students will score proficient or advanced on the math portion of the 2009 CSAP.
- 10% of ELL students will score proficient or advanced on the math portion of the 2009 CSAP.
- 10% of Special Education students will score proficient or advanced on the math portion of the 2009 CSAP.
- 85% of students will be at or above grade level as defined by the district assessment measures.

MATH IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
Grade Level teachers will collaborate to develop common essential unit and daily questions	Ongoing	CMP II materials and resources Planning time District math coach
All math teachers will participate in data discussions to assess student progress	Ongoing	Formative and summative data Data discussion facilitator
Implement literacy framework in the mathematics classroom in order to support SPED, ELL and At Risk students with mathematics vocabulary comprehension	Ongoing	Classroom math teachers Collaboration and planning time with CMP
A MATHCounts team will prepare for and participate in district and state mathematics competitions to support the student achievement	Ongoing	MATHCounts advisor MATHCounts budget Math CSAP Data
Math Teachers will use the 2008 item maps, data of students' scores, and student reflections to support student personal goal setting in mathematics	September 2008	CSAP Collaboration Time
Students will track and monitor individual data	Ongoing	Formative and summative assessment data

Benchmark Measures

Measure	Timeline	Goal for Student Progress
District Math Assessment	Mid-Year	At the mid-year benchmark, 60% of students taking the common math assessment will average a score of 3 or better on the rubric.
District Math Assessment	End of the Year	At the end of the year benchmark, 80% of students taking the common math assessment will average a score of 3 or better on the rubric.
District Level Common Assessments	At the end of each book	Individual students will demonstrate a 5% growth on all math essential learning outcomes.

Science:

Grade	05-06 RESULTS	06-07 RESULTS	07-08 Goal	07-08 RESULTS	08-09 Goal	09-10 Goal	10-11 Goal
8 th	50.00%	68%	70%	59%	63%	69%	75%

2007-2008 CSAP DATA ANALYSIS

8th Grade Students

- 70% of students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 18% of ELL students will score proficient or advanced on the math portion of the 2008 CSAP was not met.
- 26% of Special Education students will score proficient or advanced on the math portion of the 2008 CSAP was not met.

TARGETS FOR THE 2008-09 SCHOOL YEAR

8th Grade Students

- 63% of students will score proficient or advanced on the science portion of the 2008 CSAP.
- 10% of ELL students will score proficient or advanced on the science portion of the 2008 CSAP.
- 15% of Special Education students will score proficient or advanced on the science portion of the 2008 CSAP.

SCIENCE IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
Grade Level teachers will collaborate to develop common essential unit and daily questions	Ongoing	Materials and resources Planning time
All science teachers will participate in data discussions to assess student progress	Ongoing	Formative and Summative data Data discussion facilitator
All science teachers will implement the literacy framework in the science classroom in order to support SPED, ELL and At Risk students with science vocabulary comprehension	Ongoing	Classroom math teachers Collaboration and planning time
A MESA team will prepare for and participate in district and state MESA competitions to support the student achievement	Ongoing	MESA advisor MESA budget
Structure FOSS kits instruction using the 5 “E” models.	90 minutes each week	Curriculum Framework and rubrics to identify grade level targets
Observations of model teaching	Ongoing	Professional development time to work with peers.
Use of Backwards design to plan units based on standards	Ongoing	Use of District Literacy Coach to help with lesson planning and to observe and give feedback to teachers

Benchmark Measures

Measure	Timeline	Goal for Student Progress
District Science Assessment	Mid-Year	At the mid-year benchmark, 60% of students taking the common science assessment will average a score of 75% or better.
District Science Assessment	End of the Year	At the end of the year benchmark, 80% of students taking the common science assessment will average a score of 75% or better.

BUDGET ALLOCATION FOR GOALS

Budgeted Items	Money Allocated	Budget Source	Desired Outcomes for Use of Monies
SAC coach to support instructional practices	.6	District .5/school .1	Increase students achievement in reading, writing, and math
ELL coach to support SIOP instructional practices	.4	District	Increase student achievement in all content areas
Reading materials for high, middle, and low readers	\$4,000.00	School	Increase reading fluency for all students
Supplemental math materials MathsMates	\$7,000.00	School	Increase student computation skills
ELL curriculum	\$1,000.00	School	Increase achievement for our ELL population

School Accountability Team Attendance Record
(Attendance Indicated by X)

Member Name	Role	Date: 9/16/08	Date:10/21/08	Date:11/18/08	Date:2/17/09	Date:4/21/09
Eileen Jasica	Parent	X	X	X	X	X
Noel Malott	Parent	X	X	X	X	X
Sandy Harmon	Parent	X	X	X	X	X
Emily Deakin	Parent	X	X	X	X	X
Robin Schwartz	Parent	X	X	X	X	X
Paul Gordon	Principal/co-facilitator	X	X	X	X	X
Crystal Hyman	staff	X	X	X	X	X
Jenny Edgerley	Assistant Principal/co-facilitator	X	X	X	X	X
Rhonda Maidhof	Parent	X	X	X	X	X
Laura Moseley	Parent	X	X	X	X	X
Deidre Hearnen	Parent	X	X	X	X	X

Principal's Signature: _____

Adams 12 Accountability and Accreditation Plan 2007-2008 Glossary

95% Grade Level Goal: District 12 has established a goal that 95% of all students will be on grade level in Reading, Writing and Math by 2007.

Accredited Status: The preponderance of evidence for a school demonstrates expected levels of student achievement and progress.

Accreditation Watch: If there is lack of evidence of reasonable student achievement progress over time, a school is placed on Accreditation Watch. The school remains fully accredited. An intervention plan is designed with support from the district. Partial or total reconstitution may take place.

Accreditation Probation: If reasonable progress is not demonstrated after one year on Accreditation Watch, a school is placed on Accreditation Probation. The school remains fully accredited. The intervention plan is revised and further district support and monitoring is put in place. Partial or total reconstitution may take place.

Action Research: Action Research implements methodologies, which pursue change and understanding at the same time. This is attained through cycles of action, critical reflection and data interpretation.

AP (Advanced Placement): The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material and opportunities to earn college credit and/or placement. The College Board administers both AP and Pre-AP.

AYP (Adequate Yearly Progress): AYP is a measure required by the federal No Child Left Behind Act (NCLB). In Colorado, it is a measure of year-to-year student achievement on the Reading and Math CSAP. Each year AYP is calculated for each school, district and state. Each student subgroup of 30 students or more must meet the AYP requirements for the school, district or state to meet AYP. The AYP student subgroups, as determined by the federal law, are: Caucasian, Black, Native Americans, Asian, Hispanic, Students on Free or Reduced Lunch, Students with Individual Education Plans and Limited English Proficient Students.

AYP “Other Indicators”: Each elementary and middle school subgroup must have a percentage of students performing in the Advanced Proficiency Level in Reading and Math to make AYP. This percentage is determined by CDE on an annual basis. High Schools must meet a graduation rate determined by CDE on an annual basis.

AYP Participation Rate: In order to make AYP, each state, district and school must achieve a 95% student participation rate for each subgroup in CSAP or CSAP alternative Reading and Math tests.

AYP Proficiency Targets: Annually, the state determines a specific percentage of students tested in each subgroup that must perform partially proficient or above on CSAP Reading and Math tests for a school or district to meet AYP. These percentages are the Proficiency Targets.

AYP Safe Harbor Provision: Schools or districts which do not meet the AYP Proficiency Targets may still meet AYP if the subgroup not meeting the target reduces its percentage of non-proficient students by 10% of the previous year’s percentage.

Benchmark: A benchmark is a measurable point of reference demonstrating movement toward an identified goal within a designated time frame.

BRI (Basic Reading Inventory): The BRI is a reading assessment that can measure a student’s instructional reading level, word identification strategies, word recognition, fluency and comprehension.

CDE (Colorado Department of Education): CDE is the administrative and regulatory arm of the Colorado State Board of Education. CDE provides school districts with leadership, consultation and administrative services.

www.cde.state.co.us

Colorado Student Assessment Program (CSAP): The purpose of CSAP is to provide a measure of student performance on state academic content standards. Assessments in Reading, Writing, Math and Science are administered in late March through early April of each year. In the spring of 2004, tests were administered to students in the following content areas and grades:

Reading	Grades 3-10
Writing	Grades 3-10
Math	Grades 5-10
Science	Grade 8

Common Summative Assessments: Summative assessments that were developed as a team. Each question is directly related to the district standards. These will be used for benchmarking purposes.

Completer Rate: This rate is calculated as a percent of a high school graduating class membership who are graduates, plus those who are not considered graduates of the specific high school, but receive another certificate or designation of high school completion. The membership base is derived from the end-of-year count of eighth graders four years earlier.

Connected Math: *Connected Mathematics*, developed by the Connected Mathematics Project (CMP), is a comprehensive, problem-centered mathematics program designed for all students in Grades 6-8. Each grade level is a full-year program, and in each of the three grade levels, topics of number, algebra, geometry/measurement, probability, and statistics are covered in an increasingly sophisticated manner. The program makes connections within mathematics, between mathematics and other subject areas, and to the real world.

Counselor Watch: Counselors will meet with daily with identified academic at-risk students during Advisory to support each student's learning.

Core Team Meetings: Core meetings are collaboration meetings between administrators, counselors, and all teachers on a grade level core. In these meetings, strategies and interventions for student success are a priority.

District Math Assessment: The Adams 12 Mathematics Pre/Post Assessment (K-5) is an assessment administered in the fall and in the spring each school year. It is a comprehensive assessment aligned with the District Mathematics Curriculum Frameworks at each grade level in Kindergarten through fifth grade. The assessment addresses all six of the State Content Mathematics Standards.

DLT (District Literacy Team): DLT is a full time team of master language arts teachers who build capacity in literacy at all schools by coaching literacy coordinators, coordinating the implementation of CALL and I-CALL in grades K-5, collaborating with all literacy leaders and instructional leaders across the district, assisting with the implementation of best practices in literacy instruction grades K-12, supporting the Language Arts Curriculum Framework and developing materials for district literacy use (rubrics, checklists, resources, etc.)

DRA (Developmental Reading Assessment): The DRA measures primary students' instructional reading level and comprehension.

EGR (Extended Guided Reading): EGR is a small group intervention for low performing students. It provides practice with phonemic awareness, fluency, phonics, writing and comprehension.

ELOs (Extended Learning Opportunities): If a student does not attain proficiency of a standard, he/she may need to be given further instruction, which may include more learning experiences and activities before reassessment can occur. ELOs are normally accomplished through times and methods other than normal classroom instruction such as Advisory, before or after school, additional practice, or other times convenient to teacher and student.

ERD (Early Release Day): See Release Day

Essential Learning Objectives: A very limited set of learning objectives organized for each grade and for each subject.

Everyday Math: *Everyday Mathematics* is a comprehensive and balanced mathematics program for Grades K-5. This program teaches basic computational and arithmetic skills, as well as a broad range of mathematical concepts including data and probability, geometry and spatial sense, measures and measurement, numeration and order, operations, patterns, functions, algebra and uses of variables, sequences, and reference frames.

FEP (Fluent English Proficient): A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his/her monolingual English-speaking peers.

5 “E” Model: An inquire model Engage, Explore, Explain, Elaborate and Evaluate.

Formative Assessments: Are assessments for learning intended to measure student achievement during instruction to inform both students and teachers about the progress a student is making, so that every student is prepared for success on the summative assessments. Formative assessments could include, but are not limited to, informal observations, quizzes, teacher questions, worksheets, homework, and oral presentations.

FOSS: Full Option Science Systems: Which is a teachers resource guide with kits.

Graduation Rate: This rate is calculated by dividing the number of high school graduates by the membership base. The membership base is derived from the end-of-year count of eighth graders four years earlier and adjusted for the number of students who have transferred in or out of the school during the years covering grades 9 through 12.

Honors Classes: Honors classes at Westlake Middle School are offered in language arts, math, social studies, and science. All honors teachers have been trained in pre-Advanced Placement strategies offered by the College Board. The teachers imbed these strategies into their lessons based upon district curriculum. At Westlake, honors classes are open to any student who is willing to accept the pace, depth, complexity and rigor that promote success in advanced placement high school classes and in college.

IEP (Individual Education Program): IEPs are designed for students with disabilities found eligible for Special Education Services. Parents, teachers and other school personnel create a plan, which details the educational supports and services that will assist the student in achievement of educational goals.

ILP (Individual Learning Plans): ILPs are designed for identified gifted students found eligible for services. Collaboration between parent, student, and school staff is vital in creating a plan, which details the educational support and services to address the strengths of the student. ILPs are strongly encouraged to promote communication and accountability.

Impact Math: *Impact Mathematics* is a comprehensive mathematics program developed in cooperation with Education Development Center, Inc. for Grades 6-8. The program was designed specifically for middle school students. The program offers informal to formal concept development, problem solving, consistent, on-going practice and review in computation, and connections between all strands of mathematics: number, measurement, algebra, geometry, probability and statistics.

Language!: Language! is a Special Education literacy intervention curriculum, which provides strategies in Reading, Writing, Spelling, Grammar, Language and Vocabulary.

LAS (Language Acquisition Scales): LAS is an English proficiency assessment given to English Language Learners

LAP (Literacy Achievement Plan): A LAP is a plan for students who are not reading at grade level. It is designed to provide a way for the student to obtain additional support at school and at home.

LE and A's: (Learning Experiences and Activities): LE and A's are day to day tasks such as homework, quizzes, and worksheets that prepare students for summative assessments. Learning experiences and activities are also known as formative assessments, and they are directly linked to specific standards.

LEP (Limited English Proficient): An LEP student comprehends, speaks, reads, or writes some English, but has predominant comprehension or speech in a language other than English.

LC (Literacy Coordinator): The Literacy Coordinator is the literacy leader in the elementary school. S/he teaches a .5 demonstration classroom and coaches teachers .5 in literacy best practices.

Lexile Level: A measure of reading ability, which can be used to match students with reading materials or to measure growth.

Mastery: Mastery refers to mastery of a standard, indicated by 75% proficiency on a summative assessment.

Mastery Manager: Mastery Manager is a web-based data analysis program aligned directly to state assessment framework standards.

McRel (Mid-continent Research for Education and Learning): McRel is a private, non-profit organization dedicated to improving education for all through applied research, product development and service. "McRel strategies" refers to the nine instructional strategies identified through McRel research to improve student achievement. Those strategies are: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, representing knowledge, learning groups, setting objectives and providing feedback, generating and testing hypotheses and cues, questions and advance organizers.

Mobility Rate: The number of transfers in and out of a school (each student can be counted more than once) between October 1 and the last day of school divided by the total October membership multiplied by 100.

Multi-sensory Reading Instruction: Multi-sensory Reading Instruction refers to a set of instructional strategies focusing on 9 essential components identified by current research to be most effective in teaching reading.

MYP (The International Baccalaureate Middle Years Program) - MYP is an academic program for highly motivated students. The curriculum follow the guidelines set forth by the International Baccalaureate Organization (IBO) and are intended to span five years.

(NWEA) Level Tests: The NWEA Achievement Level Tests are a series of tests, aligned with local and state standards, which provide information about student academic growth and learning. In 2003-2004, Level Tests in Math and Science were administered to all students in grades 3-8. The Reading and Language Tests were optional for grades 3-8.

NCLB (No Child Left Behind Act): NCLB was signed in January, 2002, the federal No Child Left Behind Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work.

NEP (Non-English Proficient): A student who speaks a language other than English and does not comprehend, speak, read or write English.

Non-Accredited: If reasonable progress is not demonstrated by a school after one year on Accreditation Watch and one year on Accreditation Probation, a school is non-accredited by the district. Full reconstitution may be undertaken.

PBS (Positive Behavior Support): PBS is a system of positive behavioral interventions and supports, which assists students in achievement of socially acceptable behavior change.

PLC (Professional Learning Communities): PLC is a professional development framework for organizations that focuses upon the growth of the person and the organization through shared purpose.

Problem Solving Team: A team of staff members using data to respond to student needs

Proficiency Levels: Advanced, Proficient, Partially Proficient and Unsatisfactory are the proficiency levels determined for use with the CSAP assessment. The same proficiency levels have been aligned with Adams 12 assessments as well. Proficiency descriptors for each test are available on the CDE website at www.cde.state.co.us.

QRI (Qualitative Reading Inventory): The QRI is a reading assessment that can measure a student's instructional reading level, fluency, word recognition, word identification strategies and comprehension.

Recipient Groups: The following groups have been identified as those for which resources will be allocated and student achievement monitored in Adams 12:

- **At-Risk:** Students who have submitted an application for and have been found eligible for free or reduced meals. Eligibility for free or reduced meals is based upon the comparison of the family's household income to the income poverty guidelines from the U. S. Office of Management and Budget. These guidelines are adjusted annually.
- **English Language Learners (ELL):** Ells are students whose dominant language is other than English. Students are identified by Lau categories A, B, or C as determined by the Language Assessment Scales (LAS) administered twice per year. Level A students are non-English speakers, Level B students are limited-English speakers, and Level C students are near fluent speakers, but may only be partially proficient in reading and writing.
- **Extracurricular / Co-curricular Activities: School** sponsored activities would include any group that had a school-funded sponsor and the activity was held beyond the regular school day. Further, the co-curricular program as provided for students, encompasses all special interest clubs, sports, academic teams/clubs, and organizations that, again, meet outside of the regular school day.
- **Gifted and Talented (G/T):** Students are identified using a multi-criteria approach that includes aptitude measures, behavioral checklists, achievement tests, and academic and/or talent performance. Level 2, or "highly gifted" students, must demonstrate ability equivalent to two or more standard deviations above the norm on an aptitude test. In addition to the aptitude assessment, students must meet criteria on two other measures to be identified for gifted and talented services.
- **Special Education:** Special Education is specially designed instruction, support and/or related services, which are different from or in addition to those, provided in the general education school program. The specialized instruction, support and/or related services are provided by specially qualified personnel and are designed to meet the unique needs of a child with a disability.

Release Day: A designated day of each week on which students are released early so that staff may participate in Professional Development Activities.

RTI: Responsiveness to Interventions

SAC (School Achievement Coach): Each elementary and middle school is allocated .5 FTE to coach teachers in instructional strategies with the purposes of improving student achievement.

SAR (School Accountability Report): SARs are published by the Colorado Department of Education in compliance with C.R.S. 22-7-605. The reports provide the public with student achievement and discipline data for the previous year, along with information regarding staff and teacher qualifications and financial reporting.

ScholarsMart: A student data warehouse developed by Adams 12 to provide educators and parents access to student achievement data including assessment, grades and attendance.

Sheltered Instruction: An approach to teaching that extends the time students have for receiving English language support while learning content subjects. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. Effective sheltered instruction increases comprehensibility, increases interaction and increases higher thinking skills.

SIOP (Sheltered Instruction Observation Protocol): SIOP is an instrument used for lesson planning and evaluation of sheltered instruction.

Six Trait Writing: Six traits are used as an analytical model for assessing and instructing in the traits of quality writing. Those traits are: content, organization, conventions, sentence fluency, word choice, and voice.

SMART Goal: A SMART goal is one that is specific, measurable, attainable, (student) results driven and time-bound.

Summative Assessments: Summative assessments are assessments of learning which are tied directly to the standards indented to measure student achievement at the end of a unit or period of instruction. Summative assessments may take the form of and/or be a combination of the following: short answer, fill in the blank, multiple choice, essays, constructed response, chapter tests, debates, oral presentations, or labs.

SRI (Scholastic Reading Inventory): SRI is an adaptive computerized assessment that measures inferential comprehension. It provides a Lexile level, which can be used both to match students with text and to measure growth.

Stability Rate: A school's February membership count divided by the number of the same students present for the October count multiplied by 100 (as calculated by CDE.)