

COLORADO TRAILBLAZER SCHOOL TO WATCH



Mead Middle School



Designated in 2007

Mead Middle School • St. Vrain Valley School District •
Weld County • Colorado • Principal Tori Teague • School
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2005-07 School Statistics

Community: 3487 people; rural
Enrollment: 331
Grade Levels: 6-8
School Schedule: Modified Block

Student Demographics

10% Hispanic
87% White
1% African American
2% Asian

11% Free/Reduced Lunch
5% English Learners

2005 AYP: No
2006 AYP: Yes
2007 AYP: Yes

School Characteristics and Replicable Practices

Academic Excellence

- Teachers know students as individuals, and are able to meet individual needs efficiently and effectively.
- Looping and low teacher to student ratio greatly increases probability of student success, curriculum integration, as well as curriculum mastery for teacher and student alike.
- Strong literacy elements, especially in the area of writing, across the content areas.
- Rigorous music instruction, students achieving at high levels.
- Very strong teachers using a wide range of instructional strategies – including differentiation, constructivist/investigatory, data-driven, and elements of critical thinking.
- Successful implementation of Accelerated Reader. Every student knows his/her reading goal and necessary steps needed to achieve goal. School devotes time to read each day for SSR (30 minutes) through Advisory and when able in other classes.
- Standards-based grading program helps teacher align learning targets with assessments.
- Students have opportunities to revise work until they “get it”.
- “Significant improvement” as identified by School Accountability Report card. Student achievement data indicates that Mead Middle School is on a trajectory of success in several content areas and grade levels.

(Continued)

Academic Excellence *(continued)*

- Narrowing the achievement gap between males and females in reading and writing.
- Strong 6th grade student achievement scores across all content areas.

Developmental Responsiveness

- Advisory programming allows for advisory-based parent/teacher conferences.
- Challenge Days once per week to increase team building and “friendly competition”.
- Powerful 6th grade structures in place for a smooth transition to middle school.
- “Personalized” math assignments – math teachers know exactly what student strengths and weaknesses are, and give tailor-made work to help students improve skills.
- Kids “know” that their teachers care about every one of them.
- Kids really like their teachers.
- Students have a wide range of activities and electives to explore their passions.
- Staff encourages students to participate in extra-curricular activities, so much so that 95% of the students are involved in such activities!!!
- Students and staff report an “open-door” policy that encourages their voice to be heard.
- Families are actively involved, feel that communication is excellent.

Social Equity

- Welcoming culture pervades the school building.
- Kids not obviously segregated into groups, in fact they report that all kids get along with each other pretty well.
- Strong sense of school pride – school pep assemblies a highlight.
- Kids feel respected and respect each other in return.
- Haves and Have Mores not easily apparent. Students blend in well together.
- Many and varied charitable works done by students.

Organizational Support

- Scheduling allows for individual and team planning on a daily basis.
- Time embedded for data-analysis, and tools available for strong integration – Scholarsmart/Masterminer.
- Teacher drop-in observations encouraged and supported by administration.
- Very strong math structures for sorting and flexible grouping.
- 6 Trait systematized – very visible in classrooms, students very articulate in this building-wide instructional language and expectations.
- Ongoing transition work and curriculum articulation between elementary and high school.
- SMART goals aligned with student achievement data embedded into individual teacher goals.
- Team teaching structure in place to maximize content fluidity.