

**Wellpinit School  
District  
Title I Schoolwide  
Plan  
Wellpinit Middle  
School**

## **ESSENTIAL GUIDING QUESTIONS:**

***How will the Wellpinit School District be different and improved for students because of school improvement?***

***How will we insure that our programs meet the needs of the Title I Schoolwide Program Components?***

- Comprehensive needs assessment
- Schoolwide reform strategies
- Instruction by highly qualified teachers
- High quality and ongoing professional development
- Strategies to attract highly qualified teachers
- Strategies to increase parental involvement
- Plans for assisting preschool children in the transition from preschool programs to local elementary programs
- Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement
- Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels
- Coordination and integration and documentation of Federal, State and local services and programs

## **Our schoolwide program must:**

- Base its instructional program on effective means of improving the achievement of children;
- Utilize effective instructional strategies including strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum;
- Include strategies that meet the needs of historically underserved populations;
- Address the needs of all children in the school, but particularly the needs of children who are members of the target population of any program;
- Provide instruction by highly qualified professional staff;
- Provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards.

<b>School District</b>	WELLPINIT SCHOOL DISTRICT #49	
<b>Superintendent :</b>	Mr. John Adkins	
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<b>Building Name:</b>	WELLPINIT MIDDLE SCHOOL	
<b>Address:</b>	6270 Ford- Wellpinit Road PO Box 390	
	Wellpinit, WA 99040	
<b>Principal:</b>	Mr. Kris Herda	
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<b>Title I Director</b>	Joni Scott	
<b>E-Mail Address:</b>	<a href="mailto:jscott@wellpinit.org">jscott@wellpinit.org</a> Student Population: 70	

## **Mission Statement:**

***The Wellpinit School District is a K-12 public school centrally located on the Spokane Indian Reservation. We work respectfully and collaboratively with parents, families and community, to empower our students through education, in a safe, caring and culturally responsive environment, inspiring students to master intellectual, social, physical and emotional skills needed for success.***

## **Vision Statement**

- *All Wellpinit staff and students will enjoy learning and have an excitement toward school. They are knowledgeable on a wide range of subjects relating to their lives, the community, and the world. They are committed to taking personal responsibility for making positive choices about their minds and bodies. They demonstrate high levels of success in academics, behavior, and preparation for the future – advancing their own well-being, as well as family and community.*
- *The Wellpinit School community represents a collaborative partnership between students, families, faculty, and staff. It provides a relevant, and fun learning environment for all students – grounded on a challenging curriculum that is aligned with state standards, enriched with local culture, and reflective of global perspectives. By respecting the whole student's social, emotional and physical dimensions, it will provide ALL students the opportunity for long-term success. We collectively demonstrate a consistent respect for diversity, local culture and individual learning styles.*
- *The Wellpinit School District staff is highly-skilled and strongly committed to provide all students a safe and nurturing learning environment on a daily basis.*
- *Parents and families of Wellpinit students are informed, supportive, and actively involved in their children's education. They are respected as essential partners of the school community.*

The Board of Directors and the school administration of the Wellpinit School District invite each student and family member to be a part of our school legacy. We encourage all members of our staff to be involved in the daily excitement of our children's learning, what our school represents and the excitement of what the future can be. The investment in our students' future is the most powerful security we can provide in the expectations for our Wellpinit families.

## **Wellpinit School District Background**

The Wellpinit School District is a rural K-12, public school district centered on the Spokane Indian Reservation in Eastern Washington. It is located in southwest Stevens County, approximately 45 miles from Spokane. We serve approximately 600 students in grades K-12. Wellpinit School District was chartered as a state and county school in 1913 and a large public school was built in 1938. The present school facility was built in 1987 with the current middle school grades located in the old school building that was renovated in 2003. In addition, the District serves students beyond the reservation boundaries through the Alliance Education Program. The Wellpinit School District has a staff of approximately 100 personnel. The reservation businesses include BIA offices, Tribal Business Center, Community Youth Center, social services center, Head Start facility, Health Clinic, a trading post store, ambulance service, post office, Tribal forestry, timber and various private contracting enterprises.

Our local student population is approximately 95% Native American or descendent. The students residing in the district are primarily from the Spokane Tribe of Indians; in addition we also have students from the Colville Confederated Tribes, Nez Perce, Coeur d' Alene, Kalispell and other Tribes. Over seventy percent of the students enrolled locally are from low income families. The district provides bus transportation reservation-wide and a free breakfast and free lunch to all students regardless of income.

The district's newly remodeled building houses the Middle School (grades 6-8) and high school (grades 9-12). The elementary school is housed in a nicely remodeled building about a half mile from the middle school and high school building. The district also has buildings that house the Wellpinit Alliance program and district office. In addition, the district operates remote classroom sites as part of the Alliance program, including classrooms at Fort Simcoe Job Corps, Moses Lake Columbia Job Corps, and Yakima Tribal School. The district has a broad range of programs to serve the needs of its diverse student population.

## **Schoolwide Planning Summary**

The Wellpinit Schoolwide Project began initial planning in 1994 when all of the district's students were housed in a single K-12 building with a total student population of about 175 students. By design, the initial Schoolwide Plan is a work in progress. The school staff met weekly throughout the 1994-1995 school year to gather and synthesize the information needed to implement a single Schoolwide project for all students K-12. As the student population has outgrown a single building facility, each building has formed their own schoolwide project plan. The school staff, parent committee, community members and the leadership team continue to work together to ensure that the schoolwide programs offered to the students are working towards meeting the desired goals of the school district.

The School District Leadership Team continued to meet on a weekly basis on various programs functioning in the district. Building leadership meetings within each grade span took place on a weekly basis as well. District leadership continues but we have added building team leadership to continue to work of school improvement and schoolwide planning in each building. As buildings, we have studied Robert Marzano's framework for school improvement and have implemented incremental changes to our system of school improvement. Through this work, the district has reformed the district mission and vision statements, identified specific goals and created detailed action plans for each building.

With the implementation of weekly professional development time for staff, much of the work of the leadership team and school improvement has shifted to the instructional staff of each building. Teachers in grade span groups and in curriculum area groups analyze the assessment data and create action plans based on assessed need. The leadership team now meets on a monthly basis and parent groups like the Educational Advisory Committee meet the week prior to the school board meeting so that information can get to the school board in a timely fashion. In an effort to most effectively use the resources available to our student population, the Wellpinit Schoolwide building plans incorporate all of the state and federal programs allowable to best meet the needs of our students. Programs goals included in the Schoolwide project are Title I, Title II, Indian Education (approved by the Indian Education Parent committee for inclusion in the our Schoolwide plans), Impact Aid, REAP, RLIS and Basic Education. It is the mission of the Wellpinit School District to provide each student with an equal opportunity to receive a quality education that enables them to achieve their full potential.

Highly effective schools practice the principle of "learning investment." Our investment is a commitment to provide the most effective learning environment for all students all the time. Wellpinit students are the investment for the leadership of our community as students pursue their life goals and career interests after they graduate. We continually strive for and support a culturally sensitive environment that provides a learning system that offers encouragement and support for all Wellpinit students.

**Technical Assistance**

Ongoing technical assistance is provided in variety of ways. The district has used external assistance like the BERC group and ESD 101 staff, for site visitation, program review, staff training, assessment of effectiveness, and goal review. At various times throughout the implementation of the schoolwide plans, the leadership teams make recommendations, presents the information and works with the staff to build “best practices” in our instructional process. Professional development is scheduled throughout the school year and additional training as needed are added. The school district personnel has continually shown their support for the Wellpinit Schoolwide Programs plans and as staff implement the plans, they find that it supports the building, district, state, and local goals for meeting the needs of our students.

The Initial Schoolwide plan was implemented in 1995 and the following is a summary of the ongoing meetings that are part of the program review process.

<b>Meeting Dates</b>	<b>Agenda Topics/Planning Steps</b>	<b>Participants at Meetings</b>		
		<b>Leadership Team</b>	<b>Staff</b>	<b>Parents</b>
<b>Monthly</b>	<b>District and building Leadership Teams meets to review all programs within the district and schools.</b>	X		
<b>Monthly</b>	<b>Educational Advisory Committee- Parent Committee agenda is open to all topics relating student success.</b>	X	X	X
<b>Monthly</b>	<b>Building parent involvement activities and meetings</b>	X	X	X
<b>Weekly</b>	<b>Grade level wing meetings, curriculum meeting, teacher collaboration time, student intervention planning PLC, Staff Development, TAT teams</b>	X	X	X
<b>Annually</b>	<b>Public Hearing on all school programs and budgets state and federal in SWP including Title I, LAP, Title II, Title III, Impact Aid, Indian Education, Title XI</b>	X	X	X
<b>Annually</b>	<b>Program Review</b>	X	X	X



**DATA COLLECTION AND ANALYSIS:** The processes used to collect and analyze data across the schoolwide planning dimensions:

**List the high-quality student academic assessments used, in addition to the MSP/HSPE/EOC, by the school and schools served under Title I, Part A to determine the academic improvement of students.**

Wellpinit Middle School will use the state required assessments as the baseline measurement to monitor student progress each year. Within the classroom, teachers will use the assessments that are a part of the reading and math programs. In addition, all students are assessed using the tools of the MAPS assessment to identify students in highest need no those services. RBA and MBA are also used. Initially students are identified based on standardized test scores. During the school year, the school is able to continually identify students in need because of a low staff to student ratio in each classroom.

As part of the Accelerated Learning Plans for LAP students, student progress is monitored on an ongoing basis and student report cards have been revised to allow for a higher level of skill based monitoring. Students experiencing difficulty have classroom assistance on a daily basis from the teacher, the teaching associate and/or the intervention Staff. Assistance is provided in both and inclusion and a pull out model depending on the needs of the students. Additional support is available with before and after school services as well as through the special education department. Quarterly conferences, including student led conferences, keep the tracking timely. The teachers are at the heart of the decision-making process. When student progress issues arise, teachers form a course of action that is reviewed by the administration in coordination with the parents according to the needs of the students. Individual data is provided to the parents as it becomes available including classroom test results and standardized assessments. Overall school data is provided at parent meetings, on the school report card and on the school district website.

**Student Achievement:** Student achievement data is collected from a variety of sources including classroom assessments, district assessments, teacher data, and grade level MSP/HSPE/EOC assessments. The data is disseminated by the administration to the leadership team, staff and community. At a school and district level, the staff is trained on how to use the assessment tools available to analyze the data and make the necessary curricular adjustments to guide the students towards meeting the challenging academic standards set by the state and the school district.

In surveying the overall needs of the district in terms of context and organization, needs have become evident in several areas. Classrooms and facilities have been exceptionally maintained and positively viewed by staff and community. Through the building, teachers have a voice in decision-making and school policies, though additional input from the staff is often desired. Programs are open to everyone, but a more concentrated effort on drawing in more at-risk students is necessary. The teachers, parents, paraprofessionals, support staff, and students do have the

opportunity to be heard but often report that they are not listened to. An improved effort to include all groups to be part of solutions to school issues is also necessary.

**School Context and Organization:** The building teams work in coordination with administration and meet to implement, assess, evaluate and revise all of the programs within the school. Members on the team are responsible for delivering the information from the team meetings to their area of influence and bringing information to the leadership team table from the various programs. The concept is that the lines of communication go in both directions through the team members. This process gives school staff an active voice in decision-making and school policies. The team process is designed to make it simple for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn for all groups to be part of solutions to identified problems.

**Curriculum and Instruction:** The teachers and the administration work together to ensure teaching methods are up-to-date and the curriculum reflects state, local and national content standards by bring in an outside professionals for instructional coaching, collaborating with local universities, educational service district staff, and providing variety of training opportunities throughout each school year. Teachers are expected to develop, implement and revise curriculum plans based on state standards and approved school district programs.

**Professional Development:** Professional development opportunities are presented to the district staff on an ongoing basis. Some professional development takes places as a result of newly adopted programs, some is based on individual teacher/staff need and initiative, and some is based on administrative direction. The administration and the staff review the needs and make a determination as to appropriateness, timeliness and availability of professional development opportunities.

In years where there is no cost of living increase in salaries, staff members are provided with a stipend reimbursement for college credits relating to their current assignment which helps in encouraging staff members to seek professional development independently. The staff needs to have additional collaboration opportunities to work on building and district goals. The school district professional development plan needs to more specific and brought into alignment with the district goals.

**Family and Community Involvement:** Family and community involvement is initiated both from the perspective of the family and from the school. School staff offers opportunities for involvement and the community offers the school opportunities for involvement in community activities. While there are barriers to successful community and family involvement based around issues typical to a reservation community, the Educational Advisory committee, culture committee, leadership team, school board and tribal council each contribute to the success of parental involvement.

According to survey information, this is still an area that is in need of improvement across the district. There is a strong believe that students learn more through effective

family support. Our school does work with many community organizations to support its students and makes a special effort to contact the families of students who are struggling academically. More frequent contact with the parents of students, providing more information to families about how to help students succeed in school, and getting more parents involved in the school as volunteers are seen as high need.

**Research:**

When looking at any new program to implement, staff members, including the principal, superintendent, leadership team members, teachers and other staff members as appropriate look at research starting on the OSPI website such as the reading programs reports. We look at programs used in schools considered “highly successful” and research best practices. With the accessibility of information on the Internet, it is fairly simple to find reputable research on virtually any program and any topic. When programs are operating in schools that we can feasibly visit, we do make school visitations. Schools and programs that are difficult to visit based on proximity or cost, we do contact the lead people connected to the programs.

**WELLPINIT SCHOOL DISTRICT SCHOOLWIDE PROGRAM GOALS**

- 1. Increase the percentage of students meeting or exceeding the Washington State standards on the EOC Math, MSP/HSPE Reading, MSP/HSPE Writing and EOC Science each year by at an increment rate at least equal to the rate required to meet the Adequate Yearly Progress goals.**
- 2. Increase daily attendance percentages for all students to a rate above 95% and decrease the unexcused absence rate to 1%.**
- 3. Raise Wellpinit High School Graduation Rate at a rate to exceed 95% while increasing the graduation rates in the Alliance Programs at an increment rate at least equal to the rate required to meet the Adequate Yearly Progress goals.**
- 4. Increase the level of parental involvement in the school district while continuing to build a sense of community cooperation between the school, the tribe, and the community.**

### Historical Performance on MSP/HSPE

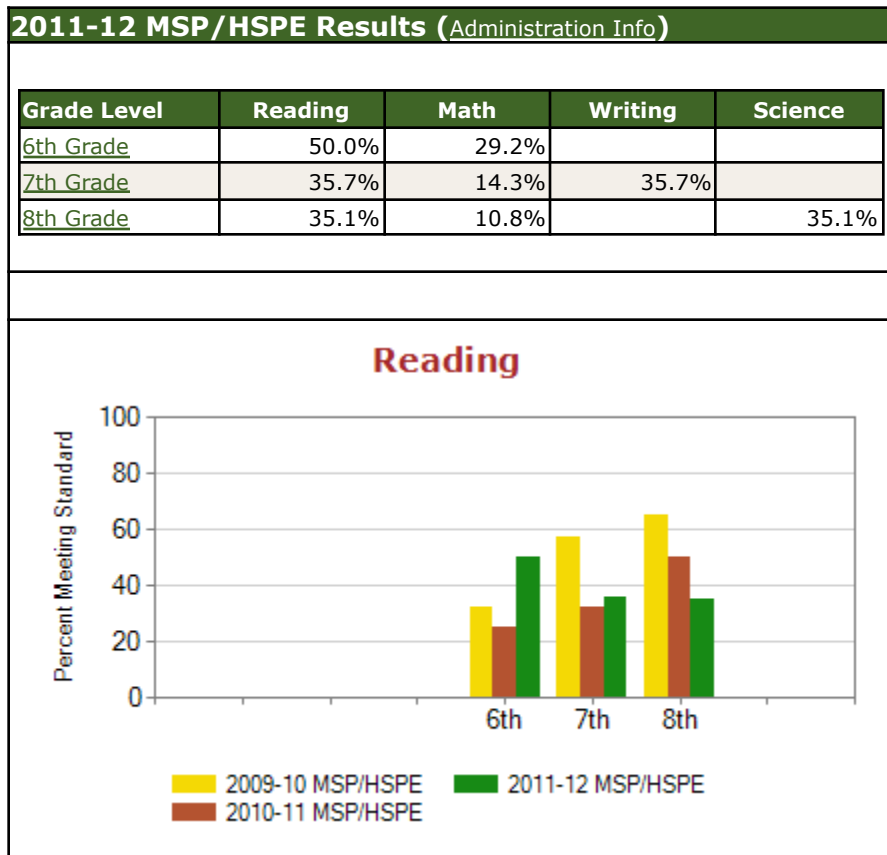
Math					Reading			
Grade	2009	2010	2011	2012	2009	2010	2011	2012
3	45.5%	44.0%	34.4%	60%	45.4%	41.4%	40.6%	32.0%
4	0.0%	15.4%	16.0%	29.6%	50.0%	34.6%	32.0%	25.0%
5	13.3%	0.0%	13.5%	27.35	33.3%	21.1%	27.3%	40.9%
6	30.0%	9.7%	12.5%	29.2%	60.0%	32.3%	25.0%	50.0%
7	14.3%	23.8%	20.0%	14.3%	52.4%	57.1%	32.4%	35.7%
8	13.0%	25.0%	16.7%	12.8%	56.5%	65.0%	50.0%	35.9%
10	25.0%	17.6%			86.4%	70.6%	60.0%	44.8%

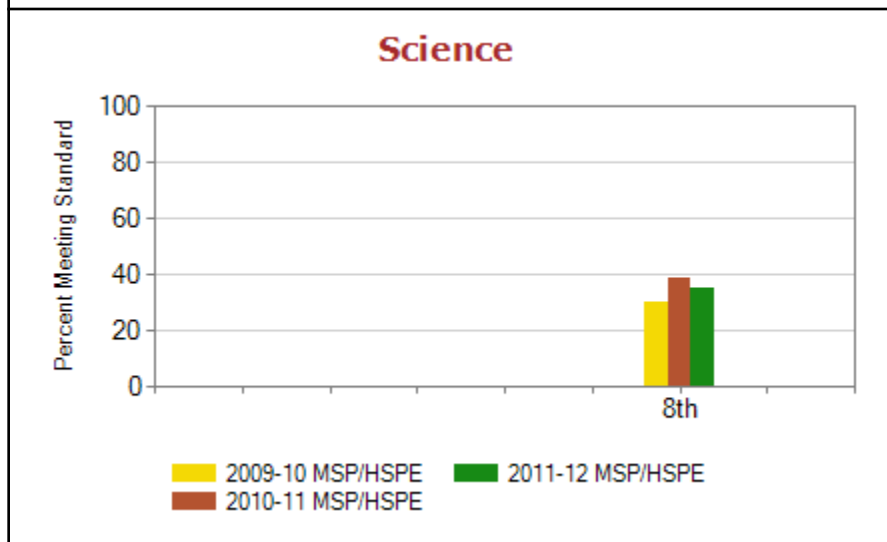
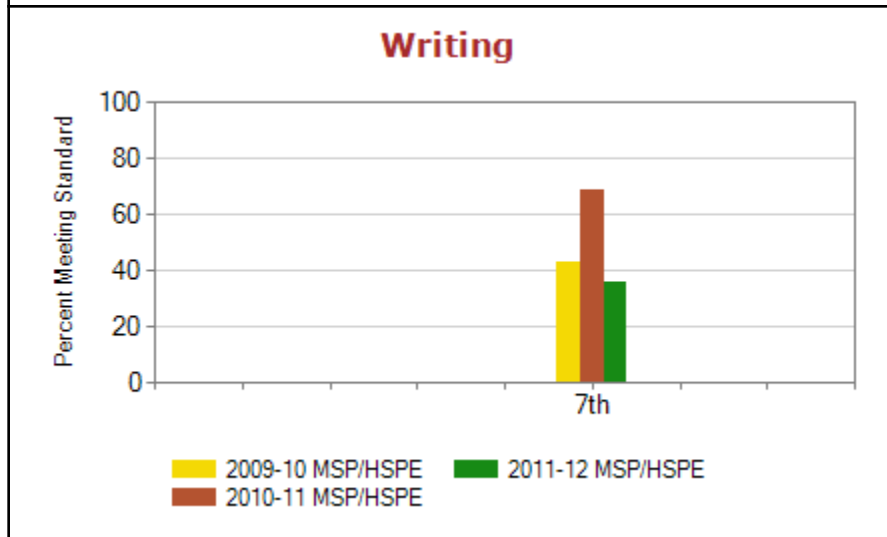
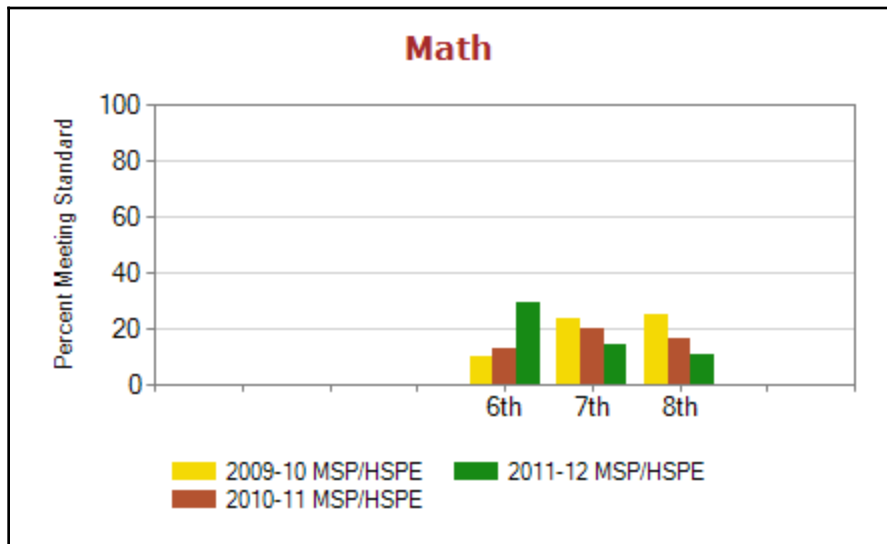
### Cohort Tracking

Math					Reading			
Grade	2009	2010	2011	2012	2009	2010	2011	2012
3	45.5%	44.0%	34.4%	60%	45.4%	41.4%	40.6%	32.0%
4	0.0%	15.4%	16.0%	29.6%	50.0%	34.6%	32.0%	25.0%
5	13.3%	0.0%	13.5%	27.35	33.3%	21.1%	27.3%	40.9%
6	30.0%	9.7%	12.5%	29.2%	60.0%	32.3%	25.0%	50.0%
7	14.3%	23.8%	20.0%	14.3%	52.4%	57.1%	32.4%	35.7%
8	13.0%	25.0%	16.7%	12.8%	56.5%	65.0%	50.0%	35.9%
10	25.0%	17.6%			86.4%	70.6%	60.0%	44.8%

## Wellpinit Middle School

Select year: 2011-12 ▼







## Student Demographics

### Enrollment

October 2011 Student Count		71
May 2012 Student Count		72

### Gender (October 2011)

Male	41	57.7%
Female	30	42.3%

### Race/Ethnicity (October 2011)

American Indian/Alaskan Native	59	83.1%
Hispanic	6	8.5%
White	4	5.6%
Two or More Races	2	2.8%

### Special Programs

Free or Reduced-Price Meals (May 2012)	59	81.9%
Special Education (May 2012)	21	29.2%
Transitional Bilingual (May 2012)	0	0.0%
Migrant (May 2012)	0	0.0%
Section 504 (May 2012)	1	1.4%
Foster Care (May 2012)	0	0.0%

### Other Information ([more info](#))

Unexcused Absence Rate (2011-12)	91	0.8%
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## Teacher Information (2011-12)



Classroom Teachers	16
Average Years of Teacher Experience	8.6
Teachers with at least a Master's Degree	37.5%
Total number of teachers who teach core academic classes	2
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	4
<i>ESEA Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

## Annual Measurable Objective Summary

This page presents a summary of your Annual Measurable Objective (AMO) results. ([What do AMO and ESEA mean?](#)) To see the data used to compute each proficiency cell, switch "Summary" to "Proficiency Detail" and click "go."

**On/Above** Group performs on or above target. **N<Required** Group has fewer than required.  
**Below** Group performs below target. **No Students** Group has no students.

-12 ▼

Reading			Math			Reading	Math		Other Indicator
Student Group	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation Target	Met 95% Participation Target	On/Above
All	37.5	40.3	Below	20.3	22.7	Below	On/Above	On/Above	
American Indian	40	38.4	On/Above	18.2	23.1	Below	On/Above	On/Above	
Asian			No Students			No Students	No Students	No Students	
Pacific Islander			No Students			No Students	No Students	No Students	
Black			No Students			No Students	No Students	No Students	
Hispanic			No Students			No Students	N<Required	N<Required	
White			No Students			No Students	N<Required	N<Required	
Two or More Races			N<Required			N<Required	N<Required	N<Required	
Limited English			No Students			No Students	No Students	No Students	
Special Education			N<Required			N<Required	On/Above	On/Above	
Low Income	33.3	38.9	Below	19.6	26	Below	On/Above	On/Above	

**Schoolwide reform strategies.** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

**Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement.**

The Wellpinit Middle School Schoolwide Plan works to implement effective practices based on educational research. The building leadership team works on goal setting, problem solving, educational research and practices, time management, mentoring, and communication. As part of our team process, we strengthen the student and staff support as well as the parent involvement portion of our leadership team.

We collect Classroom Walk-Through data. We are using evaluation tools through the BERC group, all professional development directly correlates with and supports instructional improvement and aligning instruction to student learning outcomes. Formative and Summative assessment data is used to inform instruction and scheduling in core and support classrooms, including RTI programs. We partner with the WIIN center for professional development and benchmark testing in reading and mathematics. We have implemented school wide AVID strategies in all classrooms and meet monthly to assess their effectiveness and gather data. We are using the Danielson model for teacher and principal evaluations and participated in TPEP. Sustainability will include efforts to continue all work previously mentioned.

The Wellpinit Middle School Schoolwide Plan uses a wide variety of instructional strategies, such as small group instruction, direct instruction, peer tutoring, cross grade tutors, individualized programs according regularly assessed student needs, daily homework, mastery teaching, curriculum compression, and independent study projects for both remediation and acceleration.

Instructional teams consist of single core certified teachers who develop materials for their courses. Materials are aligned with standards but sharing is limited due to time constraints and the nature of our small school.

We have implemented the ALEKS program with its built in progress monitoring system, and we use the data to determine RTI scheduling, scheduling is fluid and assessed quarterly. All students without math IEP's are enrolled in ALEKS to extend their math learning time. Students with IEP's are assessed in the resource room and their extended learning progress is monitored there.

The Wellpinit Middle School Schoolwide Plan recognizes the need to extend the opportunities for learning beyond the traditional school day. It includes a before and

after school tutoring program and a summer academic retrieval program. The design of these programs allows for one-on-one and small group instruction by certified and classified instructional staff as well as peer tutoring and cross age tutoring. With diversity in staff, the program allows for the tutoring to serve all students with a focus on students in high need of additional assistance. Built into the program is a system of rewards such as educational field trips to encourage attendance in the programs. Our goal is that with these elements of the program our students will show substantial gains in overall academics as well as improvement in the rate of parent involvement, and student attendance and graduation.

Differentiated instruction does occur in all core classes, however, it is not being implemented in a systematic manner yet. Teachers will use pre- and formative test data to differentiate their instruction and assignments in order to accommodate the diverse learning population. The evidence that this objective is being met is that teachers will provide examples of differentiated instruction pedagogies and assessments when requested.

Teachers will use a variety of instructional modes consistently. This will be evidenced by CWT data, bi-annual evaluations, and BERC observations.

When unsound teaching practices are indicated by data and/or observation, the principal provides a structure of support to assist teachers in improving their practice, and closely monitors progress. This includes professional development opportunities, principal modeling and team teaching, supporting peer observation time among instructors, and participating in the new state wide teacher evaluation system.

The goal is that teachers will use sound teaching practices and the principal will work with individuals who may need support in order to correct areas that have been identified as needing improvement.

Core instruction will align with RTI instruction, and RTI instruction will extend beyond math into other core subjects: Reading, Writing, Science. Core instructors will have increased and regular time to meet with RTI instructors so that instruction clearly aligns with current data. Progress monitoring assessments will be efficiently utilized and will inform RTI instruction and enrollment.

**Instruction by highly qualified teachers.** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this dis-proportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**How we provide instruction by highly qualified teachers:**

Currently, all of the certified teachers working in the district have teaching assignments for which they are highly qualified. All classified paraprofessionals also all highly qualified.

Our total school population is considered to be in the population being “most at risk.” Our free lunch percentage is 76% and reduced lunch percentage is 14%. Students live in a rural Native American reservation setting, and our student population is 98% Native American or descendent. While slowing rising, our test scores demonstrate a high need among our total school population. Our standardized test scores demonstrate a high need for services among our total building population.

We have set up our system of interventions so that at times, students work with the certified teacher for intervention instruction and at other times students work with paraprofessional for that instruction.

Highly qualified teacher paperwork is on file at the district office and with the Schoolwide programs coordinator. We are in the process of updating and entering information into the Teacher Quality Data Collection Tool.

**High -quality and ongoing professional development.** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

**How we offer high-quality, ongoing professional development:**

Training for staff is provided by Title I, Small Rural Schools funding, Title III, Impact Aid, SIG grant, and the funding for priority and focus schools.

The professional development needs identified include training in GLAD for the majority of our teachers, continued training on the Common Core Standards, both in content and implementation; training on curriculum based assessment, performance based assessment, test preparation skills; training on the integration of technology into the curriculum, technical and computer literacy skills and multimedia in the classroom. In addition, instructional staff is in need of training on the specific instructional software used, multiple instruction techniques and subject area applications of the teaching techniques. Professional development has included and focuses on: Marzano, AVID, TPEP, BERC (STAR protocol) as well.

PLC work has included an all-staff Marzano book study focused on improving teaching strategies, CWT data is analyzed by the whole faculty and priorities are set based on data. BERC studies are analyzed by staff and priorities and action steps are being identified based on the reports. All faculty participate in advisory classes and class meetings and are provided on-site professional development in implementing best practices within these courses.

Early release Fridays have been implemented. They are designed for professional development and collaboration to increase student learning and performance. However, the agenda is not always targeting student learning and instructional improvements. The time also serves as a venue for community presenters to communicate with staff regarding our partnerships with community resources, construction updates, and general staff meetings. Early-out staff development Fridays, plus additional time as needed, will be provided throughout the school year for PD and collaboration to increase student learning and performance, and to serve as a venue for community partners to communicate with staff . The purpose will also be to develop, work toward, and monitor our School Success Comprehensive Plan.

Early release Fridays are scheduled for professional development, STEM , CTE, The River Mile Project trainings have enhanced extended student learning and developed opportunities for collaboration among subject areas, PLC work is monitored through sign-in sheets, guiding questions, and self-reflective journaling.

The local Educational Service District offers training for staff on this topic as well as many other topics including those listed as needs throughout the school year and summers. The district makes this training available including funding for the training and providing for release time. The district will contact the local ESD to coordinate in-services as well as bringing ESD staff to the district for in-service training. As part of the district technology plan, the school district will implement an aggressive training program for staff members in the area of technology. Staff members have a training profile that addresses the major technological aspects of our Schoolwide Plans. Training is provided by local training experts on an ongoing basis.

Professional development opportunities are reviewed by the leadership team and presented to the staff on an ongoing basis throughout the school year and summers. Employees are reimbursed for ½ of the tuition costs for up to \$150 per college credit for approved courses taken independently in non-COLA years. Courses featuring educationally sound, researched based theories, practices in curriculum, instructional and assessment, as well as focused on meeting state standards are routinely approved by the district.

Courses offered through the ESD that meet the district needs and standards and address the improvement goals are made available at no cost to the employees. Each teacher receives an average of forty minutes each day/two hundred minutes each week of scheduled preparation and planning time. The professional development funding is being used to support the efforts to redesign curriculum, train and implement new strategies for instruction, and implement revised or new curriculum programs that better meet the needs of the students.

## Wellpinit Middle School Staff Development Activities 2012-2013

- 9/7/12 "What you are required to know" All Staff
- 9/12/12 Webinar on CCSS Principal and Counselor
- 9/14/12 Year-long plans All teaching staff
- 9/21/12 Focus/Emerging Principal and MS/Alliance Staff
- 10/2/12 Action Planning MS/Alliance/Principal
- 10/3/12 TPEP Principal
- 10/4/12 TPEP Teachers (4)
- 10/9-10/12 GLAD Strategies (4)
- 10/12/12 Safety procedures All staff
- 10/15/12 Bullying Training Asst. Principal and Counselor
- 10/19/12 Emerging/Focus Action Planning MS/Alliance/Principal
- 11/5-8/12 GLAD Teacher Training (4)
- 11/8-9/12 MS Conference Principal/MS Teachers
- 11/14/12 Data Focus/Emerging Principal Alliance Director
- 11/15-16/12 Emerging/Focus Writing Smart Goals MS/Alliance/Principal

- 11/27/12 TPEP Principal
- 11/30/12 Emerging/Focus Indistar Goal Setting MS/Alliance/Principal
- 12/3/12 Homeroom Tech Dept/Principal/Alliance Director
- 12/12/12 CCSS Webinar Principal/ Union President
- 1/25/12 Homeroom All Staff
- 2/1/12 Administration Dashboard Principal/ Alliance Director
- 2/15/2 Admin, Guided Homeroom All Staff
- 2/27-28 GLAD strategies (8 staff)
- 3/4-7/12 GLAD Teacher Training (8 staff)
- 3/8/12 Focus/Emerging Indistar Goal Setting MS/Alliance/Principal
- 3/14/12 TPEP Principal
- 3/15/12 TPEP Teachers (4)
- 3/15/12 Focus/Emerging Indistar Goal Setting MS/Alliance/Principal
- 3/22/12 Focus/Emerging Indistar Goal Setting MS/Alliance/Principal



**Strategies to attract highly qualified teachers to high-need schools.** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

**What we do to create strategies to attract highly qualified teachers:**

Our staff is highly qualified and has maintained a very low turnover ratio over the past ten years. We provide some benefits of staff members not available in most districts including high quality, inexpensive, local housing, extra-duty extra pay opportunities, competitive salaries on the state salary schedule, modern and clean school facility and virtually any teaching tool requested particularly in the area of technology. A school environment that is conducive to education contributes to high staff retention and a strong interest in working in this rural school of high risk students.

Prior to hire or re-assignment, the district assesses the qualifications of an applicant or staff member to ensure that they meet the requirements for highly qualified as they align with the position that is available. For certified teachers, the district uses the forms provided by Title II for determining highly qualified status. Certified instructors not meeting the Title II requirements for highly qualified based on endorsement alone must provide the additional documentation for the points based house requirements. Currently all of our certificated staff is highly qualified. For paraprofessionals, all new hires must prove with college/university documentation, that they are highly qualified prior to hire. Existing staff not meeting the college requirements are asked to either obtain the college credits or take the paraprofessional exam.

**Strategies to increase parental involvement.** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

**Our strategies to increase parental involvement:**

The Schoolwide Programs Parent Committee (Education Advisory Committee) meets on a monthly basis and includes parents, students, staff and community. Working together with the school improvement team, the parent committee is in the process of revising the existing parent involvement policy.

The policy is included with student registration materials. Each year, new and returning students receive a packet that includes information about the school, forms to complete as well as a copy of the parent involvement policy. It is also available on the school website and is distributed and reviewed annually at a parent meeting.

The parent involvement plan states that The Wellpinit School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Coordination, technical assistance and support to plan and implement effective parent involvement activities to improve student academic achievement- the existing plan makes training available to parents and provides technical assistance through school and ESD staff. One of the changes in the new policy will be to further enhance parent involvement using the parent committee as the driving force for activities. The schoolwide programs coordinator is working in collaboration with the parent committee on implementing parent involvement activities that meet the needs of the parents. The parent involvement plan states that the Wellpinit School-wide Plans for parent involvement begins with the District Leadership Team. Parents and community members are a part of this team that works as the school improvement team, dealing with all aspects of the school functioning. The main forum for the parents is the school-wide Education Advisory Committee.

The Education Advisory Committee is the direct forum for parents to address their concerns and share ideas this committee works together as a team to listen to the issues and brainstorm positive solutions for the problems. The ideas and information gathered is then addressed before the leadership team, superintendent, and the school board. In addition to giving parents a forum to express their ideas, communication with the parents is a key element with the Wellpinit School-Wide Plan.

Building of capacity for strong parental involvement, including identification of barriers to parental participation- The parent involvement policy requires input from parents. The parent committee meetings are the primary method for input. The district also conducts community surveys on the characteristics of effective schools. Data from these surveys is taken to the parent committee, school staff and administration and the data is used to plan parent participation activities as well as program improvement.

The parent involvement plan states that The Wellpinit School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with local agencies. The school will also conduct other activities that encourage and support parents in more fully participating in the education of their children.

The evaluation of the policy takes place at a parent committee meeting with the school improvement team. A formal assessment of parent participation is addressed and suggestions for improvement are synthesized to form changes for the following year. The greatest weakness of our school district has is its relationship to the community. The school is often seen as separate entity, separate from the reservation community and the tribe. This is evident in every joint meeting with the school, tribe and community. The goal of our parental involvement plan is to break the barriers for parents, teachers, staff, administration and community in working together to strengthen the programs for our students. In building a sense of community we need to find ways to eliminate pre-conceived ideas about others and work together for the common good of the students. If our society is to survive and prosper, it will be because we see ourselves as connected with one another, responsible to one another, respectful of ourselves and one another. This is the basis for the parental involvement strategies within our school.

The main forum for the parents in the Wellpinit plan is the parent committee. The Schoolwide Programs Parent Committee is the direct forum for parents to address their concerns and ideas. The parent committee works together as a team with anyone attending the monthly meetings to listen to the issues and brainstorm positive solutions for the problems. In addition to giving parents a forum to express their ideas, communication with the parents is a key element with the Wellpinit Schoolwide Plan. Because our school district is located on the Spokane Indian Reservation, it of utmost importance that the staff demonstrates cultural sensitivity as they build collaborative relationships with parents and community members. Throughout the school year, parents have opportunity to come into the school. Sports, open house, parent conferences, parent nights, school carnival, and student programs are some of the more popular events.

Just as the parents are invited into the school for various activities, the teaching staff is encouraged to participate in the community. The majority of our staff lives on the reservation. There is an open invitation from the community for staff member to attend various community activities. In this plan, parents have a role in the decisions and opportunities to participate in the decision making process and other school activities. They are seen as active partners with the school and teachers. Parents and school staff decide how policies, practices, and strategies can be stronger for the school programs.

Parents can receive training to promote positive participation in the education of their children and in school activities and they have the opportunity to contribute ideas about how the programs can increase their children's academic achievement.

The most evident form of communication is the progress reports from the teachers. In addition, parents have the opportunity to conference with teachers at any time. Teachers are asked to personally contact the parent of every student who is not meeting the academic standards in their classroom on an ongoing basis and formulate a plan to improve the success of the student. Students not meeting the state academic standards have an academic plan that is implemented following the return of the standardized test results including conferencing with the parents and making revisions to the student plan. The Parent/Student/Teacher Compact currently in place was designed by the parent committee and has changed very little since it was put into place with the initial Schoolwide program plan. It is given to parents when they register their students for each school year. We have tried other methods for implementing the compacts, but overall, this has been the most effective.

A system will be in place for reporting student's mastery of specific standards-based objectives. Evidence will include MBA/RBA results, MAPS data, CBA data, and MSP results to families.

The school's key documents are annually distributed and frequently communicated to 100% of teachers, school personnel, parents, and students

Certified teachers send classroom expectations, curriculum outlines, and information about supporting their child's learning home to parents each year. Additional information is available via OPSI, our district website, and the parent-student-handbook. Teachers, counselor, principal, and home-school liaison teams meet with parents and students to reinforce expectations and support students as needed. Parents, students, and teachers also sign the parent-student compact each year. In order to sustain, we will continue these practices.

Professional development will have an increased focus on working effectively with parents, families, and communities. BERC survey reports, PD attendance rosters, and increased partnership programs between school and community.

## Wellpinit Middle School Parent Involvement Activities 2012-2013

- August 31, 2012 Pick up Schedules
- September 4, 2012 Back to School Assembly Welcome
- September 12, 2012 Open House
- September 12, 2012 Walk for Life
- October 17, 2012 National School Lunch Day
- October 18, 2012 Career Day
- October 18, 2012 Stand for The Silent Dinner
- October 29 Red Ribbon Assembly

- November 7, 2012 Spokane Heritage Day
- November 9, 2012 Veteran's Day Assembly
- November 16, 19, 29 Parent/Teacher Conferences
- December 12, 2012 Educational Advisory Committee
- January 11, 2013 Christmas Concert
- January 17, 2013 GONA
- January 24, 2013 Levy Informational Dinner/Meeting
- February 13, 2013 Educational Advisory Committee
- March 13, Educational Advisory Committee
- March 21, 2013 Bullying Movie/Dinner
- March 27, 2013 Dedication Dinner/Celebration
- March 27, 2013 Scratch Cooking Dinner
- March 29, 2013 STEM Fair
- April 8, 2013 BERC Group Survey
- April 10, 2013 Educational Advisory Committee
- April 16,17, 18, 2013 Student Led Conferences
- April 25, 2013 School Carnival
- May 9, 2013 Elder's Lunch and Tea
- May 17, 2013 Community Clean-up
- May 23, 2013 Health Fair & Fun Run
- June 10-14, 2013 Culture Week
- June 14, 2013 Community/School Pow Wow and Lunch
- All year MS/HS Sporting Events

## **Wellpinit School District Parent/ Teacher/ Student Compact**

**The Wellpinit School District is committed to creating a school environment in which the students are at the very core of what we do.**

The Wellpinit School makes a commitment to challenge students to become the very best they can be. The focus is on motivating students, depends on consistent participation, and the coordination of all of the 'educators' in the lives of our students. Parents, grandparents, aunts, uncles, brothers, sisters, teachers, associates, administrators and the whole community make of the forces that educate our children. In order to accomplish our goals, we must commit to working together. The following is a compact that encourages the commitment of every 'educator' that are in the lives of our students.

### **Parents, Guardians and Elders**

#### ***I will do my best to:***

- *Volunteer as a class helper. (Go on field trips, tutor, fund-raise, make phone calls, read..)*
- *Provide a place for and supervise my child's homework.*
- *See that my child attends school regularly and on time.*
- *Meet with and communicate with my child's teachers.*
- *Encourage my child to read at home often and let my child see me reading.*
- *Work with the school if problems happen and support the school in finding solutions.*
- *Encourage my child's efforts and be available for questions*
- *Show respect and support for my child and his/her education.*

### **Teachers**

#### ***I will do my best to:***

- *Provide a safe and caring learning environment in my classroom.*
- *Keep students and parents informed about progress and school activities.*
- *Make the classroom atmosphere an enjoyable place to learn.*
- *Assign appropriate and meaningful homework assignments.*
- *Develop lessons that meet the needs of my individual students.*
- *Show respect for my students, their family, community and culture.*
- *Come to class each day prepared to teach.*
- *Enforce classroom and school rules fairly and consistently.*

### **Students**

#### ***I will do my best to:***

- *Complete and return my homework assignments.*
- *Do my best in my work and in my behavior.*
- *Attend school regularly and on time.*
- *Respect others in my school and community.*
- *Follow the school and classroom rules.*
- *Take pride in myself, my friends, my family, my community and my school.*

**AS EDUCATORS IN THIS COMMUNITY IT IS OUR UNCONDITIONAL RESPONSIBILITY TO MAKE EVERY EFFORT TO MEET THE NEEDS OF EACH STUDENT. ALL OF US WHO ARE A PART OF THE DAILY LIVES OF THE CHILDREN OF THIS COMMUNITY ARE EDUCATORS. WE MAKE THIS COMMITMENT TO OUR FUTURE.**

**Signatures**

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Teacher/Advisor)

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

**Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs:**

The Schoolwide program works in coordination with the Head Start program to provide services to preschool children ranging from family activities, tutoring, adult literacy, parenting skills and transition skills.

The staff meets monthly at a minimum to look at a variety of schoolwide issues. Grade span wing meetings address the needs of student transitioning and implement programs for assist with efforts to ensure student success. Because of the small size of the staff, several staff members work across grade spans and help with the transition efforts. The most difficult transition is into and out of middle school as they are now in a separate building. Activities are planned throughout the year that brings the middle school students into the elementary/high school building.

### **Transition Activities**

**Elementary to Middle School Transition Activities:**

- 1) Preparing for Middle School Day in early June
- 2) Guided tour of building with a 6<sup>th</sup> grade buddy
- 3) Letters of advice from 6<sup>th</sup> grade to 5<sup>th</sup> grade – we usually have them do poems, letters, etc. and let the incoming kids look at them at the beginning of the year.
- 4) Lunch with the 6<sup>th</sup> graders and some outdoor play time
- 5) Review MS policies, supply list, etc
- 6) End with an ice cream treat served by 6<sup>th</sup> graders
- 7) maybe a game of kick ball or something fun during the last week of school

**Middle School to High School Activities:**

- 1) AVID groups work with high school AVID groups as well as HS students presenting to advisory groups of middle school students
- 2) HS scheduling activities spring including middle school 8<sup>th</sup> graders.
- 3) Day with HS students. 8<sup>th</sup> grade spend time going to HS classes, school tour, lunch with high school.
- 4) AVID graduation and transition activities to high school
- 5) 8<sup>th</sup> grade graduation

**High School to college and Career Activities**

- 1) College and career fairs for all HS students
- 2) Career day with visitors/presentations from various professions

- 3) College presentations on site and college visits
- 4) AVID college readiness activities
- 5) Advisory WOIS and NAVIGATION 101 career and college readiness activities
- 6) Assistance with job applications and resumes
- 7) Assistance with college applications, scholarships and FAFSA

**Measures to include teachers in decisions regarding the use of academic assessments.** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

**Identify measures to include teachers in decisions regarding the use of academic assessments:**

Our school building improvement plans are our Title I Schoolwide Plans. These plans are specifically designed to assist schools in meeting AMO's.

Rather than just a central administrator, our building has a leadership team and each member of the leadership team is available to all of the staff members for input and assistance. By bringing together the members of the staff that are functioning in leadership positions, the team is assembled to address all of the major functions of the school district. The team works together with the school staff to accomplish common goals in all areas of student achievement. The instructional implications for the classroom teacher help to meet several of the identified needs. Students scoring below state standard in reading, writing or math are provided additional support in that subject to help accelerate their skills.

The School District will use the state required assessments as the baseline measurement to monitor student progress each year. Within the classroom, teachers will use the assessments that are a part of the reading and math programs as well as the and MAPS assessment. The school also has been training on the use of the RBA and MBA assessments. Initially, students are identified based on standardized test scores. Students experiencing difficulty have classroom assistance on a daily basis from the teacher and/or the teaching associate. Assistance is provided in both and inclusion and a pull out model depending on the needs of the students. Additional support is available with before and after school services as well as through the special education department. Quarterly conferences keep the tracking timely. The teachers are at the heart of the decision-making process. When student progress issues arise, teachers form a course of action that is reviewed by the administration in coordination with the parents according to the needs of the students. Individual data is provided to



the parents as it becomes available including classroom test results and standardized assessments. Overall school data is provided at parent meetings, on the school report card and on the school district website.

Performance data, disaggregated by subgroups, as well as classroom observations will be used in making decisions about school improvement and professional development. The information we need is performance and classroom observation data.

Teachers meet as a middle school unit. Each core subject consists of one certified teacher, so collaboration is organized vertically by subject area with elementary and high school staff. Sustainability depends on continuation or Early Release Time and targeted professional development.

We use MAP/RBA/MBA/CBA data from the building principal in a timely manner. Decisions about each student's placement and instruction will be clearly aligned with this data.

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

**Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance:**

Our school building improvement plans are the heart of our Title I Schoolwide Plans. According to the needs assessments used for our Title I Schoolwide Project, there is a consensus that the students need to be provided a positive and motivating learning atmosphere, with high standards and high expectations, additional time for work in reading and math basic skills, increased access to reading materials, more individualized instruction and a stronger computer curriculum.

A major concern of staff members, as well as the parents, is the expectation and the responsibility for meeting the academic needs of every student. The Schoolwide Plan requires and makes possible the creation of accelerated learning plans for each student which allows for accelerated instruction with high expectations, extra practice, and remediation in all academic areas thereby meeting the needs identified for each student. Our goal is that students are presented with challenging curriculum that compares to world-class standards and meets or exceeds the local and state performance standards. By dividing the class into groups for intensive instruction periods, this plan allows flexibility in classroom management. The availability of the computers as another instructional tool allows for the teacher and the teaching associate to have more contact time with students on task.

Initially, students are identified based on standardized test scores. As part of the Accelerated Learning Plans for LAP, student progress is monitored on an ongoing basis and student report cards have been revised to allow for a higher level of skill based monitoring. Students need to be provided a positive and motivating learning atmosphere, with high standards and high expectations, additional time for work in reading and math basic skills, increased access to reading materials, and more individualized instruction. The accelerated learning plans for each student allow for accelerated instruction with high expectations, extra practice, and remediation in all academic areas thereby meeting the needs identified for each student.

Students experiencing difficulty have classroom assistance on a daily basis from the teacher and the teaching associate. Assistance is provided in both an inclusion and a pull out model depending on the needs of the students. Additional support is available through differentiated instruction within the classroom as through the special education department. Progress reports keep the parents updated constantly and quarterly conferences keep the tracking timely.

In the Schoolwide Plan, teachers are asked to show evidence of the alignment of the lesson objectives with the school curriculum as well as Washington State Essential Learnings, Grade Level Expectations and Proficiency Expectations. All subject area teachers K-12 are trained in teaching writing and assessment, as writing is a major component of the MSP/HSPE/EOC tests. As part of our technology plan, not only will the entire teaching staff have laptops for use in school and at home, but students will have wide access to computers in school with high quality reference, research, and instructional tools.

Our home-school liaisons work to provide the services for our students at risk including those in the specific categories, particularly neglected/delinquent and homeless students. Services for Native American students are provided with in class as well as pull out assistance as needed.

Schoolwide program provides services to any student needing them, including migratory students. Services are provided through our Home-School Liaison and the Alliance Education program and include full access to curriculum and services.

Homeless students are provided with the same educational opportunities as all of our other students. If necessary, addition transportation needs have been met. Transportation to the district of origin would not be provided with Title I Part A funds. The vast majority of our homeless students participate in general education and extra-curricular programs just as every other student does.

The following are services most frequently utilized by students who would be considered the highest need of assistance is the home school liaisons. The purpose of the Home School Liaison is to act as a liaison between parents, school, students, and community. The coordinator is responsible for follow-up on student absences, seeing the students make it to school and local appointments. The coordinator contacts parents and community members to keep them abreast of what is happening in the school and how they can get involved. The Home School coordinator provides a ready means of attention to student absences, auxiliary student transportation, home visitation, and immediate parent contact for special education needs or when signatures are required.

The school recognizes its responsibility to students in providing an appropriate curriculum in a productive atmosphere in which to learn but also the need to establishing retention guidelines. An effective support system and alternative programs for those students at risk of not completing their public education is an on-going concern. In order to prevent any student, including homeless, from dropping out of school the district attempts to provide students with an atmosphere of academic concern in an environment of warmth and cordiality. The Home School Liaison contact person is available during the day to support students in their adjustment between home and school expectations.

**Coordination and integration of Federal, State, and local services and programs.** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

**How we Coordinate and integrate Federal, State and local services and programs:**

Under the Schoolwide plan, our home-school liaisons work to provide the services for our students at risk including those in the specific categories, such as services for children with limited English proficiency or disabilities, migratory children, neglected or delinquent youth, Indian children, and homeless and immigrant children. Services for Native American students are provided with in class as well as pull out assistance in the response to intervention program.

There are no institutions within our local school district for whom we would provide educational services for neglected and delinquent children. Students entering these facilities are usually required by the institution to enroll in the school district of residence.

Schoolwide program provides services to any student needing them. Services are provided through our Home-School Liaison and the Alliance Education program and include full access to curriculum and services. The district will ensure that migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children selected to receive Title I services, even if none are currently enrolled.

***Activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts. (LAP, Migrant, Bilingual, Highly Capable, Reading First, Comprehensive School Reform, 21<sup>st</sup> Century Grants, IDEA, etc.)***

The Wellpinit Schoolwide Programs includes all of the elements of the district and school improvement efforts of the following programs:

**Learning Assistance Program-** providing tutorial assistance to students in the classrooms, accelerated learning plans, improved student tracking.

**Title II Part A Teacher and Principal Quality-** providing for class size reduction, professional development, and highly qualified staff.

**Title VI Flexibility and Accountability (REAP)/RLIS Rural Low Income Schools**

**Title VII Indian Education-** with approval from the Indian Education parent committee, providing tutorial assistance in the classroom and cultural activities.

**Impact Aid-** providing a variety of student services in for student living on federal land, used in coordination with the programs and goals of the Schoolwide plan according to guidelines reviewed in annual public meeting.

### Basic Education

The goals of these programs align with the goals of the Schoolwide program. Each program within the school is reviewed by the leadership team and the schoolwide programs parent committee. Rather than attempting to maintain parent committees on each program where required, the district parent committee is a single entity working on the coordination and goals of all programs.

Supplemental Services 2012-13 MIDDLE SCHOOL									
Name	\$ Hours	Program	Salary	Wages	Total	\$ TITLE Midd	\$ LAP to Midd	\$ Indian Ed Middle School	
Lucinda Denison	6.75 HOURS	Indian Ed	\$20,533.50	\$7,193.73	\$27,727.23	\$6,921	\$21,716.42	\$48,218	\$76,855.37
Desiree Pacheco	3.375 HOURS	Indian Ed	\$9,847.58	\$3,722.38	\$13,569.96				PPE
Susan Hegney	CERT	LAP (1/7)	\$8,640.94	\$2,592.28	\$11,233.22				\$1,182.39
Kris Wilsey	CERT	LAP (1/7)	\$8,064.00	\$2,419.20	\$10,483.20				
Greg Ramos	1.5 HOURS	Indian Ed	\$4,530.60	\$969.55	\$5,500.15				
Wendy Wynecoop	1 HOURS	Title I	\$5,231.20	\$1,689.68	\$6,920.88				
Title I	Tutorial Assistance Home Liaison								
LAP	Tutorial Assistance								
Indian Ed	Tutorial Assistance Home Liaison								
Title II	Class size reduction								
Supplemental Services 2013-14 MIDDLE SCHOOL									
Building Name 2013-2014	Bldg. Enroll	TITLE I	LAP	INDIAN	Title II	Basic Ed	SUPP TOTAL	PER PUPIL	
		\$114,004	\$107,937	\$77,522	\$29,000				
Wellpinit Middle School	70	\$52,354	\$0	\$21,000	\$0	\$2,083	\$75,437	\$1,078	
Staff by building	Est wages	Supplemen	BASIC ED	Building					
MIDDLE- AMOUNT TO BUILDING			\$2,083	\$75,437		Title I	LAP	Indian Ed	
						Indian Ed	\$4,531	\$970	
LUCY DENISON	\$27,334	\$25,968	\$1,367		T/IndEd	\$18,580		\$7,388	
KRIS WILSEY cert 1 hr	\$10,756	\$10,756			T/	\$10,756			
SUSAN HEGNEY cert 1 hr	\$11,458	\$11,458			T/	\$11,458			
DESIREE PACHECHO 3	\$14,328	\$13,612	\$716		T/IndEd			\$13,612	
NANCY GOULD 2.75 hrs	\$11,561	\$11,561			T/	\$11,561			

**Describe coordination with other community programs and agencies.**

The main community agency that the school district coordinates is with the Spokane Tribe of Indians and the various related entities. Without the support of the Tribe, numerous 'extra' programs would not be available to our students. The Tribal Youth Council supports the students with activities outside of school time. The local 477 program provides a variety of programs to our most at risk students and the district is working on interagency agreements to strengthen this relationship. Medicare/Medicaid services are provided by Health and Human services at the local clinic, in addition to traditional health services provided by Indian Health. HHS provides a number of activities including guest speakers and health related programs in the school for students.

The community has initiated a series of tribal/ school/ community leadership meetings. The purpose of the meetings is to bring the leadership of the community together to address the issues facing the youth in the community. These meetings have been well attended and have been beneficial for all involved.

## Evaluation and Reevaluation

The school administration in coordination with the Title I director initiate the process of annual evaluation. Progress is reviewed by the leadership team, parent committee, staff and school board. Recommendations for amendments are made and the results are presented to all parties involved. Annual assessment by school staff, and parent/community survey play a key role in ongoing improvement to the schoolwide plan.

## Needs Assessment

### Student Needs

- How well are students achieving on State assessments, in general, in identified subgroups and individually?
- Are there measurable goals for achievement that are known by parents, teachers, and students?
- How does the school identify individual student needs?
- What are the student mobility rates? Dropout rates? Attendance rates?
- What, if any, significant disciplinary problems exist in the school?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?
- Did the school make AYP last year? In prior years? If not, why?

### Curriculum and Instruction

- How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process?
- What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?
- Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?
- What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
- How are assessment results used?
- Is instructional technology available to all students? Do teachers integrate technology into teaching?
- Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?

## Professional Development

- Are all teachers and instructional paraprofessionals highly qualified?
- Is there a process to determine the professional development needs of teachers?
- What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
- Is professional development voluntary or mandatory? To what degree does staff participate?
- Is professional development related to classroom instruction?
- How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
- Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
- Who provides professional development (e.g., school district, SEA, regional laboratory, etc.)? Are external resources (e.g., expert practitioners, regional laboratories, representatives of higher education institutions, SEA staff, etc.) used to provide staff development for the school? How often does this occur?
- Does the daily teacher schedule allow for common planning time across grade levels and content areas?
- How is professional development evaluated and mid-course corrections made if needed?

## Family and Community Involvement

- Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?
- How are parents and the community involved in activities that support student learning?
- How does the school involve parents and the community in school governance decisions?
- Are health and human services available to support students and their families?
- Are translators and written communications available for families who speak languages other than English?
- Does the school or district offer adult education programs?
- Are staff and students involved in community activities?
- Does the school partner with local businesses to enhance its educational program?
- How does the community view the school?
- How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?



### School Context and Organization

- Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?
- Is the entire school staff involved in decisions about school operations? How?
- Is the school safe and orderly?
- What disciplinary policies exist, and how are these policies enforced?
- What is the school climate? Are staff and student morale high?
- How is the school managed?
- What role(s) does the principal play? Is he or she viewed primarily as an instructional leader? A business manager? A disciplinarian?
- How is the school budget determined, and how are priorities set?
- How are all resources (funds, time, personnel) currently allocated?
- How are the financial resources prioritized to meet the needs of the school?
- Does the school currently operate with one written plan? Was the plan developed collaboratively? Is the plan followed?
- Overall how much progress has the school made in the last year? In the last two years?

The following questions can serve as helpful prompts to discuss the collected data:

- What are the strengths and the challenges of the current school program?
- Does the evidence gathered support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need to know?
- What priorities does the information suggest?

ANNUAL REVIEW: The annual review can serve other valuable purposes. Results can--

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program;
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals;
- Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

The evaluation of the implementation of the schoolwide program might reflect these questions:

- Is there evidence that common planning for instruction by K- 3 teachers produced more lessons and units that were aligned with the State standards than were previously aligned?
- Was the pacing of instruction aligned across the classrooms of the K-3 teachers who planned together?
- Do participating teachers feel that common planning time has improved their teaching?

The evaluation of the outcome of the schoolwide program might reflect the following questions:

- Was the target percentage of students meeting State standards reached in each quarter, in all grades?
- What percentage of students, as a whole and in disaggregated groups, has achieved proficiency relative to the State's academic content and achievement standards and how does this compare to the percentage that achieved proficiency before schoolwide plan implementation?
- What does other student achievement data indicate about student progress toward meeting the State standards, including pre- and post-test scores, grades, quarterly reading achievement results, or other diagnostic classroom or school-based results?

## Assessment of School Progress Toward Schoolwide Improvement

☒ **Use for Needs Assessment and Evaluation**

- 5- Sustaining Ongoing Improvement
- 4- Continuing Progress
- 3- Evolving First Steps
- 2- Thinking About Change
- 1- Maintaining the Status Quo

Individual Rating \_\_\_\_

Consensus Rating \_\_\_\_

	Baseline Date	Benchmark Date	Benchmark Date
<b>Standards-Based Curriculum</b> (The school's curriculum is aligned with State standards and is articulated across grades and subjects.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Standards-Based Instruction</b> (Teachers use content and achievement standards and assessment information to identify curricular priorities and instructional materials and to design relevant and challenging learning experiences for all students, including those of diverse cultural backgrounds, and academic experiences.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Standards-Based Assessment</b> (The school uses multiple classroom and district assessments, in addition to the State's assessment, to monitor the achievement of individual students (including English language learners, and students with special needs). Achievement data are disaggregated and reported by all major subgroups.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

	Baseline Date	Benchmark Date	Benchmark Date
<b>Data-Based Accountability and Evaluation</b> (The school has a fully implemented accountability system that includes a school improvement plan based on disaggregated achievement and other data.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Structural Reform Strategies</b> (The school structures its schedule, organization, support mechanisms, and resources to provide all students equal access to resources and the support to achieve to high standards.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Leadership and Governance</b> (The school improvement team, or other governance structure includes teachers, other non-instructional staff, parents, community members and students in a shared leadership structure to support and improve school programs.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Professional Development</b> (The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals; the plan is research-based, and helps staff to better meet the needs of students.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

	Baseline Date	Benchmark Date	Benchmark Date
<b>Culture and Climate</b> (The school's philosophy, norms, values, beliefs and shared vision reflect expectations for high achievement for all students, collaboration and collegiality among all staff, and mutual respect and trust among all individuals; the school is safe and orderly and is welcoming to students and their families.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>External Support and Resources</b> (The school accesses external support and resources from a variety of sources to implement, supplement and/or extend goals. Use of external resources is based on thorough research of their effectiveness and alignment with the schoolwide program plan.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Parent and Community Involvement</b> (The school has active partnerships with parents and linkages to community organizations and institutions; the community is actively engaged and supports the activities of the school.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
<b>Extended Learning Activities</b> (The school provides informal learning experiences and extracurricular activities, such as sports, music, art and clubs that appeal to diverse populations; these offerings are provided directly or through community partnerships.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation



### **Indicators for the School Profile**



*Use for the needs assessment*

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process, and also can be used to develop the schoolwide plan.

<b>Student Demographics</b>	<b>Possible Indicators</b>
<input type="checkbox"/> Enrollment	The number of students in the school; students in special programs (Title I, special education, gifted and talented), by ethnicity or other meaningful categories.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior.
<input type="checkbox"/> Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	<b>Possible Indicators</b>
<input type="checkbox"/> Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.
<input type="checkbox"/> Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.
<input type="checkbox"/> Multi-year Trends	Academic achievement data from several years
<input type="checkbox"/> Completion Rates	Promotion/graduation rate, retention rates

<input type="checkbox"/> <b>Comparative Data</b>	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.).
<input type="checkbox"/> <b>Post Secondary</b>	<b>Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.</b>
Curriculum and Instruction	<b>Possible Indicators</b>
<input type="checkbox"/> <b>Learning Expectations</b>	Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.
<input type="checkbox"/> <b>Instructional Program</b>	Instructional activities, programs or strategies used to teach the State content and achievement standards.
<input type="checkbox"/> <b>Instructional Materials</b>	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.
<input type="checkbox"/> <b>Instructional Technology</b>	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.
<input type="checkbox"/> <b>Support Personnel</b>	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.
High-quality Professional Staff	Possible Indicators
<input type="checkbox"/> <b>Staff Preparation</b>	<b>Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.</b>
<input type="checkbox"/> <b>Staff Specialists, and other Support Staff</b>	<b>Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.</b>



<input type="checkbox"/> Professional Development	The existence of district and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
<input type="checkbox"/> Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.
<input type="checkbox"/> School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	Possible Indicators
<input type="checkbox"/> Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
<input type="checkbox"/> Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
<input type="checkbox"/> Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
<input type="checkbox"/> Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
<input type="checkbox"/> Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style.
<input type="checkbox"/> Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.
School Context and Organization	Possible Indicators
<input type="checkbox"/> School Mission/Vision	Statement of the underlying philosophy of the school.
<input type="checkbox"/> Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
<input type="checkbox"/> School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
<input type="checkbox"/> Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that student learning is not fragmented.
<input type="checkbox"/> Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.

<input type="checkbox"/> <b>Student Discipline Policy</b>	<b>Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities.</b>
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### ***Schoolwide Plan Evaluation***

<b>10 Components of a Schoolwide Plan</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
	<b>***</b>	<b>**</b>	<b>*</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	Includes data gathered from two sources. Examines student strengths and needs.	Includes data gathered from less than two sources. Examines student deficits.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
	***	**	*
School Reform Strategies	<p>Strategies increase the quality and quantity of instruction, using research-based methods and strategies.</p> <p>Research-based reform strategies are directly aligned with the findings of the needs assessment.</p> <p>Provides a detailed, enriched and accelerated curriculum for all students.</p> <p>Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program.</p> <p>Addresses specific strategies that assist teachers to determine if student needs are met.</p>	<p>Increased the quality and quantity of instruction.</p> <p>Reform strategies aligned with the findings of the needs assessment.</p> <p>Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.</p> <p>Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.</p> <p>Briefly addresses how the school will determine if these needs are met.</p>	<p>Increases neither the quality nor quantity of instruction.</p> <p>Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models.</p> <p>Provides a basic curriculum.</p> <p>Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.</p> <p>Teachers are directed to meet student needs without specific strategies or approaches.</p>

<b>10 Components of a Schoolwide Plan</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
	<b>***</b>	<b>**</b>	<b>*</b>
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement.</p> <p>Teachers are sometimes assigned to areas in which they are not certified.</p>	<p>Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement.</p> <p>Teachers are routinely assigned to teach in areas where they are not certified.</p>
High-quality and Ongoing Professional Development	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.</p>	<p>Most staff receives training toward meeting the needs of only select groups of students.</p> <p>Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.</p>	<p>Some staff receives fragmented training unrelated to identified school needs.</p> <p>Few staff receives professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.</p>

<b>10 Components of a Schoolwide Plan</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
	<b>***</b>	<b>**</b>	<b>*</b>
Strategies to Attract Highly Qualified Staff	<p>The school is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	<p>The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.</p> <p>Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.</p>	<p>The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.</p> <p>Teachers are not assigned to serve high need students based on student need, but rather staff availability.</p>
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<p>Specific strategies to increase parental involvement have been identified and implemented.</p> <p>Some collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a limited number of school decisions.</p>	<p>Specific strategies to increase parental involvement have not been identified or implemented.</p> <p>No collaboration with community resources is observed.</p> <p>Parents have no role in the decision making process of the school.</p>

<b>10 Components of a Schoolwide Plan</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
	<b>***</b>	<b>**</b>	<b>*</b>
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start).</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	<p>Collaboration efforts have begun between the elementary and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary school setting are not included in the school improvement plan.</p>	<p>Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.</p>
Teacher Participation in Making Assessment Decisions	<p>A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments.</p> <p>Student performance drives modifications and improvements in the selection and use of school-based assessments.</p>	<p>Student performance is considered when modifying the school improvement plan.</p> <p>Student performance is considered when modifying the plan, however, it does not always occur.</p>	<p>Assessment decisions are made with little or no input from teaching staff.</p> <p>Student performance is not considered when making decisions about assessment.</p>

<b>10 Components of a Schoolwide Plan</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
	<b>***</b>	<b>**</b>	<b>*</b>
Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards.</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards.</p> <p>Students receive some differentiated instruction while working with support staff.</p>	<p>No process is in place to identify students who are experiencing difficult mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.	The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.