

Alternative School Annual Evaluation Report



**Sierra View Elementary
Academics Plus Program
Chico Unified School District
Chico, CA**

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

**Sierra View Elementary School
Chico Unified School District
Chico, CA**

PART I: INTRODUCTORY INFORMATION

- A. Sierra View Elementary K-6 School: Academics Plus Program
- B. 1598 Hooker Oak Avenue
Chico, CA 95926
Office: 530-891-3117
FAX: 530-891-3186
- C. Chico Unified School District
- D. Date of Academics Plus Program Inception: August 1975
- E. Evaluation Period: School Year 2010-2011
- F. Evaluators: Debbie Aldred, Principal, Teachers, Parent
Advisory Committee (PAC) Members, Phone: 530-891-3117
 - (1) Tennille Bales, PAC Chairperson
 - (2) Candace Caldwell, Vice Chairperson
 - (3) Susan Carlisle, Special Events Coordinator
 - (4) Natalie Arington, Special Events Coordinator
 - (5) Marne Larsen, Treasurer
 - (6) Kayci Tiner, Secretary
 - (7) Kareem Abouzeid
 - (8) Ragna Ruffner
- G. Principal: School Year 2010-2011: Debbie Aldred, Phone: 530-891-3117

PART II: EXECUTIVE SUMMARY

Sierra View School is one of twelve elementary schools in the Chico Unified School District. The nine-acre campus is located on tree-lined streets at the corner of Madrone and Hooker Oak Avenues in a quiet residential area on the east side of the city of Chico. Landscaped courtyards border a majority of the classrooms. Currently, Sierra View houses the Academics Plus Alternative Program and two Special Education classrooms.

Previous to August 2009, Sierra View housed the Academics Plus Program and a Neighborhood Program. The Academics Plus Program was created by parents who wanted a traditional, rigorous academic and enriched environment. With current educational standards and benchmark assessments and the melding of two programs (Neighborhood and Academics Plus) over the years, we have seen that many of the original fundamental reasons behind establishing Academics Plus have surfaced in the Neighborhood's educational practices.

In addition to the melding of the two programs, the entire school has consistently scored above 800 API for over 10 years. All the teachers are committed to sound teaching with an emphasis on all the core subjects and a high commitment to parent involvement in all aspects of the educational process.

In the spring of 2009, parents and staff overwhelmingly voted to consolidate the two programs into an all Academics Plus Program. At that point the administration filed for Alternative School of Choice status. Sierra View Academics Plus Program opened as an Alternative School of Choice on August 12, 2009.

The Goals and Philosophy of the Academics Plus Program focuses on reading, writing and math, rounded out by a solid curriculum in composition, science, history and geography. While enrichment activities are taught, the fundamental program receives priority in a structured and disciplined environment. MacMillan/McGraw-Hill Mathematics is this year's focus for the Academics Plus Program and is a main feature that distinguishes Academics Plus from other programs in Chico Unified School District.

Sierra View's vision is to provide a nurturing environment where students, staff, and parents work cohesively and effectively towards specific goals allowing all students to reach their fullest potential. **Our mission** is to:

- Spark the joy for learning;
- Build a foundation for knowledge and skill;
- Create a safe and respectful environment; and
- Promote lifelong learners and productive contributors to society.

We offer a variety of educational opportunities. We have a newly constructed computer lab on campus with 30 PC computers. Classrooms have a weekly scheduled time. Sixth grade student aides are trained to help classrooms during their computer time. Sierra View has a total of 215 computers throughout the school that are used for instructionally-related purposes. SVTV, our closed circuit Television Station, has been on the air for 17 years and telecasts a student-oriented program reflecting all areas of Sierra View activities every other week. The 4th and 5th grade teachers completed an EETT Grant in 2010 and are incorporating an increased variety of technology into their classrooms. Students have access to PIP, Second Step Program/Toolbox, Student Council, music, Book Buddies, Read Naturally, cross-aged tutors, leveled reading, math interventions, Chinese Language and Culture, partnership with California State University, Chico (CSUC) hands-on science labs and dance program, service learning through a partnership with Bidwell Park adoption, and much more.

The parent community at Sierra View School is a key factor to student success. Support for our programs is given by the PTA, Academics Plus Parent Advisory

Committee (PAC) and the School Site Council. Parents are involved with their children's education on a variety of levels and parent volunteers make up an important part of our daily school population. Parent aides and parent volunteers are seen daily working in classroom. Parent volunteers are instrumental in our R.I.C.H. (Reading Is A Cool Habit) Reading Program, Good Citizen recognition, Fall Festival, Book Fair, Bike Week, Student Store, All School Sing, Kindergarten Faire, Science Night, Science Fair, Reflections, Giving Tree, and Cal-Skate Nights.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

A. Statement of Purpose

Sierra View has provided the Academics Plus Program since 1978. In the spring of 2009 the school consolidated its neighborhood program with the Academics Plus Programs and applied as a "Program of Choice" as defined by the California Education Code section §58500. The Academics Plus Program is also governed by section §58503 which states that teachers employed and students enrolled in the alternative school or program shall be selected entirely from volunteers. The Education Code section §58518 states that "any alternative school or program shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district." Section §58510 guides this presentation in that the Academics Plus Program is required to provide the school board with an annual evaluation of the program. This will be the second annual report.

B. Elements that Facilitate Student Achievement

The Academics Plus Program is open to all students district-wide as an educational alternative as space is available. The Academic Plus Program was created as the "Back to the Basics" program targeting and stressing all academic areas using a structured, rigorous academic and enriched environment. Teachers have high expectations, challenging students and helping them to succeed. Along with the structured learning environment and high expectations, the Academics Plus Program has adopted the McMillan/McGraw-Hill Math which provides a different curriculum than any other elementary program in Chico Unified. Future adoptions will be "Back to the Basics" and structured curriculum.

Classrooms are set up to provide structured learning. Staff meets in grade level teams to plan the curriculum to ensure that all academic basics are completed by the end of the school year using common assessments and the district Benchmark Assessments to assure students are mastering the essential standards. Grade levels integrate and swap students often. This allows a variety

of learning experiences for students and a shared team approach for teacher collaboration towards student success.

One of the requirements of the Academics Plus Program is a weekly progress report sent home with each child at the end of each week. This form of communication helps strengthen the understanding of what is being taught and what reinforcement can be provided at home by parents to ensure student success.

Parent involvement is a key component to the achievement of the Academic Plus student. Parents and students sign a yearly contract committing to active involvement to the educational requirements of Academics Plus. In addition, parents commit to 30 hours of service to the program per year. Parents are required to assist with homework, review and return weekly progress reports, help in the classroom, participate on field trips, or wherever else their help may be needed to foster student learning.

C. Evaluation Steps

1. Administration of California Standards Test to grade 2nd-6th
 - a. April 2009 Baseline Data
 - b. April 2011- evaluation data to be used when available
 - c. Debbie Aldred, Principal (2001-2011)
2. Writing of School Based document
 - a. Written by Debbie Aldred, Principal (2001-2011), Teacher Leadership PLC, edited by Sierra View Staff
 - b. Submitted August 2011
3. Parent Information
 - a. Written by Claire Johnson, Parent Advisory Committee (PAC) Chair, and volunteers from the PAC
 - b. All Parent Meeting- May 19, 2011
 - c. Parent Surveys due- May 26, 2011
4. Presentation to the PAC group
 - a. October 10, 2011
5. Presentation to Chico Unified School District (CUSD) School Board
 - a. November 2, 2011
 - b. **2010-2011 Action Proposal** : It is the school's recommendation that the action be taken to have an outside source (preferably the district much it does for charter schools) review the school in the future for this annual evaluation as a 3rd party evaluator.

D. Expected Outcomes

The expected outcome is that 68% of 2nd-6th grade students will perform Proficient or above on the CST in Language Arts. The expected outcome is that 69% of 2nd-6th grade students will perform Proficient or above on the CST in Math.

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation is focused on further developing the Academics Plus Program and student achievement. The CST testing program from April 2011, the Chico Unified Benchmark Assessments, Parent, Student and Staff surveys will be used as the data to support Sierra View and the Academics Plus Program as an Alternative School of Choice. This evaluation has the following goals:

- a. Choose ***curriculum that supports student achievement and the school philosophy.***
- b. Work with PAC on ways to supplement the curriculum to ***enhance the academics*** already in place with additional support for music, art, science, technology, etc.
- c. ***Integrate and articulate social studies and science*** throughout the grade levels.
- d. ***Increase school/community commitment*** through partnerships with Bidwell, Chico State University, and other community agencies.
- e. ***Reinstate aides*** in the primary grades to help facilitate interventions for our struggling students.
- f. Build ***interventions*** in math and language arts.

A. Curriculum and Student Achievement

This is the second year of the adoption of the McMillan/McGraw-Hill Math Program. Choosing a curriculum that supports the Academics Plus Program will be an on going recommendation as new adoptions come up. Teachers annually establish their own grade level pacing guides and meet once or twice a month in their Professional Learning Communities (PLC) to work on SMART Goals and common assessments. Teachers also meet annually with grade levels above and below to coordinate curriculum scope and sequence understanding.

It is important to continually compare Sierra View's progress with the progress of other students in Chico Unified. All students were given the CUSD Benchmark Assessments in math. The following are the results of Sierra View students in comparison to comparable CUSD schools using Everyday Math:

District Math Benchmark Assessment results: % passed Fall/Spring Benchmark

Grade Level	Sierra View		Shasta		Marigold	
K	91%		98%		95%	
1st	89%	95%	90%	98%	71%	81%
2nd	74%	82%	60%	89%	39%	48%
3rd	86%	100%	55%	84%	60%	69%
4th	63%	47%	42%	35%	73%	43%
5th	55%	27%	20%	15%	16%	7%
6th	62%	40%	34%	61%	37%	48%

Timed Test Results: % passed 3rd Trimester Benchmark

Grade Level	Sierra View	Shasta	Marigold
1st	86%	69%	64%
2nd	24%	40%	18%
3rd	62%	55%	48%
4th	52%	70%	22%
5th	80%	47%	57%
6th	89%	61%	83%

Overall, Sierra View students are maintaining a high level of competency using the MacMillan/McGraw-Hill Math adoption as compared to two other high achieving schools in the Chico Unified School District.

Sierra View has scored over 800 API on the CST Test since 2001. In 2011 Sierra View scored 872 API and met all subgroup's growth targets except Socioeconomically Disadvantaged subgroup. The following is the breakdown of the results:

Academics Plus continues to remain competitive with the rest of the district and in most cases exceed both district and state averages:

CST- English Language Arts

2nd	State	CUSD	SV		3rd	State	CUSD	SV	
Mean Scale Score	359.5	339.7	365.4		Mean Scale Score	344.0	332.9	354.4	
% Proficient & Above	55	44	66		% Proficient & Above	45	37	55	
% Basic & Below	45	56	34		% Basic & Below	55	63	45	
4th	State	CUSD	SV		5th	State	CUSD	SV	
Mean Scale Score	369.1	363.2	390.2		Mean Scale Score	359.8	357.5	377.2	
% Proficient & Above	63	61	78		% Proficient & Above	58	58	70	
% Basic & Below	37	39	22		% Basic & Below	42	42	30	
6th	State	CUSD	SV						
Mean Scale Score	355.4	356.3	376.5						
% Proficient & Above	54	57	70						
% Basic & Below	46	43	30						

Overall, the English Language Arts results show that 69.9% of our students performed Proficient or above on the CST on the ELA test meeting the target of 67.6%. Unfortunately, only 57.3% of the Socioeconomically Disadvantaged subgroup performed Proficient or above on the CST in ELA.

CST- Math

2nd	State	CUSD	SV		3rd	State	CUSD	SV	
Mean Scale Score	382.2	363.0	390.9		Mean Scale Score	398.1	372.9	412.5	
% Proficient & Above	66	59	76		% Proficient & Above	67	58	69	
% Basic & Below	34	41	24		% Basic & Below	33	42	31	
4th	State	CUSD	SV		5th	State	CUSD	SV	
Mean Scale Score	389.2	369.6	406.1		Mean Scale Score	390.2	367.5	408.1	
% Proficient & Above	70	64	81		% Proficient & Above	62	55	73	
% Basic & Below	30	36	19		% Basic & Below	38	45	27	
6th	State	CUSD	SV						
Mean Scale Score	362.2	358.8	399.9						
% Proficient & Above	52	53	76						
% Basic & Below	48	47	24						

School-wide, the Math results showed that 76.4%% of our students performed Proficient or above on the CST on Math meeting the target of 68.5%. 73.4% of the Socioeconomically Disadvantaged subgroup also performed Proficient or above on the CST Math.

Based on this data the staff developed SMART Goals to target the specific areas that we felt were our weakest in Language Arts and Math. We also addressed our EL and Student with Disabilities populations.

2010-11 School Goals

Goal #1:

Sierra View will increase the percentage of Socioeconomically Disadvantaged students to Proficient or above the established proficiency standards on the State assessment in ELA and Math by 3%.

- *This goal was not met in ELA or Math. Socioeconomically Disadvantaged students dropped 13.4% from 2010 in ELA and 2.2% in Math.*

Goal #2:

Sierra View will increase the percentage of Students with Disabilities and English Language Learners to Proficient or above the established proficiency standards on the State assessment in ELA and Math by 3%.

- *This goal was met. The number of Students with Disabilities that performed Proficient or above increased 9.2% in ELA and 11.6% in Math.*

Goal #3:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (67.6%) on the State assessment in Language Arts from 72% to 75% concentrating on Grade Level SMART Goals.

- *This goal was not met. However, 69.9% of the overall student population performed at or above Proficient on the ELA portion of the CST and met the State's target of 67.6% of students.*

Goal #4:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (68.5%) on the State assessment in Math from 76% to 78% concentrating on Grade Level SMART Goals.

- *This goal wasn't quite met. 76.4% of students performed at or above proficient on the Math portion of the CST, but met the State's target of 68.5% of students.*

Each Grade Level PLC met once or twice a month to develop short term SMART Goals and common formative assessments which were instrumental in helping to progress all students to the final school goals. The Benchmark Assessments and

Language Arts and Math Unit tests were used as summative assessments. The CST was used as the final summative assessment.

Using the new math program MacMillan/McGraw-Hill, the goal for Math was for 78% of students to score Proficient or Advanced on the Math portion of the CST. 76.4 of the students met this goal. This is up 1.1% from 2010.

73.4% of the Students with Disabilities scored Proficient or above in Math on the CST. This sub-group is up 11.6% from 2010.

B. Enhance Academics

The PAC has worked all year planning ways to fundraise money without involving Sierra View students. Their goal is to create a Foundation. A Foundation would allow PAC to allocate the raised funds to hire additional support for music, art, science, technology, etc. This will continue to be an on-going recommendation as the program grows.

Currently, Sierra View is enhancing the academics by providing opportunities within the classroom setting using volunteers, paid parent aides, or technology:

Volunteers/paid parent aides: Book Buddies are community volunteers who work once or twice a week one on one with struggling students in reading. The Read Naturally program is a pull out program for students to work on their reading fluency. This program is run by one of the paid parent aides. Peer and cross aged tutors are used throughout the grades to enhance the learning of both sets of students. Guest speakers and field trips are invited into classrooms to provide additional support and information to the subject matter. In conjunction with California State University, Chico and Hanban, Sierra View has the Chinese Language and Culture in Kindergarten and 1st grade. This program will progress into 2nd grade in 2011-12.

Technology: Rosetta Stone is used in the upper grades to teach Spanish to interested students. Many of the upper grades provide lessons in PowerPoint, Movie Maker, word processing, and Excel. Students have final projects in one or more of the technology processes. Students also have the opportunity to be computer aides where they learn how to "trouble shoot" problems that come up in the computer lab. The school has a closed circuit TV production where students learn to operate the equipment, learn to write scripts and then report in front of the camera. Computer programs are available for enrichment as well as

for remediation (Accelerated Reader, Accelerated Math, Help Math, Essential Skills, etc.).

The Sierra View Leadership Team has designed a Technology continuum of learning that will start with students learning the essentials of the computer (mouse, monitor, key board) in Kindergarten and progressing through the grades until each student will have a portfolio of projects (PowerPoint, Movie Maker, Excel, etc.) by the end of 6th grade.

C. Integrate and Articulate Science and Social Studies

All grade levels have been successful in integrating science and social studies.

- Kindergarten took advantage of DonersChoose.org and received a plant and seed center. Students were able to experience the plant life cycle. Lady bugs were used for animal life cycle. Chico State Farms were visited to round out the plant and animal life cycle unit. Holidays, flag, country, community helpers and professions were explored in the social studies areas.
- In first grade, classes visited the Chico Nature Center, The Worm Farm, and Laxson productions at Chico State to enhance the science and social studies. They utilize science and social studies concepts for writing and language arts studies.
- Second grade studies the life cycle of salmon by raising the salmon and releasing them into the wild at the hatchery. They also visit the Wildlife Refuge, Rancho Esquon, and the RARE exhibit. The teachers collaborate and teach the different elements of science and social studies in a rotation. This allows students to receive instruction from a different teacher for each segment. Second grade students are also involved in the Duck Stamp contest and Hooked on Fishing.
- The third grades do an extensive social studies unit on the local settlers of Butte County. This unit of study culminates with a Living History Days activity. Students dress as a particular settler. They participate in activities that children back in the 1800's would have participated in (washing clothes, cooking, going to school, making dolls, panning for gold, making a loom, weaving, etc.). Third graders also visit the Bidwell Mansion, home of the founders of Chico. They have guest speakers for science (Mosquito Abatement, Vector Control, California Water Fowl Association, etc.)
- Fourth grade uses many field trips to enhance their science and social studies curriculum (Sutter's Fort, Mt. Lassen Park, CSUC Science Labs, and Bidwell Park). The students have the opportunity to participate in the Nature Bowl. They also experience service learning by adopting and maintaining a site at the park. The students visit the area and weed out invasive plants and plant appropriate vegetation. Fourth grade teachers

team teach for science and social studies. This approach provides the expertise of each teacher in their subject matter.

- Fifth grade visits Laxson Auditorium for additional enhancement of their curriculum. They also visit the CSUC Labs which provide hands-on experiences for students in the science curriculum for 4th and 5th grade science.
- Sixth grade has an Outdoor Education program where students spend 3 days in an outdoor facility receiving instruction from Naturalists. They also go to Turtle Bay in Redding, Laxson at CSUC, have guest speakers, and share students for social studies and science.
- All students have access to the new Science Lab, Discovery Streaming, Computer Lab, Science Fair, and a variety of guest speakers from the community.

D. Increase School/Community Commitment

Through the partnership with Chico State University, Sierra View has been able to supplement and enhance the curriculum with Chinese language and culture at the Kindergarten and first grades this year. A guest teacher from China works four days a week in classrooms and gives Chinese language and culture lessons twice a week for 15-20 minutes in each of the first grade classes and once a week in each of the Kindergarten classes. In addition to the Chinese partnership, Sierra View also partners with Chico State University with CAVE Aides, student teachers, Passages (Foster Grandparents), psychologist interns, science labs and R.A.R.E. (Recycle education).

Sierra View also partners with Bidwell Park through the Kids and Creeks Program, the Watershed Alliance, Streaminders, and the adoption of a portion of Bidwell Park. The Rotary Club, LOVE Chico, the California Waterfowl Association, Hooked on Fishing, Book Buddies, and numerous parent volunteers partner with classrooms to strengthen the Academics Plus Program.

E. Reinstate Aides in Primary Grades

With the help of District EIA funds Sierra View was able to hire back 3 of the Parent Aides. The aides were able to work with students in early intervention capacities: Kindergarten students, 1st graders as Book Buddies, help with Levelized Reading (1st/2nd), Read Naturally (3rd/4th), English Language Learners (K-6), and support in the combination classes.

F. Build Interventions in Math and Language Arts

First and second grade have continued to 'fine tune' their leveled reading time by scheduling Fine Arts and field trips in the afternoon and keeping the leveled reading time sacred. Students who continue to struggle are assigned a Book Buddy, a community volunteer who reads one on one with the student two to three times a week.

First and second grade teachers have also introduced a math incentive program to encourage students to learn their math facts. Each week students are given a timed math test. Those students who pass are rewarded with Eagle Bucks. Those who didn't pass are pulled and work with in small groups or one on one.

Read Naturally continues to be used for fluency building for 3rd and 4th grade students. Accelerated Reader is used in 2nd-6th grades for comprehension building and to challenge high achieving students.

Accelerated Math and HELP Math are used to help struggling students in the intermediate grades. The intermediate grade teachers have explored several options to meet the needs of the struggling math students and more effectively use these programs. At the end of the school year they still hadn't settled on a workable arrangement and agreed to continue in 2011-12.

G. Other Evaluation Outcomes

2011 PAC Parent Report: In the fall the newly updated by-laws for the Sierra View Academic Plus Program were presented to the CUSD Board of Trustees and approved.

Two major additions to the by-laws were 1) two new council-members were added to the PAC (general council members) to reflect the growing parent body since the whole school became Academics Plus. (used to have 6 members, now have 8) and the addition of the Student Agreement (see below).

APPENDIX FOUR

February 2010

Sierra View Elementary School Chico Unified School District
1598 Hooker Oak Avenue 1163 East Seventh Street
Chico, CA 95926 Chico, CA 95928
(530) 891-3117 (530) 898-3000
ACADEMICS PLUS PROGRAM
STUDENT AGREEMENT

Student's Commitment to Sierra View and the Academics Plus Program:

1. I commit to consistently work, think and behave in the best way I know how and will do whatever it takes for my classmates and me to learn.
2. I will raise my hand and ask questions in class if I do not understand something.
3. I will arrive at school every day on time.
4. I will complete all of my homework and reading every night.
5. I will bring home my Weekly Reports, show them to my parents/guardian, and return them to school.
6. I will adhere to the Sierra View dress code: clothes shall be neat, clean and appropriate for school activities and sufficient to conceal undergarments. For reasons of health/safety all students will also wear appropriate footwear.
7. I am responsible for my own behavior and I will follow all school rules from my teachers and from all staff at school. If I make a wrong choice, I will tell the truth to my teachers, accept responsibility for my actions and sincerely apologize to those who I have wronged.
8. I will be caring, respectful, responsible and honest.

Student's Signature

Date

Student's Name Teacher, Grade & Room #

Parent's Signature Date

At the beginning of the 2010-2011 school year the council took on the following projects:

1. New Parent Orientation;
2. Edited and printed the new Academics Plus Brochure, distributed through back to school materials to all existing Academics Plus parents;
3. Distribution of the Parent Agreement/Guidelines and the Student Agreement;
4. Represented Sierra View at the Kindergarten Faires;
5. Promoted the program through advertising in Growing up Chico Magazine & Chico MOM's Club.

One aspect of Sierra View's Academic Plus Program that really makes Sierra View so strong is the fact that there is excellent communication between teachers & parents. One major tool that contributes to this communication is the use of Weekly Reports. Academics Plus Program requires that all teachers in the program use this approach. This year PAC decided to make sure that the teachers had support in this communication avenue by:

6. Covering the cost of printing the Weekly Reports to off-set each teacher's personal copy allocation; making it so that the limited number of copies the teachers have can be used for teaching purposes.
7. Covering the cost of printing the 1st & 2nd Grade Math Fact Report Sheet for the 1st & 2nd grade teachers to communicate with the parents as to how their students are doing on their addition and subtraction math facts.

The Math-a-thon is the major fundraiser sponsored and coordinated by the PAC.

8. This year we distributed \$215.00 to each of the teachers in the program from the 2009-2010 Math-a-thon.
9. The 2010-2011 Math-a-thon received just over \$6500.00 this year. This money will be divided up amongst the teachers to help them offset the cost of classroom needs for the remainder of this school year and next school year.

2011 Parent/Student Surveys: Overall, Parent and Student Surveys were positive. Both parents and students found the teachers friendly and the school had an overall positive atmosphere. Parents viewed the school as having high academic standards and high expectations for students.

The many of the challenges were out of the school and administration's control: class size, lunch program food, parking, lack of music and art, lack of money, and quality substitutes. The main challenge that did come up among the parents and the students was playground issues (bullying) and respect/fairness from yard duty supervisors.

Staff started to address these issues at the end of 2010-11 school year and has a plan to address them in more depth in 2011-12.

2011 Staff Surveys: The overall response from staff was high with an average score of 4.25 on a 5 point scale. The two lowest areas scored were a 3.5. The items were: "I believe student achievement can increase through teaching to the state standards" and "I believe student achievement can increase through

ongoing student assessments related to the standards". The open ended comments section made reference to the fact that "too much time is spent on assessing students" and that the standards are part of the "bureaucratic mess". On the other end, the staff felt that the staff was a very caring, respectful and the school is a threat-free environment where they felt like they belonged. They gave scores of 4.5-4.75.

V. Recommendations

Recommendation #1: Choose curriculum that supports school philosophy.

Recommendation #2: Determine a pyramid of intervention at all grade levels to support students who perform below grade level standards.

Recommendation #3: Work with PAC on ways to supplement the curriculum to enhance the academics already in place with additional support for music, art, science, technology, etc.

Recommendation #4: Integrate and articulate technology throughout the grade levels.

Recommendation #5: Implement BEST Behavior Positive Support Plan throughout school community.