Title I Schoolwide Plan – Grades 6-12
Neah Bay High School (9-12) and Markishtum Middle School (6-8)
2013-2014

COMPONENT 2 – SCHOOLWIDE REFORM STRATEGIES

There are seven goals in the Schoolwide Plan (SP). These goals are linked directly to the 2013-2014 School Improvement Plans (SIP) for Markishtum Middle School (MMS) (Grades 6-8) and Neah Bay High School (NBHS) (Grades 9-12). Goals are listed first; explanations for individual goals follow.

1. Increase reading achievement in grades 6-8 and maintain reading achievement in HS
2. Increase math achievement in grades 6-12
3. Increase behavioral and academic expectations for success, with special emphasis on decreasing tardies and unexcused absences in grades 6-12
4. Maintain a supportive and safe learning environment
5. Improve parent, community, and Tribal involvement
6. Increase the health and fitness of our students
7. Increase the readiness of all 6-12 students for success in life after high school.

GOAL 1– Maintain student success in HS reading programs and maintain/increase MS reading success.

Data: High School: NBHS students scored 79% in reading in 2013. This figure includes SPED students and Alternative Program students, and is an increase of 6% from the previous year.
Middle School: In 2012-2013, 8th grade scored 56% with a goal of 60% (+2% increase); 7th grade scored 56% toward a MSP reading goal of 60% (+8% increase); and 6th grade scored 53% toward a goal of 60% (+1% increase).

Reform Strategies: High School: 1) Principal will continue to instruct all NBHS teachers in state reading/writing standards, including group scoring training for 10th grade essays. 2) Language arts teacher will upgrade reading component in NBHS by selecting timely, engaging, and culturally relevant texts and selections. 3) Language arts program will offer a Collection of Evidence class for senior students who are still struggling to meet state standards. 4) Principal will continue to inform parents and students about the research findings which motivate language arts program requirements, including the 30 minute nightly reading assignment. 5) Teachers will receive professional development opportunities in Common Core State Standards, which devote much attention to informational text and evidence-based responses, two improvement areas for NBHS. 6) Ninth and tenth graders will take MAPS tests three times each year.

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1 The most recent CNA for the Cape Flattery School District was administered in the winter of 2009. The Parent Advisory Group meets quarterly.
7) A free, credit-recovery summer school will keep students on track if any receives an F in an ELA class.
8) Teachers and principal will analyze 2013 reading data, including MAPS data, and use results to plan instruction and remediation.
9) Site administration will continue to work with the SMATE (Science, Math, and Technology Education) staff operating at Western Washington University’s TWSSP (The Whole School Success Project) program to offer research-based, professional development opportunities to ELA, math and science teachers, as well as form PLCs to increase successful instructional practices.
10) The GEAR UP tutoring lab is open from 3:30 to 5:30 Monday through Wednesday.

Reform Strategies: Middle School: 1) Principal will continue to instruct all MMS teachers in state reading/writing standards, including group scoring training for 7th grade essays.
2) All students in grades 6-8 are assessed using MAPS three times each year.
3) Administration and language arts/SPED teachers will analyze 2013 reading data, including MAPS data collected in at three points each year.
4) Language arts teacher will upgrade reading component in MMS by selecting timely, engaging, and culturally relevant texts and selections.
5) An after-school tutoring program will use National Honor Society students to help struggling MMS students.
6) Corrective Reading is available for students who do not meet state standards.
7) 8th grade students who meet and exceed standards will receive an opportunity to take a Research Applications class in the high school.
8) Principal will continue to inform parents and students about the research findings which motivate language arts program requirements, including the 30 minute nightly reading assignment.
9) Teachers will receive professional development opportunities in Common Core State Standards, which devote much attention to informational text and evidence-based responses, two improvement areas for MMS.
10) Site administration will continue to work with the SMATE (Science, Math, and Technology Education) staff operating at Western Washington University’s TWSSP (The Whole School Success Project) program to offer research-based, professional development opportunities to ELA, math and science teachers, as well as form PLCs to increase successful instructional practices.

GOAL 2 – Increase math achievement in grades 6-12
Data: High school – 10th grade exceeded 70% goal for both EOC1 (algebra-74%) and EOC 2 (geometry- 83%). 100% of Class of 2013 has met math standard.
Middle School - 8th exceeded 40% math goal with 48%; 7th exceeded 36% goal with 48%; 6th grade increased 22% to 60%.

Reform Strategies: High School: 1) All NBHS students will now begin algebra or pre-algebra, or receive an RTI class to help move them closer to pre-algebra by sophomore year.
2) The entire high school schedule is built around the assignation of appropriate math classes to students, including the middle school students who are ready to begin algebra classes.

3) Specialized instruction (via RTI philosophy) with very low student to teacher ratio is offered to struggling math students.

4) Teachers are available daily before and after school to help struggling students. The GEAR UP tutoring lab is open from 3:30 to 5:30 Monday through Wednesday.

5) Peer tutor program will allow NBHS students to help each other.

6) Site administration will continue to work with the SMATE (Science, Math, and Technology Education) staff operating at Western Washington University’s TWSSP (The Whole School Success Project) program to offer research-based, professional development opportunities to ELA, math and science teachers, as well as form PLCs to increase successful instructional practices.

7) NBHS math teachers participate in the MBA process through our ESD.

Reform Strategies: Middle School: 1) All MMS students will now begin algebra or pre-algebra in 7th grade, or receive specialized instruction (via RTI philosophy) with very low student to teacher ratio.

2) Daily schedule includes a two hours of core math class for each student.

3) MMS students who are capable of taking high school pre-algebra and algebra classes cross over to high school building for math instruction.

4) Math assessments (MAPS) allow teachers to target instruction and to move students to appropriate math levels.

5) High school students are available to act as peer mentors/tutors in math.

6) Teachers are available daily before and after school to help struggling students. The GEAR UP tutoring lab is open from 3:30 to 5:30 Monday through Wednesday.

7) Math teachers are offered professional development opportunities.

8) COAST program will offer math augmentation opportunities after school.

9) MMS language arts teacher will assist math teacher in delivering lessons which increase student performance on mathematics writing tasks.

10) Site administration will continue to work with the SMATE (Science, Math, and Technology Education) staff operating at Western Washington University’s TWSSP (The Whole School Success Project) program to offer research-based, professional development opportunities to ELA, math and science teachers, as well as form PLCs to increase successful instructional practices.

GOAL 3 – Maintain high standards and expectations in academics and behavior, which includes addressing and reducing tardies and unexcused absences.

Data: Middle School and High School: Suspensions remained at 10 per year. Unexcused absences remained at .9%. Tardies decreased 36% from previous year. Number of MMS students on the Honor Roll in Q1 increased by 36% from previous year. For the third year in a row, 100% of enrolled seniors graduated and had a letter of acceptance from a college, university, or military unit.
Reform Strategies: Middle School and High School:
1) Students will continue to be recognized quarterly for academic achievement, and teachers grant awards to students at the semester during a special assembly.
2) The administrative office for grades 6-12 will increase parent contacts for students with tardies and unexcused absences, including an after-school Thursday School for students with excessive tardies.
3) Students with six tardies in a quarter will be referred to the counselor to develop a time management plan.
4) Students with 95% attendance and two tardies or less will receive awards at quarterly Honor Roll assemblies.
5) All staff will receive training in the Garcia-Winners’ Social Thinking behavior philosophy; posters which help implement this strategy will be posted in each classroom.
6) All staff will review (13-14) discipline summary, which was refined with staff input collected in May of 2013. Parents will receive copy of this summary at registration; it is available on the district website as well.
7) Leadership opportunities and training will continue to be a component of sports, ASB and Honor Society programs.
8) The Makah Tribal Council created the Makah Student Incentive Program, which awarded $25 per state test passed to each student in grades 3-12. Students who passed all state tests at a given level received an additional $25 bonus. Students earned a total of $11,000.00 for state test success in 2013.

GOAL 4 – Maintain a supportive and safe learning environment
Data: Middle School and High School: HIB complaints for MMS and NBHS decreased 12% from 11-12 to 12-13. Police interventions decreased to zero since 2011.

Reform Strategies: Middle School and High School:
1) Staff will maintain a supportive learning environment which includes a well-kept physical plant, safe school practices, an effective anti-HIB program, an effective counseling program, and connections with the Makah Tribe’s Wellness Center and Chemical Dependency Program for substance abuse interventions.
2) The administrative office for grades 6-12 will continue to train students and staff in the emergency drills necessary for school safety, and will hold these drill according to the schedule published at the beginning of the year. The school will participate in Washington State’s earthquake drill in October 2013.

GOAL 5 – To offer more avenues of communication and more evening parent programs, in addition to facilitating working relationships with the Makah Tribal Council and community volunteers.
Data: Middle School and High School: The 2009 CNA conducted by the school district showed that 38% of the MMS parents and 46% of the NBHS parents at the Neah Bay campus wanted an increase in information and parent involvement at the middle and high school levels. The Impact Aid IPP committee’s report has not included issues with communication since 2011.
Reform Strategies: Middle School and High School:
1) Neah Bay High School and Markishtum Middle School maintains the number of Makah language and culture classes offered to students by collaborating with the Makah Tribe’s JOM program. The JOM program will provide an instructor with OSPI native-language certification to teach two classes daily at the high school, as well as offer a daily class for an entire month to grades 6-8.
3) Site administration will work with the Makah Cultural and Research Center to maintain an historic Makah photographic exhibit in the middle and high school buildings.
4) The GEAR UP program will continue to offer parent education programs.
5) Site administration will increase parent programming in math/science education by taking advantage of local programs like the mobile Science Adventure Lab from Children’s Hospital in Seattle which offers a specialized Family Science Night.
6) Student-led conferences expanded to all grades 6-12 in the 2012-2013 school year and continued this year.

GOAL 6 – Increase the health and fitness of our students
Data: Middle School and High School: Data from the 2009 CNA suggests that parents are becoming increasingly aware of the role of nutrition in their children’s lives, and that they wanted to see PE as a regular part of the middle school curriculum.

Reform Strategies: Middle School and High School:
1. MMS students will have PE once each week.
2. The physical education program will include classroom-based components which will address healthy eating, the problems with using ATOD (alcohol, tobacco, or drugs), strategies to avoid using ATOD), and healthy exercise.
3. The physical education program will begin gym class with exercise and calisthenics each day.
4. The physical education teacher will gather fitness data from each MMS and NBHS student at the beginning of the school year, and repeat the assessment quarterly, so students can track their progress.
5. The Food Service program will follow the most current USDA nutritional guidelines.
6. The Food Service will substitute whole grain rolls for white flour versions.
7. The Food Service will substitute low sugar, whole grain cereals for less healthy versions, and substitute low fat and low sodium condiments in the cafeteria.
8. The Food Service will include more fruits and vegetables on the salad bar.
9. CFSD will explore legal opportunities to use local foods in the school lunch program.
10. The MMS/NBHS administrative office and counselor have forged a relationship with the Tribe’s Clinic and Wellness Program that brings professionals into the schools on a regular basis.

GOAL 7 - Increase the readiness of all 6-12 students for success in life after high school
Data: High School: We have an 84% 5th year graduation rate, which earned us a Washington Achievement Award in 2012, and have had 100% of enrolled seniors graduate in 2011, 2012, and 2013 with a letter of acceptance to a university, college, technical school or military unit.
**Middle School:** 100% of the 8th grade class promoted from 8th to 9th grade in 2013. NBHS staff would like to see students perform at a higher level when they enter high school, especially regarding homework behaviors and testing strategies.

**Reform Strategies: Middle School and High School:**
1) The TWSSP program provides the principal and teachers with professional development opportunities which focus on the research about instructional best practices, college readiness and post-high school success. The teachers will share this information with the rest of the faculty on in-service collaboration days. The principal will share this information with staff at staff meetings and in-service trainings.
2) Parents will receive college-readiness information through GEAR UP parent events, now that this program operates from grades 7-12 (NBHS and MMS).
3) The MMS/NBHS math, science, and language arts teachers will participate in TWSSP this year.
4) The principal will write a daily “Tip for Student Success” which will be included in the daily bulletin for MMS and NBHS students. The tips will contain information about success in secondary school as well as post-high school success.
5) MMS will use EXPLORE (8th grade) and NBHS will use PLAN (10th grade) to assess college readiness early and inform parents about these results.
6) Site administration and staff will continue to develop and implement transition programs to support movement from elementary school to middle school and from middle school to high school.
7) 9th grade students will continue to give student-led conferences to their parents within the first month of school to aid both parent involvement and transition success, and all other students in grades 6-12 will present student-led conferences beginning in November 2012.
8) Staff will continue at-risk case reviews for high-risk students at staff meetings.

**COMPONENT 4 – PROFESSIONAL DEVELOPMENT ACTIVITIES**

Professional development opportunities for staff are generated by a variety of methods:

1. This year, Washington State’s TPEP system begins, and the teacher evaluation changes drastically for the 25% of staff members transitioned to this new legally required system. All teachers begin learning about this system, which requires multiple observations, conversation about practice, and the use of a rubric developed by the University of Washington’s Center for Educational Leadership. Half of the PD time this year is geared around TPEP and the CCSS.
2. Based on state test scores and school improvement research, the principal establishes an overall goal for the entire teaching staff for the school year. This goal drives half of the professional development topics during the school year. For the 2013-2014 school year, the principal’s goal is to increase higher-order thinking in cooperative instruction, as facilitated by TWSSP, and continue the shift to CCSS in the classrooms.
3. Staff meetings have an “Instructional Spotlight” component, which allows the principal to share thoughts about current instructional research or observations from her MBWA (Management by Walking Around) for the previous weeks. Faculty can also
provide input from their lesson plans or the TPEP planning sheets from that month. These discussions often stimulate professional development sessions.

5. The principal and teachers will request to attend a professional development session when ESD offers one that is important for the teacher or the school.

6. Because math is the area that requires the most improvement for grades 6-8, the math teachers meet more frequently than other subject or grade-level groups, and will be able to request math training at any point in the year.

To monitor the impact of professional development opportunities, several principal employs several methods:

1. The TWSSP PLC meetings generate feedback for the principal.
2. The principal frequently observes instruction in classrooms to monitor the fidelity of instructional strategies or school-wide initiatives. When necessary, the principal issues a fidelity report which informs the faculty about general compliance with professional development strategies and principal expectations. Teachers in the new TPEP system have ongoing interactions about instructional practice through Washington State’s eVal system.
3. The principal correlates student achievement data with the professional development fidelity and professional development opportunities for each teacher.
4. Staff has input into general practice for the following year through the annual staff de-brief session held at the end of May.
5. Staff and student surveys are conducted throughout the year as the need arises. For example, student perceptions about their work habits and the productivity of teachers are surveyed the second week of September every year.
6. The staff can make suggestions to the principal for her professional development through CFEA and the Pole 360 process.

COMPONENT 6 – STRATEGIES TO INCREASE PARENT INVOLVEMENT

Markishtum Middle School and Neah Bay High School employ a variety of methods to increase parent involvement in grades 6-12. Many aspects of the parent involvement component have been outlined in the discussion of Goal 5 of the Schoolwide Reform Strategies. Other strategies include:

1. Report cards are mailed to parents quarterly, and parents and students have access to the teacher gradebooks through the Family Access/Student Access component of Skyward. The link to this access is posted on the CFSD website.
2. Student registration also provides the opportunity for the principal to discuss the Title I compact with each parent, and to solicit feedback about data-oriented changes in the instructional program for the coming year. This is particularly important when providing parents with information about the CCSS shift that is happening in classrooms. Each parent also receives an activity calendar for the entire school year; this calendar provides important curricular and extra-curricular dates and events for family, parent, and student activities.
3. Teachers are directed to provide parents with a weekly, paper electronic grade report for each child. Teachers are also instructed to contact each parent every time a child’s grade hits the level of F.

4. The district operates Family Access for the grading program used by the secondary faculty. This provides each family with electronic access to the gradebooks for each of their child’s teachers, with a regulated password.

5. A newsletter will be written by the students in the Makah 3 class, and will be written in both the Makah language and in English.

6. Basketball season is the most active sports season for middle and high school. A Title I table with educational information and parent surveys is set up in the gym for each home game.

7. A Comprehensive Needs Assessment (CNA) will be conducted this year.

8. The Alternative Program and the GEAR UP program conduct parent surveys every year.

9. The IPP committee meets monthly and provides an opportunity for communication for parents who do not want to speak directly with teachers or site administration.

10. Parents are invited to quarterly honor rolls and award assemblies, as well as extra curricular dinners, events, and presentations. Invitations are mailed home to parents, sent home with children, and posted on the Makah Tribe’s Community Access Portal.

11. Information about school schedules, events, testing, safety issues, and opportunities are posted on the Community Access Portal.

12. The school nurse contacts parents about student health information like care plans, as well as service opportunities, like flu shot clinics or diabetes screenings which will be held at the school. She also contacts parents who have children with food allergies, chronic conditions, or pervasive issues (like head lice) to make sure children are not missing school or missing treatment options.

13. Children who pass state-level tests receive public recognition at the Annual Award Assembly, which is held the second week of September every year. Parents receive written invitations, and the Makah Tribal Council paid monetary incentives to each successful child.

COMPONENT 7 – TRANSITION PLANS BETWEEN GRADE LEVELS AND FROM ELEMENTARY TO MIDDLE SCHOOL AND FROM MIDDLE SCHOOL TO HIGH SCHOOL

1. For SPED students with behavioral issues, transition begins in April when the 4th quarter begins, so a great deal of staff support can help these students to adjust to the new routine and expectations. Another special meeting, this time for the new 6th grade parents and students, takes place a few weeks before school starts so information can be updated, and parents and children can ask questions. Older MMS students provide a tour to the new 6th graders. This year, we continued our most successful transition model: 6th graders spend half the day in a self-contained classroom with one teacher, then two periods with the ELA teacher. Consequently, 6th graders have three teachers and half the transitions of 7th and 8th graders.

2. 8th graders begin their transition to 9th grade in June of the previous school year, when they attend a high school class or two so they can experience high school academic and
behavioral expectations. 8th graders also complete a Promotion Project which is based on the Senior Project model. The presentation each 8th grader must give in front of a faculty panel helps to prepare every student for the 9th grade conference each must lead in October of the next year. Because parents have indicated how stressful this transition is for their children, the high school ASB officers conduct a special tour for the “new” 9th graders a few days before school starts. This opportunity allows students to ask questions to their peers.

3. Since parents have expressed concern about the importance of the transition to high school, there is now a freshman student-led conference very early in the school year. The student has a detailed instrument that solicits information form each of the freshman’s teachers, so this perspective on success is supplied to the parent, as well as the student’s perspective on success. Feedback from parents is very positive about these conferences, and we are able to catch and remediate problems early, instead of waiting till a freshman had a D or F on a report card.

4. The GEAR UP program provides important parent programs addressing transition from high school to college or technical school. An example follows: The director of admissions at the University of Washington will present a workshop for junior and senior parents about the many transitions students will face when they enter college or technical school. The Minority Affairs Office of the University of Washington tells us that there are more Makahs at UW than any Tribe in the State; 86% of these students are NBHS alumni.

5. Nav 101, Career Cruising, and WOIS software also provides important transitional information for high school students. This information addresses grade level to grade level transitions, as well as the post-secondary transition to whichever path the gradate plans to take: military, straight-to-work, technical school, 2 year college, or 4 year university.

COMPONENT 8 – TEACHERS INCLUDED IN ASSESSMENT DECISIONS

Teachers are included in assessment decisions in a variety of ways. Some of these opportunities were presented in the Schoolwide Reform Strategies component.

1. All teachers receive state testing data when they return to work in September. They will use the assessment data to inform classroom decisions when lesson planning starts in earnest. All teachers also receive a SPED summary about each Special Education student, so they are aware of all accommodations required for these students; the SPED summary also helps mainstream teachers to be more contextually aware of factors which affect how they interpret testing data for SPED students.

2. Math teachers use state testing data, classroom performance data, and MAPS and MBA math assessments to develop the class lists and instructional strands for the beginning of the year. The math teachers will review data quarterly to determine if students should move up or down in the sequence of middle school classes.

3. Teachers in a single subject area use state testing results to inform content decisions. This type of investigation really suffered when strand data was not provided as a part of the state test score reports.
4. Teachers are required to use both formative and summative assessments to judge student mastery of material. Staff planning sheets need to reflect assessment strategies as well as a variety of assessments.

5. The principal uses this data to develop instructional priorities for teachers, as well as professional development needs of staff.

6. Parents receive information about state-level testing at registration and the personal conference with the principal at the beginning of each school year. The principal interprets the scores for each parent, and explains how the score affected educational decisions the school made for the child in relation to the new schedule. Parents receive weekly electronic grade reports every Monday.

7. Assessment data also plays a large part in managing high-risk students. At staff meetings, teachers nominate students for high-risk status, which means that the principal and counselor begin to centralize current data for the student, and include parents in planning for success for the student.

COMPONENT 9 – STRATEGIES FOR PROVIDING TIMELY ADDITIONAL ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTIES MASTERING STANDARDS

1. As discussed in component 8, middle and high school students are given high-risk status through teacher referral during the school year, as well as through state test scores at the beginning of the school year. Help for these students at the middle school level happens during after school tutoring by teachers or peers, or in the free, Title I funded summer school. In rare occasions, a student is transferred to the Alternative Program for part or all of a day. Parents are informed through weekly grade reports, contact with teachers, the principal, or the counselor, or via Family Access to the teacher gradebooks.

Help for these students at the high school level happens during the GEAR UP tutoring lab, which operates from 3:30 pm to 5:30 pm Monday through Wednesday, or through placement in special classes which provide for a very low student to teacher ratio in either the high school or the analog Alternative Program. Parents are informed through weekly grade reports, contact with teachers, the principal, or the counselor, or via Family Access to the teacher gradebooks. The principal and the counselor help students and families to use the Social Thinking philosophy to make better decisions which increase the chances for success in classrooms and assessments.

2. SPED students are monitored closely by the SPED teachers and the counselor, as well as the mainstream teachers who have been trained in proper accommodations for the students.

3. Based on review of assessment results, math outcomes are the instructional priority for both middle school and high school programs.

4. High school students who do not meet standards in reading or writing will be scheduled for a Collection of Evidence (COE) class in addition to their core English class.