



SIMLE MIDDLE SCHOOL

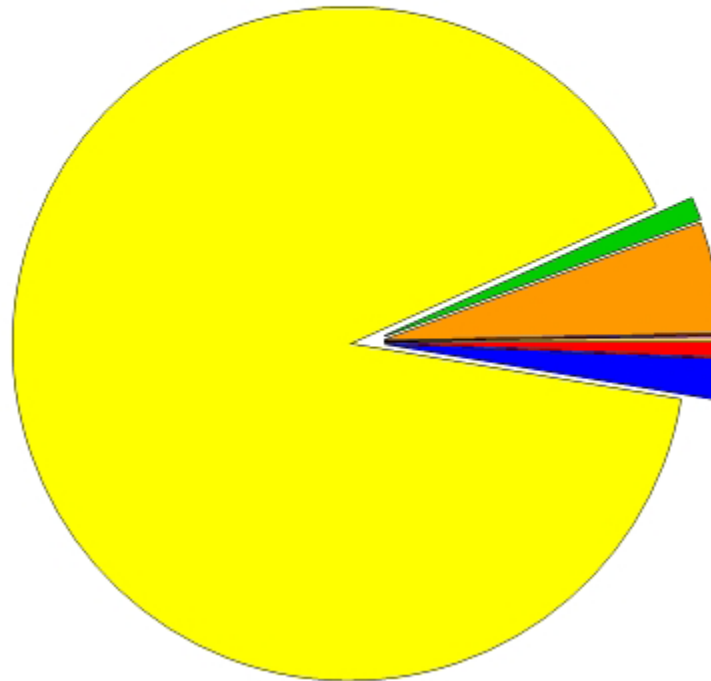
BALANCED SCORECARD

2010-2011

SIMLE MIDDLE SCHOOL DEMOGRAPHIC INFORMATION

Demographic Breakdown

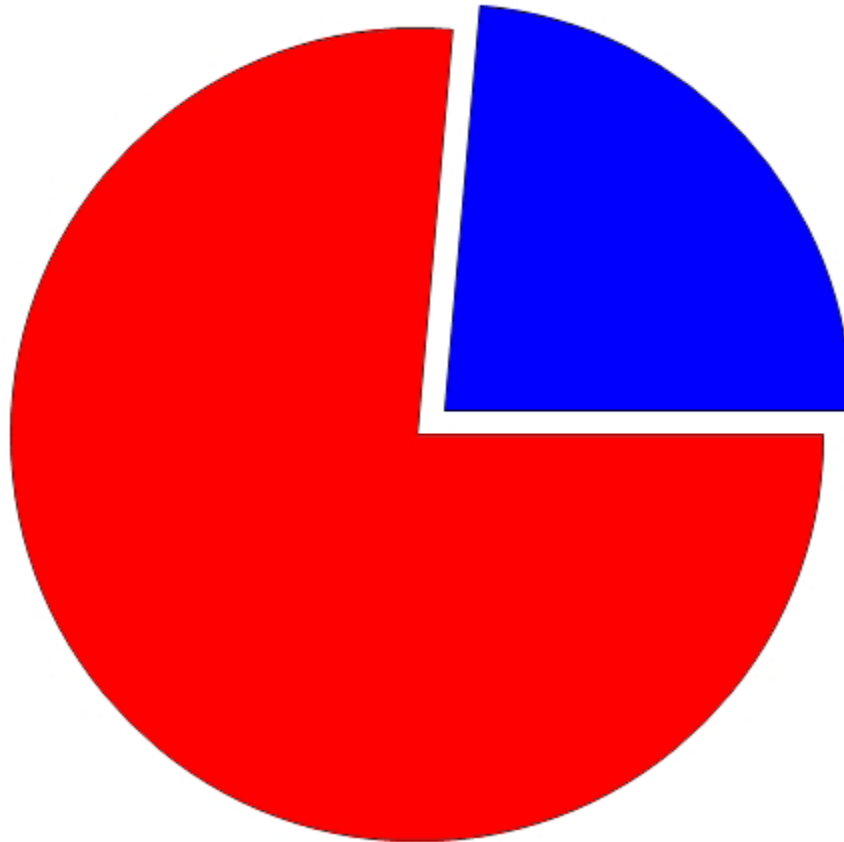
Asian	6	0.7%
African-American	16	1.9%
Caucasian	756	90.6%
Hispanic	9	1.1%
American Indian	44	5.3%
Other	1	0.1%
Pacific Islander	2	0.2%
Total	834	100.0%



SIMLE MIDDLE SCHOOL DEMOGRAPHIC INFORMATION

Demographic Breakdown

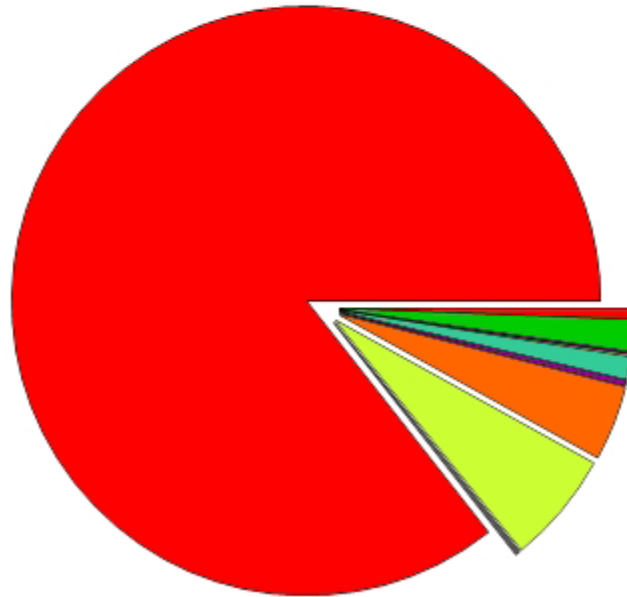
No	637	76.4%
Yes	197	23.6%
Total	834	100.0%



SIMLE MIDDLE SCHOOL DEMOGRAPHIC INFORMATION

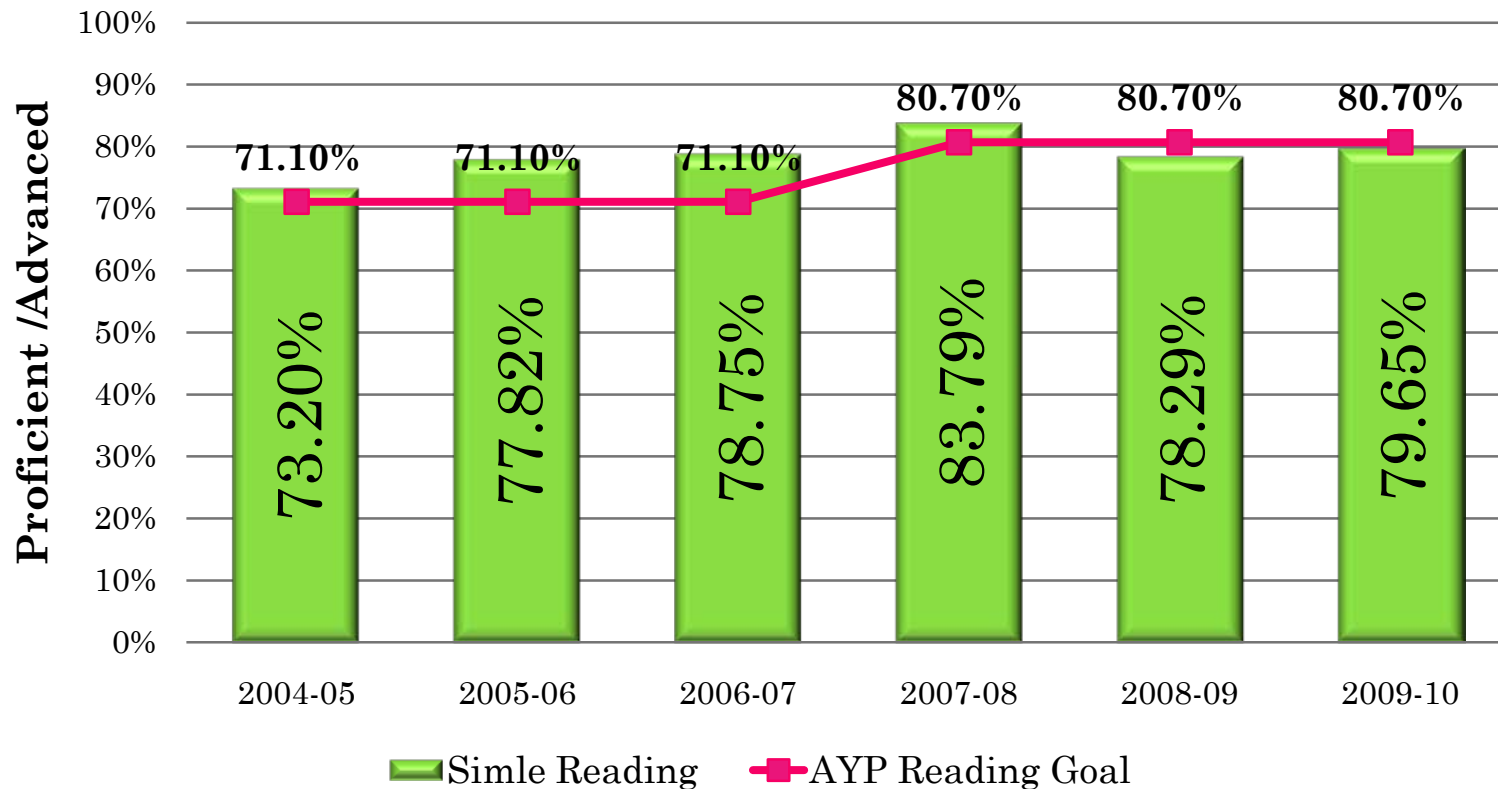
Demographic Breakdown

Autism	5	0.6%
Emotionally Disturbed	14	1.7%
Mentally Retarded	1	0.1%
Non-Categorical Delay	1	0.1%
Other Health Impaired	10	1.2%
Orthopedically Impaired	2	0.2%
Speech/Language Impaired	34	4.1%
Specific Learning Disability	51	6.1%
Visually Impaired	2	0.2%
None	714	85.6%
Total	834	100.0%



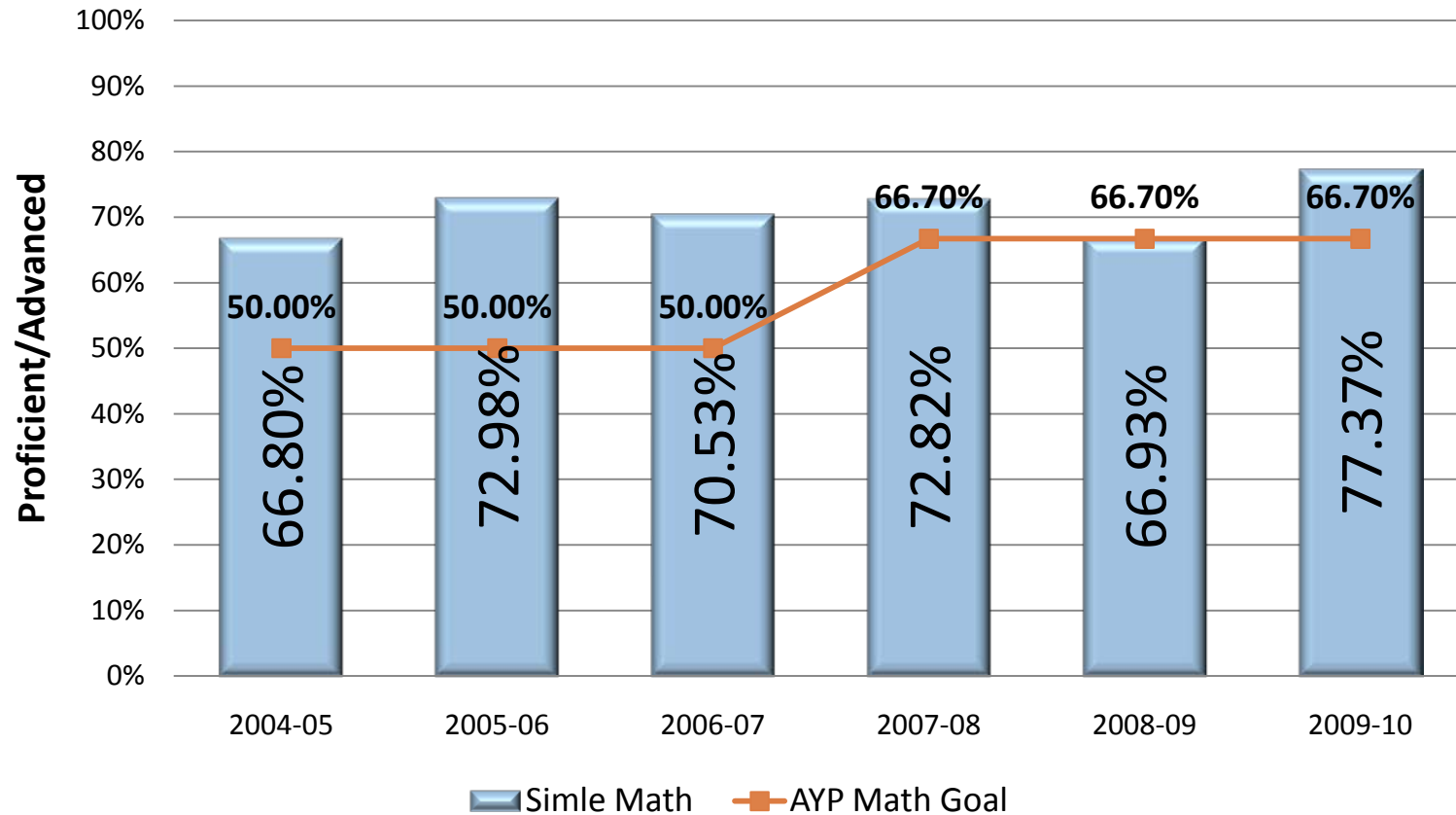
SIMLE MIDDLE SCHOOL NDSA - READING

**Percent of Simle Students Scoring Proficient or Advanced
NDSA Reading**



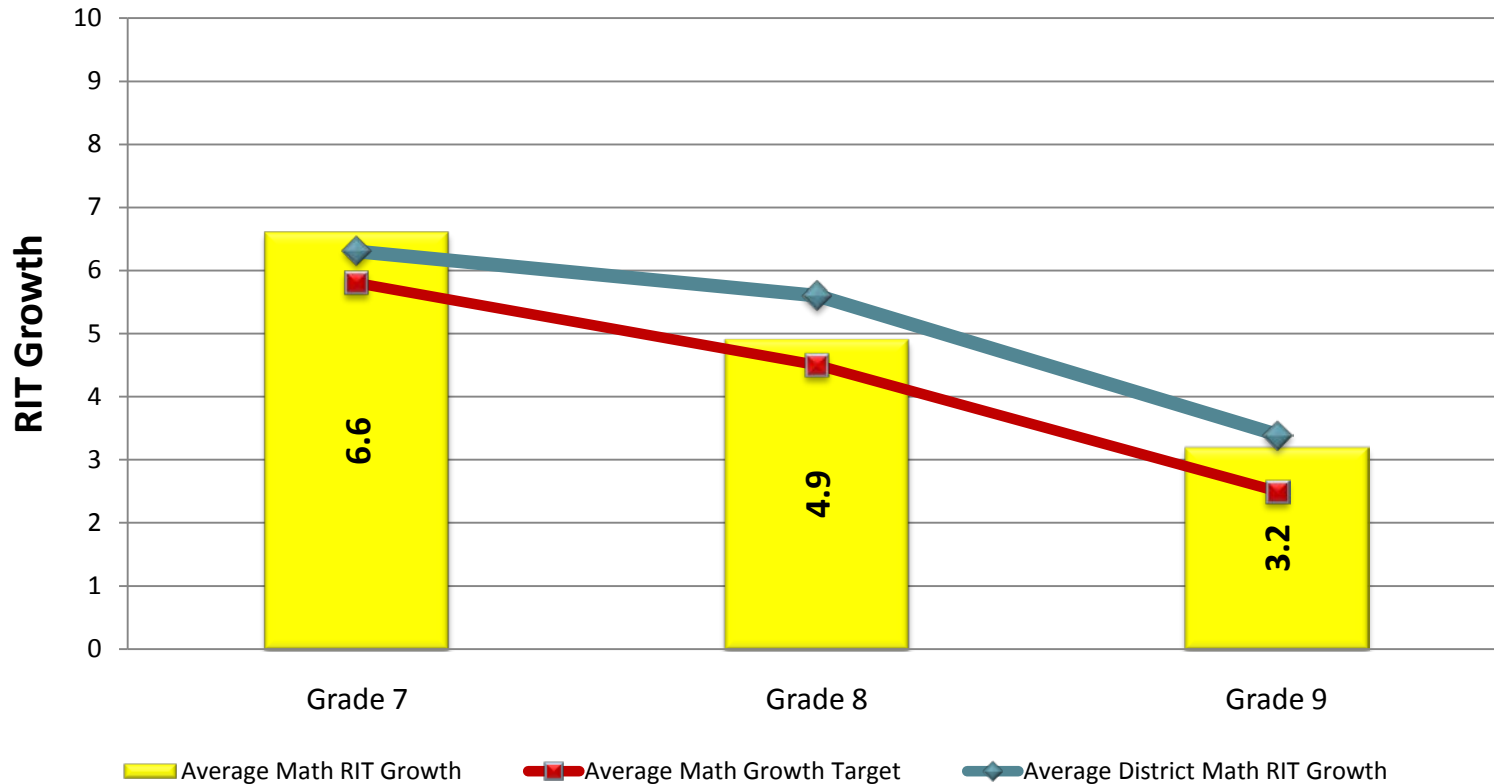
SIMLE MIDDLE SCHOOL NDSA - MATHEMATICS

**Percent of Simle Students Scoring Proficient or Advanced
NDSA Math**



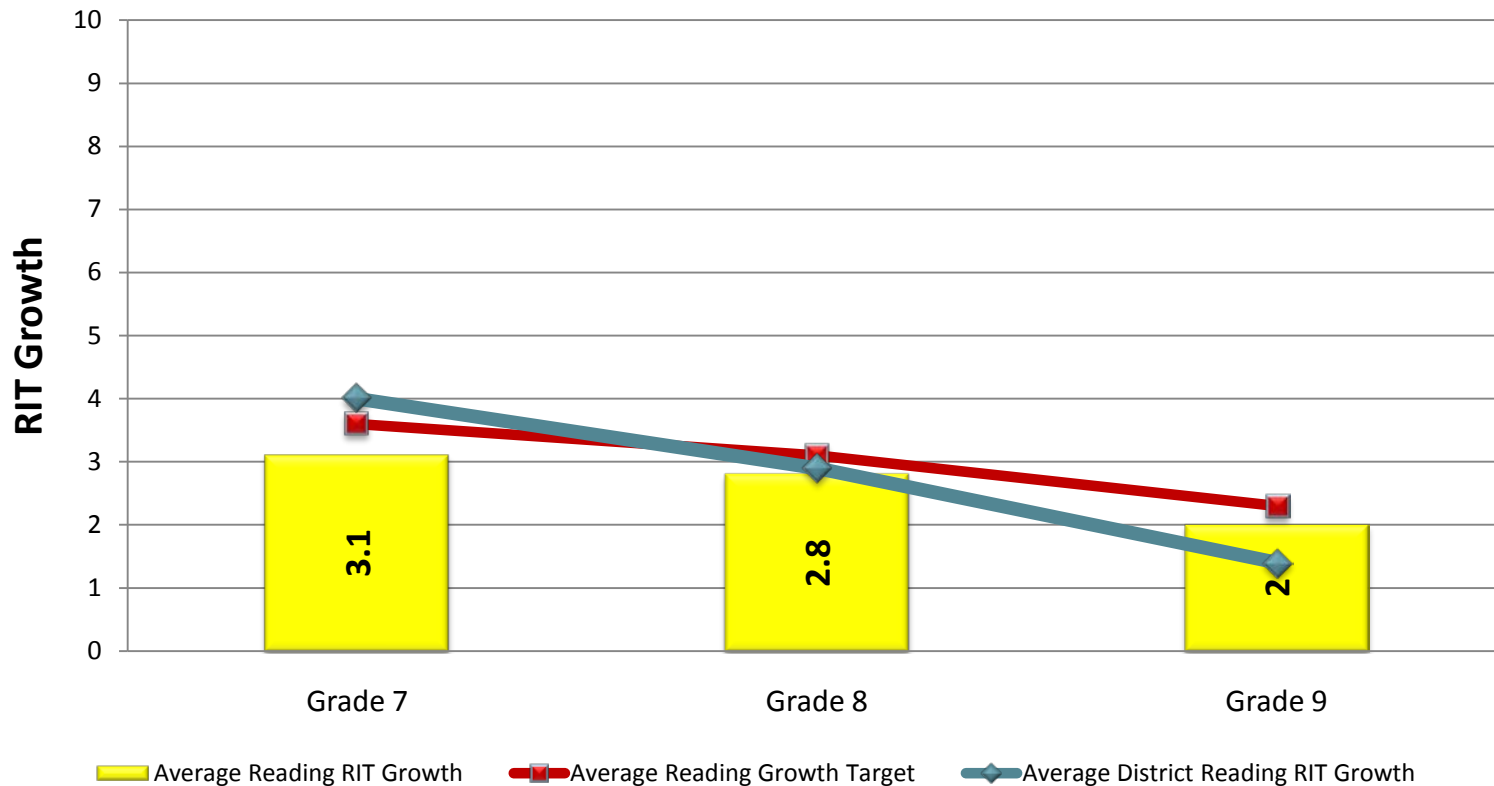
SIMLE MIDDLE SCHOOL MEASURES OF ACADEMIC PROGRESS (MAP)

Student MAP Growth Summary - Math Fall 2009 - Spring 2010 Simle Middle School



SIMLE MIDDLE SCHOOL MEASURES OF ACADEMIC PROGRESS (MAP)

Student MAP Growth Summary - Reading Fall 2009 - Spring 2010 Simle Middle School



SIMLE MIDDLE SCHOOL ELIGIBILITY COMPARISONS

Grade	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Quarter 1 - Midterm - 7th Grade	36	23	13	8	11	3	2
Quarter 1 - Final - 7th Grade	26	16	12	14	6	3	1
Quarter 2 - Midterm - 7th Grade	51	18	29	22	8	9	9
Quarter 2 - Final - 7th Grade	45	5	14	17	5	7	2
Quarter 3 - Midterm - 7th Grade	60	15	24	34	27	7	2
Quarter 3 - Final - 7th Grade	33	13	11	7	14	6	1
Quarter 4 - Midterm - 7th Grade	48	15	21	37	12	5	4
Quarter 1 - Midterm - 8th Grade	37	19	21	20	28	10	1
Quarter 1 - Final - 8th Grade	47	39	24	17	22	6	2
Quarter 2 - Midterm - 8th Grade	63	40	34	41	36	19	6
Quarter 2 - Final - 8th Grade	48	31	38	28	22	16	2
Quarter 3 - Midterm - 8th Grade	58	31	26	39	39	25	1
Quarter 3 - Final - 8th Grade	52	29	24	38	26	20	2
Quarter 4 - Midterm - 8th Grade	54	37	27	42	30	22	8
Quarter 1 - Midterm - 9th Grade	35	29	23	12	21	4	5
Quarter 1 - Final - 9th Grade	30	25	24	15	19	7	8
Quarter 2 - Midterm - 9th Grade	52	38	34	35	42	24	17
Quarter 2 - Final - 9th Grade	36	36	20	14	28	10	2
Quarter 3 - Midterm - 9th Grade	43	35	20	18	33	20	11
Quarter 3 - Final - 9th Grade	34	21	20	14	23	13	8
Quarter 4 - Midterm - 9th Grade	39	31	27	22	27	22	14
		Block				New	Lunch
		Year 1				Policy	Tutoring



Simle Middle School
Lunch Tutoring Program

6910 Total Incidents

Average of approximately 40 students per day

Table shows number of individual students per grade level over the total number of incidents for that grade level.

SMS Lunch Tutoring 2009-2010	Qtr 1	Qtr 2	Qtr 3	Qtr 4
7 th Grade	103/349	134/656	116/563	117/500
8 th Grade	93/272	105/532	123/701	120/788
9 th Grade	97/628	112/1007	90/512	79/402



SIMLE MIDDLE SCHOOL BEHAVIOR – OFFICE REFERRALS

Category	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Tardies (3 or More)	1067	918	1314	1117	958	1226	1253
Disrespectful/Uncooperative	351	158	155	187	251	296	378
Profanity/Unacceptable Language	50	15	56	43	68	96	112
Bullying/Teasing/Harassing	30	22	21	39	63	60	50
Fighting	40	41	37	52	44	38	50
Truancy	99	56	40	22	44	79	22
Skipped Detention	217	141	257	201	230	267	323
Unexcused (Periods Per Day)				159	237	319	193
Cell Phone					155	287	67
Electronics/IPOD?MP3					15	32	0
Resource Officer Referrals					36	59	23
Theft					6	3	2

SIMLE MIDDLE SCHOOL

SUMMARY OF DATA

- What does your disaggregated data tell us?
 - We are not meeting our growth targets in reading at each grade level.
 - We are meeting and exceeding our growth targets in mathematics.
 - Our NDSA data appears to reflect this trend, showing nice growth in mathematics and it appears we have leveled off in reading.



SIMLE MIDDLE SCHOOL BALANCED SCORECARD OBJECTIVES

- All Levels of the Organization are Accountable for Student Achievement.
 - **Initiatives**
 - Focus on Academic Vocabulary in all Content Areas
 - Implement Co-Teaching Model in 7th Grade
 - Mandatory Lunch Tutoring for Students not Completing Homework
 - Expand Tutoring for Students – Before, During, and After School



SIMLE MIDDLE SCHOOL BALANCED SCORECARD OBJECTIVES

- Provide Excellence in Instruction Based on the Needs of Individual Students.
 - **Initiatives**
 - Continued Staff Development in Teaching Vocabulary
 - Staff Development – Reading in the Content Area
 - Developing Additional Strategies on Differentiating Instruction
 - Co-Teaching Study Group and Implementation in Grade 7
 - Develop and Implement Interventions for Academics and Behaviors
 - Book studies: Behavioral RTI: Integrating Behavior and academic supports, Co-Teaching in DI classroom, and Improving Classroom instruction through assessment.



MATH – ADJUSTMENTS & DATA

- **Homebase** - Math activities once a week.
 - 1st Quarter – addressed low benchmarks from 2008 NDSA data.
 - 2nd/3rd/4th Quarters – addressed numeric reasoning and curriculum vocabulary.
- **Classroom** – Adjusted scope & sequence based on 2008 NDSA data.



STATE/SMS AVG. G7- Math

Benchmark	ND % 2008	SMS% 2008	Pts. 2008	ND % 2009	SMS% 2009	Pts. 2009
6.1.9 Order of operations	80	72	1	82	77	1
6.1.12 Exponents standard form	75	63	2	79	63	1
6.4.6 Circumference/ area/perimeter	61	39	1	46	49	5
6.5.3 Representations to solve problems	87	77	3	85	87	4

7/1/2010

STATE/SMS AVG. G8 - Math

Benchmark	ND % 2008	SMS% 2008	Pts. 2008	ND % 2009	SMS% 2009	Pts. 2009
7.1.5 Operations on integers	64	42	2	65	57	3
7.1.7 Operations w/fractions/decimals	73	69	4	79	73	3
7.2.4 Congruency/similarity	51	43	3	94	98	1
7.5.3 Evaluate numeric expressions	84	55	2	86	78	2
7.5.4 Solve 1-step equations/inequalities	81	73	3	66	54	1

READING – ADJUSTMENTS & DATA

- **Homebase** – Reading/language activities once a week.
1st Quarter – Focus on reading standards- Genre, literary elements and figurative language
2nd/3rd/4th Quarters – Each content area was assigned a week for review of content vocabulary.
- **Classroom** – All areas worked on reading in the content area. Using semantic maps, learning logs and continual content area vocabulary instruction.



STATE/SMS AVG. G7- READING

Benchmark	ND % 2008	SMS% 2008	Pts. 2008	ND % 2009	SMS% 2009	Pts. 2009
6.2.1 ID Nonfiction genre characteristics	81	83	3	74	78	3
6.2.5 Use prior knowledge to comprehend	77	77	3	90	90	4
6.2.8 Identify literary elements	73	72	21	71	71	20
6.2.9 Identify figurative language	80	80	5	94	93	2

7/1/2010

STATE/SMS AVG. G8- READING

Benchmark	ND % 2008	SMS% 2008	Pts. 2008	ND % 2009	SMS% 2009	Pts. 2009
7.2.1 Differentiate fiction and nonfiction	84	80	3	89	91	1
7.2.4 Use prior knowledge and expertise	77	75	2	77	78	4
7.2.7 Identify literary elements	79	80	6	83	82	7
7.2.8 Locate figurative language in texts	62	59	7	67	67	5

7/1/2010

SIMLE MIDDLE SCHOOL

HIGHLIGHTS FOR 2009-2010

- As a building we decided that zeroes and incomplete work were no longer acceptable. We implemented a school wide mandatory lunch tutoring program in our building for students who had incomplete work.
- Analyze data and start the discussion on behaviors/student referrals.
- Expand and implement additional interventions for struggling learners. Encouraging staff to make the focus about learning rather than about teaching.
- Building Staff Development days focused on DI and reading strategies led by teacher leaders in our building.



SIMLE MIDDLE SCHOOL

NEXT STEPS 2010 - 2011

- Identify interventions for academics and behaviors. (tiered system for each)
- Strengthen our team time and the use of teaming time. Becoming more inclusive with core and encore staff.
- Implement additional strategies on how to differentiate instruction.
- Restructure our 7th grade Reading course to improve performance in Reading. We would like to work with other middle schools to identify power standards and alignment.

