

COLORADO TRAILBLAZER SCHOOL TO WATCH



Conrad Ball Middle School



Designated in 2005: Redesignated 2008

Conrad Ball Middle School • District Thompson • County Larimer • State CO • Principal Sheila Pottorff • School Address 2660 North Monroe • Phone (970) 613-7300, E-mail pottorffs@thompson.k12.co.us School Web site www.thompson.k12.co.us

2005-07 School Statistics

Community: Loveland, CO Population 65,000
Enrollment: 675
Grade Levels: 6 - 8
School Schedule: Monday through Friday 7:23 am to 2:45 pm, Wednesday 7:23 am – 1:05 pm

Student Demographics

22.9%	Hispanic
73.3%	White
1.5%	African American
1%	Native American
1%	Asian
39.7%	Free/Reduced Lunch
5.9%	English Learners

2005 AYP: Yes

2006 AYP: No (made 35 of 36 indicators)

2007 AYP: No (made 35 of 36 indicators)

School Characteristics and Replicable Practices

Academic Excellence

- Additional time is provided for students to increase their knowledge and skills through Wednesday Workout, after school tutoring, lunch clubs, and academic intervention programming like Read 180 and Study Island.
- Improvement in CSAP math longitudinally, and closing the gap between Hispanics and Whites in Science, 6th and 7th grade Reading, 7th Grade Writing, and Math in all grades.
- Strong 8th grade math scores for demographic.
- Strong elective team focus on learning, collective work to impact math achievement across the content areas.
- Teachers meet regularly to discuss the learning needs of students in order to identify and monitor ongoing interventions.
- Learning targets are aligned and used by teachers; student can articulate what they are learning and what they are expected to demonstrate. Most teachers consistently write learning targets on whiteboard, and many have written week-at-a-glance, which helps students make connections between the days.
- School academic vision extremely visible around school, thinking strategies posted AND used.

(Continued)

Developmental Responsiveness

- Kids “know” that their teachers care about them, parents concur.
- Kids report that their teachers will take extra time to help them, after school, before school, at lunch in addition to in class help – parents concur.
- Students have a wide range of activities and electives to explore their passions.
- School commitment to Response to Intervention structures and philosophies is noted. School is striving to be responsive; role and responsibilities are emerging as are a continuum of interventions, SIT procedures and teacher documentation practices are ongoing.
- Academic and Behavioral intervention programming embedded for student assistance.
- Focus on the positive is clearly evident; practices of PBS are consistently being embedded across building – dog tags, positive referrals, Principal’s 100, Students of the Month, etc.

Social Equity

- Welcoming culture pervades the school building – parents concur.
- Strong sense of school pride – students love their school and are glad to be there.
- Kids feel respected by their teachers.
- Students blend in well together.
- Varied charitable and community service works done by students.
- High quality work is an expectation of all students, structures are in place to help all students achieve at high levels.
- The school is adapting to changing student needs, and is working to welcome diverse student communities, adapting curriculum, instructional strategies, and assessment strategies.

Organizational Support

- Scheduling allows for individual and team planning on a daily basis, vertical team planning every month. Teacher leadership facilitates these meetings at a high level of functioning. Agenda is set, and known ahead of time. There is time for focus instructional work as well as collegial staff development.
- Time embedded for data-analysis, and tools available conversation and planning as well as problem-solving related to student behavioral needs.
- Learning targets used consistently by teachers.
- A strong, shared vision drives the collegial work at the school.
- Strong, responsive leadership works effectively to communicate with all stakeholders, and provide coherences and sense to the schools plans, actions, procedures in the areas of operations and instruction.
- Staff is actively involved in presenting at conferences around the state, and welcoming visitors into their building – they are part of a greater collective that is working to create powerful learning opportunities and environments.