

The Washington State Board of Education

Governance | Achievement | Transitions | Math & Science | Effective Workforce

Title:	Option One Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider for approval the requests for Option Waivers of the minimum 180-day school year requirement.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This portion of your packet contains materials related to requests from five school districts for Option One waivers under the authority granted the State Board by RCW 28A.305.140. Three of the requests are for parent-teacher conferences, one for staff professional development, and one for a combination of the two. The memo briefly summarizes each waiver request. It is followed by a table providing basic data on each request. The full applications are provided in the Appendix for your review.</p>	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from five districts for Option One waivers. SBE staff have reviewed the waiver applications and provided them to the Board for consideration. The applications are included in your packets.

Summary of Waiver Applications

Lyle requests a waiver of four days for the 2012-13 school year. The days will be used for staff in-service training with the specific goal of improving results in mathematics and reading assessments.

Orondo requests a waiver of four days for parent-teacher conferences. The District states that scheduling two full days of parent-teacher conferences in the fall and two more in the spring result in less disruption to the academic program without reducing total instructional time, and are especially helpful to math instruction.

Riverside requests five waiver days for the 2012-13 school year. The first day requested is for training of certificated and classified staff on the Riverside School District Instructional Framework. Teachers and administrators will also receive training in the state's new teacher evaluation process. The other four days requested are for parent-teacher conferences. The District states that full-day conferences increase parent participation and ease the disruption of shortened class periods.

Sultan requests six waiver days for school years 2012-13, 2013-14 and 2014-15, two of them for staff professional development and four for parent-teacher conferences. Staff development days will be used to continue to implement a research-based instructional framework and to align that framework with new requirements for teacher evaluation.

Walla Walla requests a waiver of three days for school years 2012-13 and 2103-14 for the purpose of parent-teacher conferences. The conferences will include academic goal-setting for students and discussion of new graduation requirements and Common Core standards.

Table A: Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Lyle	2012-13	4	176	0	180	0	R

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Orondo	2012-13	4	176	5	185	8	R
Riverside	2012-13	5	175	10	190	0	R
Sultan	2012-13 2013-14 2014-15	6	174	0	186	8	N
Walla Walla	2012-13 2013-14	3	177	8	8	8	N

Background

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student.”

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Action

Consider approval of the district applications summarized in this memorandum.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Lyle School District
Superintendent	Martin Huffman
County	Klickitat
Phone	509-365-2191
Mailing Address	P.O. Box 368 Lyle, WA 98635

2. Contact Person Information	
Name	Phil Williams
Title	Administrator
Phone	509-365-2211 ext 119
Email	pwilliams@lyle.wednet.edu

3. Application type:	
New Application or Renewal Application	Renewal

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	4
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	Yes

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

[Calendar development, union input, all school surveys and school improvement team suggestions.](#)

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	<u>176</u>
2. Waiver days (as requested in application)	<u>4</u>
3. Additional teacher work days without students	<u>0</u>
Total	<u>180</u>

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days from previous years have been used for staff improvement days. These were subject specific to the Dallesport and Lyle campuses. Staff and administration made the decisions on topics and use of time for completion.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

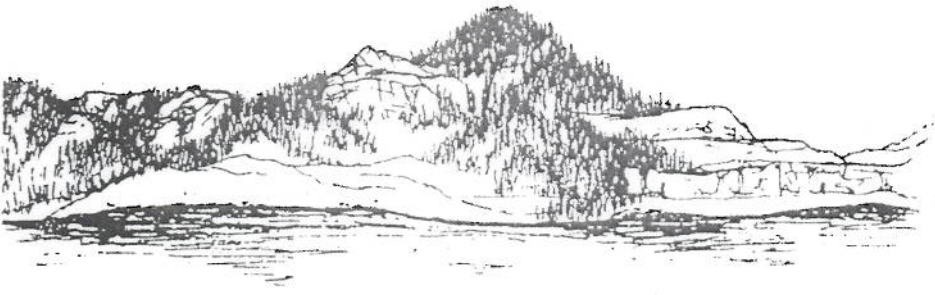
The most productive use of the waiver days were the group instruction sessions that provided outside presenters, webinars and BER videos.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and community are informed through newsletters, class bulletins and calendar announcements.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.



LYLE SCHOOL DISTRICT #406
625 Keasey Avenue
P.O. Box 368
Lyle, WA 98635
509-365-2191 – Phone
509-365-5000 – FAX

**Resolution No. 289-071912
Request for Waiver from Minimum 180 Day School Year
Requirement: RCW 28A.150.220 and WAC 180.16.215**

DALLESFORT ELEMENTARY AND LYLE SECONDARY SCHOOLS

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18.040 - 050); and,

WHEREAS, the Lyle School District Learning Improvement Plans for each school in grades K through twelve have the goal of providing an effective educational system and enhancing the educational program for all students; and,

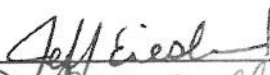
WHEREAS, the district staff and board of directors have indicated that teachers need time to develop course offerings and planning tools to align curriculum with district and state standards, assessment practices and to develop a bank of shared instructional strategies; and,

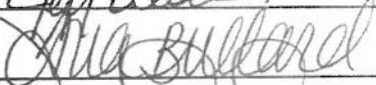
WHEREAS, teachers need time to develop lessons and strategies related to new assessment practices to measure student academic learning against anticipated new district standards; and,


WHEREAS, the student contact hours and program offerings will continue to exceed the state requirement of 1000 contact hours with a 176 day school year,


THEREFORE, BE IT RESOLVED that the Board of Directors of the Lyle School District No. 406, Klickitat County, Washington, does hereby request the minimum 180 day requirement to be waived from 180 to 176 days for the 2012-2013 school year.

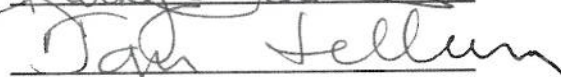
Lyle School District Board of Directors:

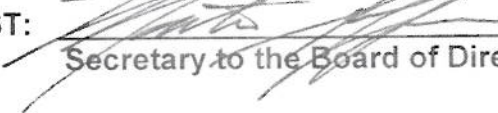










ATTEST: 

Secretary to the Board of Directors

Dated: July 19, 2012

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Orondo School District
Superintendent	Millie Watkins
County	Douglas
Phone	509-784-2443
Mailing Address	PO Box 71 Orondo WA 98843

2. Contact Person Information	
Name	Millie Watkins
Title	Superintendent
Phone	509-784-2443
Email	mwatkins@orondo.wednet.edu

3. Application type:	
New Application or Renewal Application	Renewal

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	4
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	20
Reduction	8
Remaining number of half days in calendar	12

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

8. What are the purpose and goals of the waiver?

To provide opportunity for students and parents to discuss student progress, review student achievement data, update and revise student learning plans and address outstanding areas of academic concern.

The Orondo Elementary and Middle School has a record of very high parent & student participation in parent/student/teacher conferences. Our school has placed a priority on twice annual face to face collaboration. We have seen the positive impact of this process in greater attention to homework, proactive problem solving in discipline concerns, and increased interaction between parents and students in monitoring academic progress. Our school emphasizes student participation at these conferences and structures a parent/student/teacher dialog. Students and parents meet with teachers twice each year to review the students' progress and set goals.

This communication between teachers and parents and students is a critical loop to support the professional development and instructional work of the district. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period.

Our staff use the professional development time to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students.

It is critical that this information is understood by everyone. Parent/student/ teacher conferences allow our teachers to hear parent concerns and recommendations. They allow parents to know how best to support their student's achievement and they reveal areas that need further development in both school and home systems. These conferences allow students to celebrate their achievements and to participate in problem solving discussions. Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement Team has targeted the development of data driven goals to increase the achievement of all our students as a schoolwide priority. Parents are an essential partner in the ongoing support of these goals. Yet many of these parents are unfamiliar with the academic setting and are uncertain how to help their students overcome barriers to learning. Twice yearly, face to face time supports student achievement. Full day conferences allow staff to set a schedule that accommodates working parents and minimizes the loss of learning time.

The benefits of these efforts are monitored by use of a data management system that measures achievement and displays ongoing reports of student progress. It is essential that we share this information with parents in a timely manner.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Our school did not make AYP in 2011-2012. We did however increase the percent of students in grades 3-7 meeting standard on MSP in math by more than 10%. Our NWEA MAP confirms the need for attention to improvement of instruction and achievement. Testing indicates that we are performing below national and state averages in both reading and math. Our work in the 2011-12 school year is showing signs of improvements in these areas. In the 2011-2012 school year we Improved our reading scores by 34% over the 2010-2011 school year. We sustained our significant improvement in math from the 2010-2011 school year and continued that trend with an increase of 23% improvement over the 2010-2011 scores. The professional development, progress monitoring, and goal setting work that underlies these scores are resulting in increased achievement. It is critical that we continue this work and that students and parents remain active partners in this learning.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will increase by 10% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will maintain Orondo NWEA MAP math scores above grade level and narrow the gap between our NWEA MAP reading scores by at least 20%.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

NWEA MAP scores will be monitored 3 times per year in the 2012-13 school year. MSP scores will be reviewed in fall 2012.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We are requesting a waiver of four days to support full day parent/student/ teacher conferences on November 15 & 16, 2011 and on March 28 & 29, 2012. Full day conferences preserve educational continuity by reducing the number of half days required to accommodate the conference schedule. The quality of instruction is improved with the maintenance of full day schedules. The full day conference schedule does not lessen learning time, rather it concentrates instruction and allows teachers to focus early in conference week on rigorous instruction and later in the week on quality contact with students and parents. If the waiver is not in place, it is necessary to schedule a full week of half day instruction twice a year. In contrast, scheduling two full days of parent/student/teacher conferences allows students to attend more full days of school, and to increase time in the regular schedule resulting in less interruption to the academic program. Preserving more full days of instruction especially supports our mathematics instruction. Many of our core services in mathematics and nearly all of our mathematics interventions are scheduled in the afternoon.

Summary:

Full day conferences allow for more days of regular class instruction without reducing the total instructional time. This improves continuity of learning, especially in math since many of our classroom schedules focus on math instruction right after lunch. This schedule also allows teachers to focus on each activity without shifting continually throughout the week. Finally, the

schedule allows teachers to alter their schedules to accommodate later hours for parents without the stress of simultaneous late nights and early mornings.

13. Describe the innovative nature of the proposed strategies.

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. This weekly oversight of school improvement efforts continued in the 2010-11 & 2011-2012 school years. With the SIP team guiding our work, curriculum teams identified annual targets and designed interventions to support these targets. We also worked to increase parent partnership to support student achievement. The SIP team worked with our Federal Program Director to expand parent involvement opportunities. This work includes training events and access to computer labs. It includes support for parent officers and the development of leadership skills. Our migrant parent advisory council attended a state leadership training and planning conference in both 2011 and 2012 and has taken leadership to organize collaboration with administration to critically examine student achievement data and to engage in an ongoing dialog regarding home/school partnership for academic success. These parent leaders work with administration to recommend effective venues to sustain parent/student/teacher collaboration for student success. A key component of this strategy is to give priority to twice annual face to face teacher/student/parent conferences for all students.

Formative assessment data show gains in both reading and math scores. In addition we saw improvements in our math scores on the state assessment in 2011. We are committed to improve instruction and intervention to accelerate this growth in math and to increase reading achievement.

We have taken steps to ensure that students and parents are partners in learning with our staff. Our conference plan is designed to support a collaborative dialog between parents, students and teachers. As parents have become better informed of their students' learning targets and progress, and as students participate in goal setting conversations with both teachers and parents, we have seen a qualitative change in school/family communication. Parents increasingly inquire about specific assessment information and the classroom performance of their children. They ask for strategies to support student learning and routinely report steps they have taken to help students succeed. Parents also offer recommendations to staff regarding strategies they have found helpful in the home and provide insights into student preferences and interests. Both parents and teachers use this time to listen to student concerns and to assist the student to overcome barriers to their learning. We believe that a collaborative dialog with parents is an essential component in our work to increase student achievement. More than 90% of our parents participate in parent/student/ teacher conferences. It is challenging to provide ample time to schedule these conferences. Without a waiver to provide full day conferences, students will experience week long breaks in daily instructional routine with a half day schedule that provides the required time to conduct conferences on multiple afternoons. This schedule also requires our teachers to stay late to meet with families and to return early for the start of school on the following days. By scheduling full day conferences teachers can focus on full days of instruction

early in the week and dedicate time that fits parent schedules to families on conference days at the end of the week.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The waiver request is to support full day parent/student/ teacher conferences. The Orondo school depends on increasingly active parent participation. Parent attendance exceeds 90% at parent/student/teacher conferences. This ongoing collaboration with families is an essential component in our school improvement strategy. The ability to schedule these conferences without reducing instruction to half days and with increased flexibility to maximize parent participation supports the student achievement work of our school. This benefit is ongoing from year to year

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Our School Improvement Plan calls for an increase in student achievement in the area of reading and mathematics. The use of achievement data to drive instruction is a critical component in the strategy to reach these goals. A primary focus of the parent involvement component of our School Improvement Plan is parent/student/ teacher conferences. The ability to schedule these conferences for ease of access to parents and optimal efficiency for teachers enhances this critical service. Such a schedule, additionally, supports a higher quality of classroom instruction. For these reasons, a waiver to provide full day conferences enhances and supports our School Improvement Plan. We are seeing improvements in reading and mathematics achievement. In the 2011-2012 school year we Improved our MAP reading scores by 34% over the 2010-2011 school year. We sustained our significant improvement in MAP math from the 2010-2011 school year and continued that trend with an increase of 23% improvement over the 2010-2011 scores. These goals and activities support our school's vision statement which is copied below-

Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.

All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The superintendent and the school improvement team prepared a school calendar in keeping with our schoolwide plan. The parent advisory committee supports a conference schedule that meets the needs of parents' calendars and that minimizes half days of instruction. The final determination to request this waiver to allow for full day conferences came from our school

board who strongly support the continuity of instruction it will facilitate.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Orondo Teachers are contracted for 185 days. One of these days is provided to compensate teachers for out of classroom activities and is scheduled at their discretion. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. The three remaining days are district assigned for inservice education and school improvement work . For the 2012-2013 school year, one of these days is assigned before the start of school, one is scheduled at a mid point in the year for collaboration to support our School Improvement Plan and one is scheduled at the end of school to facilitate the close of the year. Of the 180 student days, 164 student days are full days on regular schedule. Seven half days are scheduled to support inservice education (one per month in Sept, October, December, January, February, April and May). One late start day is scheduled to support student assessment and open house. Two half days are scheduled for records preparation before grading periods. One half day is scheduled on the day before Thanksgiving and the last student day of the school year is a half day. This waiver will provide for four of the student days to be available for full day parent/student/teacher conferences.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	5
Total	185

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100% require			X
2	100% require	X		
3	100% require	X		
4	100% require	X		
5	100% require			X
6	Optional			

	7	Optional				
			Check those that apply			
17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.						
The district assigned teacher work days described above are used for professional development. The request for waivers is to provide for teacher/ student/parent conferences during the school day that accommodate parent schedules and maximize home/school collaboration to increase student achievement.						

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

<p>18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?</p> <p>In the 2011-2012 school year the district used the waiver days to conduct full day parent/student/teacher conferences as described in the 2011 application.</p>

<p>19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.</p> <p>Attendance at conferences exceeded 90% of parents. The academic goal of increase in MAP scores in reading and math by more than 20% was met. The goal to increase students meeting standard on MSP by at least 5% was met in math but not in reading. The goal to increase the number of students above the national norm on both MAP math and reading was not met. However, 73% of students in grades K-7 met their MAP annual growth target in reading and 74% met this target in math.</p>

<p>20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?</p> <p>Communication included an announcement in the district wide newsletter as well as weekly newsletters sent to student's families. Information was also shared on the school's reader board and in school board agendas and minutes.</p>

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify:**

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
 The Washington State Board of Education
 P.O. Box 47206
 Olympia, WA 98504-7206
 360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Walla Walla Public Schools
Superintendent	Mr. Mick Miller
County	Walla Walla
Phone	1 509 526 3000
Mailing Address	364 S Park Walla Walla WA 99362

2. Contact Person Information	
Name	Linda Boggs
Title	Assistant Superintendent
Phone	1 509 526 6734
Email	lboggs@wwps.org

3. Application type:	
New Application or Renewal Application	<u>New</u>

4. Is the request is for all schools in the district?	
Yes or No	<u>yes</u>
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	<u>3</u>
School Years	<u>2012-13, 2013-14</u>

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	<u>11</u>
Reduction	<u>8</u>
Remaining number of half days in calendar	<u>3</u>

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

8. What are the purpose and goals of the waiver?

The goal of the waiver is to provide more opportunity for teachers, parents and students to meet together and discuss specific academic (and other) goals for students. This includes, but is not limited to; learning to read, changes in graduation requirements, understanding the implications of Common Core Standards in content areas and student expectations, Providing input on our K-12 Standards Based Grading and Reporting initiative.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Utilizing a district created longitudinal student data system allows all pertinent stakeholders the opportunity to review strengths and weaknesses in a student's academic history. Feedback from students, parents and staff indicate that having the information, discussing solutions towards a known target is not only empowering, but has proven successful. One example, in 2011-12 WWPS met AMAO in all three areas. One factor, we believe contributed to the success of our ELL's is the time spent talking with parents and students.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. WWPS is an RtI District. Our aforementioned data system, coupled with routinely scheduled site leadership team meetings for the purpose of reviewing progress and needs of all students has allowed us to create Student Learning Plans for all students; including those students not meeting expectations as well as those surpassing expectations. As a district, we have committed grades K-3 to a full transition to the CCS in 12-13. Grades 4-12 have a timeline created. We will use new/current standards, local and state testing, progress monitoring and report card results to monitor student success. (This practice is already in place. The additional time with parents and students in the goal setting and conference model enhances two-way communication.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Parents and students will sign in at each goal setting/goal reporting meeting.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver. The process for the waiver was a two-part process. 1) The Strategic Planning Process completed for the 2011-2015 school year included increased two-way communication with parents. Staff and community had several opportunities to submit ideas and comment on the plan throughout the process, including opportunity to comment on the final draft. Stakeholders at each building then were provided the opportunity to create specific action plans, addressing the key areas of the Strategic Plan. 2) Through the development of the calendar setting process, staff, parents and community had the opportunity to weigh in on the factors influencing the calendar setting process, including CBA, professional development, holidays, and specific needs of elementary and secondary students and their respective families.

13. Describe the innovative nature of the proposed strategies. Providing time for the key adults in a student's life to come together, with the student, and discuss strengths, as well as areas of growth, help demonstrate the importance of education, as well as demonstrating that a group of caring adults are dedicated to the student's success. Further, the Parent Involvement Policy WWPS adopted in 2010-11, speaks to the importance of on-going and varied interactions with parents.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver? We plan to follow the same format in 2013-14. However, we will seek parent and student feedback (part of our regular Parent Involvement practice). If the information has suggestions for changes/modifications, we will seek to implement them if possible. Additionally, staff and administrators will have the opportunity for input.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies). The State Board of Education can clearly get a sense of WWPS approach to School Improvement. Our district Web site www.wwps.org has our Strategic Plan, our Response to Intervention, (Rtl) philosophy, including information for parents (Please A-Z search for quickest access). Also available is our Parent Communication and Involvement Guidelines. The SBE can also access our recent 3 year evaluation of Rtl implementation. WW is one of 11 districts in WA, involved in the Rtl grant. (<http://www.rti4success.org>). The results state that two of our schools (as part of the evaluation process, are deemed, "high implementers". These results suggest a correlation between improved/better performance, as compared to other schools.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

See response #12.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	<u>177</u>
2. Waiver days (as requested in application)	<u>3</u>
3. Additional teacher work days without students	<u>8</u>
Total	<u>208</u>

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	<u>x</u>		
2	Optional	<u>x</u>		
3	Optional		<u>x</u>	
4	Optional		<u>x</u>	
5	Optional			<u>x</u>
6	Optional			<u>x</u>
7	Optional			<u>x</u>
Check those that apply				

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days. These days are part of the CBA. The days are designated for activities that are exclusive of the purpose and plan for this waiver. However, as part of the waiver plan, one of the extra teacher days will be used in October, for the purpose of goal setting/conferences. Thus, we are only asking for 3 waiver days, instead of 4.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

17.D. If the district has teacher work days over and above the 180 school days (not lines of input in 17.B), please also explain the rationale for the additional need of waiver days. These days are part of the CBA. The days are designated for activities that are exclusive of the waiver and plan for the waiver. However, as part of the waiver plan, one of the extra teacher days will be used in October for the purpose of great anticipation exercises. Thus, we are only asking for 3 waiver days instead of 4.

New 180 Day Application - Stop here and skip to the "Last Steps" section.
 Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and recorded in your report.



RESOLUTION #07-2012
July 17, 2012

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

We, the members of the Walla Walla School District Board of Directors, believe in delivering a quality education for our children. We acknowledge and respect the partnership between parents, students and teachers. Further, we believe the relationships fostered through parent and teacher communication is key to student success.

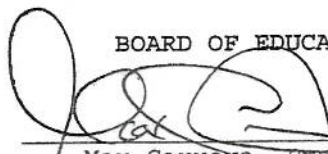
As a school district, we have worked to provide genuine parent involvement opportunities. Our recently adopted parent, community guidelines for involvement demonstrates our commitment to our stakeholders.

Therefore, be it resolved, we, the members of the Walla Walla School District Board of Directors, request a waiver for the minimum one hundred eighty-day school year (RCW 28A.150.220), requesting 3 days for each of the school years 2012-13 and 2013-14. This waiver will allow us to engage in communication without using half days, which are burdensome for parents and have limited value educationally. In addition, the Walla Walla School District Board of Directors assures the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A. 150.220 and WAC 180-16-215).

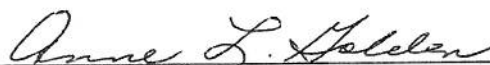
This waiver will provide the opportunity for two formal forums for parent, teachers and students to plan for and monitor academic success.

WALLA WALLA SCHOOL DISTRICT NO. 140
Walla Walla County, Washington

BOARD OF EDUCATION



Max Carrera, President



Anne L. Golden, Vice President




Dan Hess, Board Member

James Lehmann, Board Member



Cindy Meyer, Board Member

ATTEST: 

Mick Miller, Secretary of the Board

Adopted at a regular meeting of the Board of Directors July 17, 2012



GOLD BAR • INDEX • STARTUP • SULTAN

SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

May 25, 2012

Washington State Board of Education
Old Capitol Building
PO Box 47206
Olympia, WA 98504-7206

Board of Directors,

Please accept this packet as Sultan School District's request for a waiver from the minimum 180-day school year requirement. The waiver request is for the school year 2012-2013, 2013-2014 and 2014-2015. This waiver is possible according to WAC 180-18-040, with the requirements for such a waiver laid out in WAC 180-18-050.

I appreciate the State Board of Education's intent in terms of accountability and performance on the part of the school district, and we look forward to demonstrating greater success with our students, in part because of the additional time our staff can work together in collegial planning and systematic reform.

Scheduled work days provide time for teachers and other certificated instructional staff and administrators to work together to plan and implement education reforms designed to increase student achievement. During the 2008-2009 the Sultan School District started its first year in the Washington State Leadership Academy. From this work we have developed a Theory of Action that will be the driving force as we work to improve the instructional core. Some things we have embarked on during the implementation of the 5 Dimensions of Teaching and Learning includes an extensive view of effective classroom instruction using NWREL's "Five Characteristics of Effective Classrooms".

Sincerely,

Dan Chaplik, Superintendent
Sultan School District

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Sarah Rich
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
sarah.rich@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Sultan School District
Superintendent	Dan Chaplik
County	Snohomish
Phone	360 793-9800
Mailing Address	514 4 th Street Sultan, WA 98294

2. Contact Person Information	
Name	Dan Chaplik
Title	Superintendent
Phone	360 793-9801 x 110
Email	dan.chaplik@sultan.k12.wa.us

3. Application type:	
New Application or Renewal Application	New

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	6 – 2 waiver and 4 parent/teacher conference days
School Years	2012-2013, 2013-2014, 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	29 + 8=37
Reduction	8
Remaining number of half days in calendar	37

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

8. What are the purpose and goals of the waiver?

During the 2009-10 school year, all buildings in the District began the process of implementing the “5 Dimensions of Teaching and Learning”. During the summer of 2011 staff training will continue the district’s overall goal of implementation is to develop a common language for teaching and learning that is understood by all. In addition we are also implementing a classroom observation process based on the work done by Richard Elmore and described in his recently released by “Instructional Rounds in Education”. During the waiver days, each building will review the data and collaborate with one another as we work towards calibration and implementation of the 5 Dimensions of Teaching and Learning. The foremost of our goals will be to analyze the impact this is having on student learning.

Each building has established leadership teams that work to achieve the higher learning standards through intentional, research-based instructional practices. There is continued focus on reading, math and writing strategies. Teams will work together in subject and strand teams both horizontally and vertically to develop seamless plans based on best practices, implementing those plans and analyzing the results of those efforts. In 2012-2013 the Sultan School District will focus our waiver days on moving the 5 Dimensions of Teaching and Learning to a professional development model that aligns the framework with the new requirements around evaluation.

The secondary request for waiver days is around parent/teacher conference days. We hold 2 in the fall and 2 in the spring and conduct conferences for all students in each time period. In the spring the conferences are student led in grades 5-12.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Primarily, the data results from the HSPE, MSP, and End-Of- Course (EOC) will be the most indicative indicator of students achieving higher academic success. Additional assessments that are being used are Measurement of Academic Progress from NWEA. In addition, the school district and each building are using cycles of inquiry to monitor both individual and school improvement on an ongoing basis. Specifically, in 2011-2012 each building utilized a cycle of inquiry around one of the 5 Dimensions, and this work will move to include every individual having an individual cycle of inquiry that is designed to collect data around some area of instruction teachers are seeking to improve that furthermore supports the larger encompassing goals of the district. This additional data will allow us to better measure individual teacher growth that should impact student growth.

Regarding standardized assessments, individual, building and district results will be thoroughly analyzed to determine specific strand data that may continue to display areas of needed improvement for students and instructional strategies. The analysis of HSPE, MSP AND EOC information will also be combined with district assessments such as DIBELS, Read Well, Read Fluently, STAR Math and Reading, and Accelerated Math and classroom based assessments to diagnose specific target areas. An additional focal point of the evaluation process will be to measure the impact that the 5 Dimensions of Teaching and Learning is having on student learning as can be observed by the implementation of this framework. Principals will be the instructional leaders for each building identifying areas of need within the building targets and goals for staff instructional strategies and materials. They will work collaboratively with their leadership teams to insure this happens.

For the 4 parent/teacher conference days it is our belief that students and parents will take an even larger role of ownership in the learning process.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

As part of our Washington State Leadership Academy participation, we have developed a “Cycle of Continuous Instructional Improvement” (district, school and individual cycles of inquiry) which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. In addition, we are also utilizing district and building cycles of inquiry where we collect data incrementally and make adjustments to classroom instruction and support for instruction. This data is collected at the beginning of a cycle and periodically throughout the cycle. Each cycle culminates in the spring of the school year where plans for the upcoming summer and next school year are put into place.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

As part of our Washington State Leadership Academy participation, we have developed a “Cycle of Continuous Instructional Improvement” which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. Specifically, we expect to see progress being made towards achievement of our specifically stated achievement goals that are stated in 10 (a-d).

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

One of the cornerstone features of the work we do in the Sultan School District is to focus most or all of our work toward improving the instructional core (strategy). The instructional core involves the interaction of the teacher, the content and the student. We understand that you cannot just focus on one of the three components and expect much meaningful long-term change. For this reason, we make every attempt when designing improvement initiatives to be certain that all three components of the instructional core be accounted for.

We have a district wide instructional leadership team, at the center of the work coordinates professional development around the 5 Dimensions of Teaching and Learning framework. Professional development that occurs within the district wide team is taken back to the building and replicated by building level teams.

13. Describe the innovative nature of the proposed strategies.

We believe that our strategies for improvement are very innovative in that they in that they focus on the instructional core as the key to improvement, utilize the adoption of an instructional framework and follow a process of continuous improvement by using our own sustainable cycle of instructional core improvement.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Subsequent years will be a continuation of refining the “5 Dimensions of Teaching and Learning” throughout the district creating and sustaining a continuous improvement, problem solving culture that works together to improve teaching and learning throughout the system.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The two waiver days requested provide much needed professional development time for staff as well as time for staff to collaborate as we continue to align instruction to the state standards, focus on a district wide problem of practice with supporting theory of action and utilize our district's Sustainable Cycle of Instructional Core Improvement. The links below will take you to the websites that will provide more in depth information on this work. The first link will take you to a site where you can find an article titled "Central Office Transformation for District Wide Teaching and Learning Improvement.

Problem of Practice

Theory of Action

1. Implement the 5 Dimensions Instructional Framework and calibrate it to our understanding of the instructional core.
2. Continuous improvement of the instructional core is the key variable to improving student achievement.
3. The focus for 2012-2015 will be Build instructional leadership capacity through collaborative and coherent work, K-12, to maximize learning for each student.

www.ctpweb.org

<http://www.k-12leadership.org/professional-development/5-dimensions>

<http://waleadershipacademy.org/>

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Input from administrators, teachers, classified staff and parents have solidified the importance and success of waiver days. The increased amounts of continuous time versus short timeframes has provided the necessary networking among staff, that leads to professional discussions and understanding, of issues that leads to enhanced student achievement. Individual professional community teams as well as cross-building teams can collaborate more successfully with longer periods of sustained time working together. Waiver days also allow for increased input and communication from classified staff.

Sultan School District Board of Directors is increasingly aware and knowledgeable about the factors impacting the success of Sultan students. As a group, they have been taking an active role in researching successful teaching strategies and best practices, and have been working with administrators to problem-solve issues that are unique to Sultan. Board members have also been more responsive to staff and administrator needs. Included with this application is a letter of support from the certificated and classified groups in our district.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	180
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	4
Total	174

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x	x	x
2	Optional	x	x	x
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

n/a

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

We have made improvement. This is explicitly demonstrated by the body of work over time. Or said another way we continue to extend our work further as can be seen in the use of cycles of inquiry with groups of staff at buildings and now adding the additional piece of individual cycles of inquiry.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and community members are made aware of our progress in a number of ways that include district and building newsletter updates.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.



GOLD BAR • INDEX • STARTUP • SULTAN

SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

**RESOLUTION NO. 11-06
SULTAN SCHOOL DISTRICT NO. 311
REQUEST OF WAIVER FOR GRADES 1-12 OF
THE MINIMUM 180 DAY SCHOOL YEAR (WAC 180-18-040)**

WHEREAS, a resolution of the Board of Directors of the Sultan School District #311, Snohomish County, Sultan, Washington, to request a waiver for grades 1-12 of the minimum 180-day school year (WAC 180-18-040) for the 2012-2013 school year.

WHEREAS, the Sultan School District Board of Directors recognizes that:

1. Common collegial planning time is needed to meet the district's curricular goals, to continue aligning curriculum to the State reform efforts, and to align the district assessment program to the district's curriculum, and
2. Parental and Community input have indicated support for whole day planning and in-service rather than half-days utilized by the district in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff would create a financial hardship on the district and inconvenience for parents and/or patrons;

WHEREAS, this resolution attests to the fact that the Sultan School District will maintain a district-wide annual average instructional hours of 1,000 hours, even after the six days have been waived by the State Board of Education.

WHEREAS, the State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18);

NOW, THEREFORE, BE IT RESOLVED that the Sultan School District Board of Directors requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that six (6) days per year can be dedicated to common collegial instructional planning, staff development; and parent teacher conferences; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days.

ADOPTED by the Board of Directors of Sultan School District No. 311, Snohomish County, Washington, in a special board meeting held on the 16th day of April 2012.

ATTEST:

Superintendent-Secretary to the Board


Board Chairman


Board Member


Board Member


Board Member


Board Member



GOLD BAR • INDEX • STARTUP • SULTAN

SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

May 25, 2012

Dan Chaplik
Superintendent
Sultan School District #311

Dear Mr. Chaplik

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for 2012-2013, 2013-2014 and 2014-2015.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full day versus half day will be greatly appreciated, as we will be able to utilize larger blocks of time to really focus on the tasks at hand.

PSE appreciates the district's willingness to pursue this waiver, as we believe it will produce good results in the area of staff development and student achievement.

Sincerely,

Janet Young
President
Public School Employees,
Sultan Chapter



SULTAN SCHOOL DISTRICT NO. 311

August

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	<u>29</u>	<u>30</u>	31

September

M	T	W	T	F
3	4	FD	6	7
10	11	12	13	*14
17	18	19	20	21
26	25	26	27	*28

October

M	T	W	T	F
1	2	3	[4]	[5]
8	9	10	11	*12
15	16	17	18	19
22	23	24	25	*26
29	30	31		

November

M	T	W	T	F
			1	2
5	6	7	8	*9
12	13	14	15	16
19	20	21	22	*23
26	27	28	29	30

December

M	T	W	T	F
3	4	5	6	*7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January

M	T	W	T	F
	1	2	3	4
7	8	9	10	*11
14	15	16	17	18
21	22	23	24	*25
28	29	30	31	

2012-2013

School Calendar

Significant Dates

- August 29 New Teacher Day
- August 30 Staff Dev
- September 3 Labor Day
- September 4 Staff Dev.
- September 5 First Day of School
- October 4 & 5 (non-student day) Conferences
- November 12 Veterans' Day Observed
- November 22 & 23 Thanksgiving Holiday
- December 15-31 Winter Break
- January 1 New Year's Day
- January 21 Martin Luther King, Jr. Holiday
- January 31 Secondary Optional Day
- February 15 Mid-Winter Break
- February 18 Presidents' Day Holiday
- March 7 & 8 (non-student day) Conferences
- April 1-5 Spring Break
- May 27 Memorial Day Holiday
- June ? SHS Graduation
- June 14 Last Day of School
- June 17 Certs Supp Contract Day
- June 17 PSE/Teamsters - Contract Day

LEGEND

- *Bold** 2 Hrs Early Release Fridays (32 hrs)
- Non-Student/No School
- Bold/Italic** State unpaid teacher furlough (16 hrs)
- FD First Day of School
- [] Parent Conference Day
- Holiday/No School
- LD last Day of School

Adopted:

Revised:

Certs=180

Class=180

Students=174

February

M	T	W	T	F
				1
4	5	6	7	*8
11	12	13	14	15
18	19	20	21	*22
25	26	27	28	

March

M	T	W	T	F
				1
4	5	6	[7]	[8]
11	12	13	14	*15
18	19	20	21	22
25	26	27	28	*29

April

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	*19
22	23	24	25	26
29	30			

May

M	T	W	T	F
		1	2	*3
6	7	8	9	10
13	14	15	16	*17
20	21	22	23	24
27	28	29	30	31

June

M	T	W	T	F
3	4	5	6	7
10	11	12	13	LD
17	18	19	20	21
24	25	26	27	28

July

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

RIVERSIDE SCHOOL DISTRICT #416

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information

District	RIVERSIDE SCHOOL DISTRICT #416
Superintendent	ROBERTA KRAMER
County	SPOKANE
Phone	509-464-8201
Mailing Address	34515 N. NEWPORT HWY CHATTAROY, WA 99003-9734

2. Contact Person Information

Name	ROBERTA KRAMER
Title	SUPERINTENDENT
Phone	509-464-8201
Email	roberta.kramer@rsdmail.org

3. Application type:

New Application or Renewal Application	RENEWAL
--	---------

4. Is the request is for all schools in the district?

Yes or No	YES
-----------	-----

If no, then which schools or grades is the request for?

5. How many days are being requested to be waived and for which school years?

Number of Days	5
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days? NO

Number of half-days before any reduction

Reduction

Remaining number of half days in calendar

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No	YES
-----------	-----

8. What are the purpose and goals of the waiver?

The purpose of the first Waiver Day, the day before students start school, is to involve all certified and classified staff with training on the Riverside School District instructional framework and how it will affect teaching effectiveness and student learning. At the conclusion of the administrators' two year Washington State Leadership Academy training in June, the refined instructional framework is ready to implement to its full extent for the 2012-13 school year. This will require collaboration and training, as well as review of last year's work in the framework components. The goal is to improve the Professional Learning Communities through awareness and training in the instructional areas. Also, to improve vertical communication through out the grade and subject levels—everyone speaking the same language, having the same framework for teaching. The new teacher evaluation process will shortly be the tool used in all Washington state schools. Riverside has applied for grant funds to provide training for this new tool, but has not received any notice of funding at this

point. It is important to start the conversation and introduction of this new tool, as it is an evaluative process unlike any other used before. Extensive training of teachers and administrators will be needed to make the transition smooth.

Last year, with the approval of four Waiver Days for a new parent/teacher conference schedule, participation and attendance by parents improved in all grade levels. The goal is to continue this schedule, by offering two full days of conferences in the fall and in the spring, allowing parents continued flexibility in scheduling conferences. As our district lies in a rural, unincorporated area along Highway 2 north of Spokane, our parents regularly commute to Spokane to work and did appreciate having opportunities to schedule conferences in the morning prior to work, rather than just afternoons and one evening. Having two and a half conference days, rather than five half days, eases the disruptions of shortened class periods and other accommodations.

9. What is the student achievement data motivating the purpose and goals of the waiver?

- 1) 2009, 2010 and 2011 state disaggregated test scores
 - 2) On-going district math, reading and writing assessments, assessed three times per year.
 - 3) For the full day conferences, increased parent participation should help better manage student progress.
- Each building keeps track of the number of conferences held during the conference schedule.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Riverside continues to use standards based district assessments that provide more in-depth information about student learning. Dialogue based on the examination of the current assessment data will be tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress through out the school year. Parent attendance at fall and spring conferences, as well as participation in the Family Night activities will be a measure of potential increase in community involvement. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines which will continue to be monitored by the SIP Team. Staff participation in book studies will continue to be encouraged and monitored to increase the culture of learning at the building level.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Each school will collect data to determine if parent participation in conferences increases and if it has an impact on test scores. Each school annually reports student academic achievement to the Board of Directors. This includes state and district assessment results and plans for improvement. School Improvement Teams regularly review data and, as necessary, appoint data study teams to further investigate data results. With the implementation of the instructional framework and all the components involved, staff at each building level will carefully monitor and adjust as needed to improve teaching effectiveness. With the further implementation of the research-based instructional method (GANAG), principals will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center around improving this tool for teaching effectiveness.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The first Waiver Day prior to the start of school will be with all classified and certificated staff to introduce

the new teacher evaluation process, to communicate district goals, to refine the GANAG instructional tool and to provide outside professionals to reinforce the refinement and improvement of teaching effectiveness. Staff will meet in large group instruction, grade level and subject level grouping.

The four other Waiver Days will be for the usage of conferences between teachers and parents. Each building will have targeted goals for increased parent participation and resources/information for parents at each building. As a rural community, concern for parents being able to attend conferences has allowed each building to devise a plan to assist parents and be flexible in conferencing.

13. Describe the innovative nature of the proposed strategies.

At the completion of the two year Washington State Leadership Academy in June, the Riverside administrators refined the problem of practice and all the components that will elevate the quality of teaching and learning at Riverside. The problem of practice was: "How can systemic leadership positively change instructional practice to improve each student's academic achievement?" Through large group instruction, the learning community at Riverside will all understand the components that raise student achievement as presented: well-articulated curriculum, continuous feedback, plan for delivery, relationships and refined assessments. The Learning Community thus involves all district staff.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

In this second year and subsequent years, the goal is for teachers to be able to observe and identify good teaching, celebrate their successes through the Gallery of Learning and be more confident in what components make for good instruction, as they apply the concepts in their teaching. Continued activities will include more book studies, more collaboration time for studying assessment results and for continued training and refinement in the GANAG process. The new teacher evaluation process will continue to be in the introductory phase as the district works towards implementation.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The first Waiver Day focuses on all staff together to increase their understanding of the culture of learning, the instructional framework for Riverside and all the components supporting increased student achievement. The District Strategic Plan and the building Student Improvement Plans coordinate with the instructional framework.

SIP is included with this application.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

- 1) The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students, met and wholly supported the Waiver Day plan. The Calendar Committee gave feedback on the innovative parent/teacher conferencing schedule this last school year and gave support to continue with this format.
- 2) Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated leaders.
- 3) The Leadership Team recognizes the need for the Waiver Days, and the opportunities it provides for all staff to be more cohesive and more informed about what makes for good instruction. Through the Washington State Leadership Academy, the identified Problem of Practice has helped the district and buildings focus more intensely on teaching effectiveness.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application

materials. Do not send a hard copy of the CBA. **CBA's are attached to the e-mail containing this application.**

The Riverside Education Association (teachers union) bargained for a new contract, effective September 1, 2011 through August 31, 2014. In the contract, the teachers have 3 hour early releases on the school day prior to Thanksgiving break, Winter break and Memorial Day. Five per diem days are available yearly, with three placed prior to the start of school. Of those three, one and half of the days will be used for teachers to work in classrooms and/or collaborate with colleagues. One day is planned by the administrator and SIP Team and the remaining half day will be at the discretion of the building administrator. Five additional days are available for teachers, as well, with teacher directed activities. Classified staff attended the first Waiver Day last year for training and will be attending the first one this year as well.

The 2011-12 calendar consisted of one Waiver Day prior to the first student day for training with all staff and a second Waiver Day for teachers in January, as follow up of previous training and collaboration. There were twelve two hour late start days and five early releases. The other four Waiver Days were used for the implementation of two full day conferences in the fall and two full day conferences in the spring. For this upcoming school year, there will be nine two hour late starts and five early releases. Parent/Teacher conferences will continue with last year's successful model of two full days in the fall and two full days in the spring.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	10
Total	

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			

There are 10 days of which only 1 day is school/SIP Team directed and .5 day is at the discretion of the building administrator

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

The CBA does not allow for time that is district-related, which would include vertical alignment and collaboration between the buildings. As the district looks at implementing the new teacher evaluation system, the need for time with all staff from all grade levels is essential. The need for continual refinement of the new instructional framework will require time with the building administrator as a building group. The day before school starts gives Riverside an opportunity for district-directed professional development that aligns with the goals of systemic leadership and the district strategic plan.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The four days that were used for fall and spring conferences were carried through as planned. The high school was able to design conferences this year in an arena style. They reported they met their goal of parent participation and that many parents commented on liking the method and the conference time flexibility better than previous years. The other grade levels and buildings had improvements in participation as well. The first Waiver Day prior to the students' first day was used as planned with large group instruction, opportunities to work vertically in content areas and by subject areas to better align the district's instructional goals. Staff received training in processing data, curriculum mapping and using common vocabulary with the instructional framework. The goal was that by the end of the day staff would be able to articulate and begin to apply the instructional framework as presented. The GANAG instructional tool was introduced and was an important part of staff meetings through out the school year. The elementary buildings also had time to prepare and refine the new report card assessment tool. Summative and formative assessment training took place as well. The day concluded with a large group discussion on how all of the training and activities fit within the district strategic plan.

The second Waiver Day in January, provided a time with large group instruction where staff could check in with their progress and do a review of what they have learned this year. A focus was on utilizing various methods to receive feedback from students of information presented. Staff watched a video presentation of current students, who answered the question, "What feedback do you get from teachers about your learning?" A review of the components of the instructional framework (GANAG) was presented. Staff sat in designated mixed grouping after reading an article on assessment and completing the guided questionnaire. A speaker also gave more in depth information on summative and formative assessment.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

1. Large group instruction was successful in communicating the goals of the district. Staff was assigned to tables with mixed grade and subject levels. Handouts and activity sheets were at each table. Feedback on these sheets provided the district with needed input as to how well the staff understands the goals of the district.
2. Again, understanding the district strategic plan was carried through with group instruction and administrators moving from table to table to listen to the discussions.
3. At the elementary building level, the staff met with their administrators and reviewed the new report card system and again, clarified any areas of concern or confusion. The new report card was presented at conference days and well received by the parents.
4. High school and middle school staff participated in the creation of formative and summative assessment strategies. Through out the school year, administrators were invited by many staff to observe the feedback process, excited to use the new methods they learned at this Waiver Day training.
5. On the second Waiver Day, certificated staff came back together to report progress on instructional goals and provide documentation/displays of student work. This "Learning Gallery" was very useful for staff. The middle school staff examined samples of student work and learned to develop explicit and effective feedback.
6. Staff also met and reviewed progress on vertical alignment by subject area. The focus was to exam the data and develop the formative assessment component in differentiated instruction, matching standards to instruction and assessment. The subjects of focus were writing, science and math.

20. How were the parents and the community kept informed on an on-going basis about the use and

impact of the waiver?

The district website, the Strategic Planning Committee, school board presentations by each building, building newsletters and parent/teacher conferences are means by which the district connected with parents about the Waiver Day usage and their impact. Having the new conference format and more time opportunities available for parents to come in, was valuable to the teachers and administrators. The teachers were able to communicate face-to-face and provide the support that is needed for parents to keep involved with their child's education.

Last Steps:

- Please print a copy for your records.
 - Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
 - Note: When providing supplemental documents, please identify the questions that the documents support.
 - Thank you for completing this application.
-

RIVERSIDE SCHOOL DISTRICT

2012-2013 STUDENT CALENDAR

SEPTEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	<19>	20	21
24	25	26	27	28

OCTOBER

M	T	W	T	F
1	2	<3>	4	5
8	9	10	11	12
15	16	<17>	18	19
22	23	24	25	26
29	30	31		

NOVEMBER

M	T	W	T	F
			1	2
5	6	(7)	8	9
12	13	14	15	16
19	20	(21)	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	(19)	20	21
24	25	26	27	28
31				

JANUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	<16>	17	18
21	22	23	24	(25)
28	29	30	31	

School Closures	464-8497
District	464-8201
RES	464-8350
CES	464-8250
RMS	464-8450
RHS	464-8550
Achievement Center Independent Scholar Program	464-8478 464-8381

September

- 3 Labor Day
- 4 Waiver Day - Staff Training
- 5 First Student Day
- 19 Late Start

October

- 3 Late Start
- 17 Late Start

November

- 5 45th day; quarter ends
- 7 Early Release & Conferences
- 8&9 Full Day Conferences - No School
- 12 Veterans' Day, Observed
- 21 Early Release Day
- 22-23 Thanksgiving Break

December

- 19 Early Release
- 20-Jan 2 Winter Break
- 25 Christmas Day

January

- 1 New Year's Day
- 2-Feb 8 End of course math exam retakes
- 16 Late Start
- 21 Martin Luther King, Jr. Day
- 25 Early Release; 90th day, end of semester

February

- 6 Late Start
- 15-18 Presidents' Day Break

March

- 6 Late Start
- 12-14 HSPE (Writing & Reading)
- 20 Late Start
- 27 Early Release Day
- 28&29 Full Day Conferences - No School

April

- 1-5 Spring Break
- 9 45th day; quarter ends
- 17 Late Start
- 29-May 20 MSP

May

- 15 Late Start
- 24 Early Release Day
- 27 Memorial Day
- 28-30 End of course 7-12 math & science exams

June

- 4-6 End of course 7-12 math & science exams
- 7 RHS Graduation -INB at 5 p.m.
- 8 ISP Graduation RHS mpr at 7 p.m.
- 12 Last Day of School - Early Release

FEBRUARY

M	T	W	T	F
				1
4	5	<6>	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH

M	T	W	T	F
				1
4	5	<6>	7	8
11	12	13	14	15
18	19	<20>	21	22
25	26	(27)	28	29

APRIL

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	<17>	18	19
22	23	24	25	26
29	30			

MAY

M	T	W	T	F
			1	2
6	7	8	9	10
13	14	<15>	16	17
20	21	22	23	(24)
27	28	29	30	31

JUNE

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

○	First & Last Day of School
< >	2 Hour Late Start
()	3 Hour Early Release
□	No school

*if necessary
snow make up days:
Feb 15, June 13, 14 & 17

RIVERSIDE SCHOOL DISTRICT NO. 416-32
SPOKANE AND PEND OREILLE COUNTIES, WASHINGTON

RESOLUTION NO. 05-12-03

STATE WAIVER OF REQUIRED SCHOOL DAYS

WHEREAS, Riverside School District requests a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2012-2013 school year.

WHEREAS, THE School Board of Riverside School District #416-32, Spokane and Pend Oreille Counties, in the State of Washington, recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment; and
2. Focus on Writing, Science, and Math assessments.
3. Riverside School District exceeds the required minimum annual hour requirements as outlined in RCW 28A.150.220; and
4. Time designated for planning and inservice training that would facilitate training opportunities for classified staff; and
5. Having full day conference options will increase the number of parents attending conferences; and
6. Provide flexibility for staff to vary the length of conferences as needed.

WHEREAS, The Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18)

THEREFORE, BE IT RESOLVED that the Riverside School Board of Directors requests the minimum 180 school-day requirement be waived for one (1) day for 2012-2013 school year for professional development and collaboration and four (4) days for parent teacher conferences.

DATED, this 24th day of May, 2012.

Board Chair


Board Member

Board Member

Secretary to the Board of Directors


Board Member

Board Member

Ch

attaroy

RIVERSIDE EDUCATION ASSOCIATION

P.O. Box 297
Chattaroy, WA 99003

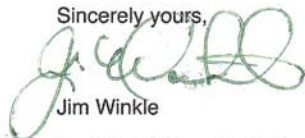
Jim Winkle, President
Phone: 509-464-8425
Email: jim.winkle@rsdmail.org

July 10, 2012

To Whom it may concern,

This letter is a declaration of the Riverside Education Association's support for the request by Riverside School District #416 for waiver days for the 2012-2013 school year.

Sincerely yours,



Jim Winkle

President, Riverside Education Association

Chattaroy Elementary School

School wide Continuous Improvement Plan 2011-2012 Chattaroy Elementary School Table of Contents

Page 2	Table of Contents
Pages 3-21	CPR Template: School wide Program
Page 22-23	Instructional Program
Page 24-35	Action Plans:
Page 25-26	<i>Reading</i>
Page 27	<i>Writing</i>
Page 28-29	<i>Math</i>
Page 30-31	<i>Supportive Learning Environment</i>
Page 32	<i>Focused Professional Development</i>
Page 33-35	<i>Parent Involvement</i>
Page 36	Student/Teacher/Parent compact
Page 37	Principal Attestation

Title 1 Part A CPR Template: School wide Program

Principal Attestation (Highly Qualified Certification Form)	Y/N
Building Parent Involvement Plan	Y/N
School wide Building/SIP Plan	Y/N

#1: Comprehensive Needs Assessment Y/N

Describe how the needs assessment was conducted and how it will address the needs of all students in the school information that includes the performance of children in relation to the state academic standards.

Chattaroy Elementary School utilizes a School Improvement Planning Team. It has maintained representation from all including parents, classified staff, certificated staff, and administration. The SIP Team is responsible for setting the course of our research, data collection and outcomes related to instruction and specific strategies.

Our goals are developed utilizing a shared governance process. The SIP Team members represent each grade level, paraprofessionals, staff, special services staff, and counseling staff. Following each meeting the representatives share information and seek input from staff. The individual grade level teams develop action steps that are derived from the building goals. The goals are proposed to the team with the whole staff providing in-depth feedback. The school goals and action steps have been developed in literacy, learning environment, professional development, and parent involvement.

Literacy data is gathered from a variety of sources: Star reading tests, Grade two state-required testing (QRI) and grade level assessments. In 2008-09 a district committee researched various reading assessment tools. Our goal was to find an assessment that also included diagnostic components to guide our instruction. Our building uses DRA2 (Developmental Reading Assessment). Teachers use DRA2 as an ongoing assessment tool. Second grade uses DRA2 as their state required testing. Grade level meetings with the principal are conducted to discuss progress of identified students. Data is used to create an assessment wall to guide these discussions.

Grades one through four administer a fall and winter district-wide math assessment. Grade level teachers meet together to discuss data and discuss math curriculum strengths and weaknesses. Grade level teams meet with the curriculum director to plan instruction and design new items for math assessments focusing on the new standards. Data from math assessments and MSP scores are being used to place students on the assessment wall and identify those with high need.

Student placement on the assessment wall helps teachers to continually monitor student needs and growth. Data from the wall is recorded: reading, writing, and math. The assessment wall will also serve as a tool for grade level teams when they meet to discuss students in classes for the next year.

Full-day kindergarten continues to be a means of early intervention. Our SIP team believes, as research shows, that early intervention is more effective than intervention in later grades. Therefore, a committee has been designated to put together a plan to reduce wait time.

Through the development of the comprehensive needs assessment, identify the strengths and weaknesses and strategies for improving student achievement and meeting the state's academic learning standards.

STUDENT ACHIEVEMENT in READING: Through careful analysis of the results of the MSP, the STAR Reading Test, fluency checks and the DRA2, we have noted that our students have shown consistent growth in reading over the last year.

Second Grade:

DRA scores for each student are assessed.

Third Grade:

Spring	Reading
2006	67
2007	82.6
2008	66.0
2009	73.9
2010	79.2

WASL /
MSP

Reading Continued:

Fourth Grade:

WASL:
MSP

Spring	Reading
2005	90.4
2006	92.3
2007	80.9
2008	80.4
2009	74.0
2010	83.3

Analysis:

Our 4th grade MSP reading score have remained between 80% and 90% for the past three years with a drop to 74% this year. Our focus this year will be:

- Provide staff development and collaboration time so the teachers can select specific teaching strategies that will be most effective to support these students.
- Assess at-risk students several times a year to determine their progress as readers and identify the next steps for each student.
- Examine the assessment to determine where individual student instruction and support is needed.

STUDENT ACHIEVEMENT in MATH:

Third: WASL/MSP:

Spring	Math
2007	80.9
2008	59.6
2009	73.0
2010	58.3

Fourth: WASL

Spring	Math
2007	45.7
2008	62.7
2009	56.0
2010	65.3

Analysis:

Our 4th grade math scores have fluctuated over the past 4 years. Over 50% of these students have not met standard to learn and use math as a problem solving skill. Our goal this year will be to address learning needs of these at-risk students.

- Assessing all students in grades 2-4 twice a year with a “MSP like” district assessment. Test data will identify student needs and gaps in curriculum alignment.
- Providing staff development and collaboration time so the teachers can select specific teaching strategies to support these students.
- Examine the assessment to determine where individual student instruction and support is needed.

STUDENT ACHIEVEMENT in WRITING:

Spring
2005
2006
2007
2008
2009
2010

Writing
63.5
54
47.9
70.6
70.6
57.1

Fourth: WASL:

Analysis:

Chattaroy teachers have planned and implemented writing prompts to be given in the Fall and Spring. A rubric was also created and used by both elementary schools in the district. Scores are entered with different rubrics for each grade level. The third and fourth grade teachers plan to use this rubric throughout the school year so that the students will begin to assess their own work and look for ways to improve their own writing.

SCHOOL CLIMATE: In previous years we surveyed our staff related to student behavior. Staff indicated that behaviors weren't positively reinforced and that the school needed a program based on character development and, as a staff, we need to...

common language and consistency in dealing with student behavior. We have trained our staff in the philosophy of *Discipline with Love and Logic* and continuously monitor the effectiveness of each approach. However, we also realize that we need to survey and examine this data to obtain more current information about school climate.

Our goal is to have lessons on bullying and harassment in classrooms and the physical education teacher provides activities in Gym in grades 1-4 in P.E.

Our Star Lab provides support for students who are identified for needing assistance in the academics and social behavior. Staff members often check in with the staff member in the morning as a reminder of school expectations and this staff member provides academic support to students during the day. Accurate data is maintained as a means to determine the needs of students. Our school principal greets students at the door as they come in the front door in the morning.

During the 2010-11 school year our counselor, Mrs. Ryan, will go to each class and discuss character traits and read a book about one another's *bucket*."

FAMILY and COMMUNITY INVOLVEMENT: Chattaroy Elementary will share reading strategies and the school will invite parents at Open House. Events are scheduled to include the entire family in activities. Following these "Family Nights" surveys are surveyed as a means to plan the next series of events. Activities are advertised in monthly newsletters to communicate with parents and inform them about school events. Parents that are not able to attend receive an invitation about upcoming events. A permission slip is given to families whose children are experiencing difficulties at school. Parents have indicated a desire to be involved in their child's education by volunteering in the classroom and attending outside activities with their child, i.e., field trips and concerts. "Strengthening Families" is offered to our fourth grade families. It is an 8 week program to help families grow stronger together and share ideas to work together.

#2: School wide Reform Strategies Y/N

Describe what opportunities are provided for all children to meet standards and use effective methods and instructional strategies based on scientifically-based research that

- a. Strengthens the core academic program in the school
- b. Increases the amount and quality of learning time.
- c. Includes strategies for meeting the educational needs of historically under-served populations and strategies to meet the needs of all children in the school.

The Chattaroy staff is committed to all children meeting high standards in the academic areas of reading, writing and mathematics. Each classroom provides at least a 90-minute literacy block with learning activities focused on implementing district curriculum. In addition, reading assessments and responses to writing prompts will assist teachers in meeting the individual needs of students. Teachers will continue to apply components of the Everyday Math, develop supplemental materials to support problem-solving skills, and use of district based assessments to assess student performance and meet Performance Expectations.

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. It is the goal of each grade level team to meet on a regular, scheduled time with the principal to discuss individual needs of students, to share instructional approaches and materials, and develop plans to meet the needs of students who are not performing as expected.

The focus in the reading groups is adjusted to meet the students' needs based on feedback received from assessments and observations. Reading group configurations are frequently changed based on student performance and need. Para-educators and parent volunteers work individually with students experiencing difficulty in reading and math.

#3: Instruction by highly-qualified teachers and paraprofessionals Y/N

Describe the procedures and activities that will ensure instruction will be provided by highly qualified staff.

Our school has a commitment to attract and hire the most qualified staff possible. All of our staff meet Highly Qualified Standards as established by the state. Our teachers hold endorsements for the subjects they teach and all para-educators have passed the Praxis, a state approved para-educator test for Riverside School District.

Throughout the year all staff (principal, teachers and paraeducators) is provided on-going training and/or support to learn and apply effective instructional strategies. These include: Knowledge and use of ability grouping and individual tutoring to address specific student needs, modifications in instructional strategies, and the use of assessments to tailor instruction for all students.

Describe what the district has done to support and monitor teacher progress toward meeting the goal of satisfying the federal definition of a highly-qualified teacher or Para-educator.

Our district has a commitment to hire only staff who meet Highly Qualified Standards in the areas they are assigned to t

The principal is responsible for monitoring, assessing and evaluating teacher and paraeducator performance throughout
ensure quality instruction and supplemental support.

#4: High quality and ongoing professional development Y/N

List opportunities for ongoing professional development. Describe the on-going and embedded support and follow-up to professional development implementation and effective use of the learned instructional skills and strategies.

In an attempt to offer the students the best possible teaching techniques and curriculum, The SIP Team analyzes MSP data for instructional and curriculum needs. This information is then presented to staff to determine needed trainings and to plan for implementation time. In addition, staff members attend a number of workshops, conferences and classes and read research regarding best practices in literacy and math. In previous years staff book studies have included *Framework for Understanding Poverty* (Ruby Payne), *55* (Ron Clark), *Students Speak: Effective Discipline for Today's Schools* and *Explaining Reading* (Gerald G. Duffy). This year we have a book study on math with a book titled "*Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary Schools*". We are currently working on inclusion of formative and summative assessments. Our book studies are guiding us in this path.

Collaborative Time – Our school district provides collaborative time for instructional staff twice a month for two hours. Staff members collaborate around developing writing rubrics, scoring strategies, and common prompts. In addition, grade levels meet to discuss curriculum implementation timelines, instructional strategies, and assessment results. Collaborative Time has been increased in line with district guidelines for use of this time. The SIP Team will discuss and provide direction for appropriate use of this time to meet school instructional goals.

Before School Staff Development Days – Prior to the beginning of the school year, our SIP Team designs whole day professional development based on our professional development needs. This year these days included review of writing rubrics, scoring strategies for administering district-wide prompts in the fall; an examination of MSP data in structured Data Driven Dialogue sessions; and grade level meetings to address articulation of curriculum across all content areas.

Waiver and Learning Improvement Days – The district administrative team plan for speakers who address needs of the district. In 2010 we had a speaker who spoke about formative and summative assessment and its impact on student learning.

Other: Additional training will include opportunities throughout the year for teachers to score math and reading assessments. This will substitute time for group scoring and subsequent planning. A mathematics consultant will provide support to link assessment results to instruction.

Collaboration and Teaming: With the small size of Riverside School District and because of the importance given to collaboration and teaming across the district, many portions of the schoolwide plans for Chattaroy and Riverside Elementary Schools may be shared. Collaboration is evident in the joint in-services and meetings with the schools. However, each plan reflects the specific needs of the population, the different approaches needed to address student academic learning needs, and the strengths and uniqueness of the staffs.

List how you will provide internal feedback- a tool or mechanism to monitor and adjust the progress of the school and the strategies needed to meet the needs of the entire school community.

The SIP Team provides the leadership for the Chattaroy Schoolwide Program. This team meets at least monthly to review progress of the program. The SIP Team includes representation from each grade level, classified staff, special services, and the principal.

There are four major components to the program: High Academic Standards and Expectations, Supportive Learning Environment, Professional Development, and High Levels of Family and Community Involvement. The SIP Team will determine a plan for each component of the program during the school year. This review will provide opportunities for every staff member to provide input to continually improve our Schoolwide Program. Each action step of the plan will be analyzed and the progress process will utilize staff meeting time in addition to grade level meetings as needed. In addition, ad hoc committees may be specifically review and analyze data to monitor each Program component.

The PTO Board will have opportunities to: Review the Schoolwide Program; support the implementation of the Parent Policy/Plan; and review the school-parent-student compact. All parents will have these same opportunities during the PTO House in the fall and during fall and spring parent/teacher conferences.

#5: Strategies to attract high-quality, highly qualified teachers Y/N

Describe the strategies used to attract highly qualified staff to work with the most at-risk students.

Our district is committed to hiring highly qualified staff. Although the Riverside School District has a low staff turnover, job postings are advertised in the Spokesman Review with a wide circulation in Eastern Washington. Job postings are also on the district website. Teachers are attracted to the small, rural community where “the school” is the center of and a gathering place for community activities.

Within a reasonable distance are four major universities which support our teachers’ pursuits of higher education. Our district provides an annual stipend for certified staff that have earned Masters’ degrees in addition to providing clock hours as a way for teachers to advance on the salary schedule.

We provide on-going professional development to staff in order to extend professional skills and to attract effective, professional staff with high expectations of student learning.

#6: Strategies to increase parent involvement Y/N

Describe the process used to communicate with parents of students not meeting standards, as well as the process to develop and implement the parent-teacher-student compact.

During our Open House each fall, parents are provided information about the Chattaroy Elementary School's Title I program including the Parent Involvement Policy/Plan. We emphasize our high academic standards and student expectations at the Open House and at other parent meetings throughout the year and include specific information about the curriculum, how student progress is assessed and how parents and educators are partners in the education of our students. Teachers meet with parents at conferences twice a year along with other conferences that are scheduled on an as-needed basis. When students experience learning difficulties, parents are notified by their teacher.

Our student learning plans are developed for each student as required by the state in grade two. Included in the student learning plan are components that address what the school will provide, what the student will do and how the parent can support the learning process. Student's individual goals and timelines are also addressed in the student learning plans.

The SIP Team has created a parent-teacher-student compact and use this process to gather input and feedback from all students as well as from the Parent Involvement Advisory.

Describe how your schoolwide plan will ensure and reinforce strong parent involvement and include strategies for communication, family literacy, and procedures for building capacity.

One of the major components of our Schoolwide Program is to create and encourage high levels of parent and family involvement—this begins by recognizing parents as our partners in the educational process.

Communication: We communicate regularly with our parents to inform them of involvement opportunities, to provide information on student progress and to give updates on Title I. Some of these include:

- Kindergarten orientation and Open House
- Family Nights
- Regular newsletters
- Parent conferences at least twice/year
- Tri-mester report cards
- Regular progress reports
- Problem solving forms
- Email
- Student notices
- Daily Progress Reports (DPR) for special education students
- PTO Meetings
- Access to resources on the Chattaroy and District Websites.

Family Literacy: In each newsletter sent to parents, a reading, math and/or science topic is covered along with specific strategies and suggestions for parents to engage their children in learning. These may include strategies to promote vocabulary development, reading comprehension and/or math computation.

Building Capacity: Our Parent-Teacher Organization meets monthly and serves as an advisory group to our school regarding school climate and academic areas. The PTO Board provides input and suggestions for the Schoolwide Program, the Parent Involvement Policy/Plan, and the school-parent-student compact. The PTO Board also provides another way to promote leadership roles for our parents. By participating in Family Nights, parents will be encouraged and expected to use strategies

they have learned in working with their children to enhance their learning. This year, up to eighteen families will have a opportunity to participate in the Strengthening Families training.

#7: Transition Plans From Preschool and Between Grade Levels Y/N

Describe how the school wide program will coordinate transitions for preschool children into the elementary program.

Our school partners with the Developmental Pre-School program at Riverside Elementary School to transition preschool children to kindergarten. We work with families and special education staff to ensure a smooth transition. ECEAP for both elementary schools is housed in Chattaroy Elementary, so we encourage Riverside Elementary parents with children in ECEAP to participate in family activities at that school. Each spring we meet with the Developmental Pre-School staff at Riverside in addition to facilitating in-coming students on visits to our school. Our Developmental Pre-School has several students on IEP's enrolled in the ECEAP program.

Describe how vertical teaming of K-12 staff assures successful transition, such as elementary to middle school, middle school to high school to post-secondary, etc.

Since we are a K-4 school, our students move to Riverside Elementary after the 4th grade. In the spring of the year, classroom teachers complete a placement form that provides information on academic achievement, gender, leadership skills, and behavioral concerns. Then, the teachers and specialists meet to discuss and determine classroom placement for the following year to ensure balance and diversity in each classroom.

Chattaroy students have opportunities to participate in cross-age tutoring opportunities to promote positive peer relationships and provide academic support.

Academic information and behavior documentation is kept from year to year to address the on-going needs of students.

Several teachers implement cross-age tutoring sessions for students to promote interactions between grades and positive relationships.

In May of each year, the principals and joint counselor coordinate a half-day transition event. This event is designed to minimize the impact of students moving to another school with activities to welcome them to the new site. Activities include:

- Recreational activities
- Tour of the Riverside school, including lunch
- A review of expectations by the Riverside Elementary principal
- Introductions to the 5th grade Riverside Elementary teacher team

#8 Teachers Included in Assessment Decisions Y/N

Describe how teachers are included in the decision-making process.

Any staff member can initiate the decision-making process regarding a student's performance. Staffing may occur at an informal or formal level. All staff involved with a student is invited to attend a staffing and/or a student services team meeting and participate in the decision-making process.

Describe the assessments the school will use to monitor student academic progress during the school year. In addition to the WA

include any locally developed and selected assessments.

Assessments for **Reading** include the following:

- Kindergarten: Evaluation is based on district literacy readiness assessments, STAR, **DRA2**
- First and Second Grade: STAR, **DRA2**
- Third Grade: MSP, STAR, **DRA2**
- Fourth Grade: MSP, STAR, **DRA2**

Assessments for **Math** include the following:

- Kindergarten: Teacher created Assessments, **District Math Assessment**
- First Grade: Everyday Math Assessments, **District Math Assessment**
- Second Grade: Everyday Math Assessments, District Math Assessment
- Third Grade: Everyday Math Assessments, District Math Assessment, MSP
- Fourth Grade: Everyday Math Assessments, District Math Assessment, MSP

Assessments for **Writing** include the following:

- Kindergarten: District Writing Assessment
- First Grade: District Writing Assessment
- Second Grade: District Writing Assessment
- Third Grade: District Writing Assessment
- Fourth Grade: District Writing Assessment, MSP

Note: Each grade level keeps a fall and spring assessment of the student's writing to follow the student to the next grade level.

#9 Providing Assistance to Students Experiencing Difficulties Mastering Standards Y/N

Describe how the school will identify students experiencing difficulty mastering skills and meeting standards.

*Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. Grade level teaching teams meet monthly and determine level of support needed and distribution of the support.

*Staff support will be based on assessments.

*Support will be determined by staff.

*Vertical collaboration between staff.

Describe the form of timely assistance and specific support that will be provided to students experiencing difficulty.

When students experience difficulty in mastering skills and meeting learning expectations, they are identified immediately and supported in a variety of ways depending on the specific needs of the individual student. Everyday Math assessments, diagnostic math assessments, writing prompts, and regular reading assessments provide essential information in targeting students who need assistance. Support can take any or all of the following forms of support:

- Focus assistance from the classroom teachers
- Individual help by a para-educator
- Modifications in the instruction in a specific subject and/or adjustments in an assignment
- Use of a variety of supplemental materials
- Extended time for support in an area of difficulty
- Support and encouragement from Peer-tutors, high school tutors or parent volunteers on specific subjects areas and assignments
- Monitoring of student performance to adjust instruction and individual assistance
- * **Summer school – Reading and Math**
- * **Response to Intervention**

Describe how student assessment and progress results will be shared with parents.

Teachers maintain frequent and ongoing contact with parents regarding student progress and performance. Contact occurs through telephone calls, conferences, progress reports, e-mails, notebooks, websites, newsletters, and report cards.

#10: Coordination/Integration Y/N

Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

The Chattaroy SIP Team has a representative from special education to ensure that the various services and programs work together to all students learning, progressing, meeting, and exceeding high standards. The SIP Team has a major responsibility of making sure that professional development and parent involvement meet specific program requirements and the Team continues to adjust and improve efforts resulting in a consistent and integrated system of education for the school and community.

Funding Sources – List all federal and state sources of funds allocated to this school wide program.

Funding Source Amount Contributed How funds will support School wide Program goals

Program 01

Incl. :

State BEA

LEA

Local Levy

\$1,090,000

- Certificated and Classified staffing & benefits
- Staff collaboration time
- Indirect non-instructional programs
- Supplies, contracted services, and travel

State LAP

0

Not used

Title IA

\$142,000

- Supplemental assistance by para-educators
- Training for teachers in writing, math and assessments
- Parent involvement activities
- Consulting services for trainings
- Substitutes for training and SIP meetings
- Supplies and printing costs
- Literacy assessments kits

Title IIA

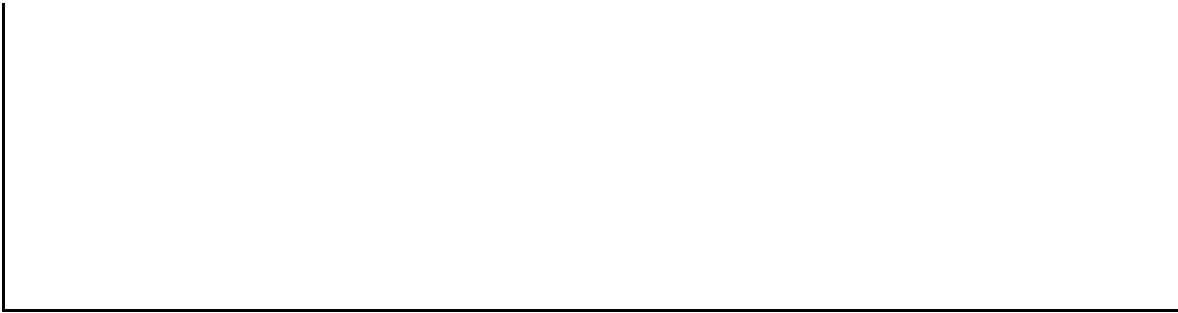
0

Not Used

Title I
ARRA FUNDS

\$58,000

Full Day Kindergarten



Instructional Program

Describe the key components on the instructional program of the school. Explain how the school will organize and deliver instruction to improve learning for all students. Describe how the instruction will be different and more effective as a result of schoolwide planning.

As a result of schoolwide planning, the key components of Reading instruction are:

- Staff works together in grade level teams to create year-long goals that support the overall school focus on supporting students to read at or above grade level.
- Students and their families are encouraged to read at home on a daily basis.
- Reading instructional materials include:
 - Scott Foresman (basal)
 - A variety of trade books and non-fiction materials
 - Accelerated Reader (AR)
 - Silent Sustained Reading (SSR)
 - Weekly Reader
 - Foss Kits
 - Limited support - ELL

As a result of schoolwide planning, the key components of Writing instruction are:

- Staff works together in grade level teams to create year-long goals that support the improvement of writing
- Staff implements grade level goals/curriculum that is aligned with EALRs and GLEs.
- Staff continue to participate in Power Writing and Four-square training to provide consistent schoolwide instruction in writing
- Staff includes Power Writing in their instructional plans to provide opportunities for students to learn and the traits of quality writing.
- Staff incorporates writing strategies and forms of writing into Science, Social Studies, and Mathematics so students can better communicate understanding.
- Staff participates in district and building writing in-services.

As a result of schoolwide planning, the key components of Math instruction are:

- Staff works together in grade level teams to create year-long goals that support the improvement of math
- Staff applies all components of Everyday Math in all grades and sends out curriculum-based parent letter unit of study to assist parent in helping their children.
- Staff includes daily homework help for math and math nights for students and parents.
- Manipulatives and other math materials are available for teachers when needed.
- Instruction in problem-solving strategies and activities is a priority in math instruction.

As a result of schoolwide planning, the key components of a Supportive Learning Environment are:

- Staff has expectations for responsible behavior and works to develop mutual respect.
- The Chattaroy staff and community work together to maintain a safe, civil and healthy learning environment

As a result of schoolwide planning, the key components of Focused Professional Development are:

- Learning opportunities for staff include professional development and specific time to share information, data and target efforts to solve problems.

Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, Highly Capable, etc)

- Special education staff will coordinate with classroom teachers to provide appropriate services to students Individual Education Plans.
- SOAR staff will support qualified students in grades three and four.

Describe strategies used for low-achieving students

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. Staff and the principal will discuss student needs and share instructional strategies and techniques that accelerate student achievement.

Chattaroy Elementary

Action Plans

Chattaroy Elementary

Belief statement: Teachers and staff work towards all students learning and meeting high standards.

Goal: Reading

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitor Effectiveness What on-evidence show this difference outcomes
1. Each classroom will have 90 minutes a day for literacy based learning. Reading instruction will include: Modeled reading, shared reading, guided reading groups, independent reading time, AR and information text.	<ul style="list-style-type: none"> Review of instructional components with staff 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staff meeting time 	<ul style="list-style-type: none"> Principal Classroom teachers Para-educators Volunteers 	<ul style="list-style-type: none"> Observation Student activities Assessments
2. Staff will use formative assessments to guide instruction, which may include: <ul style="list-style-type: none"> Student portfolios Work samples and artifacts Classroom assessments Observations with anecdotal notes 	<ul style="list-style-type: none"> Time for sharing of how assessments are used to differentiate instruction 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Grade level meetings 	<ul style="list-style-type: none"> Classroom teachers Grade level teams Principal 	<ul style="list-style-type: none"> DRA 2 Portfolios
3. Staff will utilize STAR Reading tests in grades K-4 three times per year. DRA 2 assessments will be given 2 times a year to students and more often to students not reading at grade level.	<ul style="list-style-type: none"> Grade level collaboration 	<ul style="list-style-type: none"> 3x a year 	<ul style="list-style-type: none"> Testing materials 	<ul style="list-style-type: none"> Classroom teachers Para-educators 	<ul style="list-style-type: none"> Assessments Use of data
4. Staff will work in grade level teams to discuss and implement grade level goals.	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> monthly 	<ul style="list-style-type: none"> Collaborative Time Staff meetings 	<ul style="list-style-type: none"> Classroom teachers Grade level teams Principal 	<ul style="list-style-type: none"> Observation Implementation Instruction
5. Continue to research appropriate on-going assessments to guide instruction and support struggling readers on an on-going basis and present information to all staff.	<ul style="list-style-type: none"> Review with all staff Time for research 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Research 	<ul style="list-style-type: none"> SIP Team Principal 	<ul style="list-style-type: none"> Reports

<p>6. Implement a variety of programs to promote reading and civic involvement.</p> <ul style="list-style-type: none"> • Book It – Oct-March • Read to Feed program – Offered to all classrooms • Scholastic Read a 100 Books Program • Silverwood – March-April 	<ul style="list-style-type: none"> • Information to staff 	<ul style="list-style-type: none"> • October - April 	<ul style="list-style-type: none"> • Community members and parents for sponsors. 	<ul style="list-style-type: none"> • Staff • Parents 	<ul style="list-style-type: none"> • Increase behavior • Survey the eve
<p>7. Read Across America to promote reading and model reading behavior in classes. Parents are invited to attend the day.</p>	<ul style="list-style-type: none"> • Information to staff 	<ul style="list-style-type: none"> • February 	<ul style="list-style-type: none"> • Books • Parents involved 	<ul style="list-style-type: none"> • Read Across America Committee • Classroom teachers • Parents 	<ul style="list-style-type: none"> • Increase Dr. Su • by stud • Use of with D
<p>8. Reading Olympics every 4 years</p> <p>9. Formative and Summative Assess.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • January 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All Staff • All Staff 	<ul style="list-style-type: none"> •
<p><u>Procedures for evaluating success in reaching this goal. Assessments for Reading include the following:</u></p> <ul style="list-style-type: none"> • Kindergarten : Literacy Readiness Assessments, DRA2 • First Grade: Unit Tests, Benchmark Tests, STAR, DRA2 • Second Grade: Unit Tests, Benchmark Tests, DRA2 • Third Grade: Unit Tests, Benchmark Tests, DRA2, MSP • Fourth Grade: Unit Tests, Benchmark Tests, DRA2, MSP 					

Chattaroy Elementary

Goal: Writing

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitor What on
1. Teachers will work in grade level teams to implement the writing curriculum, including use of the grade level prompts and rubrics.	<ul style="list-style-type: none"> • Collaborative scoring of prompts • Discussion of results and plans for use 	<ul style="list-style-type: none"> • Oct and March for giving and scoring prompts 	<ul style="list-style-type: none"> • Grade level prompts used across the district 	<ul style="list-style-type: none"> • Classroom teachers • Principal 	<ul style="list-style-type: none"> • On-go writing • Collab using promp
2 Each classroom will have 90 minutes a day for literacy based learning. Writing instruction will include: Modeled writing, shared writing, mini-lessons, independent writing, and the intentional teaching of the writing process and traits of quality writing.	<ul style="list-style-type: none"> • Review of instructional components with staff 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Staff meeting time 	<ul style="list-style-type: none"> • Classroom teachers • Principal 	<ul style="list-style-type: none"> • Observ learning • Studen activiti • Assess
3. To integrate writing strategies in science, social studies and math, and share strategies at grade level meetings. 4. Writing Rally	<ul style="list-style-type: none"> • Review of writing strategies, forms of writing, etc. 	<ul style="list-style-type: none"> • On—going • Feb. 	<ul style="list-style-type: none"> • Grade level teams 	<ul style="list-style-type: none"> • Grade level teams • Classroom teachers • Classroom teachers 	<ul style="list-style-type: none"> • Observ selecte in clas • Studen writing
<p><u>Procedures for evaluating success in reaching this goal. Assessments for Writing include the following:</u></p> <ul style="list-style-type: none"> • Assessments for Writing include the following: <ul style="list-style-type: none"> ○ Kindergarten: Writing prompts- Narrative ○ First Grade: Writing prompts- Narrative ○ Second Grade: Writing prompts- 					

<p>Narrative and Expository</p> <ul style="list-style-type: none">○ Third Grade: Writing prompts- Narrative and Expository○ Fourth Grade: Writing prompts- Narrative and Expository, MSP					
---	--	--	--	--	--

Chattaroy Elementary

Goal: Mathematics

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitor Effectiveness What on-evidence show this difference outcomes
1. Administer MSP-type problems (the District Level Math Assessments) to gather specific individual student information.	<ul style="list-style-type: none"> Principals informs and discussing testing process with grade level teams 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Teacher administration directions and student directions Assessment packets from district office 	<ul style="list-style-type: none"> Principal Classroom teachers 	<ul style="list-style-type: none"> Data on student grade
2. Use of data from District Math Assessments to determine instructional practice aligned with the state standards.	<ul style="list-style-type: none"> Training to assist teachers in using the data to guide practice 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Math Consultant Sub days 	<ul style="list-style-type: none"> Principal Grade level teams 	<ul style="list-style-type: none"> Teacher gaps in and academic strategies student
3. Provide intensive skills practice at least weekly for all students	<ul style="list-style-type: none"> Review of Mad Minutes or other appropriate skill development strategies 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Increase math and/or of the
4. Develop problem-solving strategies that address the identified needs from the District Math Assessments	<ul style="list-style-type: none"> Review and analysis of DMA with entire staff 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staff meeting Read, Draw, Solve <p>It I</p> <p>It</p> <ul style="list-style-type: none"> WASL Wed. in K Tool Box 	<ul style="list-style-type: none"> Principal Classroom teachers 	<ul style="list-style-type: none"> Implement problem-solving strategies observed princi
5. Facilitate Math Is Cool competition team for 4 th graders	<ul style="list-style-type: none"> Information to all staff 	<ul style="list-style-type: none"> March 	<ul style="list-style-type: none"> Building and PTO funds 	<ul style="list-style-type: none"> Mary Jo Lorenz and Diana Kenworthy 4th grade teachers 	<ul style="list-style-type: none"> Analyse outcomes WASL Observe enthusiasm engaged classr
6. Sponsor a Math Night for all grade levels	<ul style="list-style-type: none"> Information to all staff 	<ul style="list-style-type: none"> January 	<ul style="list-style-type: none"> Building funds 	<ul style="list-style-type: none"> Mary Jo Lorenz et al 	<ul style="list-style-type: none"> Observe enthusiasm engaged all cla
<u>Procedures for evaluating success in reaching this goal. Assessments for Mathematics include the following:</u>					

<ul style="list-style-type: none">• Kindergarten: Teacher created assessments, District Math Assessments• First Grade: Everyday Math Assessments, District Math Assessments• Second Grade: Everyday Math Assessments, District Math Assessments• Third Grade: Everyday Math Assessments, District Math Assessments, MSP• Fourth Grade: Everyday Math Assessments, District Math Assessments, MSP• Schoolwide: Math and Science Word of the Week					
--	--	--	--	--	--

Chattaroy Elementary

Goal: Supportive Learning Environment

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitor Effectiveness What on-evidence show this difference outcomes
1. Review schoolwide discipline plan and incorporate Love and Logic philosophy into the plan	<ul style="list-style-type: none"> Discussion in SIP Team and as needed in staff meetings 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staff meetings Printed plan for use by all staff 	<ul style="list-style-type: none"> Principal SIP Team All staff 	<ul style="list-style-type: none"> Ana refer Surve asse
2. Utilize the Mission Statement for CES and incorporate it into a weekly all school pledge.	<ul style="list-style-type: none"> Information at staff meeting 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Mission statement in newsletter and posted in classrooms and around the school 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> A ra stud resta state part inter
3. Review the schoolwide Harassment-Intimidation-Bullying Plan on a regular basis. Look into lessons for Character Growth	<ul style="list-style-type: none"> Discussion in staff meetings 	<ul style="list-style-type: none"> Jan-March-May 	<ul style="list-style-type: none"> Staff meetings Copies of the plan Counselor 	<ul style="list-style-type: none"> All staff Counselor 	<ul style="list-style-type: none"> Analy refer Surve assess includ record
4. Star Bucks awards (paper) given to students who are “caught” making a good choice	<ul style="list-style-type: none"> Discussion at beginning of year about program 	<ul style="list-style-type: none"> On-going Given on Fridays 	<ul style="list-style-type: none"> Incentives given to children whose names are drawn 	<ul style="list-style-type: none"> Debbie and Delores 	<ul style="list-style-type: none"> If goo and nu Bucks

<p>6. Provide help to our ESL students.</p> <p>7. Communication Groups</p> <p>8. Character Counts Assembly</p> <p>9. Open House</p> <p><u>Procedures for evaluating success in reaching this goal.</u></p> <p><u>Assessments for Learning Environment include the following:</u></p> <ul style="list-style-type: none">• Student discipline data and comparisons• Specific Bullying data• STAR Lab data (The records kept in our Star Lab have kept us informed as to the number of times our students make poor choices towards their peers and behavior in the classroom. These records show why they are there and how many visits they make to the Star Lab.)• Teacher surveys and anecdotal records					
---	--	--	--	--	--

Chattaroy Elementary

Goal: Focused Professional Development

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitor Effectiveness What on-evidence show this difference outcomes
1. Offer periodic books studies on “best practices” during which teachers will select specific practices from the readings to try out the classroom.	<ul style="list-style-type: none"> Discussions in the Book Study Group Sharing of artifacts with group 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Late start days 	<ul style="list-style-type: none"> Principal Classroom teachers 	<ul style="list-style-type: none"> Students use selected to in und
2. Staff will research, visit, observe successful programs and attend workshops as approved by the SIP Team. Information will be shared with school staff.	<ul style="list-style-type: none"> Review of the process for approval 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Substitutes Research Materials and/or books Staff Meetings Grade level teams 	<ul style="list-style-type: none"> SIP Team 	<ul style="list-style-type: none"> Observation strat learn clas
3. Review the 9 characteristics of High Performing Schools	<ul style="list-style-type: none"> Read and discussions of the components 	<ul style="list-style-type: none"> Sept - May 	<ul style="list-style-type: none"> Staff meetings 	<ul style="list-style-type: none"> Certified staff 	<ul style="list-style-type: none"> Principal opp had from
4. Information from All Principal meetings (monthly) and District level administrative meetings (the A Team which meets twice monthly), will be shared with staff	<ul style="list-style-type: none"> Discussion and sharing of pertinent information 	<ul style="list-style-type: none"> Principals – 2/ month A Team-monthly 	<ul style="list-style-type: none"> Staff meetings 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Principal about appl teach
5. Staff will score writing prompts for grades K-4.	<ul style="list-style-type: none"> Collaborative scoring of prompts Discussion of results and plans for use. 	<ul style="list-style-type: none"> Oct and March for giving and scoring prompts 	<ul style="list-style-type: none"> Grade level prompts used across the district 	<ul style="list-style-type: none"> Classroom teachers Principal 	<ul style="list-style-type: none"> On-writ Coll using leve

Chattaroy Elementary -- Schoolwide Parent Involvement Policy/Plan

SMART Goal: High Levels of Family and Community Involvement

<p><i>The School Parent Involvement Plan must address the following items:</i></p>	<p><u>Activities to Achieve this Goal</u></p> <p>What actions will occur? What steps will be taken?</p>	<p><u>Timeline</u></p> <p>When will this strategy or action begin and end? Is it on-going?</p>	<p><u>Resources Available</u></p> <p>What are the existing and new resources that will be used to accomplish the activity?</p>	<p><u>Who is Responsible?</u></p> <p>Who is involved? Who will provide leadership? Who will do the work?</p>	<p><u>M</u></p> <p>What gathe making outco</p>
<p>1. Notify parents prior to the beginning of school:</p> <ul style="list-style-type: none"> ❖ Status as a Title I Schoolwide ❖ AYP status ❖ Right to request information on staff qualifications 	<ul style="list-style-type: none"> • Newsletter sent to all Chattaroy parents that describes our Schoolwide status, our AYP status and the right for parents to request staff qualifications' information. 	<ul style="list-style-type: none"> • August 	<ul style="list-style-type: none"> • Office Support for mailings 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> •
<p>2. Convene an annual meeting to explain Title I Part A requirements.</p>	<ul style="list-style-type: none"> • Provide an Open House in September to explain Title I Schoolwide goals and goals as outlined in the Parent Involvement Policy/Plan. 	<ul style="list-style-type: none"> • Third week of September 	<ul style="list-style-type: none"> • Office support • Staff input 	<ul style="list-style-type: none"> • Principal and SIP Team 	<ul style="list-style-type: none"> •
<p>3. Hold additional meetings and activities to engage parents in their children's education and to increase parent participation.</p>	<ul style="list-style-type: none"> • Create and/or revise surveys and feedback forms to gather input from parents. • Hold three parent nights on topics identified as needs by families. 	<ul style="list-style-type: none"> • January 15 • Sep/Jan/May 	<ul style="list-style-type: none"> • Office support • Office support, materials, Title I funds 	<ul style="list-style-type: none"> • SIP Team and Parent Involvement Advisory Counselor 	<ul style="list-style-type: none"> •

<p>4. Involve parents in an organized and timely way in the design and evaluation of the Schoolwide plan the parent involvement policy/plan, and the compact.</p>	<ul style="list-style-type: none"> • Provide opportunities for parent input and suggestions and for exploring concerns through: PTO meetings, Open House, Family nights, conferences, etc. • Share and provide opportunities for input and discussion at IEP meetings, parent-student-teacher conferences, parent meetings and family nights. • Select a parent to serve on the SIP Team 	<ul style="list-style-type: none"> • November 15 • On-going • May 	<ul style="list-style-type: none"> • PTO meeting • Planned meetings • SIP Team and PTO Board 	<ul style="list-style-type: none"> • Principal and SIP Team • All Staff • Principal 	<ul style="list-style-type: none"> •
<p>5. Communicate regularly with parents throughout the year (whenever possible in their home language) to include at least a description and explanation of:</p> <ul style="list-style-type: none"> ❖ Curriculum ❖ How student progress is assessed ❖ Levels of achievement expected of students <p>Explain how parents may request meetings and provide suggestions related to their children's education.</p>	<ul style="list-style-type: none"> • Provide information at Kindergarten Orientation, and Open House • Provide information at Family Nights • Provide specific information in the bi-monthly newsletter (Super Star Review • Provide parent-student-teacher conferences twice per year. • Provide report cards at the trimester • Notify parents by phone when their child is experiencing academic learning difficulties and behavior concerns. • Share WASL results and individual assessment with every family • Provide weekly communication to the home from classroom teachers 	<ul style="list-style-type: none"> • March • Sep/Jan/May • On-going • November and March • Nov/Jan/June • On-going • October 1 • On-going 	<ul style="list-style-type: none"> • Time for staff to plan and coordinate activities in staff and SIP Team meetings 	<ul style="list-style-type: none"> • Principal and staff • Who? • Principal • Classroom teachers • Classroom teachers • Classroom teachers • Principal • Classroom teachers 	<ul style="list-style-type: none"> •

<p>6. Jointly develop a school-parent-student compact.</p>	<ul style="list-style-type: none"> The SIP Team will receive input and refine the compact yearly—then, present to all staff for approval Additional suggestions will be added based on parent input during the spring conferences. 	<ul style="list-style-type: none"> December 1 March 25-28 	<ul style="list-style-type: none"> Regular Meeting times Time during conference week 	<ul style="list-style-type: none"> SIP Team, Parent Advisory, staff All staff, SIP Team, Parent Advisory 	<ul style="list-style-type: none"> Com
<p>7. Coordinate with other programs that have parent involvement requirements, i.e. SE, ECEAP, etc.</p>	<ul style="list-style-type: none"> Principal is the ECEAP coordinator. Meet with ECEAP parents in the spring. Encourage ECEAP parent to be on the PTO Coordinate with Pre-School Program at Riverside Elementary 	<ul style="list-style-type: none"> May January 15 On-Going 	<ul style="list-style-type: none"> Time for coordination 	<ul style="list-style-type: none"> Principal and Kindergarten teacher Principal/Parent Involvement. Advisory K-Teacher, Principal 	<ul style="list-style-type: none">
<p>8. Support activities and services that foster parent involvement and may include community outreach, literacy training, business links, etc.</p>	<ul style="list-style-type: none"> Create several community outreach strategies to promote awareness and support for Chattaroy Elementary, ie, School information included in the Sentinel, partnerships with local businesses, etc. 	<ul style="list-style-type: none"> March 1 	<ul style="list-style-type: none"> Time for coordination 	<ul style="list-style-type: none"> Parent Involvement Advisory, SIP Team, Principal 	<ul style="list-style-type: none">
<p><u>Procedures for evaluating success in reaching this goal.</u> <u>Assessments for Parent Involvement include the following:</u></p> <ul style="list-style-type: none"> Feedback opportunities at each family activity (Possibility: We can put surveys at the end of each parent evening to 					

<p>assess what the parents think of the usefulness of the activity and their further interests. The survey in the spring newsletter will hopefully give us a good look at what our parents want.)</p> <ul style="list-style-type: none"> • Parent participation on the SIP Team • Creation of Parent Advisory • Spring survey in the Super Star Review 					
---	--	--	--	--	--

Chattaroy Elementary School

Mission Statement: Chattaroy Elementary staff, students, and parents work together to create a safe, challenging, and stimulating environment that nurtures the joy of learning. Our children are confident, productive, eager to explore, and believe they can make a difference in our world.

Teacher-Student-Parent Compact

As a parent/guardian, I will be responsible for supporting my child's education by agreeing to the following:

- Provide a home environment that encourages my child to learn; provide a quiet time and place for homework, monitor TV viewing, help my child gain independence, think critically, and build self esteem.
 - Communicate regularly and show respect for my child's teacher.
 - Support school activities; ask my child about the activities at school.
 - See that my child attends school regularly and on time.
 - Participate with the school in its efforts in developing positive behaviors.
 - Keep lines of communication open, attend arranged conferences, and show respect for staff.
 - Provide my child with the necessary tools for learning (pencils, paper, etc.)
 - Check my child's backpack to communicate.
-

As a Student, I will work to my best ability to do the following:

- Come to school on time, be ready to learn, and prepared with paper, sharpened pencils and other necessary tools for learning.
Do my homework and turn it in on time.
 - Read daily and limit my TV watching and video games.
 - Do quality work and use my best behavior.
 - Be a person of good character by showing respect for my school, staff, classmates, and family.
 - Believe that I can and will learn.
-

As Staff members, we will provide an effective learning environment and quality curriculum & instruction by agreeing to the following:

- Provide high quality curriculum and instruction to meet all learning goals.
 - Use appropriate strategies for the learning and developmental needs of students to help them grow to their full potential.
 - Provide information about student progress and RTI intervention (telephone calls, letters, conferences, report cards, etc.)
 - Maintain open communication with families and provide opportunities for parent involvement in their child's learning including homework activities.
 - Show respect for each child and his/her family with a professional and positive attitude.
 - Parents will be notified if their child receives response to intervention, RTI, services.
- Maintain the safety and well being of our students, staff and school.
Have high expectations and help every child to develop a love of learning.
Provide a warm, safe, and caring learning environment.
-

This compact is reviewed annually before the end of each school year. If you would like to provide input into this compact, please contact the school office for more information regarding the Title I program.

**Title I Section 1119 Qualifications for Teachers and Paraprofessionals
Verification of Compliance – Principal Attestations**

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in Title I Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under Section 1114 - School wide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:

1. Maintained at each school operating a School wide or Targeted Assistance program, and
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request.

Requirements of Section 1119 - Teachers

- Beginning with the first day of school year 2002-03 teachers hired and teaching in a program supported with Title I funds are highly qualified.
- A plan was developed to ensure all teachers are highly qualified no later than the end of the 2005-06 school year. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
 - increase the percentage of highly qualified teachers, and
 - increase the percentage of teachers who are receiving high-quality professional development, and
 - such plan may include other measures determined by the school and/or district.
- Beginning with the 2002-03 school year, progress to meet annual measurable objectives must be publicly reported (can be met through reports to OSPI and used for data posting on the OSPI website for state, district and building report cards).

Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I School wide program and assisting with instruction must meet one of the following requirements:
 1. Completed at least 2 years of study at an institution of higher education
 2. Obtained an associate degree (or higher)
 3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- Existing paraprofessionals working in a program supported with Title I funds or employed in a Title I School wide program and assisting with instruction must have met the Title I requirements **by the end of the 2005-06 school year.**
- All paraprofessionals working in a Title I funded program, including a Title I School wide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Statement

I attest that the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this Title I school for school year_____.

(School Name)

(District Name)

(Principal's Name)

(Date Signed)

Riverside Elementary School

Final

School-Wide Continuous Improvement Plan

2011-2012

Riverside Elementary School Table of Contents

Pages 2-15

Page 16-17

Page 18

Page 19-21

Page 22-23

CPR Template: School-wide Program

Instructional Plan

Action Plans:

Reading

Writing

Page 24-26	<i>Mathematics</i>
Page 27	<i>Climate</i>
Page 28-29	<i>Professional Development</i>
Page 30-32	<i>Parent Involvement Plan</i>
Page 33	Student/Teacher/Parent compact
Page 34	Principal Attestation

Title 1 Part A

CPR Template: School wide Program

Principal Attestation (Highly Qualified Certification Form) Y/N
Building Parent Involvement Plan Y/N
School wide Building/SIP Plan Y/N

#1. Comprehensive Needs Assessment Y/N

Describe how the needs assessment was conducted and how it will address the needs of all students in the school, based on information that includes the performance of children in relation to the state academic standards.

Riverside Elementary School has utilized a School Improvement Planning Team for more than six years. It has maintained representation from all constituencies, including parents, classified staff, certificated staff, and administration. The SIP Team is responsible for setting the course related to our research, data collection, and outcomes related to instruction and specific strategies. In addition, the SIP examines building climate and parental involvement.

Our goals are developed utilizing a shared governance process. The SIP Team members represent each grade level, parents, classified staff, special services staff, and support staff. Following a meeting the representatives share information and seek input. The individual grade level teams develop action steps that are derived from the building goals. The goals are proposed by the SIP team with the whole staff providing in depth feedback. The goals are written in academic areas, building climate, and professional development that supports all areas.

Data is gathered from a variety of sources including: Measurement of Student Progress (MSP), Developmental Reading Assessments (DRA), classroom formative and summative assessments, STAR reading assessments, Kindergarten Readiness Assessments, Washington State Curriculum Based Assessments (CBA), staff surveys, and district developed math and writing assessments.

Our MSP data indicates that the strategies we implemented in math during the 08-09 and 09-10 school years were instrumental in achieving AYP. Due to meeting these expectations for two consecutive years, we are no longer in School Improvement for math.

In analyzing our MSP data for the 10-11 school year, we conclude that reading is an area of concern in third and fifth grade specifically in the low income category and special education. A challenge we face is not being able to identify low income students to provide targeted interventions in order to meet AYP next year. We believe that the work we are doing in formative and summative assessments and standards based grading will help identify all students needing intervention including those in the low income category.

One of our goals during the 2010-2011 school year was to better align our student reporting system to the standards we are teaching. We worked from September through January reading and discussing the book, Checking For Understanding. From January to June we worked with Chattaroy Elementary in grade level teams to develop our new report cards.

Due to budget cuts for the 2011-2012 school year, we went from having para-educator support in each of our classrooms to only having para-educators in Kindergarten and self contained special education classrooms. Our para-educators who work with students in reading, writing and mathematics are afforded professional development. On Collaborative Time days, para-educators are a part of any whole staff training. In addition, as needed, para-educators receive additional training from highly qualified principals and teachers.

Through the development of the comprehensive needs assessment, identify the strengths and weaknesses and specific priorities for improving student achievement and meeting the state's academic learning standards.

Student Achievement in Reading:

10-11 Third Grade MSP score: 61.3%

10-11 Fourth Grade MSP score: 72.4%

10-11 Fifth Grade MSP score: 65.2%

Analysis:

Historically, our students have demonstrated consistent growth in reading. However, the 10-11 MSP data shows a reduction in scores. For example, 71.2% of our fourth grade students met the standard in 2010, while only 65.2% of those same students met the standard in 2011 as fifth graders. The data from the MSP is inconsistent with data we have gathered from STAR and DRA. We believe that the format of the newly created MSP has had a dramatically negative impact on reading scores. Nevertheless, we will continue to implement successful teaching practices and interventions.

Our focus this year will be:

- Provide staff development and collaboration time so teachers can select specific teaching strategies that can be used to support these students.
- Assess at risk students using DRA at selected intervals to determine their progress as readers and identify the next teaching point for each student.
- Examine the assessment data to determine where individual student instruction and support is needed.
- Continue to develop our RTI model with our intervention teachers providing Tier 2 and Tier 3 services.

Student Achievement in Math:

10-11 Third Grade MSP score: 50%

10-11 Fourth Grade MSP score: 68.4%

10-11 Fifth Grade MSP score: 70.5%

Analysis:

About 66 % of our students met the state standards in math. This leaves about 34 % of the students at risk. When they do not meet these standards, it limits their progress in acquiring the math skills they need to learn

and use math as a problem solving skill. Our goal this year is to address the learning needs of these at-risk learners by:

- Assessing all students at selected intervals with a district assessment. Test data will identify specific student needs and gaps in curriculum alignment.
- Examining the assessment to determine where individual student instruction and support is needed.
- Use our Intervention Teachers to provide remediation for Tier 2 and Tier 3 students.

Student Achievement in Writing:

10-11 4th Grade MSP Scores: 53.9%

Analysis:

Historically we have shown growth in writing. In 2011, 53.9% of our students passed the writing section.

- We will continue with our district writing assessments and scoring as grade level teams.
- We will investigate a K-5 writing curriculum.
- We will continue to provide staff development and collaboration time so teachers can select specific teaching strategies that can be used to support students.

Building Climate: We use the *Character Counts* program as a foundation for our school. Each month, our school focuses on a different character trait and we hold an assembly to promote that trait. We have trained our staff in the philosophy of *Love and Logic* and continuously monitor the effectiveness of each approach. We also have CARE retreats and peer mediators within our building.

As a building, we have a lunchtime study hall that students can access for student behavior and academic support.

Family and Community Involvement: Riverside Elementary hosts an Open House, Community Tour of Classrooms, Career Awareness Presentations by parents, and Book Fair in the fall. Parents are encouraged to volunteer in the classroom, as well as participate in our Science or Art Fair, Field Day, and Running Club events which are all held in the spring. We have a very active Parent Teacher Organization. We have a monthly newsletter keeping parents informed of upcoming events. In addition, individual teachers invite and involve parents to events that showcase their curriculum such as: Kindergarten potlatch, 1st grade end of year play, 2nd grade Nutcracker unit and end of year plays, 3rd grade Wax Museum/Biography presentations, 4th grade Outdoor Learning Center, 5th grade College Awareness Tour. Each grade participates in twice yearly musical performances open to the community. We hold a Veteran's Day assembly that involves and honors veterans from the community. Parents are invited to attend our holiday celebrations as well.

#2. School wide Reform Strategies Y /N

Describe what opportunities are provided for all children to meet standards and use effective methods and instructional strategies based on scientifically-based research that

- a. Strengthens the core academic program in the school
- b. Increases the amount and quality of learning time.
- c. Includes strategies for meeting the educational needs of historically under-served populations and strategies to address the needs of all children in the school.

Students who are experiencing difficulty mastering skills and meeting standards will be identified, and classroom teachers meet with the intervention teachers to discuss Response to Intervention (RTI) strategies. Grade level teams meet alternating weeks with staff meetings to discuss individual needs of students and respond with the reallocation of resources, sharing of instructional approaches and materials, and developing a plan that will begin to meet the needs of students who are not performing as expected.

Project Read strategies are utilized for students who are experiencing significant delays in reading. Students receive this multi-sensory instruction in small groups. For example, students may be in small groups, one-to-one, or within the whole class for this instruction. We also utilize Links To Reading First, Read Naturally, and Hooked on Phonics to help struggling readers.

The focus of reading groups is adjusted to meet the students' needs based on feedback received from assessments and teacher observations. Reading group configurations are frequently changed based on student performance and need. Teachers, Kindergarten para-educators and parent volunteers work individually with students experiencing difficulty in language arts and math.

An RTI model, Success Happens at Riverside Elementary (SHARE), targets students who need specific instruction in literacy and math. One certified teacher works with K-2 teachers and students, and 1.5 certified teachers work with 3-5 teachers and students to provide intervention services in an effort to better meet student needs.

As required by the state, low-income students will be offered after school and summer supplemental education services.

#3. Instruction by highly-qualified teachers and paraprofessionals Y / N

Describe the procedures and activities that will ensure instruction will be provided by highly qualified staff.

Our building has a commitment to attract and hire the most qualified staff possible. All of our staff, including para-educators, meets Highly Qualified Standards as established by the state.

Describe what the district has done to support and monitor teacher progress toward meeting the goal of satisfying the federal definition of a highly-qualified teacher or Para-educator.

Our district has a commitment to hire only staff who meet Highly Qualified Standards in the areas they are assigned to teach.

#4. High quality and ongoing professional development Y /N

List opportunities for ongoing professional development.

In an attempt to offer the students the best possible teaching techniques and curriculum, staff members attended a number of workshops, conferences, and classes and read investigated research regarding best practices in literacy, math and standards based grading.

Collaborative Time – Our school district provides collaborative time twice a month for two hours for all teachers and para-educators. Our current focus involves our staff meeting in grade level teams to discuss Performance Expectations (PE), curriculum implementation timelines, instructional strategies, assessment results, standards based reporting, and formative/summative assessments.

Before School Staff Development Days – Prior to the beginning of the school year, our SIP Team designs whole day professional development based on our professional development needs. This year we worked on instructional framework and standards based report cards.

Other: Additional training will include opportunities to gain skills in assessing students in reading and using that data to influence our instruction. Throughout the year, teachers will have an opportunity to collaboratively score math and reading assessments, including subsequent planning. Our district assessment coordinator will provide support to link assessment and instruction. Multiple book studies are offered yearly for staff. The books chosen reflect our focus area and staff receive clock hours for participating.

List how you will provide internal feedback- a tool or mechanism to monitor and adjust the progress of the school wide program and needed to meet the needs of the entire school community.

Feedback will be gathered during grade level team meetings throughout the school year.

#5. Strategies to attract high-quality, highly qualified teachers Y/N

Describe the strategies used to attract highly qualified staff to work with the most at-risk students.

Our district is committed to hiring highly qualified staff. We provide on-going professional development to staff in order to extend professional skills. Within a reasonable distance are four major universities which support teachers' pursuits of higher education

#6. Strategies to increase parent involvement Y/N

Describe the process used to communicate with parents not meeting standards, as well as the process used to develop and implement the parent-teacher-student compact.

Student learning plans are developed as needed and/or as required by the state. Included in the student learning plans are components that address what the school will provide, what the student will do, and how the parent can support the process. Students' individual goals and timelines are also addressed in the student learning plans. Teachers meet with parents at conferences twice a year, along with other conferences that are scheduled on an as needed basis.

We communicate with parents regularly through classroom teachers, homework, email, monthly newsletters, our Open House, Family Math Nights, and regularly sharing information related to school activities. Our Parent-Teacher Organization meets monthly and serves as an advisory group to our school. The K-2 SHARE teacher also provides handouts on literacy and/or math ideas for parents at Open House and parent conferences.

Describe how your school-wide plan will ensure and reinforce strong parent involvement and include strategies for parent communication, family literacy, and procedures for building capacity.

- Trimester report cards
- Regular progress reports
- Monthly newsletters
- Parent conferences at least twice/year
- Family Math Night
- Open House
- Concerts/Assemblies
- Special Building Activities
- PTO
- Classroom Volunteers
- Book Fair
- Science/Art Fair
- Read Across America activities

#7: Transition Plans from Preschool and Between Grade Levels Y /N

Describe how the school wide program will coordinate transitions for preschool children into the elementary program.

Our school partners with the Special Education Developmental Preschool/ECEAP program and the Special Education Developmental Preschool/Thrive-By-Five Program to transition preschoolers into Kindergarten. Chattaroy Elementary School (CES) and Riverside Elementary School (RES) staff will meet with ECEAP and Preschool teachers in the spring of each year to coordinate the programs and make the transitions easier. In addition, our district has a Birth-Three special education preschool program, thus, we connect with these children at a young age. We work with families and special education staff to ensure a smooth transition. Our curriculum is also sent to area preschools.

Describe how vertical teaming of K-12 staff assures successful transition, such as elementary to middle school, middle school to high school, high school to post-secondary, etc.

Since we are a K-5 school, students from Chattaroy move to Riverside Elementary for fifth grade. In May of each year, the principals and counselor coordinate a half-day transition event. This event is designed to lessen the impact of students moving to another school with activities to welcome them to the new site.

Activities include:

- Recreational activities
- Tour of the Riverside school, including lunch
- A review of expectations by the Riverside principal
- Introductions to the 5th grade Riverside teacher team

For students transitioning from elementary to middle school (5th to 6th Grade) a back to school barbeque is held in August for students and their families. This provides families with the opportunity to meet with teachers as well as tour the middle school.

#8-9: Teachers Included in Assessment Decisions/Monitoring & Evaluation of Student Progress

Y / N

Describe how teachers are included in the decision-making process.

Any staff member can initiate the decision-making process regarding a student's educational program. Staffing may occur at an informal or formal level. Any staff member involved with a student is invited to attend a staffing and/or a student services team meeting and participate in the decision-making process.

Describe the assessments the school will use to monitor student academic progress during the school year. In addition to the MSP, include any locally developed and selected assessments.

Assessments for **Reading** include the following:

- Kindergarten: DRA/Kindergarten Readiness Assessments/Curriculum Based Assessments
- First Grade: DRA/STAR reading/Curriculum Based Assessments
- Second Grade: DRA/STAR reading/Curriculum Based Assessments
- Third Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- Fourth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- Fifth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments

Assessments for **Math** include the following:

- Kindergarten: Kindergarten Readiness Assessment/District Math Assessment/Curriculum Based Assessments
- First Grade: District Math Assessment/Curriculum Based Assessments
- Second Grade: District Math Assessment/Curriculum Based Assessments
- Third Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fourth Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fifth Grade: District Math Assessment/ Curriculum Based Assessments /MSP

Assessments for **Writing** include the following:

- Kindergarten: District Writing Assessments/Curriculum Based Assessments
- First Grade: District Writing Assessments/Curriculum Based Assessments
- Second Grade: District Writing Assessments/Curriculum Based Assessments
- Third Grade: District Writing Assessments/Curriculum Based Assessments
- Fourth Grade: District Writing Assessments/Curriculum Based Assessments/MSP
- Fifth Grade: District Writing Assessments/Curriculum Based Assessments

Classroom teachers and special education teachers administer other diagnostic tests as needed throughout the year. Teachers also use ongoing formative assessments.

Describe how the school will identify students experiencing difficulty mastering skills and meeting standards.

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. Grade level teaching teams meet on a regular basis and determine levels of support needed and distribution of the support.

Describe the form of timely assistance and specific support that will be provided to students experiencing difficulty.

- Kindergarten Para-educators
- Parent volunteers
- Cross age tutor
- Adjusted curriculum and materials
- Classroom teachers provide additional intervention with the lowest performing students
- One on one instruction
- SHARE teacher intervention
- Lunch time study hall

Describe how teachers are included in the decision-making process.

Any staff member can initiate the decision-making process regarding a student's educational program. Staffing may occur at an informal or formal level. All staff involved with a student are invited to attend a staffing and/or a student services team meeting and participate in the decision-making process.

Describe how student assessment and progress results will be shared with parents.

Teachers maintain frequent and ongoing contact with parents regarding student progress and performance. Contact occurs via telephone calls, home visits, conferences, progress reports, newsletters, report cards, e-mail, notes home, planners, Skyward, teacher web pages and daily classroom report forms.

#10: Coordination/Integration Y☒/N

Include activities and/or strategies for coordinating the school wide program with other district and school improvement efforts. (LAP, Migrant, Bilingual, Highly Capable, Reading First, Comprehensive School Reform, 21st Century Grants, IDEA, etc.)

The SIP Team has the major responsibility of making sure that all programs, professional development and parent involvement activities meet specific program requirements and the Team continues to adjust and improve coordination efforts resulting in a consistent and integrated system of education for the school and community.

Funding Sources – List all federal and state sources of funds allocated to this school wide program.

Funding Source	Amount Contributed	How funds will support School wide Program goals
Program 01: State BEA, LEA, Local Levy	\$1.6 million	Salaries and related staffing and operational costs
Title IA	\$121,000	Salaries and related staffing and operational costs
Title I, ARRA	\$0	Salaries and related staffing and operational costs

Riverside Instructional Program

Describe the key components on the instructional program of the school. Explain how the school will organize and deliver instruction to improve learning for all students. Describe how the instruction will be different and more effective as a result of school wide planning.

As a result of school wide planning, the key components of reading instruction are:

- Staff will work together in grade levels, and as a building, to create themes and units of study to enhance reading comprehension.
- Reading instructional materials include: Scott Foresman, Project Read, Read Naturally, Accelerated Reader, a variety of novels for group extension, non-fiction trade books and periodicals.
- Students receive 90 minutes of integrated literacy instruction and opportunities per day.
- Kindergarten paraprofessionals work with large and small groups, and provide individual instruction.
- Students' reading skills are tested in the fall and spring.

- Grade level teams meet and discuss student growth and formulate a plan for each child who needs remediation.
- SHARE teachers work with teachers to provide intervention in and out of the classroom.
- Teachers are trained in DRA and will assess students at selected intervals. This is being done to better diagnose reading problems so we can better tailor our interventions to student needs.

As a result of school-wide planning, the key components of writing instruction are:

- Staff continues to utilize Power Writing, Four-square, and 6 Trait Writing to provide consistent school-wide instruction in writing.
- Students, in selected grade levels, utilize technology in the writing process.
- Staff continue to administer grade level writing assessments throughout the year.
- Staff work together in grade levels to develop units of study to provide meaningful writing opportunities in a variety of genre.

As a result of school-wide planning, the key components of math instruction are:

- PE's have been aligned to our curriculum. Any gaps that were found in our math curriculum have been supplemented with additional resources.
- Teachers focus on problem solving during math instruction as well as integrating writing.
- Everyday Math is used K-4. Math Connects was adopted in the spring of 2009 for grades 5-8.
- Teachers are using strategies to align math instruction with MSP requirements.
- Teachers meet with our district assessment coordinator to align curriculum to PEs and develop assessments.
- SHARE teachers work with classroom teachers to provide interventions in and out of the classroom.

Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, Highly Capable, etc.)

- Special education staff will coordinate with specialists and classroom teachers to provide appropriate services to students with Individual Education Plans.
- Special Education paraprofessionals provide additional math and literacy assistance in classrooms.
- Student Opportunities At Riverside (SOAR) highly capable program
- Classroom volunteers
- Cross age tutoring
- Students who qualify for ELL services receive language instruction in small groups or one-on-one.

Describe strategies used for low-achieving students

Students who are experiencing difficulty mastering skills and meeting standards will be identified through formative and summative assessments of student performance. Teaching teams will discuss student needs and align resources accordingly. They will also share instructional strategies and techniques that accelerate student achievement.

Riverside Elementary

Action Plans

RIVERSIDE ELEMENATRY

SMART Goal: Reading

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring What evidence will be used to show the difference?
Teachers meet in grade level teams for reading planning.	<ul style="list-style-type: none"> Grade level teams meet twice a month for planning/training. 	<ul style="list-style-type: none"> This activity has been in effect for the last six years. 	<ul style="list-style-type: none"> Staff will be given time twice a month to discuss student achievement. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> Communication with teachers regarding reading progress.
The librarian works with staff and students to implement student STAR Reading Levels with Accelerated Reader Books at those levels.	<ul style="list-style-type: none"> Staff has been trained in both STAR Reader and Accelerated Reader computer programs. 	<ul style="list-style-type: none"> This activity has been in effect for the last six years. 	<ul style="list-style-type: none"> The elementary computer lab, individual classrooms, and computer software programs are the resources available. 	All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	<ul style="list-style-type: none"> Progress reports from STAR and Accelerated Reader.
Literacy instruction for 90 minutes a day.	<ul style="list-style-type: none"> Continue with current research and practices in reading instruction. 	<ul style="list-style-type: none"> This activity has been ongoing. 	<ul style="list-style-type: none"> Ongoing professional development in the area of reading/literacy. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> Communication with staff regarding literacy instruction.
Depending on student needs in the area of reading, students are taught in large group, small group, and individually.	<ul style="list-style-type: none"> Ongoing professional development in the area of reading/literacy. 	<ul style="list-style-type: none"> This activity has been in effect for the last six years. 	<ul style="list-style-type: none"> Ongoing professional development in the area of reading/literacy. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> Teacher reports on student progress.
A certified teacher has been delivering reading interventions to targeted 3rd - 5th Grade students using the Read Naturally program.	<ul style="list-style-type: none"> Training in Read Naturally as necessary. 	<ul style="list-style-type: none"> This activity has been in effect for the last year and a half. 	<ul style="list-style-type: none"> Ongoing professional development in the area of reading/literacy. 	<ul style="list-style-type: none"> 3-5 teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> Teacher reports on student progress.

<p>In order to reduce class size, a certified, highly capable teacher, has been delivering reading enrichment to targeted 2nd Grade students.</p>	<ul style="list-style-type: none"> Continue with current research and practices in reading instruction. 	<ul style="list-style-type: none"> This activity has been in effect since the fall of 2011. 	<ul style="list-style-type: none"> Ongoing professional development in the area of reading/literacy. 	<ul style="list-style-type: none"> 2nd Grade teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> 2
<p>SHARE teacher positions for K-2 and 3-5 were added in 08-09, and an additional half time position was added in the fall of 2011 to provide more focused intervention.</p>	<ul style="list-style-type: none"> SHARE teachers meet with grade level teams to plan. 	<ul style="list-style-type: none"> This has been on going since Sept. 2008. 	<ul style="list-style-type: none"> Intervention teachers provide classroom support. 	<ul style="list-style-type: none"> Principal will provide leadership. 	<ul style="list-style-type: none"> T
<p>Summer school programs added during the 08-09 school year for 3-5 grades. Beginning in 09-10, this was also offered to incoming 1st and 2nd Grade students.</p>	<ul style="list-style-type: none"> Staff will meet with summer school teachers for input and planning. Students of greatest need will be identified and served in the summer school program. 	<ul style="list-style-type: none"> Our summer school program is ongoing. 	<ul style="list-style-type: none"> Classroom teachers will run our summer school program to ensure remediation matches needs. 	<ul style="list-style-type: none"> Principals and Staff. 	<ul style="list-style-type: none"> C A
<p>Teachers have been trained in DRA and assess all students at selected intervals. The purpose of this is to diagnose reading problems and provide targeted interventions.</p>	<ul style="list-style-type: none"> Staff received training using the DRA. 	<ul style="list-style-type: none"> Training occurred during the fall of the 2010-2011 school year and testing began in the spring of that year and is ongoing. 	<ul style="list-style-type: none"> Staff received professional development during the 2010-2011 school year. 	<ul style="list-style-type: none"> Principal and staff. 	<ul style="list-style-type: none"> T

Procedures for evaluating success in reaching this goal. Assessments for Reading include the following:

- Kindergarten: DRA/Kindergarten Readiness Assessments/Curriculum Based Assessments
- First Grade: DRA/STAR reading/Curriculum Based Assessments
- Second Grade: DRA/STAR reading/Curriculum Based Assessments
- Third Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- Fourth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- Fifth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments

SMART Goal: Writing

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring What FORM be gat activiti differer outco
All writing program curriculum has been aligned to the GLE's.	<ul style="list-style-type: none"> Teachers have been trained in the GLE's and the necessary components. 	<ul style="list-style-type: none"> This action took place during the 2006-2007 school year. 	<ul style="list-style-type: none"> GLE manual and MSP curriculum. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S st c
Staff has been trained in 4 Square Writing, Power Writing and Six Trait Writing and continues to use these strategies during the writing process.	<ul style="list-style-type: none"> Professional development in these areas is updated as needed. 	<ul style="list-style-type: none"> Ongoing training continues as needed. 	<ul style="list-style-type: none"> Power Writing, Six Trait Writing and Four Square Writing strategies and training will be available to all staff. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> A w a c a
Staff created grade level writing assessments to measure student progress.	<ul style="list-style-type: none"> Staff will gain knowledge/skills during grade level meetings by sharing and working together. 	<ul style="list-style-type: none"> Grade level writing assessments are administered a minimum of twice per year. 	<ul style="list-style-type: none"> MSP curriculum and supplemental writing activities. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> A w a c a

Procedures for evaluating success in reaching this goal. Assessments for Writing include the following:

- Assessments for **Writing** include the following:
 - Kindergarten: Narrative Writing
 - First Grade: Narrative Writing
 - Second Grade: Narrative and Expository Writing
 - Third Grade: Narrative and Expository Writing
 - Fourth Grade: Narrative and Expository Writing
 - Fifth Grade: Expository and Procedural Writing

SMART Goal: Mathematics

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Mon What evidence show differ
All math curriculums have been aligned to the GLE's. (PEs in 08-09).	<ul style="list-style-type: none"> Teachers have been trained in the PE's and the necessary components. 	<ul style="list-style-type: none"> This process of alignment is ongoing. 	<ul style="list-style-type: none"> PE manual and MSP curriculum 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S s c
Supplemental problem solving, number sense curriculum and logic for the MSP has been implemented into the classroom curriculum.	<ul style="list-style-type: none"> Teachers worked in grade level teams to implement curriculum. 	<ul style="list-style-type: none"> This process of alignment is ongoing. 	<ul style="list-style-type: none"> A variety of classroom games. Supplemental problem solving materials 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S s c
K-4 staff has been trained in "Everyday Math" curriculum.	<ul style="list-style-type: none"> Professional development in the area of Everyday Math will be implemented as needed. 	<ul style="list-style-type: none"> This development is ongoing. 	<ul style="list-style-type: none"> Everyday Math curriculum and supplemental curriculum to address deficiencies in math. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S r p s a
5th grade staff has been trained in Math Connects curriculum.	<ul style="list-style-type: none"> Professional development in the area of Math Connects will be implemented as needed. 	<ul style="list-style-type: none"> This development is ongoing. 	<ul style="list-style-type: none"> Math Connects curriculum and supplemental curriculum to address deficiencies in math. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S r C a v n
Grade level teams created fall, winter and spring math assessment based on PEs to provide achievement data.	<ul style="list-style-type: none"> Professional development in the areas of Everyday Math and Math Connects will be implemented as needed. 	<ul style="list-style-type: none"> Assessments given three times a year, scored in teams and data used for lesson planning. 	<ul style="list-style-type: none"> Everyday Math curriculum and supplemental curriculum to address deficiencies in math. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal and district curriculum director. 	<ul style="list-style-type: none"> S r M p s a

<p>SHARE teacher positions for K-2 and 3-5 were added in 08-09 to provide more focused intervention. An additional half time certified position was added in the fall of 2011.</p>	<ul style="list-style-type: none"> • SHARE teachers will meet with grade level teams to plan. 	<ul style="list-style-type: none"> • This will begin September of 08 and be on-going. 	<ul style="list-style-type: none"> • Intervention teachers provide classroom support. 	<ul style="list-style-type: none"> • Principal will provide leadership. 	<ul style="list-style-type: none"> • T • r • b • e • i • s • n
<p>Summer school programs added during the 08-09 school year for 3-5 grades. Beginning in 09-10, this was also offered to incoming 1st and 2nd Grade students.</p>	<ul style="list-style-type: none"> • Staff will meet with summer school teacher for input and planning. Students of greatest need will be identified and served. 	<ul style="list-style-type: none"> • The summer school program is ongoing. 	<ul style="list-style-type: none"> • Classroom teachers will run our summer school program to ensure remediation matches needs. 	<ul style="list-style-type: none"> • Principals and Staff. 	<ul style="list-style-type: none"> • C • A
<p>Math nights for families were started in May of 09.</p>	<ul style="list-style-type: none"> • SIP team provided the plan and worked with grade level teachers to implement. 	<ul style="list-style-type: none"> • Planned and implemented in May of 09 and then ongoing yearly. 	<ul style="list-style-type: none"> • Grade level games that are used in Every Day Math and Math Connects. 	<ul style="list-style-type: none"> • SIP team 	<ul style="list-style-type: none"> • M • a • p

Procedures for evaluating success in reaching this goal. Assessments for Mathematics include the following:

- Kindergarten: Kindergarten Readiness Assessment/District Math Assessment/Curriculum Based Assessments
- First Grade: District Math Assessment/Curriculum Based Assessments
- Second Grade: District Math Assessment/Curriculum Based Assessments
- Third Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fourth Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fifth Grade: District Math Assessment/ Curriculum Based Assessments /MSP

SMART Goal: Climate

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Mon What evidence will show the difference?
A school wide discipline plan is in effect.	<ul style="list-style-type: none"> All staff, including paraprofessionals have been trained in Love and Logic and Positive Discipline. 	<ul style="list-style-type: none"> This is an ongoing process. 	<ul style="list-style-type: none"> All staff received the book on "Love and Logic. 	<ul style="list-style-type: none"> All of the staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S st d st
A school wide Character Counts program is in effect.	<ul style="list-style-type: none"> All staff, including paraprofessionals have been trained in Character Counts. 	<ul style="list-style-type: none"> This is an ongoing process. 	<ul style="list-style-type: none"> All staff received materials on Character Counts. 	<ul style="list-style-type: none"> All of the staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S st p u re th
In order to implement the <i>Love and Logic</i> philosophy, the lunch time study hall helps students to be responsible for their actions and make positive choices.	<ul style="list-style-type: none"> All staff, including paraprofessionals were trained in Love and Logic Positive Discipline 	<ul style="list-style-type: none"> This action took place during the 2003-2004 school year. 	<ul style="list-style-type: none"> All staff received the book on "Love and Logic. 	<ul style="list-style-type: none"> All of the staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S st d

Procedures for evaluating success in reaching this goal. Assessments for Learning Environment include the following:

- Surveys
- Discipline referrals
- Pink Slips
- Character Counts
- Care Cards
- Assemblies to support Character Counts

SMART Goal: Professional Development

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Mon Effe What eviden show differ
We are currently reading, “Teaching with Poverty in Mind.”	<ul style="list-style-type: none"> Staff will meet on a regular basis and engage in small and large group discussion on the book and teaching strategies. 	<ul style="list-style-type: none"> We will meet throughout the 2011-2012 school year. 	<ul style="list-style-type: none"> Staff will be receiving professional development in the area of learning issues involved with students who live in poverty. 	<ul style="list-style-type: none"> All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal. 	<ul style="list-style-type: none"> S i t t h b
We began the process of developing a standards based report card in the spring of 2010. We will make revisions to the report card as needed throughout the year.	<ul style="list-style-type: none"> Presentation by Dr. Campbell (District 81 Area Director) on standards based reporting. Staff received training regarding the online standards based gradebook. 	<ul style="list-style-type: none"> Implemented in the fall of 2011. Revisions will occur as needed. 	<ul style="list-style-type: none"> Dr. Campbell “Grading for Understanding” ESD 101 tech support for online grading. Standards based report cards from other districts in the state. 	<ul style="list-style-type: none"> A committee was formed to implement this. 	<ul style="list-style-type: none"> C e
All staff are providing evidence of student achievement through the use of formative and summative assessment.	<ul style="list-style-type: none"> Presentation by Ms. Oakley (District 81 Reading Coach) Book study “Checking for Understanding” All staff received “Seven Strategies of Assessment for Learning” as an additional resource. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Book, “Checking for Understanding” Late start collaboration bimonthly. Book, “Seven Strategies of Assessment for Learning.” 	<ul style="list-style-type: none"> Building principal and staff. 	<ul style="list-style-type: none"> C e

Procedures for evaluating success in reaching this goal. Assessments Professional Development include the following:

- SIP Team evaluation

Riverside Elementary -- School wide Parent Involvement Policy/Plan

SMART Goal:

<p style="text-align: center;"><i>The School Parent Involvement Plan must address the following items:</i></p>	<p style="text-align: center;"><u>Activities to Achieve this Goal</u></p> <p>What actions will occur? What steps will be taken?</p>	<p style="text-align: center;"><u>Timeline</u></p> <p>When will this strategy or action begin and end? Is it on-going?</p>	<p style="text-align: center;"><u>Resources Available</u></p> <p>What are the existing and new resources that will be used to accomplish the activity?</p>	<p style="text-align: center;"><u>Who is Responsible?</u></p> <p>Who is involved? Who will provide leadership? Who will do the work?</p>	
<p>1. Notify parents prior to the beginning of school:</p> <ul style="list-style-type: none"> ❖ Status as a Title I School-wide ❖ AYP status ❖ Right to request information on staff qualifications 	<ul style="list-style-type: none"> • Letter sent to all Riverside parents that describe our Title School-wide Status, our AYP status and the right for parents to request staff qualifications information, the right for parents to change schools, and SES opportunities. 	<ul style="list-style-type: none"> • August and November 	<ul style="list-style-type: none"> • Office support for mailings 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> •
<p>2. Convene an annual meeting to explain Title I Part A requirements.</p>	<ul style="list-style-type: none"> • Provide an Open House in September where we will explain Title I School-wide goals and goals as outlined in the Parent Involvement Policy/Plan. 	<ul style="list-style-type: none"> • September 	<ul style="list-style-type: none"> • Office Support • Staff input 	<ul style="list-style-type: none"> • Principal and SIP Team 	<ul style="list-style-type: none"> •
<p>3. Hold additional meetings and activities to engage parents in their children's education and to increase parent participation.</p>	<ul style="list-style-type: none"> • Create and/or revise surveys and feedback forms to gather input from parents. • Family Math Nights • Parent-Teacher conferences • Open House • Community Tour 	<ul style="list-style-type: none"> • May • Spring • Fall and Spring • Fall • Fall and Winter 	<ul style="list-style-type: none"> • Office Support • Title I • Office Support 	<ul style="list-style-type: none"> • SIP Team and Parent Involvement Advisory • Staff 	<ul style="list-style-type: none"> •
<p>4. Involve parents in an organized and timely way in the design and evaluation of the School-wide plan the parent involvement policy/plan, and the compact.</p>	<ul style="list-style-type: none"> • Create a parent involvement advisory that meets at least four times per year to explore concerns, questions and needs for families. • Share and provide opportunities for input and discussion at IEP meetings, parent-student-teacher conferences, parent meetings and family nights. 	<ul style="list-style-type: none"> • November 15 • On-going 	<ul style="list-style-type: none"> • Meeting Time • Planned Meetings 	<ul style="list-style-type: none"> • Principal and SIP Team • All Staff 	<ul style="list-style-type: none"> •

<p>5. Communicate regularly with parents throughout the year (whenever possible in their home language) to include at least a description and explanation of:</p> <ul style="list-style-type: none"> ❖ Curriculum ❖ How student progress is assessed ❖ Levels of achievement expected of students <p>Explain how parents may request meetings and provide suggestions related to their children's education.</p>	<ul style="list-style-type: none"> • Provide information at Kindergarten Orientation, and Open House • Provide information at Family Math Nights • Provide specific information in the monthly newsletter • Provide parent-student-teacher conferences twice per year. • Provide report cards at the trimester • Notify parents by phone when their child is experiencing academic learning difficulties. • Share MSP results and individual assessment with every family • Provide weekly communication to the home from classroom teachers. 	<ul style="list-style-type: none"> • Fall • Spring • On-going • Fall and Spring • Nov/Mar/June • On-going • Fall • On-going 	<ul style="list-style-type: none"> • Time for staff to plan and coordinate activities in staff and SIP Team meetings 	<ul style="list-style-type: none"> • Principal and staff • Staff • Principal • Classroom teachers • Classroom teachers • Classroom teachers • Principal • Classroom teachers 	<ul style="list-style-type: none"> •
<p>6. Coordinate with other programs that have parent involvement requirements, i.e., Special Education (SE), ECEAP, etc.</p>	<ul style="list-style-type: none"> • Coordinate with Special Needs Pre-School/ECEAP/Thrive By Five programs. 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • Time for coordination 	<ul style="list-style-type: none"> • Principal and Kindergarten teachers • Principal/Parent Involvement. 	<ul style="list-style-type: none"> •
<p>7. Support activities and services that foster parent involvement and may include community outreach, literacy training, business links, etc.</p>	<ul style="list-style-type: none"> • Create several community outreach strategies to promote awareness and support for Riverside Elementary. (For example - school information provided to area pre-schools and daycares). • PTO meetings which are held once a month to increase parental involvement with the school. All staff are invited to attend these meetings. 	<ul style="list-style-type: none"> • PTO meetings are held the second Tuesday of every month. 	<ul style="list-style-type: none"> • Time for coordination • Time for coordination 	<ul style="list-style-type: none"> • Parent Involvement Advisory, SIP Team, Principal • All of the staff is involved. Leadership will be provided by the principal and assistant principal 	<ul style="list-style-type: none"> •

Procedures for evaluating success in reaching this goal. Assessments for Parent Involvement include the following:

- Ongoing feedback opportunities
- Parent participation on the SIP Team
- Parent Advisory input at selected intervals

- PTO input

Riverside Elementary School

Student-Teacher-Parent Compact

As a parent/guardian, I will be responsible for supporting my child's education by agreeing to the following:

- Provide a home environment that encourages my child to learn; by helping with homework, reading to and with my child, helping my child gain independence, think critically, and build self esteem.
- Read 15 minutes each night with my child.
- Communicate regularly and show respect for my child's teacher.
- Support school activities; ask my child about the activities at school.
- See that my child attends school regularly and on time.
- Support the school in its efforts to maintain proper discipline.
- Keep lines of communication open and attend arranged conferences.
- Provide my child with the necessary tools for learning (pencils, paper, etc.)

As a Student, I will work to my best ability to do the following:

- Come to school on time and ready to learn.
- Start school each day with pencils, paper, and other necessary tools for learning.
- Read 15 minutes each night.
- Do my best with my work and behavior.
- Do quality work, self-evaluate, and plan for improvement.
- Be a person of good character by showing respect and having school pride.

As Teachers (or this could be Staff Members), we will provide an effective learning environment and quality curriculum & instruction by agreeing to the following:

- Provide a supportive learning environment that is conducive to students achieving academic learning goals.
- Use appropriate strategies for the learning and developmental needs of students.
- Provide information about student progress (telephone calls, conferences, report cards, etc.)
- Maintain open communication with families and provide opportunities for parent involvement in their child's learning.
- Take into account individual strengths in students that help each child grow to his/her full potential.

- Show respect for each child and his/her family with a professional and positive attitude.

This compact is reviewed annually at the end of each school year. If you would like to provide input into

this compact, please contact the school office for more information regarding the Title I program.

Title I Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in Title I Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under Section 1114 – School-wide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:

1. Maintained at each school operating a School-wide or Targeted Assistance program, and
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request.

Requirements of Section 1119 - Teachers

- Beginning with the first day of school year 2002-03 teachers hired and teaching in a program supported with Title I funds are highly qualified.
- A plan was developed to ensure all teachers are highly qualified no later than the end of the 2005-06 school year. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
 - increase the percentage of highly qualified teachers, and
 - increase the percentage of teachers who are receiving high-quality professional development, and
 - such plan may include other measures determined by the school and/or district.
- Beginning with the 2002-03 school year, progress to meet annual measurable objectives must be publicly reported (can be met through reports to OSPI and used for data posting on the OSPI website for state, district and building report cards).

Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I School-wide program and assisting with instruction must meet one of the following requirements:
 1. Completed at least 2 years of study at an institution of higher education
 2. Obtained an associate degree (or higher)
 3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- Existing paraprofessionals working in a program supported with Title I funds or employed in a Title I School-wide program and assisting with instruction must have met the Title I requirements **by the end of the 2005-06 school year.**
- All paraprofessionals working in a Title I funded program, including a Title I School-wide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Statement

I attest that the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this Title I school for school year _____

(School Name)

(District Name)

(Principal's Name)

(Date Signed)

Riverside Middle School/School Improvement Plan/LAP Plan 2011-2012

Mission Statement

In partnership with community, Riverside Middle School's mission is to provide a safe and positive academic learning environment that enables students to be independent, respectful, and motivated learners who can successfully adapt to an ever changing society.

Building Data

MSP Results

6th	2006	2007	2008	2009	2010	2011
Reading	61.4%	74.3%	63.8%	73.0%	60.8%	69.0%
Math	50%	56.6%	52.4%	43.6%	51.2%	55.2%

7th	2006	2007	2008	2009	2010	2011
Reading	54.9	63.2%	66.9%	57.7%	50.3%	52.9%
Math	50%	56.6%	52.4%	43.6%	51.2%	56.3%
Writing	45.1%	60.5%	68.5%	58.6%	42.9%	58.0%

8th	2006	2007	2008	2009	2010	2011
Reading	55.4%	54.3%	75.5%	65.3%	64.9%	54.3%
Math	41.4%	42.4%	49.7%	54.0%	45.9%	25.5%
Science	36.4%	34.7%	44.8%	46.0%	47.7%	55.8%

Student Demographics: 2010-2011

Enrollment

October 200 student count	364
---------------------------	-----

Gender (October 2009)

Male	51.4%
Female	48.6%

Ethnicity (October 2009)

American Indian/Alaskan Native	2.7%
Pacific Islander	0.3%
Black	0.8%
Hispanic	2.5%
White	92.6%

Special Programs

Free or Reduced-Price Meals (May 2010)	46.3%
Special Education (May 2010)	20.6%
Transitional Bilingual (May 2008)	0.0%
Migrant (May 2008)	0.0%

Other Information

Unexcused Absence Rate (2007-2008)	0.1%
---	------

Staff Information: 2009-2010

Classroom Teachers	24
Average Years of Teacher Experience	12.3
Teachers with at least a Master's Degree	58.3%
Total number of teachers who teach core academic classes	11
% of Teachers teaching with an emergency certificate	0
% of Teachers teaching with a conditional certificate	0
Total number of core academic classes	124

Comprehensive Needs Assessment – Goal Setting Process

RMS utilizes a School Improvement planning team. It has representation from all constituencies including parents, classified staff, certified staff, and administration. The SIP team is responsible for setting the course related to our research, data collection and outcomes related to instruction and specific

strategies. In addition, the SIP examines building climate and parental involvement.

Our goals are development using a shared governance process. The SIP team members represent each grade level, 0parents, classified staff, special services staff, and support staff. Following a meeting, the representatives share information and seek input. The individual grade level teams develop action steps that are derived from the building goals. The goals are proposed by the SIP team with the staff providing in depth feedback. The goals are written in academic areas, building climate, and professional development that support all areas.

Data is gathered from a variety of sources: staff surveys, MSP data, Gates-McGinitie data, READ 180 data, classroom performance data and district math assessments.

2010-2011 Goals

Academic

Literacy – To decrease by 10% the number of students scoring at Level 1 on the MSP in the areas of Reading and Writing and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard in grades 6, 7, and 8.

Math – To decrease by 10% the number of students scoring at Level 1 on the MSP in Math and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard.

Science - To decrease by 10% the number of students scoring at Level 1 on the MSP in Science and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard.

Health/Fitness, Art, Music, and History – To participate in the CBA’s in order to establish a baseline of student achievement.

Technology – To provide more access to computer for students in our classrooms.

Building Climate

- Focus on success for **ALL** students by providing a safe, orderly building climate.

Parental Involvement

- To increase then umber of opportunities for parents to interact with their students, other parents, and staff in a social setting at school.
- To continue to provide student academic achievement information on a regular basis.
- To provide parents with student academic achievement information on a regular basis.

Staff Development

- To provide guided opportunities for Math teachers 7-12 to examine curriculum, assessment data, and best practices.
- To provide **ALL** staff an opportunity to read a chosen book together and engage in discussion and planned classroom practices that reflect discussions and readings.
- To develop a 6-8 Writing curriculum.
- To train teachers and implement the READ 180 program for students at risk.
- To provide guided opportunities for Science teachers 6-8 to examine curriculum, assessment data, and best practices.

School Climate

- Focus on success for all students by:
 - Providing academic support through advisory, academic support classes, an after school program, and a summer school program
 - Providing a SAFE, orderly building.
 - Providing supervised social activities outside of the school day.

Riverside High School

School Improvement and Learning Assistance Program Plan

2011-2012

Section 1: Mission, Beliefs, Vision and Values

Mission and Belief Statements

The mission of Riverside High School—in partnership with the community—is to provide a safe, nurturing, and challenging environment, encouraging all students to develop their full potential and to become independent thinkers, lifelong learners, and responsible citizens who contribute to the betterment of the world through a variety of curricular, co-curricular and/or extra-curricular activities

Vision Statement

With an eye on the future, the Riverside High School faculty and administration will create an environment that promotes student success in school and in life. Students will have opportunities to grow academically and socially.

Recognizing the need for students to have a strong academic base, teachers will stress skills in reading, writing, mathematics, science, social studies, and technology. The arts, physical education, foreign language, and career/technical education will be recognized for their importance in the development of the whole individual.

Perceiving that students must be prepared to meet the changing dynamics of contemporary life, the faculty and administration are committed to examining the implementing innovations in education that facilitate student success in their lives. Career education and exploration will be a vital component of our program.

A graduate of Riverside High School will have a record of successful experiences and valuable academic preparation that will open opportunities for the future.

Core Values

Relationships:

- We model qualities promoting integrity, ethical behavior, and mutual respect.
- We build positive relationships and encourage open communication among staff, students, and community.

Instruction:

- We work collaboratively to:
 - develop instructional strategies
 - engage in meaningful professional development
 - share craft knowledge
 - assess student achievement
- We impart lessons that remain relevant beyond the classroom

Communication:

- We strive for consistency within our policies, curriculum, and behavioral standards

Section 2: Needs Assessment

Staff Survey Information

A staff survey will be conducted in the spring of 2008 (following spring break). The survey will be centered on the effectiveness of the building administrative leadership and will include items from approachability of administrators to views of the effectiveness of the leadership of the principal. (See appendix.)

Student and Parent Survey Information

A student survey titled, “Healthy Youth Survey” was conducted in the fall of 2006 and will be conducted in the fall of 2008. This survey is conducted every two years. Another survey created by the Riverside Leadership class (entitled “Riverside Environment Survey”) will be conducted following spring break of 2008. (See the appendix for details.)

There are no current plans to conduct a parent survey due to the fact that we will be conducting a self studying in the 2009/10 school year and parents will be surveyed at that time.

Organizational Structure

Administration: One principal who oversees the entire operation of the school.

One assistant principal:

- Who has responsibilities for curriculum and instruction, registration, scheduling, discipline, and all student services.

Decision Making:

Building decisions are made in a collaborative fashion by the building School Improvement Planning Team (SIP).

- The SIP team has as members a representative from each department (see departments below), two students, and two parents.
- The SIP team meets once per month to discuss building goals, meetings, projects, and to organize collaboration time. If a decision cannot be agreed upon, the principal retains authority to make a final decision.

Committees:

Two primary committees exist among certified staff.

- Professional Learning Communities, or multidisciplinary observation teams. These teams meet on specified collaboration times (2 hour late starts) and organize observation visits within their teacher groups. They discuss specific strategies observed, students, professional development, etc.
- Departments: The following departments collaborate as teams to discuss specific curriculum, Grade Level Expectations (GLE's), state standard reviews, instructional strategies etc. (English, World Languages, Mathematics, Science, Social Studies, CTE, Fine Arts, Music, Special Services).

Staff Meetings:

Staff meetings are held as needed, however in general terms, staff meetings are held twice monthly. Building administrator meetings, meetings with secretaries, and counselors are held weekly.

Section 3: Instructional Program

Overview of Instructional Focus and Commitments

It is expected that all Grade Level Expectations (GLE's) and state curriculum standards are adhered to within the instructional programs at RHS. The essence, however, of the instructional program at RHS is as follows:

RHS staff is working toward the instructional oasis known as a Collaborative Culture. This is described as a culture in which instructional practice is shared on a regular basis without egotistical concerns and without concern for evaluative. Staff is constantly emphasizing Knowledge Building/Creation; A structured way of improving instructional practice by the consistent sharing of design or implementation of instruction.

How?

- Build an environment of mutual trust.
- Staff takes risks with each other.
- Principal and building leadership are very intentional about creating a framework to allow teachers to observe each other often and with the following goals:
 - Knowing individual teachers well enough to suggest particular ways of improving aspects of their teaching performance.
 - Creating a culture in which deep knowledge of instruction and learning serves as the foundation for an independent professional community.
 - Create a culture of learning and mutual dependency among staff at all levels: People expect support in solving problems of instructional practice from their peers and supervisors, and problems in lesson design or implementation of instruction are shared and discussed rather than hidden from view.

Expected Outcomes?

- Focused culture of instruction within the school.
- Remarkable professional spirit among teachers, principal, and central staff.
- Improved student learning

Literacy

It is expected that all staff will maintain high expectations with regard to all students writing their assignments (where applicable) with a topic, body, and a conclusion.

Awareness will be increased with regard to the need to teach reading/thinking at the high school level.

The necessary professional development will be provided in the following manner:

- 9-12 literacy training in November 2007

- Book study – “*Do I Really Have to Teach Reading*” by Cris Tovani December 5 through March 2008
- Professional development LID day, March 21, 2008, workshop provided by Author, Cris Tovani, *Monitoring Meaning: Teaching adolescent Readers How to Think When They Read.*

It will be expected that staff will implement learned strategies on a daily basis in classrooms.

It will be expected that staff will continue to discuss successful strategies regularly as observed by informal walkthrough’s and formal observations.

Mathematics

Emphasis will be placed on appropriate student placement in a particular level of Math. Regular meetings with middle school Math teachers will continue in order to better accomplish this.

Math teachers will be involved in all necessary training with regard to changing state Math standards.

It is expected that strict adherence to the Math state standards will be implemented in each classroom.

It will be the goal to find the necessary time for teachers to review all necessary data with regard to Mathematics.

The RHS Math staff will be directly involved in assessing our student’s progress toward EOC readiness by:

- Studying 7th and 8th grade MSP scores by specific strand information prior to the individual student’s arrival to 9th grade.
- Making a concerted effort to use more questioning techniques throughout the school year.
- Comparing 10th grade test results to 7th and 8th grade scores.
- Creating standard assessments at least each semester and perhaps quarterly.

The RHS Math staff will develop a plan that best addresses the needs for those who fail the MSP, in part by:

- Evaluating results.
- Determining weaknesses.
- Offering a variety of classes to accommodate individual needs.
- Keeping class numbers at a reasonably small number.
- Placing students in intervention classes.

Focused Interventions

Students who arrive at Riverside High School behind in their academic performance will still be required to pass the state HSPE examination (beginning with the graduating class of 2008). They will also need the academic skills to be successful in their post – secondary pursuits after high school (Barth and Haycock, 2004). Consequently, these students will need additional support to understand the curriculum and/or receive additional time with the curriculum in order to successfully understand the concepts. With support of the Learning Assistance Program (LAP) and Special Education Program, interventions and individual instruction are provided to students who are identified as needing additional support in meeting standards in reading and/or mathematics.

As students are identified, several programs have been created to provide focused support to students:

- **Special Education**

RHS has a fully functional special needs program staffed by the following:

- School Psychologist
- Four Full time certificated teachers
- Six Para Professionals

The typical programs include the following:

- A self contained behavior program
- A Student Learning Center (resource room)
- Developmental Learning Center
- A Student Assistance Team (SAT)

The entire RHS staff will be trained on the following in January 2008 and continuously:

- Approaching Special Education, who gets served, the law, exceptions
- Philosophy of making accommodations
- Accommodations, examples and experience
 - Steps for success when a Special Education student is on your roster (communication with case manager, individual accommodations review and suggestions as well as mandates)

- **Learning Assistance Program (LAP)**

LAP is a state funded program designated to serve students with the greatest deficits in academic basis skills are identified by statewide assessments. Basic skills include reading, writing, mathematics and readiness associated with those skills. The two major purposes of LAP are to guide schools in providing the most effective and efficient practices when implementing

programs to serve underachieving students and to promote the use of assessment data when developing programs to serve these students.

At Riverside High School LAP funds will be used to provide extended time and tutorial assistance for students identified students. To adhere to the required components of LAP, specific action steps will be included in our SIP plan to ensure the following:

- Ensure that RHS use funds only for allowable activities.
 - Create and utilize a process for accurately identifying underachieving students.
 - Create Student Learning Plans for each LAP identified student.
 - Use state and classroom assessments to inform instruction and provide effective interventions for student learning.
 - Ensure highly qualified staff are developed to support the program.
 - Ensure that LAP is coordinated with other state/federal (special education) and district programs.
 - Conduct a yearly program evaluation to determine direction for the each coming year.
-
- **Academic Support Class:**
This is a program for any student who is identified as needing support for their core classes.

 - **Reading and Writing COE Preparation:**
Students who failed the HSPE receive reading and/or writing COE support in a reading and writing workshop class during the school day.

 - **Riverside Achievement Center (RAC):**
The RAC is an alternative learning center for grades 9-12 in the Riverside School District. Individual circumstances bring students into the program and RAC provides flexible learning schedules to meet their needs. It is the intent that students transition back into the RHS setting. The curriculum at the center serves students who need additional academic support as well as students with learning disabilities. Individual needs are addressed by:
 - Providing education for those removed from the traditional environment.
 - Flexibility in attendance requirements.
 - Night program.
 - Flexibility in academic course selection.
 - Continuum of learning.

 - **Riverside Opportunity Center (ROC):**
The ROC is an alternative learning center for grades 9-12 in the Riverside School District. Students in this program can complete high school requirements through a flexible program. ROC provides a variety of

learning activities that will aide students who have not had academic success in the past. Individual needs are addressed by:

- Flexibility in attendance
- Customized learning plan
- Flexibility in academic core selection
- Project-based learning
- Focus on student interests
- One-on-one tutoring by staff
- Regular assessments in math and reading
- Vocation activities

Professional Development

We recognized that an essential component of improving student academic performance is in how the curriculum is taught to students. It is important for classroom teachers to constantly work to improve instructional practices at Riverside High School. It is also important to have a consistent understanding of what excellent instruction looks like at our school: Instruction based upon the best available research. We have recognized the need to integrated reading and writing strategies into the everyday work of students and as a staff we need to fully understand and be trained in reading and writing strategies across the curriculum. In addition, our staff will continue to strengthen our understanding of the composition of the WASL and focus on the areas needed as identified through the WASL.

Collaboration time has been among the most important steps taken by the Riverside Board of Directors in recent history. Collaboration time provides an arena for teachers to discuss instruction, address challenges practices and discusses the use of assessments in an environment of trust and openness. The ability it has given staff to discuss and focus on instruction has been very positive. We continue to use collaboration to support the SIP in the following manner:

- Professional development opportunities
 - Literacy studies
 - Teachers share instructional strengths/ideas/concerns/craft knowledge
 - Departments develop/discuss/improve/align/plan curriculum
 - Special Education overview
- Learning Improvement Days will be used in the following manner:
 - Literacy training (October 12, 2007)
 - Literacy workshop (Cris Tovani, March 2008)
 - Late starts will consist of the following:
 - Literacy book study
 - Sharing of strategies implemented during and after book study
 - Department collaboration
 - Multidisciplinary observation team planning, discussion and sharing of strategies.

- Waiver Days will consist of:
 - All staff training (Blood borne pathogens, emergency procedures etc. September 4, 2007)
 - All staff training (Appropriate touch, Harassment, religion on the Schools) – Special Education Overview (January 25, 2008)

Parent and Community Involvement

Riverside is a rural community with many people working in businesses that serve the surrounding communities. There are a few small business in Chattaroy, including: several convenience stores, landscaping businesses, a feed store, auto parts, several restaurants, gas stations, auto repair, grocery stores, tire shop, movie rental, real estate, logging and construction companies, medical/dental offices, lawyers, and other businesses. Because of the nature of this small, rural community, Riverside High School has become a hub of the community. Parents have traditionally supported athletics, drama events, and senior all-nighter activities and have shown more and more participation using Skyward as a resource.

We realize the need to obtain school to businesses partnerships to enhance student community relationships and to create opportunities for community and parent involvement.

Parents are invited to be members of the SIP team and serve on the Instructional Media Curriculum Committee. In this way they learn more of the curriculum, current issues and challenges of the school, the decisions that affect the students, and what drives the instructional emphasis.

For 21 years now, parents and many community members have served on the Senior Portfolio panels as part of the input as to whether or not seniors pass their culminating project presentations.

Riverside High School publishes and presents the SIP plan to parents and the community at a board meeting in the fall. We have the materials available during conference week, both in November and in March so that parents and community have them at their disposal for review. WASL scores are also presented along with many other instructional materials during a board meeting held for the public and located at the high school. At this time many other co-curricular and curricular programs present some of their works, such as the Band, Fine Arts, and the Choir for example.

Riverside High School also presents an 8th grade parent night where all course offerings are reviewed along with a four year plan for incoming 9th grade students. During this program, all school courses and programs are available for review and for exposure. Emphasis on SAT/ACT, college preparation, financial aid, and Career and Technical preparation are presented as well.

Section 3: Action Plans

Literacy Goal: By the year 2011, 95% of our students will meet standard on the HSPE.

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	Monitoring Effectiveness: What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	Personnel Responsible: Who is involved Who will do the work?
Increase the knowledge needed to teach reading at the high school level across all content areas.	Discussions about reading strategies during staff meetings and collaborative time.	Principal
Provide training for specific reading and writing strategies for use in all content areas	Active participation in all workshops and discussions on teaching of strategies.	All staff
Each department will choose at least four specific literacy strategies to implement each quarter	Observance of use of strategies by students during observations and walkthroughs	All staff
Align reading and writing curriculum with the new state standards and update curriculum as needed; use the standards as a road map for planning and teaching	Each department will provide the alignment to the principal that summarizes the work they have completed to align the curriculum to existing and new GLE's Observance of appropriate curriculum being covered in classrooms. Walkthroughs.	Principal All staff
Use the HSPE writing rubric in all content areas	Observation of teachers using rubrics to evaluate writing	All staff
Administer a writing assessment to all 9 th grade high school students to be scored by staff with the writing rubric once a year. (The SIP Team will determine the content area for this to occur.)	Completion of assessments and return to teachers	SIP Team All staff
Have students use the HSPE writing rubric to score and improve upon their writing skills. (The content area and frequency to be determined by the SIP Team.)	Observation of students using rubrics to evaluate writing Students writing will include thesis, body, and conclusions. Success reflected on student report cards	SIP Team All staff
Have students complete short writing assignments each week in all classes. (These can take many forms, including journals, letters, editorials, essays, process descriptions, open-ended questions, reports, and written summaries)	Observing students writing in a variety of forms	
Revise or develop Academic Achievement Plans for all students not meeting one or more standards on the HSPE.	Completed plans with notifications to parents	Classroom teacher and SE teachers
Implement the READ 180 Program for SE and	Use specific reading approaches and	All teachers

other students who are behind in their reading skills.

strategies with all students.

Use the Benchmark Assessments to guide instruction and regularly monitor the progress for SE students twice per quarter.

Instruction will be differentiated to meet individual needs

SE teachers

Use state and regular classroom assessments to inform instruction and provide effective interventions for student learning.

Use of regular assessments with struggling students.

All staff

Math Goal: By the year 2011, 80% of our students will meet standard on the EOC.

Activities to Achieve this Goal:	Monitoring Effectiveness:	Personnel
<p>What actions will occur? What steps will the staff take?</p>	<p>What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?</p>	<p>Responsible: Who is involved? Who will do the work?</p>
<p>Align the math curriculum with new state standards and use the standards as a road map planning and teaching (for example, correlate Interaction Math and Algebra)</p>	<p>Each department will provide the alignment to the principal that summarizes the work they have completed to align the curriculum to existing and new GLEs. Observe implementation of curriculum in classrooms. Walkthroughs.</p>	<p>Math teachers</p>
<p>Select and/or create math assessments items to be given quarterly in Algebra A and Algebra—this will create the District Math Assessments. (To begin administration by the end of the 1st quarter.) Interaction math and Algebra teachers will give the District Math Assessment at the end of each quarter to plan and guide instruction, especially struggling students.</p>	<p>Math assessments ready to use.</p> <p>Discussions in department meetings Observe planning with assessment data</p>	<p>Math teachers Dale McDonald</p>
<p>Math teachers with the high school administrators will explore new ways to meet the instructional needs for students at risk of not meeting state standards each quarter. (For example, provide an opportunity for identified students to have extended time to learn specific skills to master course curriculum, i.e. an additional elective class.) Use Aleks and other programs to help improve skills of LAP students.</p>	<p>Formal discussions and revised plans to support math students to meet and exceed standards. Reconsideration of how LAP funds are used.</p>	<p>Administration</p>
<p>Use the 8th grade spring District Math Assessments to identify an initial list of students who are at risk of meeting standard, i.e. LAP students. This information along with MSP math data will determine LAP identified students for support in the 9th grade.</p>	<p>An accurate list of students to be served by LAP</p>	<p>Math Teachers Counselors Administration</p>
<p>Use the quarterly District Math Assessments to regularly monitor student progress of LAP and special education students.</p>	<p>Instruction will be differentiated to meet individual needs.</p>	
<p>Revise or develop Academic Achievement Plans for all students not meeting one or more standards on the HSPE.</p>	<p>Completed plans with notifications to parents Have a LAP ASLP addendum for the AAP</p>	<p>LAP Teachers and Counselors.</p>

Intervention Goal: To provide an effective intervention process with coordination of basic skills and the Learning Assistance Program.

Activities to Achieve this Goal:	Monitoring Effectiveness:	Personnel
---	----------------------------------	------------------

What actions will occur? What steps will the staff take?	What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	Responsible: Who is involved? Who will do the work?
Revisit the Special Education program and how it is implemented by all staff. (to include how SE is coordinated with basic ed and LAP as part of a tiered intervention approach)	Regular review of SE services and appropriate changes made to support students and improve academic achievement	SIP Team Principal
Explore the roles of all staff related to special education	Discussions with all staff	SIP Team Principal
Explore and clarify the curriculum and instruction received by SE and LAP students. (How is SE and LAP teaching and supporting the district curriculum?)	Revised the curriculum for SE to ensure it aligns with GLEs and supports basic education classroom instruction.	Principal SE staff
Develop a LAP plan that is effective, fully integrated and coordinated with basic and special education and allows for the interventions needed.	Completion of a revised and detailed plan that meets on state requirements	Principal LAP Coordinator LAP teachers
Regularly evaluate and revise the plan.		
Use district assessments and state tests to create and utilize a process to accurately identify underachieving students for SE and/or LAP support.	Use of the assessments	LAP and SE teachers
Provide extended time and tutoring support for identified students:	Students receiving appropriate academic support	LAP Teachers and Counselors
<ul style="list-style-type: none"> Math support class for students who did not meet MSP standards. 		

Professional Development Goal: To provide professional learning opportunities for staff effective teaching strategies and collaboration.

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	Monitoring Effectiveness: What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	Personnel Responsible: Who is involved? Who will do the work?
Support teacher sharing of craft knowledge during collaborative time and staff meetings	Openness with sharing and observing other classroom instruction.	Admin Team All staff
Provide professional development for staff on how to identify difficulties and modify instruction as needed (differentiated instruction?)	Actively participate in training to diversify teaching strategies	
All teachers will receive the training and demonstrate success in using a variety of reading and writing strategies enabling students to learn the content and language of their disciplines and to communicate effectively.	Active participation in workshops and trainings Use of new skills and techniques in the classroom	
Provide on- and off-site training in a variety of curriculum areas Develop and implement a plan to improve student learning by improving teacher instruction:Book study One Teacher At A Time. Use collaborative time for: <ul style="list-style-type: none"> • Discussion and alignment of curriculum • Grade level mtgs. • Sharing of instruction ideas// concerns/craft knowledge • Define and explain LAP/SE programs • Dept. mtgs. 	Use of new skills and techniques in the classroom Sharing of craft knowledge Openness and willingness to observe and improve instructional practices Observing instructional sharing and learning in collaborative time	
Use HSPE data and other assessments as needed to design professional development to assist all students in meeting content standards Increase staff understanding of state and district standards and content in each discipline Implement the process for continually reviewing and revising the SIP and LAP plans	Data driven dialogue Regular discussion of standards in each content area A revised and updated plan submitted to the Board annually	Principal SIP Team
Conduct a yearly program evaluation to determine the direction and elements of the LAP program for the coming year Explore the use of an instructional coach in math and literacy to encourage instructional improvement	Revise the LAP program and provide a detailed description of LAP services. Collaborate w/LAP and Math Algebra A instructor to pre-teach math concepts and assess student progress quarterly.	Admin Team LAP Coordinator Principal/Superintendent/Funding

Parent and Community Involvement Goal:

Activities to Achieve this Goal:	Monitoring Effectiveness:	Personnel Responsible:
What actions will occur? What steps will the staff take?	What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	Who is involved? Who will do the work?
<p>Create opportunities for community and parent involvement:</p> <ul style="list-style-type: none"> • Establish contact person • Utilize resources (reader board, newsletter, website) • Promote an inviting environment for the public • Encourage parents to initiate parent-teacher conferences 	<p>Increased numbers of parent accessing school resources and initiating parent conferences.</p>	<p>All staff</p>
<p>Utilize school organizations to promote partnerships with local businesses (FBLA, FCCLA, ASB)</p>		<p>SIP Team Admin Team</p>
<p>Hold Parent-teacher conferences at least twice yearly and increase the number of conferences attended by parents</p>	<p>Increased numbers of parents attending conferences</p>	<p>All staff</p>
<p>Ensure timely parent notification of Academic Achievement Plans for all students who failed one or more standards on the HSPE.</p>	<p>All parents notified of AAP</p>	<p>All staff</p>
<p>Ensure timely parent communications concerning LAP students:</p>	<ul style="list-style-type: none"> • Parents will receive notification of any academic support classes that their student is placed in. • Parents will receive mid-quarter progress reports for students with failing grades • Parents may request a teacher conference at any time • Counselors will keep parents informed of their student's graduation progress and options. 	<p>Admin Team LAP staff</p>

RIVERSIDE INDEPENDENT SCHOLAR PROGRAM

Annual School Improvement Plan School Year 2011-12

Special Features of the Independent Scholar Program

The Independent Scholar Program meets all of the state requirements for alternative learning for the home-based student. Students can earn a high school diploma of 19 credits. Class of 2013 and beyond are required to have 20 credits.

Independent Scholar Program Mission/Vision Statement

The mission of the Independent Scholar Program is to provide a nurturing learning environment where students, staff and parents work together to educate and enrich the academic and social experiences of the home-based learner.

The vision of the Independent Scholar Program is that children will reach their greatest potential in order to become life-long learners and productive citizens.

The Independent Scholar Program aims to meet each student's unique needs through:

- Flexibility in attendance
- Flexibility in academic core selection
- Non-threatening, caring environment with focus on learning enrichment activities, as well as age-appropriate social development
- Supplemental activities to support the core curriculum on the Written Learning Plan
- Activities available for students in grades k-12
- Field trips with all students that support learning activities

School Building Information

The Independent Scholar Program is located on campus in a wing separate from the rest of the school buildings. In these 4 spacious classrooms, students have the opportunity to take courses in all the core academics, as well as music, fine arts, sports and games, book club, computer basics, hands on science, fitness, food sense, 3 D textile art, and photography. A Parent's Room allows access for collaboration for the home-based instructor with other parents, as well as for instruction with their children. The multi-purpose room is a favorite gathering place for large group instruction. The certified instructors meet the Highly Qualified requirements in our program. Each year, the Independent Scholar staff examines last year's plan, evaluates, monitors and adjusts where needed. By looking at the assessment data

that is available, the program is able to better meet the needs of the students. The district-wide School Improvement Team also examines the School Improvement Plan on a yearly basis, and makes recommendations, as well.

Our specific goals and action plans for this year support the goals of:

Washington State's basic education law, which is to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgements and solve problems; and understand the importance of work and how performance affects future career opportunities;

Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and

Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationships and

The Nine Characteristics of High-Performing Schools

The state's Essential Academic Learning Goals

Goal 1: Increase parent involvement

Actions:

1. Offer more classes in career aptitude assessment
2. Provide quarterly parent meetings with curriculum topics of discussion
3. Offer support and workshops for parents that provide information on the MSP & HSPE (Characteristics #1, 4 & 9 of High Performing Schools)

Goal 2: Provide more equity for all students

Actions:

1. Provide more instructional support for students who are below grade level in core areas
2. Provide instruction and activities in cultural awareness areas
3. Provide a community college tour for all high school students (Characteristic #2 & 8 of High Performing Schools)

Goal 3: Increase numbers of students who will participate in the MSP AND HSPE and other tests

Actions:

1. Provide a district-wide math assessment at all grade levels, to assist parents to understand the importance of assessment
2. Keep parents informed of MSP AND HSPE related information of use to them
3. Provide a testing window that is flexible to meet the time constraints of the parents of students in grades 3-8
4. Provide study materials to parents in preparation for the state tests. (Characteristic #5 & 6 of High Performing Schools)

Goal 4: Students will be better prepared to succeed on the MSP AND HSPE Science test

Actions:

1. Students will participate in a school-wide science fair, hands on science classes will be available for grades 3-8
2. The Independent Scholar Program will subscribe to the Scholastic Science Reading, and Writing curriculum for weekly classroom discussion.

(Characteristics #2 & 5 of High Performing Schools)

Goal 5: Academic Performance will improve

Actions:

1. Students will participate in a school-wide Science Fair
2. Students will participate in the district-wide math assessment
3. Students will have more opportunities for tutorial help in core subjects
4. Students will have the opportunity to use the newly adopted math curriculum.
5. Classroom academic activities will focus on reading, writing and math.

(Characteristics #2 & 5 of High Performing Schools)

SUMMARY

The plan is based on several factors, with staff, student and parent input. The Independent Scholar Program has been in existence for its ninth year and is continuing to meet the challenges of a growing student population. Great effort is placed upon parent involvement, as most of the clientele are parents who have traditionally home-schooled their children. It is the district's mission to provide support to these parents and students in academic as well as enrichment courses. Our challenge is to encourage the parents to place trust in state-level testing. We continue to strive to offer a nurturing environment that enhances the lives of the home-based learner.

PARTICIPATION LIST

The following people have been involved in the preparation and approval of this School Improvement Plan as well as the self-review of the plan:

Names

Positions

In examining the data from the 2011 MSP & HSPE, the following areas were identified as weak areas and remedies are also listed:

Since most of our students come in to our program with skills less than grade level, we feel there is a great need to address all of the academic areas.

High School Students: 67% passed Reading, 45% passed Math, 50% passed Writing, 33% passed Science

Grade 3: 57% passed Reading, 40% passed Math
Grade 4: 0% passed Reading, 0% passed Writing, 29% passed Math
Grade 5: 67% passed Reading, 40% passed Math, 50% passed Science
Grade 6: 44% passed Reading, 11% passed Math
Grade 7: 50% passed Reading, 42% passed Writing, 42% passed Math
Grade 8: 29% passed Reading, 0% passed Math, 29% passed Science

Science: Students will receive practice in the scientific method and actively participate in the Scholastic Science program, the Science Fair. Grades 3-8 will be in the hands on science classes, using the scientific method in their activities.

Math: Provide the online program in the math area, which is helpful as a tutorial for many students. Also, incorporate the adopted middle school math curriculum for those at a lower math level. The instructor will spend more time in class on math problems.

Writing: Provide more instruction in letter writing as well as Four Square Writing techniques, journaling and other writing activities. All parents of students in grades 3-8 will be given a Four Square Writing activity book.

Reading: Provide an incentive program for students in grades K-5 to read books. Provide tutorial support from staff in the mornings for students. Assist grades 7-12 students with reading comprehension through additional support materials. Develop assignments in good literature for students to read and support their interest in reading. Provide a comprehensive grade 5-8 literature program with award-winning books and activity packets for parents. Continue to provide read aloud time in the classroom for grades k-8 students. High school students comprehended the testing materials, but need help with critical thinking.

Identified areas of Professional Development that are needed to improve instructional learning:

Provide training in Math manipulatives and Writing

Independent Scholar Program

34515 N. Newport Highway

Chattaroy, WA 99003 (509) 464-8381

Diana Bostrom, teacher; Janet Kemp Principal

**RIVERSIDE ACHIEVEMENT CENTER
Annual School Improvement Plan
School Year 2011-12**

**Riverside Achievement Center
Mission/Vision Statement**

The mission of Riverside Achievement Center is to provide a safe, nurturing environment enabling all students to develop their full potential. We recognize the individual circumstances that bring students into our program and provide flexible learning schedules to meet their needs.

The Achievement Center staff will create an environment that promotes dependability and academic success. Students have opportunities to grow both academically and socially. Students entering the program are encouraged to successfully transition back into a regular high school setting or finish their education in our program, if in the best interest of the student.

Special Features of the Riverside Achievement Center

The Riverside Achievement Center meets all of the state requirements for alternative learning for grades 9-12, requiring 19 credits. The class of 2013 and beyond will be required to complete 20 credits. The curriculum also serves students who need remediation. The curriculum addresses the needs of those with mild learning disabilities, as well as students on I.E.P.'s. This year the addition of an online program, OdysseyWare, has given the students more options in the delivery of instruction. The high school program aims to meet each student's academic needs through:

- **A comprehensive education for those removed from the traditional environment**
- **Flexibility in attendance requirements**
- **An after school program, offered 3:15 – 7:15 p.m.**
- **Flexibility in academic course selection**
- **Low ratio of students per teacher and aide**
- **Non-threatening, caring environment with focus on developing coping skills for day-to-day challenges**

Students attend the program due to a variety of circumstances:

- **Hospitalization, allergies, medical reasons for not being able to attend daily in a traditional school setting**
- **Pregnancy or the raising of a child**
- **Independent living – student does not live with parent/guardian; must work to earn a living**
- **Job training – students who choose to work more hours than they attend school**

- **Students who do not complete graduation requirements at the end of his/her senior year in high school will enroll and receive a diploma as soon as requirements are completed – fifth year senior**
- **Students who are removed from the traditional high school or alternative school for a designated length may attend R.A.C. Some reasons include suspension due to disruptive behavior or substance abuse.**

School Building Information

The Achievement Center is located in the Ponderosa Wing of Riverside High School. The classrooms allow for one-on-one tutoring, as well as classroom instruction. Computer lab access provides students with Internet capability for research projects. The certified instructor meets the Highly Qualified requirements. The staff to student ratio in this program is set at 1 to 31 students. Each year, the Riverside Achievement Center staff examines the previous year’s plan, evaluates, monitors and adjusts where needed. By looking at the assessment data that is available, the program is able to better meet the needs of the students. The district-wide School Improvement Team examines the School Improvement Plan on a yearly basis and makes recommendations, as well.

Riverside Achievement Center’s Annual School Improvement Plan

Our specific goals and action plans for this year support the goals of:

- **Washington State’s basic education law, which is to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, the arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;**
- **Continuous improvement of student achievement consistent with the state’s essential academic learning requirements;**
- **Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationships; and**
- **The Nine Characteristics of High-Performing Schools.**

Goal 1: Increase parent involvement

- **Actions:**
- **Have two conference meetings per school year**

- Conference with parents of students who plan to graduate this year to update them on requirements left to fulfill
(Characteristics #1, 4 & 9 of High Performing Schools)

Goal 2: Improve HSPE scores

Actions:

- Students will receive supplemental materials in writing
- Students will receive supplemental materials in scientific lab interpretations and write ups
- Students will be placed in appropriate math level to build skills and/or enroll online
(Characteristics #5 & 6 of High Performing Schools)

Goal 3: Provide frequent Math support

Actions:

- Instruct students on improving test-taking skills for HSPE Math problems
- Utilize the adopted Math curriculum for Pre-Algebra students, Geometry and Saxon Algebra
(Characteristics #5 & 6 of High Performing Schools)

Goal 4: Provide more opportunities for students to utilize technology in courses

Actions:

- Instruct all students in using the Internet for research projects, through the History C.B.A.
- Provide students the opportunity to do the WOISS survey
(Characteristic #5 of High Performing Schools)

Goal 5: Provide more equity for all students

Actions:

- Provide instruction to raise awareness of cultural differences
- Provide more instructional support for students who are below grade level in core areas
(Characteristics #2 & 8 of High Performing Schools)

Goal 6: Provide a safe and supportive learning environment

Actions:

- The teacher will meet monthly with each student to go over their academic progress
- The principal will make contact with parents to determine needs of the student
(Characteristics #6 & 8 of High Performing Schools)

SUMMARY

The Improvement Plan is based on several factors, including staff, student and parent input. The need to have contact with students on a regular basis is key to making an impact on their lives. Students struggle with basic academic skills and need a more focused program of remediation. The WASL test scores are valuable to provide feedback for planning purposes. We continue to offer a caring, non-threatening environment to all students and continue to strengthen our academic instruction component.

PARTICIPATION LIST

The following people have been involved in the preparation and approval of this School Improvement Plan as well as the self-review of the plan:

Name	Position
------	----------

In examining the data from the 2011 HSPE, the following areas were identified as weak areas and remedies are also listed:

Mathematics: Students need to review and become proficient at basic math skills. Students will receive tutorial support. The newly adopted Math curriculum is implemented and students are encouraged to enroll in the online math courses, for better understanding with math.

Reading: Students will continue to receive reading comprehension activities to develop critical thinking skills.

Writing: Students will be actively involved in writing packets which help them understand the conventions of writing and the different purposes of writing.

Identified areas of Professional Development that are needed to improve instructional learning:

Provide workshop training in Differentiated Instruction.

Riverside Achievement Center
34515 N. Newport Highway
Chattaroy, WA 99003 (509) 464-8478
Diana Bostrom, teacher; Janet Kemp, Principal