

# Annual Performance Report

2009-2010

Garfield and Palouse School Districts

Palouse Superintendent/  
Principal  
Bev Fox

»

Garfield Superintendent/  
Principal  
Zane Wells

»

Title 1x Chapter 28A.640  
RCW

Officers: Bev Fox, Zane Wells

»

Section 504 Coordinators

Zane Wells  
Bev Fox

»

ADA Coordinators

Zane Wells  
Bev Fox

»

Garfield and Palouse School  
Districts

Business Manager,  
Frankie Swinney

»

Garfield Board of Directors

Ken Renstrom  
Craig Cochran  
Russell Jamison  
Paul Hendrickson  
John Orfe

»

Palouse Board of Directors

Mike Dymkoski  
Darin Watkins  
Will Thurman  
Brenda Brown  
Ed Griner

»

Garfield School District

PO Box 398  
Garfield, WA 99130  
Tel (509) 635-1331  
Fax (509) 635-1332

»

Palouse School District

600 E. Alder  
Palouse, WA 99161  
Tel (509) 878-1921  
Fax (509) 878-1675

[www.garpal.net](http://www.garpal.net)

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ESEA REPORT CARD  
[www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile)  
Select Garfield District or  
Palouse District

## About Our Districts

The Garfield School District is located approximately 55 miles south of Spokane and 25 miles north of Pullman. The school system serves approximately 82 students in grades preschool through eighth grade. Garfield-Palouse Middle School (grades 6-8); and Garfield Elementary (grades P-5)

The Palouse School District is located approximately 65 miles south of Spokane and 15 miles north of Pullman. The school system serves approximately 196 students in preschool through twelfth grade: Garfield-Palouse High School (grades 9-12), Garfield-Palouse Middle School (grades 6-8), and Palouse Elementary (grades P-5).

The Garfield and Palouse School Districts are separate districts that operate as one entity within a cooperative agreement. In 1981-82 the districts joined into a cooperative for the high school athletic program. The educational programs for grades 6 through 12 joined as an educational cooperative in 1986.

The Palouse School District has not been identified for school improvement during the 2009-2010 school year. Palouse Elementary and Garfield-Palouse HS are making AYP.

The Garfield School District has not been identified for school improvement during the 2009-2010 school year. Garfield Elementary and Garfield MS are making AYP.

Parents may access the Washington State Report Card at [ospi@k12.wa.us](mailto:ospi@k12.wa.us).

## School Improvement Plan Process And Northwest Association Of Schools, Colleges, And Universities.

In 2009, the Garfield and Palouse School Districts began the Accreditation and Self Study for Improvement process in conjunction with an accreditation consultant. The final report and goals was approved by the Northwest Association of Schools and of Colleges and Universities. The Commission on Schools State Accreditation Committee governs the association. Approval was granted on November 24, 2009. Completion of the School Improvement Plan sets the timeline for another Self Study to begin in 2015.

The Garfield and Palouse School Boards approved the Self-Study as the School Improvement Plan in September 2009.

# Garfield~Palouse School Districts

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2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

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## *Mission Statement*

OUR MISSION is to provide educational programs of the highest quality for all students in order to prepare them for their future. These programs shall provide an environment that allows each student to:

- *Learn academic skills that would enable them to be life-long learners.*
- *Become aware of their cultural heritage and their responsibilities in a democratic society.*
- *Develop awareness of each person's participation in a complex, multicultural, and technological society.*
- *Develop interpersonal communication, problem solving, and decision-making skills.*
- *Experience a safe, positive learning atmosphere.*
- *Become aware of possible careers and to receive appropriate vocational orientation and training.*

It is our hope that when students leave our schools, they will be well equipped academically, socially, and emotionally to become productive and contributing members of their local and world communities.

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## House Bill 1209 Education

The State of Washington has set forth several goals for graduating students in House Bill 1209. Our district sees the same goals as being the emphasis of our curriculum.

Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.

Goal 2: Know and apply the core concepts and principles of mathematics, social, physical, and life sciences, civics and history, geography, arts, and health and fitness.

Goal 3: Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

Goal 4: Understanding the importance of work and how performance efforts and decisions directly affect future career and educational opportunities.

### Goal 1

We believe that graduating students need to be able to meet the goals in the following manner:

1. Reading
  - a. Students will be capable of reading and understanding a variety of texts (both fiction and non-fiction) with proficient comprehension.
  - b. Students will be able to employ active reading strategies to improve comprehension of difficult texts.
2. Writing
  - a. Students will be able to write clearly for specific purposes.
  - b. Students will be able to apply the conventions and formats of clear writing.
3. Communication
  - a. Students will be able to communicate verbally, both in small groups and before a larger audience.
  - b. Students will be able to use technological tools for communication: computers, presentation software hardware.

### Goal 2

In the Garfield and Palouse School Districts:

1. Students will demonstrate the mastery of knowledge, fundamental skills and strategies in the required and elective curriculum.

### Goal 3

Students will demonstrate these proficiencies in the following manners:

1. Students will demonstrate problem-solving skills through critical and analytical thinking.
2. Students will demonstrate the ability to set and achieve appropriate high individual goals, both for high school and beyond.

### Goal 4

In the Garfield and Palouse School districts:

1. Students will accept responsibility, plan, implement and evaluate individual and group actions and products.
2. Students will apply the skills learned through course-work to entry-level jobs.
3. Students will have explored and practiced work-related skills through job shadow, vocational courses, and AV courses.
4. Students will have leadership experience as demonstrated through class projects, vocational courses and ASB activities.
5. Students will build relationships, show an appreciation for diversity, and demonstrate the ability to adapt to change.

# Why are Garfield and Palouse schools so successful?

## *Where Tradition Meets the Future*

Palouse - just 15 minutes North of Pullman

Garfield – only 10 minutes farther

*Family-based communities, where education is a lifetime endeavor*

**2009 - 2010**

### **A culture of excellence**

- Washington Achievement Awards for Excellence: GPHS - Overall Excellence; GPHS - Extended Graduation Rate; GPMS – MS Science
- Full day Kindergarten in Palouse
- Low student/teacher ratio: 12:1
- Experienced teaching staff - average 19 years
- Teacher – WSU College of Education Miller-Manchester Teacher Mentor Award
- All teachers and Para-educators meet Highly Qualified standards
- High student/computer ratio - 2:1
- Exceptional support from communities: levies, Bill Murray Student Art Merit Award for Creativity, local scholarships (approximately \$16,000)

### **Highest quality high school education available**

- Gar-Pal diploma: 30 credits are required (State requirements: 20 credits)
- 90% of 2010 graduating seniors moving on to post-secondary opportunities
- 3% of our 2010 seniors ranked among the top 10% in Washington State
- Total scholarship offers for graduating class of 2010: over \$600,000
- 2010, 10<sup>th</sup> grade WASL: 80% Reading, 83% Writing
- Student: HOBY Presidential Service Award
- A full slate of college prep and vocational classes, on-line enrichment and AP classes, various electives

### **Outstanding extracurricular programs in 2009 - 2010**

- 88% of our students participated in at least one extracurricular activity
- FCCLA: Washington State National representatives received: Gold for Entrepreneurship and Gold for Interpersonal Relations
- FFA: 1<sup>st</sup> Place National Land Judging Contest for Western Region
- FFA: State qualifiers in Ag. Mech., Rituals, Parliamentary Procedures, Ag. Management, Dairy Foods, Agronomy, Trap Shooting
- State Envirothon - 2<sup>nd</sup> Place
- District Knowledge Bowl - 5th Place
- Athletics - No cut athletic policy: VB, FB, BB, Track, Softball, Baseball
- 2B District Competitors: Volleyball, Girls' Basketball, Boy's Basketball – 4<sup>th</sup> Place, State Softball, Track
- 2B– 6 State Track qualifiers in 11 events, 2<sup>nd</sup> Place 300m Hurdles
- Cheerleaders are selected for Football and Basketball
- HS Band Festival – “1” rating, HS Choir Festival – “1” rating, Jazz Band competed in Lionel Hampton Jazz Festival
- HS Drama presented: “Alice in Wonderland” and “The Shakespeareist”
- Missoula Children's Theater
- AV Club: School-run cable television channel with live broadcasting/streaming capabilities
- Big Vikings: high school mentors provide positive connections with elementary students

### **Early learning**

- Little Sprouts Early Learning and Child Care Center in Palouse – six years in business
- Extended District sponsored ECEAP Pre-school (Garfield and Palouse)
- All-day Kindergarten in Palouse

**For more information and a personalized tour call: (509) 878-1921**

**Or check out our website at [www.garpal.wednet.edu](http://www.garpal.wednet.edu)**

**See our website for a more detailed version.**

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## Asbestos Notice

In accordance with the Environmental Protection Agency's regulation covering asbestos-containing building materials in schools, Garfield School District #302 and Palouse School District #301 are notifying all employees and patrons that asbestos-containing building materials are present in a very limited degree in our school buildings.

The government has passed legislation for schools requiring that such material be treated carefully, especially if it becomes unstable. The school district has been removing, encapsulating, and enclosing materials that have been damaged. This will be an on-going project in our district. The EPA cautions all parties: "it is important to note that not all asbestos-containing materials need to be removed from schools. Once such material has been identified, a program can be implemented to insure that the material is maintained in good condition and appropriate precautions are followed when the material is disturbed for any reason."

A management program for Garfield School District #302 and Palouse School District #301 was implemented several years ago and prudent measures are taken whenever it becomes necessary to handle asbestos-containing materials. The program consists of surveillance, inspections, response actions, record keeping and training for maintenance and custodial staff. This plan is available for inspection in the school district superintendent's office.



## CERTIFICATION OF REPORT INTENT-Palouse 2010

Educational Service District 101 certifies that this Management Plan represents an appropriate accounting of the presence and condition of Asbestos Containing Materials (ACM) and the proper assessment of recommended response actions for these materials. Reasonable effort was made to obtain accurate, representative, and verifiable data consistent with procedures set forth under the Asbestos Hazard Emergency Response Act (AHERA) [Title 2, Section 203, 15 U.S. C 2643], and those rules and regulations adopted pursuant to the ACT provided in 40 CFR Part 763.80 et. seq. "Asbestos-Containing Materials in Schools, Final Rule and Notice" dated Friday, October 30, 1987.

AHERA INSPECTOR: Eric E. Dickson: WAMOA 0136-03 State of Accreditation: Washington

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## Educational Rights and Policy

The Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request of amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The Office that administers FERPA is:

Family Policy Compliance Office, U.S. Dept. of Education 600 Independence Ave. S.W., Washington, D.C. 20202

### **Annual Public Notice:**

*Special Education applications, policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent.*

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## Garfield-Palouse Policy Pesticide Notification, Posting, And Record Keeping

The Superintendent is directed to develop procedures to assure that the District complies with the requirements of law regarding pesticide notification, posting and record keeping. This includes procedures for the annual notification of staff and parents of the District's pest control policies and methods; pre-notification of staff and parents of pesticide application; posting of sites of pesticide application, and record keeping, including an annual summary report of pesticide usage.

Legal References: RCW 17.21  
Pesticide Application Act

A notification system was established to notify interested parents/guardians of students and employees at least 48-hours before a pesticide application is conducted to a school facility. If the pesticide application cannot be made within the posted 48-hour timeframe, the notification process will be repeated. The area that is sprayed will be posted for at least 24-hours from the time of application. Schools shall maintain records of all pesticide applications to their facilities, which will include an annual summary of the records.

Notices will be posted on the school front doors, the school main office, and at the town post office. All notices shall include the heading "Notice: Pesticide Application" and, at a minimum, shall state:

- a) The product name of the pesticide to be applied;
- b) The intended date and time of application;
- c) The location to which the pesticide is to be applied;
- d) The pest to be controlled; and
- e) The name and phone number for a school contact person.

### Exceptions:

- If students do not occupy the school for at least two consecutive days after the application, the pre-notification requirements of this section do not apply.
- The pre-notification requirements do not apply to any emergency school facility application for control of any pest that poses an immediate human health or safety threat, such as an application to control stinging insects. When an emergency school facility application is made, notification consistent with the school's notification system shall occur as soon as possible after the application.
- Notices are not required for the application of anti-microbial pesticides (substances used to sanitize or disinfect for microbial pests: viruses, bacteria, algae, and protozoa).
- Notices are not required for the placement of insect or rodent bait that are not accessible to children.

## Employment Opportunities

The Garfield and Palouse School Districts are committed to hiring the most highly qualified staff to serve the students of Garfield and Palouse. The districts will actively seek applicants who best meet the needs relating to affirmative action.

Employment opportunities are advertised in local newspapers and on the districts website, [www.garpal.net](http://www.garpal.net). If you are interested in employment with the Garfield and Palouse School Districts, please write a letter of interest and clearly identify the following:

- Position you are interested in;
- Include your permanent address/ phone number/ e-mail address;
- List your areas of certification and endorsements; and
- Reference your areas of experience.

Letters of interest received will be kept on file for one year. During that time, if a position in your area becomes available, you will be notified by postcard.

For Palouse positions, letters of interest and applications should be mailed or returned to Bev Fox, Superintendent at: 600 E. Alder, Palouse, WA 99161. For Garfield positions, letters of interest and applications should be mailed or returned to Patty Cottrill, Personnel Coordinator at: PO BOX 398, Garfield, WA 99130. The Garfield and Palouse School Districts are an equal opportunity education system and employer that does not discriminate on the basis of color, race, gender, sexual orientation, national origin, disability, or age.

## Volunteer In Our Schools

Each of our schools has needs and opportunities for individuals interested in volunteering; e.g., helping in the classroom, tutoring, clerical help, sharing special talents or resources, reading to students, and assisting in special programs or activities.

For more information on becoming a school volunteer, contact any school building office.

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS

Within the mandates included in No Child Left Behind (NCLB) are the rules included for Adequate Yearly Progress (AYP). AYP sanctions only apply to Title I schools. (During the 2002-2003 school year, Garfield was not a Title I school and Palouse was.)

### Elements of NCLB AYP include

- ❖ All students “proficient” within 12 years
- ❖ Separate, measurable goals in reading and mathematics (State Uniform Bars)
- ❖ Must provide separate, measurable objectives/disaggregated data and goals for: all children, all racial/ethnic groups; disadvantaged (poverty) {The Student Identifier will give individual poverty levels in conjunction with Free and Reduced lunch.}; disabled (and IEP students); Limited English Proficiency (LEP).
- ❖ Must include at least one other indicator:
  - Graduation rates for high schools (The standard is calculated using the number of students who receive a regular high school diploma in a “standard number of years” and a dropout is defined as a student who leaves high school without a regular high school diploma and does not transfer to another school.)
  - Reduction of unexcused absences for elementary/middle school (standard is if unexcused absences are equal to or less than 1% or if the percent is less than the previous year).

### Highly Qualified Teachers

- ❖ All teachers teaching CORE Academic Subjects (English, Reading, Language Arts, Mathematics, Science, Foreign Languages, Civics And Government, Economics, Arts, History, and Geography) must be “highly qualified” by 2005-2006.

#### Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10). Our state has also moved to online testing.

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	x	x*	x*	x*	x*	x*	NT	x^	Necessary only if student has not met state assessment grad. requirements.	
Math	x	x*	x*	x*	x*	x*	x	x		
Writing		x					NT	x^		
Science			x*				x*	NT		x^

\* Offered online in spring 2011

^ Offered online in spring 2012

NT Subject not tested (9th graders only take end-of-course math exams)

- ❖ This applies to teachers who are funded with Title I funds or teachers in Title I school wide programs for 2003-04 and 2004-05.
- ❖ Indicators: endorsed in subject area, passed a state test of subject area knowledge, holds National Board certification, has a degree, major, or the equivalent, has a satisfactory evaluation based on a highly objective uniform state standard of evaluation.
- ❖ All teachers holding K-8 certificates are “endorsed” in all core content areas. All teachers holding 6-12 certificates are “endorsed” in all core content areas for grades 6, 7, and 8.
- ❖ New elementary teachers must pass a basic skills competency assessment as well as demonstrate competence in areas of reading, mathematics, and writing and other areas of elementary curriculum.
- ❖ New secondary teachers must pass a basic skills competency assessment as well as demonstrate competence in academic subjects in which the teacher teaches (endorsements.)
- ❖ New teachers must have full State Teaching Certification and have a Bachelors Degree.
- ❖ Qualified Paraprofessionals standards apply to Paraprofessionals who work with Title I students.
- ❖ Paraprofessionals hired after January 8, 2002 must meet the following requirements and existing paraprofessionals must meet the qualifications by January 8, 2006:
  - A high school diploma or equivalent,
  - Completed at least two years of college, OR
  - Obtained an associates (or higher) degree, OR
  - Successfully pass a state or local academic assessment of mathematics, reading, and writing.

### TEACHERS HIGHLY QUALIFIED AS OF OCTOBER 1, 2009

PALOUSE = 100%

GARFIELD = 92%

### PARAEDUCATORS HIGHLY QUALIFIED AS OF OCTOBER 1, 2009

PALOUSE = 7

GARFIELD = 4

# Garfield~Palouse School Districts

2009–2010

*Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox*

Today the Garfield/Palouse School Districts announced its sponsorship of the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program administered by the Office of Superintendent of Public Instruction (OSPI). Meals will be made available to enrolled children at no separate charge without regard to race, color, national origin, gender, age, or disability. Parental income determines the amount of money OSPI will reimburse sponsors to provide meals to enrolled children. The income-eligibility guidelines listed below are used to determine the reimbursement from OSPI.

Family Size	Income per month Reduced	Income per month Free
1	\$ 1,670.00	\$ 1,174.00
2	\$ 2,247.00	\$ 1,579.00
3	\$ 2,823.00	\$ 1,984.00
4	\$ 3,400.00	\$ 2,389.00
5	\$ 3,976.00	\$ 2,794.00
6	\$ 4,553.00	\$ 3,200.00
7	\$ 5,130.00	\$ 3,605.00
8	\$ 5,706.00	\$ 4,010.00
For Each Additional Family Member Add	\$ 577.00	\$ 406.00

Any person who believes that he or she has been discriminated against in any USDA-related activity should write immediately to the Secretary of Agriculture, Washington DC 20250.

Meals will be provided at the sites listed below:

- Palouse School District #301
- Garfield School District #302

Non-Discrimination Laws:

Garfield and Palouse School Districts do not discriminate on the basis of race, color, national origin, sex, sexual orientation including gender identity, disability, or age. This includes compliance with Title VI (race, color, and national origin); Title IX (sex); Section 504 (disability); Age Discrimination (age); Title II (disability). ([www.ed.gov](http://www.ed.gov)) Inquiries regarding compliance and/or grievance procedures maybe directed to the school district's Title IX/RCW 28A.640 compliance officer and/or Section 504/ADA coordinator.

**Title IX/RCW 28A.640 Compliance Officer**

Beverly Fox, Palouse Superintendent  
600 E. Alder  
Palouse, WA 99161  
(509) 878-1921

Zane Wells, Garfield Superintendent  
PO Box 398 / 810 N. 3rd  
Garfield, WA 99130  
(509) 635-1331

**Section 504/ADA Coordinator**

Beverly Fox, Palouse Superintendent  
600 E. Alder  
Palouse, WA 99161  
(509) 878-1921

Zane Wells, Garfield Superintendent  
PO Box 398 / 810 N. 3rd  
Garfield, WA 99130  
(509) 635-1331

**Individuals with Disabilities Education Act:**

The Garfield and Palouse School Districts are responsible to provide parents of students with disabilities a copy of procedural safeguards one time per year, as well as at other key points in the process such as upon initial referral or upon filing a request for a due process hearing. ([www.idea.ed.gov](http://www.idea.ed.gov))

Special Education and related services are provided annually to about 124,000 eligible students in the state across 295 school districts. The federal Individuals with Disabilities Education Act (IDEA) ensures that children with disabilities and the families of such children have access to a free appropriate public education (FAPE). IDEA is focused on improving educational results for children with disabilities. RCW 28A.155 provides the statutory basis for special education services in Washington, and WAC 392-172A provides the regulatory basis for both IDEA and RCW 28A.155.

Response to Intervention (RTI) is a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. Parents have the right to request a Special Education assessment.

**McKinney-Vento Act:**

Garfield Homeless Liaison: Zane Wells, (509) 635-1331

Palouse Homeless Liaison: Beverly Fox, (509) 878.1921

Homeless students are now defined as those "who lack a fixed, regular, and adequate nighttime residence." Homeless students have all of the same educational rights as any other student in the district. Requirements will be followed concerning handling records and enrollment, making placement decisions, and providing transportation. ([www.serve.org](http://www.serve.org))

Policy No. 4210: Regulation Of Dangerous Weapons On School Premises

Policy No. 4215: Use Of Tobacco On School Property

**Family Educational Rights and Privacy Act:**

Districts must provide parents/guardians and adult students with annual notice of their right to inspect and review education records, amend education records, consent to disclose personally identifiable information in education records and parents right to file a complaint with the U.S. Department of Education.

**Protection of Pupil Rights Amendment:**

Districts must notify parents of their policies regarding surveys, instructional materials, physical examinations and personal information used for marketing. If the district plans to: 1) use students' personal information for selling or marketing purposes; 2) administer any survey about any of the eight topics listed in the statute (political beliefs, income, sex behavior or attitudes, etc.); or 3) administer certain non-emergency, invasive physical examinations, districts must directly notify parents at least annually at the beginning of the school year of the specific or approximate dates when these activities are scheduled or expected to be scheduled.

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## Our Financial Statements

### Garfield School District

### Palouse School District

YEAR	K-12 EXPENDITURES	AVERAGE ENROLLMENT	EXPENDITURE / PUPIL	YEAR	K-12 EXPENDITURES	AVERAGE ENROLLMENT	EXPENDITURE / PUPIL
91-92	\$ 1,235,238	152.92	\$ 8,080	91-92	\$ 1,385,667	229.92	\$ 6,027
92-93	\$ 1,246,103	153.81	\$ 8,102	92-93	\$ 1,508,479	227.14	\$ 6,641
93-94	\$ 1,310,380	159.18	\$ 8,232	93-94	\$ 1,385,401	227.31	\$ 6,095
94-95	\$ 1,346,318	170.19	\$ 7,911	94-95	\$ 1,424,634	244.45	\$ 5,828
95-96	\$ 1,422,091	169.97	\$ 8,367	95-96	\$ 1,528,759	274.33	\$ 5,523
96-97	\$ 1,461,392	167.22	\$ 8,739	96-97	\$ 1,845,627	274.37	\$ 6,751
97-98	\$ 1,475,181	166.78	\$ 9,118	97-98	\$ 1,718,892	269.75	\$ 6,405
98-99	\$ 1,487,053	172.82	\$ 8,605	98-99	\$ 1,983,119	268.38	\$ 7,389
99-00	\$ 1,431,921	163.80	\$ 8,742	99-00	\$ 1,915,010	256.72	\$ 7,459
00-01	\$ 1,432,526	142.00	\$ 11,795	00-01	\$ 1,849,405	230.50	\$ 8,023
01-02	\$ 1,791,151	121.45	\$ 14,748	01-02	\$ 1,929,644	229.42	\$ 8,410
02-03	\$ 1,724,923	113.78	\$ 15,160	02-03	\$ 2,071,943	223.34	\$ 9,277
03-04	\$ 1,755,422	115.75	\$ 15,165	03-04	\$ 2,374,465	213.02	\$ 11,146
04-05	\$ 1,905,043	105.71	\$ 18,021	04-05	\$ 2,316,554	207.62	\$ 11,158
05-06	\$ 2,082,166	109.79	\$ 19,965	05-06	\$ 2,417,895	188.12	\$ 12,853
06-07	\$ 2,180,536	96.99	\$ 22,482	06-07	\$ 2,249,630	202.20	\$ 11,126
07-08	\$ 2,303,247	99.18	\$ 23,223	07-08	\$ 2,597,164	196.18	\$ 13,239
08-09	\$ 2,239,145	90.78	\$ 24,666	08-09	\$ 2,858,659	197.59	\$ 14,468
09-10	\$ 2,309,157	81.70	\$ 28,264	09-10	\$ 2,769,495	193.77	\$ 14,293

Please Note: The cost per pupil may appear skewed depending on which district receives revenues and has expenditures for our cooperative programs, i.e., Garfield School District receives transportation revenue and pays all transportation expenses prior to cost sharing.

# Garfield~Palouse School Districts

2009–2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

## District Progress on Student Achievement

Initiative 728 requires each school district to provide information regarding the progress being made in increasing student achievement as measured by required state assessments and other assessments deemed appropriate by the district. Please keep in mind, however, that these assessments were administered prior to the enactment of I-728 and do not yet reflect the impact of I-728 on student learning.

The Garfield and Palouse School District also uses its own evaluation tools to measure progress on student learning and achievement in our schools.

## Report to the Community Initiative 728 Making a Difference for Student Learning

The people of Washington gave resounding approval to a significant new investment in our children's education. With an overwhelming 72 percent in favor, voters adopted Initiative 728 "to improve public education and to achieve higher academic standards for all students through smaller class sizes and other improvements."

This landmark law provides dedicated funding and resources aimed directly at ensuring students meet the learning requirements set forth in the state's education reform program. It also encourages school districts and their communities to work in partnership to determine where and how those resources can be used most effectively, within the broad categories set forth in I-728:

- Reducing class sizes by hiring more teachers;
- Providing extended learning opportunities such, as full-day kindergarten and before-or after-school programs;
- Providing additional professional development for educators tied to state standards and student needs;
- Providing early assistance for children who need pre-kindergarten support; and
- Making facility improvements to directly support class size reductions and extended learning opportunities.

During the past year the Garfield-Palouse School Boards and the district administrative team worked with the community to develop a plan for using I-728 funds. This is the first in a series of yearly reports on how the district's Student Achievement Improvement Plan is being carried out and how we are progressing on student learning.

### I-728 Funds Received by the Garfield-Palouse School Districts

I-728 funding is based on the number of FTE's enrolled in the district. For the 08-09 school year, the State Legislature allocated \$458.10 per FTE student from I-728 monies. The Garfield School District's enrollment of 99.64 FTE students resulted in actual appropriation of \$45,645. The Palouse School District's enrollment of 198.61 FTE students resulted in an actual appropriation of \$90,983.24.

Garfield I-728 Expenditures	Amount	How Appropriation Was Used	Detailed Explanation of Use and Impact of Funds
K-4 Class Size Reduction	\$ 35,694.45	Elementary Combination Teacher	Because of budget cuts directly related to reduced enrollment, we combined the kindergarten and first grade classrooms. This money allows us to have three full-time teachers for K-5 and still maintain small class sizes.
TOTAL	\$ 35,694.45		GOAL: Student success for grade level achievement will be demonstrated by 90% of the students achieving grade level achievement as measured by STAR reading assessment by the end of each grade.  GOAL ACHIEVEMENT: This year 80% of our K-4 students were at grade level in reading.

Palouse I-728 Expenditures	Amount	How Appropriation Was Used	Detailed Explanation of Use and Impact of Funds
K-4 Class Size Reduction	\$ 71,148.89	Elementary Combination Teacher	Budgetary demands dictated combining two classes to make one. We reduced class size by hiring a certified teacher, splitting this class for specific curricular areas.
TOTAL	\$ 71,148.89		

# Garfield~Palouse School Districts

2009-2010

Garfield Superintendent-Zane Wells ♦ Palouse Superintendent Beverly Fox

**I-728  
An Invitation  
to Work To-  
gether on Stu-  
dent Learning**

There will be a Notice of Public Hearing / Invitation to Comment posted in each community. The hearings will be held in the respective schools and the public will be invited to attend and/or comment on the plan.

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**Thank you!**

Initiative 728 is a significant resource in our community's drive to improve student learning and assure a successful future for our children. Thank you for your interest in this material and your support for Garfield and Palouse public schools!

**Initiative 728  
2001-2009 Revenue**

Note: Initiative 728 requires that the per-FTE allocation increase to a minimum of \$450 beginning in 2004. The Act also stipulates that the state may not reduce or supplant existing education funding from other sources based on appropriations or expenditures made from I-728 funds.

**Garfield**

| Year    | Allocation per FTE | Palouse September Enrollment | Estimated Total Revenue | Actual Total Revenue |
|---------|--------------------|------------------------------|-------------------------|----------------------|
| 2002-03 | \$ 204.10          | 114.00                       | \$ 24,786.00            | \$ 25,055.00         |
| 2003-04 | \$ 219.00          | 118.88                       | \$ 24,525.00            | \$ 25,434.00         |
| 2004-05 | \$ 254.00          | 105.30                       | \$ 46,350.00            | \$ 29,400.00         |
| 2005-06 | \$ 300.00          | 105.37                       | \$ 35,250.00            | \$ 31,611.00         |
| 2006-07 | \$ 344.00          | 97.09                        | \$ 41,171.00            | \$ 41,310.00         |
| 2007-08 | \$ 450.00          | 102.14                       | \$ 43,646.00            | \$ 43,763.00         |
| 2008-09 | \$ 458.10          | 91.00                        | \$ 45,434.00            | \$ 45,645.00         |
| 2009-10 | \$ 458.10          | 80.50                        | \$ 11,905.00            | \$ 11,905.00         |

**Palouse**

| Year    | Allocation per FTE | Palouse September Enrollment | Estimated Total Revenue | Actual Total Revenue |
|---------|--------------------|------------------------------|-------------------------|----------------------|
| 2002-03 | \$ 204.10          | 223.00                       | \$ 47,043.00            | \$ 47,512.00         |
| 2003-04 | \$ 219.00          | 215.75                       | \$ 47,250.00            | \$ 49,895.00         |
| 2004-05 | \$ 254.00          | 207.34                       | \$ 90,450.00            | \$ 54,198.00         |
| 2005-06 | \$ 300.00          | 207.90                       | \$ 55,530.00            | \$ 62,370.00         |
| 2006-07 | \$ 344.00          | 200.14                       | \$ 71,141.00            | \$ 71,141.00         |
| 2007-08 | \$ 450.00          | 195.87                       | \$ 92,556.00            | \$ 92,556.00         |
| 2008-09 | \$ 458.10          | 195.88                       | \$ 71,149.00            | \$ 71,149.00         |
| 2009-10 | \$ 458.10          | 190.64                       | \$ 26,163.00            | \$ 26,163.00         |

**2008-09 I-728 Plans**

| GARFIELD                 | % OF FUNDS RECEIVED | AMOUNT RECEIVED     |
|--------------------------|---------------------|---------------------|
| K-4 Class Size Reduction | 100%                | \$ 45,645.00        |
| Carryover                | 0.00%               | \$ -                |
| <b>TOTAL</b>             | <b>100%</b>         | <b>\$ 45,645.00</b> |

| PALOUSE                  | % OF FUNDS RECEIVED | AMOUNT RECEIVED     |
|--------------------------|---------------------|---------------------|
| K-4 Class Size Reduction | 100%                | \$ 90,983.00        |
| <b>TOTAL</b>             | <b>100%</b>         | <b>\$ 90,983.00</b> |

# Garfield School District

2009–2010

*Garfield Superintendent-Zane Wells*

## Superintendent/Principals Message

Our elementary school continues to maintain three full-time teachers in K-5. We use combination classes at the elementary level. Students are grouped in K-1, 2-3, and 4-5 combination classes. Using combination classes has allowed us to loop students, and create class sizes that are small but effective both socially and academically. Our teachers use a variety of para-professionals, volunteers, and other outside resources and activities to support their teaching in the classroom. The Garfield School District also employs a Title I reading specialist. This teacher works with emerging readers as well as students who need reading intervention. This position has been of great benefit to the students of the Garfield School in both the elementary and middle school levels.

Middle School staff members continue to prepare our students for the High School with a variety of innovative and progressive class choices. Our 8th grade students participate in a culminating project that mirrors what they will be expected to do at Garfield-Palouse High School. Students select topics, are monitored by advisors, and make final presentations of their projects to their middle school classmates. Middle School students who have not met standard on the WASL are required to enroll in a WASL remediation class 3rd quarter that is offered as part of the school day. This nine-week course targets areas of improvement and addresses them in an intensive fashion. The community of Garfield is very supportive of its school system and children. We are very proud of the education our children are receiving in Garfield, Washington and would love the opportunity to “show it off” to anyone interested.

*Zane Wells*

### 2009-10 GARFIELD SUMMARY DATA

|                                               | ELEM       | MS         | HS         | TOTAL       |
|-----------------------------------------------|------------|------------|------------|-------------|
| AVERAGE MONTHLY ENROLLMENT                    | 33.89      | 19.00      | 28.80      | 81.69       |
|                                               | GRADES 1-3 | GRADES 4-6 | GRADES 7-8 | GRADES 9-12 |
| AVERAGE CLASS SIZE                            | 7.3        | 4.07       | 8          | 7.2         |
| GRADES K-12 STUDENTS IN SPECIAL PROGRAMS: 39% |            |            |            |             |
| GRADES K-12 FREE AND REDUCED LUNCHES: 53%     |            |            |            |             |

### 2009-2010 Elementary and Secondary Education Act (ESEA) Money

|                |              |
|----------------|--------------|
| Amount Awarded | \$ 17,050.00 |
| Amount Spent   | \$ 9,039.00  |
| Balance        | \$ 8,011.00  |

# Garfield School Districts

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2009–2010

Garfield Superintendent-Zane Wells

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## SCHOOL IMPROVEMENT PLAN PRESENTED AND APPROVED BY THE GARFIELD SCHOOL BOARD OCTOBER 29, 2009

*OUR MISSION is to provide educational programs of the highest quality for all students in order to prepare them for their future.*

### **GOAL 1**

Create a school wide environment that supports all learners.

1. Elementary
  - a. Facilitate and complete work in moving from targeted assistance Title I to the school-wide Title I model.
  - b. Continue work on Science curriculum alignment grades K-5.
  - c. Facilitate work and activities between the Garfield and Palouse Elementary staffs.
  - d. Implement new math standards in classroom instruction and practices.
2. Middle School
  - a. Allow time for Middle School and High School teachers to collaborate and align curriculum grades 7-12.
  - b. Facilitate and complete work in moving from targeted assistance Title I to the school-wide Title I model.
  - c. Develop Student Learning Plans for each student and use them to guide instruction.
  - d. Offer a wide range of elective classes that promote educational equity and provide all students choices and availability to these classes. (Choir, Cooking, Constitutional Law, Engineering, etc)

### **GOAL 2**

Focus on quality of education including high expectations of teachers, administrators, and for student achievement.

1. Elementary
  - a. Use assessment data as a basis to guide classroom instruction and identify students' strengths and weaknesses. (WASL Scores, Star Reading Assessment, Student Learning Plans)
  - b. Continue to collaborate with the Palouse District at the elementary and secondary levels on standards, common practice, and professional learning community model.
  - c. Provide opportunities for teachers to attend Professional Development and Workshops focused on improved student achievement and current best teaching practices.
2. Middle School
  - a. Superintendent/Principal will attend in-service and professional development on evaluating and instructing faculty members on current best teaching practices in the classroom.
  - b. Provide assistance to teachers in identifying technology, resources, and services to met specific learning needs of students.
  - c. Provide opportunities for teachers to attend Professional Development and Workshops focused on improved students achievements and current best teaching practices.
  - d. All staff members hold valid Washington State teaching credentials and are certified at the subject/grade level they teach.

### **GOAL 3**

Focus on educational activities, programs, and personnel that address students who are not university bound.

# Garfield School Districts

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2009–2010

*Garfield Superintendent-Zane Wells*

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## 1. Middle School

- a. Continue to expand Middle School Career Day and bring in speakers from a variety of different career fields.
- b. Provide students with a greater knowledge of career options and opportunities.
- c. Continue to work with the Whitman County Library and the Bridges Career Program for all middle school students.
- d. Provide numerous extra-curricular activities outside of the school day. (Athletics, Drama, Knowledge Bowl, etc.)

## **GOAL 4**

Increase the services for K-12 students who struggle academically.

### 1. Elementary

- a. During the 2009-10 school year we will be in the process of moving from targeted to school wide Title I.
- b. Elementary teachers work together with Special Education department to insure all kids who need services are receiving them.
- c. Continue to provide Para-Educators at elementary level for more one on one student learning opportunities.

### 2. Middle School

- a. After school study program for students who have a failing grade.
- b. WASL remediation classes (Reading, Writing, and Math) 3<sup>rd</sup> quarter for students who did not pass all sections of the WASL. WASL data is used to place students in these classes. This class is for 7<sup>th</sup> and 8<sup>th</sup> grade students.
- c. Academic Intervention Committee (Made up of middle school staff members) help develop ideas for students who are not meeting expectations. Data sources including standardized test scores, past academic history, and teacher recommendation is used to refer students to this committee.
- d. Provide a certificated teacher supervised study hall during the school day 2<sup>nd</sup> and 4<sup>th</sup> quarters for students who are failing a core academic subject area.

## **GOAL 5**

To promote a learning community and help students see the benefits of reading for enjoyment.

### 1. Elementary

- a. Theme assemblies and other activities that promote and encourage reading.
- b. Provide extended time for individual reading in the classroom.
- c. Weekly library time for elementary students to provide access to grade appropriate reading material.

### 2. Middle School

- a. Emphasis across the curriculum in the development of life long readers.
- b. Continued development of the readers and writers workshop in Language Arts classes.
- c. SSR period school wide to promote the importance of reading.

## **GOAL 6**

To expand and maintain the use of technology by students and staff.

### 1. Elementary

- a. Provide training and in-service opportunities for staff on how to incorporate technology into classroom activities.
- b. Continue to support teachers and staff in the use of the Skyward system for teaching and non-teaching related tasks. (Attendance, Lunch Count, etc.)
- c. Continue to purchase and update existing technology and software.

2. Middle School

- a. Student presentations and other projects that are computer generated.
- b. Elective classes such as Annual and TV/History in Film provide students expanded opportunities to use technology.
- c. Continue to purchase and update existing technology and software.

**GOAL 7**

Assess and revise the Self-Study Action Plan providing for communication to the staff and public.

1. Elementary/Middle School

- a. Spring 2010: Annually (April/June) develop district wide staff survey to assess effectiveness of Self-Study action plans.
- b. Fall 2009: Review and update school improvement plan on yearly basis.
- c. Fall 2009: Allow for teacher, staff, community, and student input to refine and implement the school improvement plan.

# Garfield Elementary School

## “ Bears ”

2009–2010

Garfield Superintendent-Zane Wells

Noteworthy Programs and Events:

- *Aids Education for grade 5*
- *Caught-Ya reward program*
- *Community supported sports programs*
- *County Speech, Spelling and Math Contest*
- *Exposure to technology and software*
- *Field Trips*
- *Grade Level Library / Higher Grade Level Music Programs*
- *Halpin Grant Awards*
- *Human Growth and Development for grades 4-5*
- *Library Book Fairs*
- *Missoula Children’s Theatre*
- *National School Assemblies*
- *SACK (Support and Caring for Kids) for our school through room activities and Alumni Game*
- *Safety Education*
- *School-wide environmental appreciation through recycling and community litter pickup*
- *Special Person Day*
- *Storyteller Theme Assemblies*
- *Winter and Spring Concerts*

### GARFIELD ELEMENTARY BUILDING THE FUTURE

PRIMARY MISSION:

Foster an appreciation of learning enabling success for all.

OUR QUEST:

The Garfield School District in partnership with the community strives to ensure that all students have the opportunity to achieve their full potential. We are committed to having high expectations for all students so that they may acquire the knowledge, skills, responsibility, and self-confidence needed to be a contributing member of our changing world. Our district endeavors to provide a safe, pleasurable, nurturing environment where students can develop a love for learning and respect for one another. This is our MISSION!

#### Garfield Grade 4 Percentage Meeting Standard

| WASL      | 2001  | 2002 | 2003 | 2004  | 2005  | 2006 | 2007 | 2008 | 2009 | 2010  |
|-----------|-------|------|------|-------|-------|------|------|------|------|-------|
| Listening | 100.0 | 87.5 | 80.0 | N/A   | N/A   | N/A  | N/A  | N/A  | N/A  | N/A   |
| Math      | 56.3  | 50.0 | 70.0 | 66.7  | 66.7  | 85.7 | 45.5 | 66.7 | 75.0 | 33.0  |
| Reading   | 75.0  | 62.5 | 70.0 | 100.0 | 100.0 | 85.7 | 90.9 | 83.3 | 87.5 | 66.0  |
| Writing   | 37.5  | 50.0 | 10.0 | 77.8  | 66.7  | 85.7 | 54.5 | NA   | 62.5 | 100.0 |

ESEA Report Card: [www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile) (select Garfield School District)

#### ETHNIC DIVERSITY OF GARFIELD STUDENTS

| ETHNIC GROUP    | GARFIELD ELEM. | GAR-PAL M.S. | GAR-PAL H.S. |
|-----------------|----------------|--------------|--------------|
| American/Indian | 0-0%           | 0-1%         | 0-1%         |
| Black           | 0-0%           | 0-0%         | 0-0%         |
| Hispanic        | 0-1%           | 0-0%         | 0-0%         |
| Asian           | 0-0%           | 0-0%         | 0-0%         |
| Total           | 0-1%           | 0-1%         | 0-1%         |

Average Daily Lunches Served in Garfield: 75

#### TRANSPORTATION STAFF

| POSITION   | F.T.E. |
|------------|--------|
| Supervisor | .53    |
| Bus Driver | .11    |
| Bus Driver | .13    |
| Bus Driver | .10    |
| Bus Driver | .24    |
| Bus Driver | .37    |
| Bus Driver | .12    |
| Bus Driver | .54    |
| Bus Driver | .19    |
| Bus Driver | .22    |
| Bus Driver | .45    |
| Bus Driver | .13    |

# Garfield~Palouse Middle School

## “ Raiders”

2009–2010

Garfield Superintendent-Zane Wells

### Noteworthy Programs & Events

A wide variety of enrichment classes: Annual, Art, Accelerated Reader Program, Band, Careers, Chorus, Clay/Design, Drawing, Drug/Alcohol Education, First aid, Games, Health, Home Ec., Ind. Study, Journalism, Knowledge Bowl, Multi Media, Painting, Rocketry, Science Investigation.

After school sports programs: Basketball, Volleyball, Football, Baseball, Track, Cheerleading

Community supported sports programs: Drug/Alcohol Education, Exposure to Technology and Software, Fall Parent-Teacher Conferences

- Field Trips
- Honor Roll Banquet
- Human Growth & Development
- Aids Education
- Library Book Fairs
- National School Assemblies
- Recreation Nights
- Ropes Course
- SACK (Support and Caring for Kids) for our school through room activities
- Student Council
- Students Activity Days
- Winter and Spring Concerts

## GARFIELD-PALOUSE MIDDLE SCHOOL BUILDING THE FUTURE

### PRIMARY MISSION:

Foster an appreciation of learning enabling success for all.

### OUR QUEST:

The Garfield-Palouse Middle School strives through the teamwork of staff and students to discover and develop the unique gifts and talents of each student to nurture the most academically and socially skilled students possible.

### MIDDLE SCHOOL STUDENT TEST PERFORMANCE

| WASL MSP/2010 | 2001  | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------|-------|------|------|------|------|------|------|------|------|------|
| Listening     | 100.0 | 84.6 | 92.9 | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Math          | 57.6  | 42.3 | 46.4 | 32.5 | 41.2 | 70.0 | 45.5 | 47.4 | 51.5 | 45.9 |
| Reading       | 63.6  | 57.7 | 89.3 | 67.5 | 88.2 | 70.0 | 54.5 | 73.7 | 74.2 | 74.3 |
| Writing       | 27.3  | 50.0 | 75.0 | 65.0 | 64.7 | 80.0 | 72.0 | 73.7 | 47.3 | 84.0 |

ESEA Report Card: [www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile) (select Garfield School District)

### GARFIELD STAFF

| POSITION             | F.T.E. | POSITION                 | F.T.E. |
|----------------------|--------|--------------------------|--------|
| Superintendent       | .50    | K-First Grade Teacher    | 1.00   |
| Principal            | .50    | 2nd/2rd Grade Teacher    | 1.00   |
| Business Manager     | .50    | 4th/5th Grade Teacher    | 1.00   |
| Business Office      | .75    | Language Arts Teacher    | 1.00   |
| Principal's Office   | .25    | Science Teacher          | 1.00   |
| Secretary            | .80    | Math Teacher             | 1.00   |
| Counselor            | .50    | History Teacher          | 1.00   |
| Librarian            | .25    | Physical Ed Teacher      | 1.00   |
| Librarian Aide       | .67    | Art Teacher              | .40    |
| Special Ed Teacher   | 1.00   | Head Cook                | .72    |
| Special Ed Aides     | 1.67   | Assistant Cook/Custodian | .70    |
| Preschool Supervisor | .30    | Head Maintenance         | 1.00   |
| Preschool Aide       | .24    | Tech Coordinator         | .50    |

# Garfield~Palouse Middle School

## “ Raiders”

2009–2010

Garfield Superintendent-Zane Wells

### WASHINGTON STATE AVERAGE SCORES 2009-10 AS COMPARED TO GARFIELD SCHOOL DISTRICT SCORES

|                                       |                         |                      |                         |                         |
|---------------------------------------|-------------------------|----------------------|-------------------------|-------------------------|
| <b>3<sup>RD</sup> GRADE STATE</b>     | <b>READING</b><br>72.0% | <b>MATH</b><br>61.7% |                         |                         |
| <b>3<sup>RD</sup> GRADE GARFIELD</b>  | <b>READING</b><br>87.5% | <b>MATH</b><br>71.4% |                         |                         |
| <b>4<sup>TH</sup> GRADE STATE</b>     | <b>READING</b><br>67.1% | <b>MATH</b><br>53.6% | <b>WRITING</b><br>61.0% |                         |
| <b>4<sup>TH</sup> GRADE GARFIELD</b>  | <b>READING</b><br>66%   | <b>MATH</b><br>33%   | <b>WRITING</b><br>100%  |                         |
| <b>5<sup>TH</sup> GRADE STATE</b>     | <b>READING</b><br>69.7% | <b>MATH</b><br>53.6% | <b>SCIENCE</b><br>34.0% |                         |
| <b>5<sup>TH</sup> GRADE GARFIELD</b>  | <b>READING</b><br>66%   | <b>MATH</b><br>50%   | <b>SCIENCE</b><br>16%   |                         |
| <b>6<sup>TH</sup> GRADE STATE</b>     | <b>READING</b><br>64.5% | <b>MATH</b><br>51.8% |                         |                         |
| <b>6<sup>TH</sup> GRADE GARFIELD</b>  | <b>READING</b><br>33%   | <b>MATH</b><br>0%    |                         |                         |
| <b>6<sup>TH</sup> GRADE PALOUSE</b>   | <b>READING</b><br>73.9% | <b>MATH</b><br>34.7% |                         |                         |
| <b>7<sup>TH</sup> GRADE STATE</b>     | <b>READING</b><br>63.3% | <b>MATH</b><br>55.2% | <b>WRITING</b><br>70.2% |                         |
| <b>7<sup>TH</sup> GRADE GARFIELD</b>  | <b>READING</b><br>62.5% | <b>MATH</b><br>62.5% | <b>WRITING</b><br>62.5% |                         |
| <b>7<sup>TH</sup> GRADE PALOUSE</b>   | <b>READING</b><br>88.2% | <b>MATH</b><br>70.5% | <b>WRITING</b><br>94.1% |                         |
| <b>8<sup>TH</sup> GRADE STATE</b>     | <b>READING</b><br>69.2% | <b>MATH</b><br>51.5% | <b>SCIENCE</b><br>54.4% |                         |
| <b>8<sup>TH</sup> GRADE GARFIELD</b>  | <b>READING</b><br>71.4% | <b>MATH</b><br>28.5% | <b>SCIENCE</b><br>85.7% |                         |
| <b>8<sup>TH</sup> GRADE PALOUSE</b>   | <b>READING</b><br>75.0% | <b>MATH</b><br>43.7% | <b>SCIENCE</b><br>70.5% |                         |
| <b>10<sup>TH</sup> GRADE STATE</b>    | <b>READING</b><br>78.8% | <b>MATH</b><br>41.6% | <b>WRITING</b><br>85.9% | <b>SCIENCE</b><br>44.7% |
| <b>10<sup>TH</sup> GRADE GARFIELD</b> | <b>READING</b><br>77%   | <b>MATH</b><br>55%   | <b>WRITING</b><br>100%  | <b>SCIENCE</b><br>66%   |
| <b>10<sup>TH</sup> GRADE PALOUSE</b>  | <b>READING</b><br>85.7% | <b>MATH</b><br>42.9% | <b>WRITING</b><br>71.4% | <b>SCIENCE</b><br>38.5% |

# Garfield~Palouse Middle School

## “ Raiders”

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2009–2010

Garfield Superintendent-Zane Wells

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### GARFIELD-PALOUSE MIDDLE SCHOOL SCORES 2009-10

|                                   |                |              |                |
|-----------------------------------|----------------|--------------|----------------|
| <b>6<sup>th</sup> GRADE STATE</b> | <b>READING</b> | <b>MATH</b>  |                |
|                                   | <b>64.5%</b>   | <b>51.5%</b> |                |
| <b>6<sup>TH</sup> GPMS</b>        | <b>READING</b> | <b>MATH</b>  |                |
|                                   | <b>69.2%</b>   | <b>30.7%</b> |                |
| <b>7<sup>TH</sup> GRADE STATE</b> | <b>READING</b> | <b>MATH</b>  | <b>WRITING</b> |
|                                   | <b>63.3%</b>   | <b>55.2%</b> | <b>70.2%</b>   |
| <b>7<sup>TH</sup> GPMS</b>        | <b>READING</b> | <b>MATH</b>  | <b>WRITING</b> |
|                                   | <b>80.0%</b>   | <b>68.0%</b> | <b>84.0%</b>   |
| <b>8<sup>TH</sup> GRADE STATE</b> | <b>READING</b> | <b>MATH</b>  | <b>SCIENCE</b> |
|                                   | <b>69.2%</b>   | <b>51.5%</b> | <b>54.4%</b>   |
| <b>8<sup>TH</sup> GPMS</b>        | <b>READING</b> | <b>MATH</b>  | <b>SCIENCE</b> |
|                                   | <b>73.9%</b>   | <b>39.1%</b> | <b>73.9%</b>   |

**31 MIDDLE SCHOOL STUDENTS PASSED ALL SECTIONS OF THE MSP.**

**7 GARFIELD ELEMENTARY STUDENTS PASSED ALL SECTIONS OF THE MSP.**

# Palouse School District

2009–2010

Palouse Superintendent-Beverly Fox

## 2009-2010 Elementary and Secondary Education Act (ESEA) Money

| PURPOSE OF EXPENDITURE             | AMT SPENT           |
|------------------------------------|---------------------|
| Professional Development/Inservice | \$ 6,618.00         |
| Library                            | \$ 1,000.00         |
| Safe & Drug Free Schools           | \$ 334.00           |
| Readiness For School               | \$ 17,744.00        |
| <b>TOTAL EXPENDITURE</b>           | <b>\$ 25,696.00</b> |

### ETHNIC DIVERSITY OF PALOUSE STUDENTS

| ETHNIC GROUP    | PAL ELEM.  | GAR-PAL H.S. | GAR-PAL M.S. |
|-----------------|------------|--------------|--------------|
| American/Indian | 1%         | 4%           | 2%           |
| Hispanic        | 2%         | 7%           | 4%           |
| Asian           | 0%         | 0%           | 0%           |
| Pac Islander    | 1%         | 0%           | 0%           |
| Black           | 0%         | 0%           | 0%           |
| White           | 9%         | 9%           | 9%           |
| Unknown         | 5%         | 3%           | 5%           |
| <b>Total</b>    | <b>18%</b> | <b>23%</b>   | <b>20%</b>   |

Average Daily Lunches Served in Palouse: 105

### Palouse Grade 3 MSP Student Test Performance

| WASL/MSP | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008  | 2009  | 2010  |
|----------|------|------|------|------|------|------|------|-------|-------|-------|
| Reading  | 73.0 | 82.0 | 72.0 | 65.0 | 63.0 | 88.9 | 91.7 | 100.0 | 100.0 | 100.0 |
| Math     | 59.0 | 72.0 | 76.0 | 69.0 | 77.0 | 85.0 | 83.3 | 100.0 | 92.3  | 90.0  |
| Language | 43.0 | N/A  | 61.0 | N/A  | N/A  | N/A  | N/A  | N/A   | N/A   | N/A   |

ESEA Report Card: [www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile) (select Palouse School District)

### Palouse Grade 4 MSP Student Test Performance

| WASL/MSP  | 2001  | 2002 | 2003 | 2004  | 2005  | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------|-------|------|------|-------|-------|------|------|------|------|------|
| Listening | 100.0 | 87.5 | 80.0 | N/A   | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Math      | 56.3  | 50.0 | 70.0 | 66.7  | 66.7  | 85.7 | 45.5 | 66.7 | 75.0 | 28.5 |
| Reading   | 75.0  | 62.5 | 70.0 | 100.0 | 100.0 | 85.7 | 90.9 | 83.3 | 87.5 | 64.0 |
| Writing   | 37.5  | 50.0 | 10.0 | 77.8  | 66.7  | 85.7 | 54.5 | NA   | 62.5 | 78.5 |

ESEA Report Card: [www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile) (select Palouse School District)

### Palouse Grade 5 MSP Student Test Performance

| WASL/MSP | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|----------|------|------|------|------|------|------|
| Math     | NT   | 40.0 | 35.7 | 75.0 | 75.0 | 27.3 |
| Reading  | NT   | 72.7 | 90.9 | 93.3 | 75.0 | 72.7 |
| Science  | 38.5 | 36.4 | 42.9 | 62.5 | 45.0 | 27.3 |

NT – Not Tested

## PALOUSE SCHOOL DISTRICT RESTRUCTURING PLAN

The Self-Study/Accreditation process produced goals which were adopted in September 2003 as the School Improvement Plan (SIP). The SIP goals have become the driving force in curriculum development and in-service/professional development for the staff.

The instructional team at Palouse Elementary and Garfield-Palouse High School continue their efforts to ensure that our curriculum is aligned to the Essential Academic Learning Requirements (EALR's). Assessments measure student progress in meeting those EALR's. Every student is given the opportunity to attain the necessary skills, allowing them to achieve any goal that they choose to pursue. In 2005-2006, the Elementary began organizing interventions for Reading through the State Reading Model. In 2007-2008, the Elementary began organizing interventions for Math through a model based on the 3 tiered State Reading Model. All students attending Palouse Elementary and Garfield-Palouse High School who do not meet state standards have Student Learning Plans.

All curricular areas emphasize reading and writing skills. Interventions for those children needing extra help are utilized within the classroom or individual/group help for those who qualify for special programs. Accelerated Reader and Accelerated Math are established in our elementary and positive results are continuously recognized. Beginning in 2005-2006, the high school required that all students take the SUCCESS class. This class focuses on improving student study skills. Reading and writing strategies are utilized to improve the skills of students who did not demonstrate grade level skills. The class is set up to help those students meet the standard on their next WASL if they did not meet WASL standards in reading and writing. Students who have not met the writing and/or reading standard in the 10th grade were placed in the writing and reading skills class. The Math Lab class was added in 2006-2007 for those HS students who did not meet the WASL standards in math. Freshman are placed in the Math Lab class and/or Algebra I or Geometry if they did not meet the math standard in the 8th grade. 11th graders who did not meet the 10th grade standard are placed in Math Lab and/or another math class. All high school students not meeting state standards have Student Learning Plans.

Plans for Board Waiver Days, Learning Improvement Days and In-service Days resulted in staff development directly related to improving instruction. Board Waiver Days were utilized for curriculum alignment and assessment development.

### 2009-2010 Palouse Summary Data

|                              |               |               |
|------------------------------|---------------|---------------|
| Average Monthly Enrollment   | Elementary    | 67.11         |
|                              | Middle School | 54.54         |
|                              | High School   | 72.13         |
|                              | <b>TOTAL</b>  | <b>193.78</b> |
| Average Class Size           | Grades 1-3    | 12.19         |
|                              | Grades 4-6    | 14.85         |
|                              | Grades 7-8    | 16.27         |
|                              | Grades 9-12   | 18.03         |
| Students in Special Programs | Grades K-12   | 27.25         |
| % of Free and Reduced Lunch  | Grades K-12   | 35%           |

# Palouse Elementary School

## “Falcons”

2009–2010

*Palouse Principal-Beverly Fox*

### Noteworthy Programs and Events

- Accelerated Reader Program
- After School Studies Program
- AIDS Education for Grade 5
- Caught Ya reward program
- Community supported sports program
- County Speech, Spelling, and Math Contest
- DARE Program
- Destination Imagination
- Exposure to technology and software
- Field Trips
- Grade Level Library
- Grade Level Music Programs
- Halpin Grant
- Here's Looking at You
- 2000 Drug Program
- Human Growth and Development Grades 4-5
- Library Book Fairs
- Portfolio Assessment
- SACK (support and Care for kids) Program
- Safety Education
- Science Fair
- Special Friend Day
- Winter & Spring Concerts

### SUPERINTENDENT/PRINCIPALS MESSAGE

*THANK YOU FOR SUPPORTING OUR SCHOOLS!*

*The patrons of Palouse put children first. Thank you for being a pro-children community.*

We are all proud of the traditions that surround Garfield-Palouse School Districts. Sometimes, though, we forget to appreciate the quality students, parents, staff, and community that we enjoy daily. We have many strong points, but it takes hard work to maintain the excellence that we have here.

- We have a dedicated, knowledgeable, and experienced staff that cares and loves kids.
  - We enjoy excellent para-educators and volunteers.
  - Each student gets help and will be given the skills to be a successful student.
  - Our reading interventions help all students strive toward grade level skills.
  - We have a supportive community and board.
  - We have a strong academic curriculum with high standards.
  - Students have the opportunity to participate in Running Start and virtual enrichment and AP classes.
  - Our students are extremely well prepared for post high school work or study. Students can go to any college and succeed. We send students to large universities and small private (competitive) colleges and they are able to compete. Because of the education they receive, those students who do not go to college find that they can be successful at whatever post-high school avenue they pursue.
  - Leadership opportunities are available for all students (whether they want them to or not!)
  - We have a variety of extra-curricular and enrichment programs. (Kids can be as busy as they want!)
  - Our facility is excellent and well maintained.
  - We are a team!
  - Our community cares!
- Thank you for investing in our schools. The dividends can be measured in the success of our children.

*Beverly Fox*

### Palouse Staff

| POSITION                           | FTE  |
|------------------------------------|------|
| Superintendent                     | .50  |
| Principal                          | .50  |
| Assistant Principal                | .25  |
| Business Manager                   | .50  |
| Business Office Assistant          | 1.0  |
| Art Teacher                        | .50  |
| MS/HS Music Teacher                | .72  |
| Elementary Music Teacher           | .495 |
| Preschool Supervisor               | .33  |
| K/First Grade Teacher              | .50  |
| Second/Third Grade Teacher         | 1.0  |
| Fourth/Fifth Grade Teacher         | 1.0  |
| First/Fifth Grade Teacher          | 1.0  |
| Librarian                          | .25  |
| Librarian Aide                     | .75  |
| Special Ed Teacher                 | 1.0  |
| Special Ed Aides                   | 3.33 |
| Life Teacher                       | 1.0  |
| Vocational Agriculture Teacher     | 1.0  |
| Science Teacher                    | 1.0  |
| English/Spanish Teacher            | .75  |
| English/Speech Teacher             | 1.0  |
| Algebra/Geometry Teacher           | 1.0  |
| History/Geography Teacher          | 1.0  |
| History/World Problems Teacher     | 1.0  |
| Physical Ed/Health Teacher/English | 1.0  |
| HS Art Teacher                     | .50  |
| Counselor                          | 1.0  |
| Preschool Aide/ Classroom Aide     | 3.06 |
| Secretaries                        | 1.17 |
| Cook                               | .53  |
| Assistant Cook                     | .30  |
| Custodian                          | 1.5  |
| Head Maintenance                   | 1.0  |
| Tech Coordinator                   | .50  |

# Garfield~Palouse High School

## “ Vikings ”

2009–2010

*Beverly Fox, Principal/Superintendent*

### Noteworthy Programs and Events

- Aids Education
- Associated Student Body
- Audio-Video Communications (Our Own Television Channel)
- Computer Lab
- Concert Band and Choir
- Drama Production (Spring)
- Engineering Team
- Envirothon
- Field Trips
- (FCCLA) Future Career and Community Leaders of America
- (FFA) Future Farmers of America
- FFA and FCCLA (Students Attend National Convention)
- Halpin Grant Recipient
- Honors Dessert
- Interscholastic Athletics Football, Volleyball, Basketball, Track, Baseball, Softball, Cheerleading
- Knowledge Bowl
- Math Team
- National Honor Society
- Pep Band
- SACK (Support and Caring for Kids)

### Student Test Performance

| WASL      | 2003  | Pal 2004 | Gar 2004 | Pal 2005 | Gar 2005 | Pal 2006 | Gar 2006 | Pal 2007 | Gar 2007 | Pal 2008 | Gar 2008 | Pal 2009 | Gar 2009 |
|-----------|-------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|           | Math  | 68.8%    | 41.7%    | 41.7%    | 88.9%    | NA       | 80.0%    | 70.0%    | 54.5%    | 60.0%    | 57.0%    | 75.0%    | 50.0%    |
| Reading   | 93.8% | 76.5%    | 66.7%    | 88.9%    | 50.0%    | 100.0%   | 100.0%   | 100.0%   | 100.0%   | 96.0%    | 100.0%   | 94.4%    | 70.4%    |
| Writing   | 62.5% | 88.2%    | 75.0%    | 83.3%    | 50.0%    | 100.0%   | 100.0%   | 95.7%    | 90.0%    | 100.0%   | 100.0%   | 89.5%    | 85.7%    |
| Listening | 93.8% | NA       | NA       | NA       | NA       | NA       | NA       | NA       | NA       | NA       | NA       | NA       | NA       |
| Science   | NA    | 41.2%    | 41.7%    | 72.2%    | 50.0%    | 70.0%    | 50.0%    | 43.5%    | 60.0%    | 52.0%    | 43.0%    | 61.1%    | 71.4%    |

  

| HSPE    | Pal 2010 | Gar 2010 |
|---------|----------|----------|
|         | Math     | 42.8%    |
| Reading | 85.7%    | 77.7%    |
| Writing | 71.4%    | 100.0%   |
| Science | 35.7%    | 66.6%    |

**ESEA Report Card: [www.k12.wa.us/edprofile](http://www.k12.wa.us/edprofile)**  
**Select Palouse School District**

### GARFIELD ~ PALOUSE GRADUATION STATISTICS

| Year | Enrolled Freshman thru Senior Year | GPHS Graduates | Drop-Out Students | Drop-Out % (using the beginning # of Freshman) | Cumulative Grade Point | College/Post HS Training Students | Graduates To Job Mkt w/o Add'l Training | Students Serving in Military |
|------|------------------------------------|----------------|-------------------|------------------------------------------------|------------------------|-----------------------------------|-----------------------------------------|------------------------------|
| 2001 | 44                                 | 42             | 1                 | .022%                                          | 2.991                  | 40                                | 2                                       |                              |
| 2002 | 38                                 | 27             | 1                 | .026%                                          | 2.978                  | 21                                | 6                                       |                              |
| 2003 | 40                                 | 33             | 2                 | .05%                                           | 2.92                   | 31                                | 2                                       |                              |
| 2004 | 22                                 | 21             | 2                 | .09%                                           | 2.892                  | 14                                | 5                                       | 2                            |
| 2005 | 35                                 | 27             | 2                 | .057%                                          | 3                      | 17                                | 6                                       | 4                            |
| 2006 | 33                                 | 23             | 2                 | .06%                                           | 3.11                   | 17                                | 3                                       | 2                            |
| 2007 | 28                                 | 21             | 0                 | 0                                              | 3.24                   | 19                                | 1                                       | 1                            |
| 2008 | 29                                 | 31             | 0                 | 0                                              | 3.24                   | 24                                | 4                                       | 2                            |
| 2009 | 36                                 | 32             | 0                 | 0                                              | 3.23                   | 29                                | 3                                       | 0                            |
| 2010 | 30                                 | 31             | 0                 | 0                                              | 3.099                  | 26                                | 5                                       | 0                            |

# Garfield~Palouse High School

## “ Vikings ”

2009–2010

*Beverly Fox, Principal/Superintendent*

### School Improvement Plan September 2009

**OUR MISSION** is to provide educational programs of the highest quality for all students in order to prepare them for their future.

#### GOAL 1

Create a school wide environment that supports all learners.

1. Utilize a book study format whereby all teachers will choose a book and participate in book study discussions twice a month. Clock hours will be available for those who want them. Book choices will include: Whatever It Takes, On Common Ground, RTI – Pyramid to Intervention, The Bully, The Bullied, The Bystander, Learning By Doing.
2. All para-educators responsible for any type of lunchroom or recess supervision will participate in a book study utilizing The Bully, The Bullied, The Bystander with meetings once a week.
3. Continue to facilitate a transition of our school culture to a Professional Learning community.
  - Continue with the collaborative groups already established: Elementary Reading Team, Elementary Math Team, Elementary Team Meetings, HS Team Meetings, Case Management Team, Para-educator Team Meetings.
  - Increase collaborative curriculum work between the Garfield and Palouse buildings.
    - Schedule team meeting time (monthly or at least quarterly) for specific curricular area collaboration involving power standards, pacing and vertical alignment.
  - Increase collaborative curriculum work between the Palouse Elementary and High School staffs.
    - Schedule team meeting time (monthly or at least quarterly) for specific curricular area collaboration involving power standards, pacing and vertical alignment.
4. Elementary Reading Team:
  - Continue to utilize K-12 Reading Model
  - Continue monthly meetings: coordinate reading tiers (K-12 Reading Model), intervention strategies, deconstruct the reading standards.
  - Continue district commitment to out-of-class utilization of Read Naturally utilized to address Tier 2 students.
  - Explore utilizing this team to explore writing interventions for students not at standard.
  - Continue district commitment to out-of-class utilization of interventions for Tier 2 students not meeting the writing standard.
5. Elementary Math Team:
  - Continue monthly meetings: coordinate math tier interventions, clarify intervention strategies, and deconstruct math standards.
  - Continue district commitment to out-of-class interventions for Tier 2 students.
6. Elementary Science:
  - Take advantage of professional development opportunities to further examine and dissect the new Science Standards
  - Identify methodologies, practice and strategies to increase the number of students meeting standard.
7. Each teacher will develop two professional goals and actions plans. Those goals will reflect ways to improve their instructional skills supporting all learners and setting high expectations.
  - Professional goals are due Sept.
8. Develop personalized instruction plans for all students, which include effective interventions to address deficit areas for students not meeting standard utilizing Student Learning Plans.
  - Student Learning Plans are due October.
9. High School Team Meetings:
  - Bi-weekly team meetings: identify students needing help and support, plan strategies and interventions.

- All teachers will help students improve in reading skills.
  - Continue classes for students not meeting the reading, writing, and math standards.
  - Continue a study skills class options for students not achieving academically.
  - Continue the Freshman Study Skills Class to help freshmen transition to high school academic expectations and improve organization skills and study strategies.
10. Elementary Team Meetings:
    - Bi-weekly team meetings: identify students needing help and support, plan strategies and interventions.
  11. Create a positive and safe school environment
    - Engage new staff members in helping to create and establish a positive school climate.
    - Brainstorm ways to boost staff moral and spirit. Pick at least one strategy to implement.
    - Establish consistent procedures utilized by all staff for classroom procedures; e.g., late work, tardiness, bullying, etc.
      - Routines and procedures are due Sept.
    - Encourage the continuation of the Big Viking program through Student Council.
    - Reduce the amount of bullying
      - Catch it, address it, stop it
      - Educate students to transition from being “bystanders”.
      - ASB Council involvement
      - Help establish the hallways as safe environments by utilizing staff in the hallways.
    - Provide a “workshop” format for students and parents discussing strategies to reduce bullying and alcohol/drug use.
    - Promote school spirit with students and staff.
    - Involve ASB officers in the process of creating a positive environment, and an atmosphere where it is ok to ask for help, and to work hard and improve.
    - Promote staff support for all programs.
    - Continue to refine the 8<sup>th</sup> grade orientation and transition into HS.
  12. Continue “Buddy” and “Caught Ya” Lunches with the Counselor.
  13. Continue the Big Viking program, but be sensitive to taking students out of class to be a “Big Viking.”
  14. Explore a Freshman Mentor program.
  15. Expand the learning opportunities and/or level of performance expectations to challenge students at or above grade level.
  16. Continue the Case Management Team to strategize effectively meeting the needs of all students.

## **GOAL 2:**

Focus on quality of education including high expectations of teachers, administrators, and for student achievement.

1. All teachers will hold all students to high performance standards, while challenging students to maximize individual student capabilities.
2. Teachers develop professional goals. Due -Sept.
3. Supt/Principal and Asst. Principal will continue to implement the Powerful Teaching and Learning protocol through observations and staff reflection to improve instruction.
4. Offer the opportunity to teachers – observe in peer classrooms and reflect how the observer can become better teachers, using Powerful Teaching and Learning protocol.
5. Facilitate textbook adoption Catch curriculum (Elementary nutrition and PE), Second Step (grades K-2 drug/alcohol education), Life Skills Training (grades 3-8 drug/alcohol education)
6. Elementary/HS: identify/review 10 power standards for each subject/class taught. Due: September
7. Teachers will write the learning target for the day on the board and call attention to it in the lesson introduction.
8. Elementary/HS: Expand the band of WASL-like assessments for all curricular areas.
9. Elementary/HS: Work on common assessments.
10. HS English and Social Studies meet to discuss expectations for student writing/papers.
11. HS English: Develop writing quick screeners for all grades.
12. Elementary: Develop math quick screeners and interventions for all grades in math.
13. Continue high standard expectations for continuous improvement and higher percentages of students achieving standard. Set goals to address the 2009 WASL results.
  - Elementary meet and set goals for Reading, Math, Writing, Soc. St., and Science.
    - Goals will be developed -Nov.
  - HS Departments meet to set goals for Reading, Math, Writing, Science.

- Goals will be developed -Nov.
14. Encourage a positive student approach to the WASL.
  15. Align our curriculum with the new math standards to implement in 2009-2010.
  16. Workshops facilitate improvement of instruction.
    - Elementary
      - Staff will attend curricular area workshops
        - Science workshops on how to teach FOSS units
        - Send Elementary reps to math workshops focusing on our new math curriculum: Math Connects.
      - Submit requests to attend other workshops that address SIP goals
    - High School
      - Submit requests to attend other workshops that address SIP goals
  17. All teachers and Para-educators will participate in the Countywide In-service Day on Oct. 9.
  18. January 2010, all teachers will participate with further Countywide collaborative plans.
  19. All 9<sup>th</sup> graders will take the Freshman Study Skills Class.
  20. Classes will be offered to specifically address student achievement
    - Require the Reading Skills class for those 11<sup>th</sup> graders who didn't meet the Reading WASL.
    - Require the Writing class for those 11<sup>th</sup> graders who didn't meet the Writing WASL.
    - Require the Extra Math Lab class for those 11<sup>th</sup> graders who didn't meet the Math WASL.
    - Offer students who are not demonstrating academic success a Study Skills class.
    - Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
  21. Continue implementation of the K-12 Math intervention model (see Goal 1).
  22. Continue implementation of the K-12 Reading intervention model (see Goal 1).
  23. Continue implementation of the K-12 Writing intervention model (see Goal 1).
  24. Encourage students to challenge themselves:
  25. Explore ways to reduce the amount of out-of-class time.
  26. Further explore whether EDUSS assessment/intervention program will be an asset to our math intervention program or whether we have enough resources within our new math curriculum.
  27. Encourage staff to attend professional meetings outside the district.
  28. Incorporate progress with summer math workshop and include Garfield.
  29. Set up system to have staff share and discuss ideas to implement from workshops attended.
  30. Revamp Para-educator schedules so that teachers work more with Tier 3 students.
  31. Explore bringing the in-service, "Time To Teach" to our teachers/Para-educators
  32. Utilize formative assessment to inform instruction for all students.

### **GOAL 3:**

#### Focus on educational activities, programs and personnel that address students who are not university bound.

1. Identify and expand work experience and extended learning opportunities while maintaining current vocational opportunities.
  - It will be suggested to students that Senior Project choices reflect something to do with a student's anticipated career and/or community service.
  - Expand current guidance and counseling system to include guidance of HS students not attending college.
  - Participate in a County-wide Career Fair every other year.
2. Continue high expectations for the Senior Project.
  - Encourage challenging but realistic projects
  - Job shadows and interview practice
  - Have students create a real, useable résumé.
3. More counselor time in the elementary classrooms to establish rapport etc.
4. The teachers and the Case Management Team will work with students to take responsibility for their academic success. Before, at noon, and after school study time and assistance will be assigned.
5. Offer students who are not demonstrating academic success a Study Skills class.
6. Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
7. Mickie and Diane will take a team approach to completing the WOIS interest inventory with the juniors.

8. Continue to allow military and university recruiters to share their displays at noon.
9. Continue Work Release.
10. Continue encouraging students to take the ASVAB.
11. Initiate elementary and high school career days utilizing parent and community members bringing in a variety of jobs, careers, and training levels.
12. Work toward more industry certification through our classes (STARS, Spokane Falls Welding, Construction, AV, and Entrepreneurship).

## **GOAL 4**

Increase the services for K-12 students who struggle academically.

1. Elementary
  - Continue coordinating Title I type services/programs without Title I funding.
  - Continue coordinating the Special Ed. services with the elementary teachers (maybe utilize substitute days or in-service days to do this).
  - Continue DIBELS assessments
  - Continue Read Naturally intervention for Tier II students in grades 1-5
  - Add more para-educator time for math and writing interventions.
  - Continue full day Kindergarten.
  - Expect standards to be met and not enable low achievers to continue at low levels.
  - Continue and refine Reading, Writing, Math Tiered intervention system
2. High School
  - Continue coordinating the 504 program with the HS teachers
  - Continue coordinating the Special Ed. services with the HS teachers (maybe utilize substitute days or in-service days to do this).
  - Require a Study Skills Class for all freshmen.
  - Offer HS Study Skills Class for students struggling academically
  - Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
  - HS Math Lab and Adv. Math Lab – expand curriculum to include interventions for students not meeting the 10<sup>th</sup> grade math WASL and other subsequent WASL attempts.
  - HS Creative Writing Class – this curriculum will include interventions for students not meeting the 10<sup>th</sup> grade writing WASL.
  - Provide acceleration within classes for students who want to move from 3's to 4's.
  - Expect standards to be met and not enable low achievers to continue at low levels.
3. Differentiated Instruction: continue moving staff understanding along the professional development spectrum.
4. Continue the Case Management Team to strategize effectively meeting the needs of all students.
5. Teachers use formative assessments to inform instruction to help students who struggle.

## **GOAL 5**

To promote a learning community and help students see the benefits of reading for enjoyment.

1. Elementary
  - Through Accelerated Reader, students are encouraged to read at home and at school.
  - HS/Elem. Reading buddies
2. High School
  - Continue Accelerated Reader throughout the HS so that students are reading all year and set up stricter accountability on AR tests.
  - Continue to encourage students to bring a book to read to classes so that when they finish their work they can enjoy reading.
  - Encourage credit for reading in all classes with the reading related to subject matter.
3. Offer a professional book share group.
  - Teachers choose from a group of books.
4. Model pleasure reading by organization of a book group that reads a variety of books and has regular monthly meetings.
5. Encourage reading at home.
6. Problem solve a “stop everything and read” concept. (Possibly to do this once a month with everyone in the

building.)

7. Explore starting a pleasure book club for students.

## **GOAL 6**

Expand and maintain the use of technology by students and staff.

1. Keep up-dating technology through free hardware and minimal hardware purchases.
2. Utilize technology money to purchase software licenses and infrastructure needs.
3. Continue and further incorporate presentation equipment into lessons.
4. Continue to explore putting district forms as interactive documents on line. (The requisition process will be the first process to establish.)
5. Explore and begin to use technology to expand the possibilities of professional collaboration.
6. Explore curriculum support information via the Digital Learning Department website.
7. Continue to encourage elementary use of the lab.
8. Utilize electronic bulletins, lunch count and attendance throughout the building.
9. Continue to discuss and identify technology needs.
10. Continue technology professional development: teacher web sites, photo shop, Power Point, searching the internet for professional resources.

## **GOAL 7**

Assess and revise the Self-Study Action Plan providing for communication to the staff and public.

1. Spring 2010: Annually – April/June – Develop district wide staff survey to assess effectiveness of action plans. Present to staff and school board.
2. Fall 2009: Annually -- Publish the self-study goals and actions plans
  - School Performance Report, school newsletter, school board minutes, Key Communicator letter, distributed to staff
3. Fall 2009: School Board approval of the Self Study goals as the School Improvement Plan.
4. Fall 2009: Present a review of the previous year's goals and action plans during orientation for new and re-turning staff. Targeted action plan for the year will be emphasized.
5. Fall 2009: Help new employees with transition into our district. Following orientation, new employees will be paired with returning employees to answer any questions and help with transition into district.
6. Post school board minutes on website in a timely fashion. (Minutes can only be posted after they have been approved at the next month's meeting.)
7. Post all concerts, senior project nights etc. on reader board more consistently.
8. Continue to have an ASB officer (reporter) submit a report about meetings to newspaper.
9. Get good ideas into newsletter and newspaper.