

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Dr. Michaele Benn, PhD

Official School Name: West Junior High

School Mailing Address:  
9400 South Pennsylvania Avenue  
Oklahoma City, OK 73159-6999

County: Cleveland State School Code Number\*: 14I002

Telephone: (405) 735-4620 Fax: (405) 692-5660

Web site/URL: htt://www.mooreschools.com/wjh/site/default.asp E-mail:  
michaelebenn@mooreschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Deborah Arato,

District Name: Moore Public Schools Tel: (405) 735-4200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Lois Evans

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:                    21 Elementary schools  
           Middle schools  
    5 Junior high schools  
    3 High schools  
    1 Other  
    **30 TOTAL**
2. District Per Pupil Expenditure: 6329

Average State Per Pupil Expenditure: 7853

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 12 Number of years the principal has been in her/his position at this school.  
       If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	140	139	279
K			0	8	137	163	300
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							579

6. Racial/ethnic composition of the school:

13 % American Indian or Alaska Native
7 % Asian
12 % Black or African American
17 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
51 % White
0 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	63
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	64
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	127
<b>(4)</b>	Total number of students in the school as of October 1.	896
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.142
<b>(6)</b>	Amount in row (5) multiplied by 100.	14.174

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 35

Number of languages represented: 7

Specify languages:

Spanish, Italian, Chinese, German, Korean, Arabic, Vietnamese.

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 332

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 80

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>17</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>12</u>	<u>1</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>64</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	9%	8%	5%	5%	6%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

West Junior High recorded 1% for our student drop out rates; however, we actually had less than 1% each year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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West Junior High School is over thirty years old. We are located in the southwest corner of Oklahoma City and serve as one of five junior high schools within the district of Moore Public Schools. Our school district is the third largest in the state.

In terms of our school's history, we began as a 7-9 middle school which then changed to a 9-10 mid-high. For the last 22 years, we have been a 7,8,9 junior high until August, 2008. When the district opened a third high school, the 9th graders were distributed to the high schools. Therefore, we are now a 7th and 8th grade junior high with a much smaller school population (579). These changes contribute to a new, positive climate in our school culture; we are a collaborative hands-on faculty, deeply connected with students, parents, and our community.

Our demographics also reflect our commitment to diversity. Although our minority population was near 35% twelve years ago, it gradually increased to a high point of 49% in the fall of 2008. In 1997, our largest minority group was American Indian (25%), and the student populations of Asian, Black, and Hispanic were all quite similar. This year, however, the Hispanic subgroup is currently the largest minority population (17%).

Our economically disadvantaged population has also increased over the last twelve years. For example, we qualified as a Title I school this past year, and we will pursue that designation next year. At the time of this report, our free and reduced percentage is 57%.

In 2006, our faculty began the quest to become a Professional Learning Community; almost one-third of our faculty attended the PLC conference in St. Louis. We returned from this conference filled with the possibilities of what our school would become. Our second opportunity to attend PLC last summer only confirmed our resolve to transform our culture in order to help all students. It is our mission to provide the resources, support, and time to ensure all students' success. Our vision is that, through our efforts, each student will develop his or her unique potential.

Since 2003-2004 and the first NCLB school reporting, West Junior High's API has steadily improved. This past fall our school surpassed the 1400 level. We have never dropped in our annual score and continually achieve yearly AYP. While we are excited about this progress, we are ever mindful that we will not truly be great until each child demonstrates success. We also understand that much of our success is also attributed to our feeder elementary schools. One of our feeder schools, Fairview Elementary, was only 3 points away from a perfect 1500 while serving a Title I population. Last year our ACE remediation students and teachers met on Saturdays with the elementary students and teachers at Fairview. The principals, teachers, parents, and students worked together to prepare for April CRT testing. These partnerships exemplify our school's aim for excellence by reaching one student at a time.

Similarly, we also contribute positively to our feeder high school. Westmoore High School's API has improved each year; 2008 achievements reveal their 1416 level. Our 9th grade EOI scores further contribute to this success. Last year our Algebra I advanced and satisfactory students combined for a 97% success rate, and our Geometry students scored a perfect 100%. More importantly, West graduates become valedictorians, salutatorians, National Merit finalists and semi-finalists at the high school; these role-models return to our school and share their successes with our students.

The West Junior High journey toward Blue Ribbon nomination is one of the turtle, not the rabbit. We have slowly plodded toward improvement each year. We also understand that the finish line keeps changing; however, our faculty responds to the challenges in a highly effective and empathetic way.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

All districts in Oklahoma participate in the state assessment system. Our API and AYP each year are based on 7th and 8th grade Math and Reading scores (Advanced and Satisfactory). The Oklahoma State Department of Education website: ([www.sde.state.ok.us/AcctAssess/devault.html](http://www.sde.state.ok.us/AcctAssess/devault.html)) contains information concerning the state's assessment system. Each school and district in Oklahoma is held accountable at the federal level (NCLB), the state level (Oklahoma Core Curriculum Tests), and the district level (API: Academic Performance Index). Our school has also been a part of the National Assessment of Educational Progress (NAEP). The NAEP tests a random sample of our students each year. We do not receive any individual student or school feedback from the NAEP.

Each school's performance and progress is measured by results on the state tests. The state sets performance benchmarks, and West Junior High consistently exceeds these objectives each year. Daily attendance rates are also included in the final API. Since 2002, West's API moved from 1136 to 1402 (2008).

From 2003-2006, our 8th grade Reading test scores increased. In 2007 and 2008, we experienced our first decline in Reading. Our Satisfactory and Advanced scores dropped from 94% to 91%. Upon further examination of this decline, it is evident that these same age groups actually improved their scores from their 7th grade performance (85% to 91% and 86% to 91%).

West Junior High Math scores have also increased from 78% in 2002 to 96% in 2008. The seventh graders have only been tested for the last three years, and these scores are 92%, 97%, and 90%. Our school and department goal is to examine areas of deficiencies, remediate and re-teach, and prepare the 8th graders to perform as well as past students. While our students have often demonstrated minimal percentage losses, the scores have always been higher than the state benchmarks and often exceeded them by hundreds of points.

The state benchmark for attendance last year was 91.2%, while West Junior High's was 95%. Our district provides a calling system for attendance, and this helps to identify students who are not present and parents who have not called to explain the absences. Our faculty firmly believes that attendance is important everyday in order for students to master the objectives based on each grade level's Oklahoma State Priority Academic Student Skills.

We test almost every student; special education students are tested under the OMAAP (Oklahoma Modified Alternative Assessment Program). This testing program is a modified version of the state-mandated testing program. Our special education students exhibited vast improvement: 73% of the 7th grade Math students passed the CRT last year while 90% of the 8th grade students scored satisfactory or advanced on the test.

### 2. Using Assessment Results:

Upon receipt of our test scores, the department heads, in conjunction with their respective faculties, meet to analyze student scores. Data analysis assists each department in determining areas of weakness. These areas become a focus in our daily instruction throughout the school year, as we reteach to strive toward mastery. We continue to monitor student mastery of these areas to determine the effectiveness of our instruction.

As a result of our thorough data analysis, we then schedule students into the classes that will be most beneficial for them, based on their test scores. Consequently, students with reading and math deficits are scheduled into math enrichment and/or year-long reading classes in an attempt to build their fundamental skills.

After our initial analysis of scores at the site level, our faculty meets during a Site Improvement Day to formulate SMART goals for the coming year. The goal is to align instruction both horizontally and vertically. The departments continue to meet throughout the year to assess their effectiveness and determine whether they are reaching their goals. This collaboration is achieved during common planning time, which is also a great time to discuss to student success.

Additionally, students' scores from the previous year are examined. All students who scored in the unsuccessful or limited knowledge levels are asked to participate in a before or after school SuccessMaker program in the Media Center. Students' present levels are analyzed through a pre-test in math and/or reading. Students then complete two or three sessions a week to improve skills and prepare for the spring CRT examinations. A Highly Qualified Teacher is also available to answer questions and remediate students on a daily basis.

### **3. Communicating Assessment Results:**

The school's annual testing performance is communicated by the state, district, and school through various means. Our Academic Performance Index (API) is published in the fall each year after the data from all tests has been analyzed. Information is posted on websites and published in both district and school newsletters. In Oklahoma, our API is based on math and reading test scores for 7th and 8th graders and our yearly attendance rate. Data is also disseminated by subgroups, which are analyzed carefully by our state, district, and school.

Our test scores (CRT) are received during the summer, usually arriving closer to the beginning of school. Principals, counselors, and department heads immediately dissect students' scores. We are interested in how we performed as a school, but our focus is initially on individual scores. We then contact students and parents regarding possible changes in students' schedules. Based on test scores, students and parents may need to consider a remedial class in addition to a grade level math or reading class. In some instances, students may also contemplate a Pre-AP class based on their excellent test scores.

Our test scores are mailed home within three weeks of receiving them at the school level. Our state provides an excellent explanation of the testing program and results for parents. Information is also received by parents during parent/teacher conferences, which are held both in the fall and the spring.

All schools in our district provide students with progress reports every three weeks. In addition, parents have the ability to access students' academic performances through our Parent Portal program. Students can also access instant information about tests, homework, grades, and attendance. Our sports and activity programs are bound to a weekly eligibility report for students. In order to be eligible for athletics and activities, students need to be passing all classes. Our district firmly believes that students need to take care of academics prior to participating in extra curricular activities.

### **4. Sharing Success:**

We are not only an open minded faculty, but a member of an exceedingly progressive district. In January, our Math enrichment teachers met for a day with other teachers in our district. Heather Sparks, Oklahoma Teacher of the Year, is a Math educator who taught a class and then led a teacher discussion about various strategies to improve learning.

West Junior High is proud of its new Robotics Club. The teachers who designed the program and started the club will host a workshop for other teachers in the area to explain what is needed to implement a Robotics program in their districts.

In 2007, our choir represented the state of Oklahoma in Washington D.C. at the Flag Day ceremony. Choirs from each of the states sang the National Anthem together on the Mall in D.C. and showcased our talents in Fine Arts.

Our district is blessed with an incredible group of professionals who strive collaborate faithfully. If something is working in another building, we discuss and reflect to further contemplate if new strategies or ideas will impact our population in a positive way. Our location in a metropolitan area also affords us with access to many exciting events occurring in our sister schools. We are proud of our success, but we are also open to the powerful trends in our partner schools.

The most wonderful opportunity for our school to share our successes has always been at the PLC conferences during the summer. These are national conferences, and educators arrive with open minds seeking new strategies to elevate their schools. Our faculty always returns with many new ideas for students' success. We also demonstrate great pride in sharing our accomplishments as a learning community.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

**English:** The English curriculum infuses reading, writing, speaking, acting, listening, and viewing literacy skills to facilitate students' active engagement within the content area. In order to meet state PASS skills, English instruction is delivered in a holistic, multiple intelligence, collaborative, and constructivist-based approach. Numerous pedagogical methods are applied to stimulate students' interests and love for literacy.

**Social Studies:** The Social Studies department focuses on the analysis of primary documents, excerpts, maps, and graphs in addition to utilizing reading comprehension to teach the Oklahoma PASS skills. Instruction is delivered through a variety of methods, including two column notes, paired reading, cooperative learning, book critiques, and participation of several programs such as a mock election, Veteran's Day program, and the Civil War Encampment.

**Reading:** The Reading curriculum is delivered by identifying different learning styles and modifications for each student. Classes are structured by reading ability. Students engage in multiple genres to cover literary elements, as well as state and district standards. Students are connected to literature through the use of prior knowledge and personal experiences in order to encourage lifelong readers.

**Science:** West Junior High's Science department supports an inquiry-based curriculum that is both teacher and student led. Critical thinking and science process skills are learned and utilized through the curriculum. Science instruction is differentiated to meet the needs of all learning styles, and students are expected to "do" science, not just read about it. The science program also provides an interdisciplinary curriculum through the use of technology, developing writing and reading comprehension skills, discussing historical as well as current topics, utilizing art through drawing and music, and providing math support through equations, metrics, and graphing.

**Foreign Language:** Our school was the first junior high to offer foreign language in 8th grade for high school credit. French and Spanish had been a part of the 7th grade and 8th grade exploratory block prior to expanding the credit offerings. Adding courses for high school credit increased the rigor of our elective courses. Prior to the 9th graders' move to the high school, our foreign language offerings also included Spanish II and French II. As a 7th and 8th grade building, we now offer only Spanish I for high school credit in foreign language.

**Visual Arts:** Our 7th grade students who are scheduled into the exploratory block experience nine weeks of Art instruction. It is an introductory course that explores painting, perspective drawing, creative drawing, and shading. The 8th grade art course is one semester and includes units on clay, painting, drawing, design, problem solving, and printing.

**Performing Arts:** Both our choir and band programs are excellent and offer 7th and 8th grade students year-long courses in both areas.

**Band:** Seventh graders learn fundamentals and may choose instruments from all areas. In 8th grade, they continue to learn musical skills and play in the Symphonic Band. Additionally, the 8th grade was a demonstration band at the Oklahoma Musical Educator Conference in January, 2009.

**Choir:** Students learn basic choral techniques with opportunities to sing for personal enjoyment and perform a variety of types of choral literature. Our choral students excel in contests as well as perform at our local Veteran's Hospital and volunteer at Feed the Children's warehouse.

Robotics: West Junior High offers a one semester robotics class for 8th grade students. We were the lead school in our district for this offering. Students explore today's robotic structures and use creativity, logic, and problem-solving skills to meet challenges of today's technologies. Constructing a robot allows students to use problem solving while learning necessary math, science, technological, and engineering concepts. This course was designed to provide engaging and rigorous coursework for students interested in this area of technology education.

#### **2a. (Elementary Schools) Reading:**

This question is for elementary schools only

#### **2b. (Secondary Schools) English:**

Both the English and Reading curricula emphasize multiculturalism. Content is addressed through literary pieces from bilingual authors to relate to our specific demographics. We not only aim to educate students' minds but create lifelong learners, and develop an appreciation for cultural differences through literacy. Students are engaged in daily writing activities where their work is crafted, drafted, revised, shared, and celebrated among students, parents, teachers, administrators, and staff. By displaying students' written work within the classrooms and around the school, students recognize and relish the power of writing and grammar.

The English and Reading departments further promote and extend literacy by hosting events during the school day with other departments such as Special Education, ELL, and core classes in the Media Center. This format offers students a public venue to showcase oral literacy skills in areas such as drama, music, reader's theater, and interpretive poetry. Parents and community partners are also engaged in the literacy process outside of school through public plays, poetry readings, and dramatic showcases.

These curriculums are highly interdisciplinary; we vertically and horizontally align across grade levels and disciplines. Technology, history, art, and research are further infused by collaborating with our media specialist. District benchmark tests target students' weakest objectives and provide teachers with feedback for long-term lesson development.

High standards are attained by scaffolding and differentiating curriculum to ensure that students are challenged and adhere to the rigors of Pre-AP courses. Literacy teachers also attend ongoing Pre-AP workshops to further hone skills within this area. Lessons including the Six Trait Writing are also applied to further challenge and prepare students for future academic endeavors.

To improve reading skills of students who are below grade level, both departments promote independent reading within the classroom. Reading classes are structured specifically by reading ability as lower-level, regular and upper readers. Students below grade level are voluntarily enrolled in a standards based program called SuccessMaker to target test-taking strategies and offer additional practice on comprehension and vocabulary skills. Within the classroom, students learn test-taking strategies.

#### **3. Additional Curriculum Area:**

Our Math department is a cohesive, dedicated group of teachers with one goal in mind: create successful math learners. Not all students are equipped with the same level of mastery over skills needed to be successful in the classroom. This requires creativity on the part of each teacher to develop lessons in which students are actively engaged. The department's common planning period allows time to present and develop ideas for lessons that will encourage learning, regardless of students' learning styles. As a department, Math teachers

present problems that help relate Math to students' everyday lives. To assist in this effort, Math instructors attend various district workshops, as well as the NCTM conference, and the College Board's AP Conference.

The Math curriculum is vertically aligned annually district-wide to match the state PASS objectives. As the department plans together, our classes are aligned horizontally. By sharing our ideas and creating common assessments, we ensure that all students are exposed to similar information.

Mathematics courses require a background knowledge in which teachers consistently build skills throughout the year. Any areas of deficiency will cause future problems in the student's successful completion of the course and successive courses. For this reason, the Math department has created several methods to help them become successful.

Tutoring, provided by the teacher, is strongly encouraged before and after school. Students are also encouraged to participate at lunch time for assistance, especially if transportation is a problem after school hours.

Low performing students, as well as students who scored Unsatisfactory or Limited Knowledge on last year's CRT, are placed in our Math Application class for additional support above and beyond the students' regular math course.

Inclusion is facilitated through our team-teaching program. These classes have two instructors who provide assistance to students with foundational deficits.

This year, we have a 7th hour day on Tuesdays and Thursdays; one day is designated for remediation for those students with a D or F. Teachers have classes of 15 or fewer in which students are tutored in their areas of difficulty.

We also have a new software program in our building called SuccessMaker. Students who have low test scores voluntarily participate in the program to increase their testing and math skills before and after school.

#### **4. Instructional Methods:**

West Junior High incorporates numerous strategies and programs to differentiate instruction, especially meeting the diverse needs of student subgroups. To illustrate, our new Period 7 (which we call "Tigerhood") exemplifies our most prominent school wide intervention. This program provides an additional class period during the school day to remediate students who require individual assistance in learning concepts, retaking exams, receiving individualized or peer tutoring, and preparing for CRT's. Students' grades are monitored weekly by the teacher advisers through a wiki site, where teachers are able to determine which students need additional support, then assign remediation to those students who are currently earning Ds or Fs.

In addition to Tigerhood time, teachers also modify instruction, not just to comply with individualized education plans but also to treat every child according to his or her learning style. Other examples of differentiation include multiple intelligence lessons, extended time, lunch tutorials, before/after school tutorials, peer tutorials with student mentors from the National Honor Society, and other opportunities to reach students on an individualized basis.

Each department also uses pre- and post-test scores to validate, pre-teach, re-teach, and determine where students are and where they need to progress in terms of Oklahoma's PASS skills. Data-driven decision making ensures that differentiation occurs throughout instruction and impacts all areas.

Along with our recognition of cognitive skills, teachers also accommodate all students' affective needs. For instance, every student receives an advisor; teachers provide mentoring and character education, which includes lessons such as agenda usage, long and short term goal setting, time management, study skills, and other pertinent areas that cater to our students' unique needs.

## **5. Professional Development:**

West Junior High educators benefit from the strength of the professional development program connected with our school district and state. Each site has a small annual budget for special workshops and substitute teachers, but most of the faculty expenditures originate at the district level from the District Coordinator budgets or the state level. Examples of decisions at the site level include:

a. The number of teachers to send to each College Board AP Conference. Teachers return from these conferences with strategies to implement immediately. It is the belief of our faculty and administrators that all teachers from each core area should have an opportunity to attend as a department. The time spent on collaboration at these conferences greatly contributes to improved student learning and achievement. Teachers try different strategies, discuss them in common planning periods, and analyze building assessments for student learning after the strategies are implemented. The registration for College Board conferences is paid for by the state.

b. National or Regional conferences. The same belief holds true for these conferences. West Junior High sends as many people as possible. An example is the NCTM (Math) conference that was held in Oklahoma City in the Fall of 2008. Our school is responsible for the substitute pay for this conference, but registration is paid by the District Math Coordinator.

Our district has also implemented a new teacher in-service prior to the beginning of school. It is an intensive three day workshop, taught by the administrative district team, coordinators, master teachers, and principals. The goal of this workshop is to give all new teachers a broad overview of the curriculum, instruction, management, and technological aspects of their new profession. An effective teacher contributes to student achievement.

## **6. School Leadership:**

West Junior High is a highly collaborative school. Three years ago, the administrative team discussed implementing common planning time with the department heads. The group determined that this addition would be beneficial to our school, teachers, and students because teachers would have ample time to discuss teaching and learning everyday of the school year. Some days are used as department discussions, goal setting, assessment writing and analysis; other days are reserved for grade level horizontal planning and other activities.

As previously mentioned, West Junior High is a PLC (Professional Learning Community) school. An example of our shared leadership concept occurred this fall after our 2nd PLC conference. A collaborative group of teachers (representative of the entire faculty) proposed the idea that West would create a mentoring and remediation program for all students, ensuring that students did not fail any core subject. As a result, several proposals were offered to the faculty until votes were cast and one proposal was accepted by a large percentage of the faculty. This proposal was designed to mentor all students during one period, while also providing an additional school period to remediate students who require individual assistance in learning

concepts. Although the program will require revision as we progress, it is a wonderful start; students and parents are extremely enthusiastic about this common time for remediation, mentoring, incentives, and advising.

Leadership is also demonstrated through the hiring process. When our school has faculty openings, the department heads are included in the search to build our team and also collaborate with school administration throughout the interview process. Teachers are helpful in questioning prospective teachers, and this partnership further ensures a “buy-in” as new teachers are incorporated into our school culture.

Collaborative teams, consisting of department heads and administrators also make decisions about resources. All of West Junior High’s expenditures are based on how they will directly improve instruction. For example, our present goal is to add SMART Boards in each core area; teachers attend training and then are added to the projected list for the coming year.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 7   Test: OK. Core Curriculum  
Edition/Publication Year: 2008            Publisher: Data Recognition Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Satisfactory/advanced	88	95	83		
advanced	38	38	28		
Number of students tested	289	281	289		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	8	22	14		
Percent of students alternatively assessed	3	8	5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Satisfactory/advanced	86	96	86		
advanced	31	32	20		
Number of students tested	98	69	92		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
Satisfactory/advanced	94	95	93		
advanced	34	24	30		
Number of students tested	35	45	43		
<b>3. (specify subgroup): Black</b>					
Satisfactory/advanced	78				
advanced	21				
Number of students tested	28				
<b>4. (specify subgroup): Hispanic</b>					
Satisfactory/advanced	78				
advanced	32				
Number of students tested	41				

Notes:

Oklahoma 7th graders were not tested in math and reading prior to 2005-2006.

Subject: Reading

Grade: 7 Test: OK. Core Curriculum Test

Edition/Publication Year: 2008

Publisher: Data Recognition Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Satisfactory/advanced	81	84	80		
advanced	15	14	18		
Number of students tested	289	280	287		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	8	23	14		
Percent of students alternatively assessed	3	8	5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Satisfactory/advanced	79	75	71		
advanced	11	9	11		
Number of students tested	117	79	92		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
satisfactory/advanced	83	86	86		
advanced	9	13	21		
Number of students tested	35	45	43		
<b>3. (specify subgroup): Black</b>					
Satisfactory/advanced	71				
advanced	0				
Number of students tested	28				
<b>4. (specify subgroup): Hispanic</b>					
satisfactory/advanced	75				
advanced	10				
Number of students tested	40				

Notes:

Oklahoma did not start testing 7th graders in reading and math until the 2005-2006 school year.

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 8 Test: OK. Core Curriculum Test  
Publisher: Data Recognition Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory/advanced	94	89	88	81	81
advanced	41	33	39	28	33
Number of students tested	278	306	357	326	270
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	23	19	8	33	22
Percent of students alternatively assessed	8	6	2	10	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Satisfactory/advanced	93	86	81	69	82
advanced	38	22	36	20	30
Number of students tested	108	100	92	102	50
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
Satisfactory/advanced	93	93	79	80	87
Advanced	25	45	32	21	28
Number of students tested	40	42	59	61	46
<b>3. (specify subgroup): Black</b>					
Satisfactory/advanced		81			
% Advanced		19			
Number of students tested		26			
<b>4. (specify subgroup): Hispanic</b>					
Satisfactory/advanced				83	
advanced				19	
Number of students tested				36	

Notes:

Although our API is based on scores from "regular students", we are reporting our scores based on All Students - in each category, each grade level.

Subject: Reading                      Grade: 8 Test: OK. Core Curriculum Test  
Edition/Publication Year: 2008 Publisher: Data Recognition Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory/advanced	88	87	90	86	86
advanced	10	16	16	13	10
Number of students tested	282	304	356	325	269
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	25	19	8	32	21
Percent of students alternatively assessed	9	6	2	10	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Satisfactory/advanced	79	84	86	75	82
advanced	4	14	10	8	30
Number of students tested	83	80	92	101	50
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
Satisfactory/advanced	88	94	89	86	96
advanced	5	14	14	5	7
Number of students tested	40	35	59	62	46
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced				78	
% Advanced				0	
Number of students tested				36	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

----- **END OF DOCUMENT** -----

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