

**TO:** Roger Breed, Ed. D.  
Commissioner of Education

**FROM:** Freida Lange, Administrator  
Rick Moses, Consultant  
Dennis McGuire, Consultant  
Accreditation and School Improvement

**SUBJECT:** Request from Crawford Public Schools for Waiver of Rule Regulation

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### **PROPOSED BOARD ACTION**

Consider approval of a request from Crawford Public Schools for a waiver of Rule 10-004.02C for 6<sup>th</sup> grade boys (prohibiting 6<sup>th</sup> grade students from participating in athletic contests) for school year 2011-12. This request is in accordance with waiver provisions in Rule 10, Section 013.01.

### **BACKGROUND INFORMATION**

Rule 10-013.01 provides that public school districts, in order to better meet local goals, may submit a request to the State Board of Education for a waiver of one or more regulations in Rule 10 to better meet the needs of the students.

Crawford Public Schools' unique circumstances due to population scarcity and geographic barriers are causing an expectation of five boys in grade seven and five boys in grade eight for the 2011-2012 school year. With these numbers and with the possibility that all boys might not play, the school district will have great difficulty providing junior high athletics unless 6<sup>th</sup> grade students are allowed to participate. Rule 10-012.01 Quality Indicator suggests schools focus efforts upon quality learning resulting in equitable opportunities for learning for all students. A one-year waiver of regulation 004.02C for the 2011-2012 school year would allow the board of education to provide junior high athletics. The school district has indicated that without this waiver the school would not have enough students to offer junior high activities; students would not have the opportunities to build the skills of team work and responsibility; and possibly jeopardize the future of the school. Attached is the official request from the school.

### **Estimated Cost**

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**Supporting Documentation Included:** Official request from Crawford Public Schools.

**For additional information on this item:** Call Freida Lange (402) 471-2444 or e-mail: [freida.lange@nebraska.gov](mailto:freida.lange@nebraska.gov) or Rick L. Moses: [rick.l.moses@nebraska.gov](mailto:rick.l.moses@nebraska.gov)

**Crawford Public Schools  
School District #23-0071  
908 5<sup>th</sup> Street  
Crawford, NE 69339**

**Date:** July 12, 2011

**To:** Nebraska Department of Education, Accreditation and School Improvement

**From:** Crawford School Board

**The Request**

The Crawford School Board of Education is requesting a waiver for 6<sup>th</sup> grade boys to participate in Jr. High Activities for next year. In accordance with **Rule 10, Waiver and Plans, section 013.05**; "Public school district which exist in unique circumstances due to population scarcity, geographic barriers, or other similar factors may submit a request to the State Board of Education for a modification of this Chapter to better meet the need of the students."

Crawford is a small class III school with the current student population of 225 students in K-12. Crawford is a Title I District located in North West Nebraska with a sparsely populated constituency.

Next year's students that finished the school year and will be in seventh and eighth grade follows:

**Students at the end of the 10-11 School Year Going into Grades 7 and 8**

<b>Grade 7</b>	<b>Grade 8</b>
5 boys	5 boys

There would be 10 boys to participate in activities if all participated. Like most schools, not everyone will participate in activities. In accordance with **Rule 10, 00402C**; 6<sup>th</sup> graders do not participate in any kinds of athletic contests. The Board of Education is required by **Rule 10, 012.01** to offer opportunities for quality learning in equitable opportunities for all students. Without offering Jr. High boy's activities, the Board of Education feels that the equitable learning opportunities for all students may be in jeopardy. Our school prides itself in giving all students the opportunity to be successful. We feel that taking away this opportunity could possible jeopardize the future of our school and our ability to compete with other schools facing the same dilemma.

**The Proposal**

The Crawford School Board of Education would propose the modification of allowing 6<sup>th</sup> grade boys to participate in Junior High activities. The Board feels confident that the proposal would make equitable allowances for our Jr. High boys to field a team and be allowed to participate in activities. We feel without this request being granted that our students would suffer the loss of athletic teams and a sense of self-worth and pride. We want to provide opportunities for our students to have the skills of team work and responsibility that only a team can build. Without our school offering this program, we feel that students could opt out of our school and lose the benefits that our small school district has to offer. We also notice that our ineligible list (school policy) has a lot more added to it when there are no activities in session.

for the Crawford Public Schools  
Request for Waiver of Rule 10-004.02C

Rule 10-013.05 provides that school systems to better meet local goals, may submit a request for a waiver of one or more regulations found in Sections 004 through 012.01C of the Rule. The waiver request must respond to items in 013.05 (1) through 013.05 (5). The items below provide a summary of responses provided in the formal request by the Crawford School Board.

- **013.05 (1) – An explanation of the unique circumstances leading to this request.** Crawford Schools is a public schools district with a current students enrollment of 225 students K-12. The predicted 2011-12 enrollment for boys in 7<sup>th</sup> grade is five and for boys in the 8<sup>th</sup> grade is 5. Therefore, the district would not be able to provide an athletic program for boys especially but am predicting not all boys would participate.
- **013.05 (2) – Proposed modification to better meet the needs of the students.** Modify Rule 10-004.02C for the Crawford Schools for the school year 2011-12 to allow 6<sup>th</sup> grade boys to participate with 7<sup>th</sup> and 8<sup>th</sup> grade boys in athletic contests between school districts.

**Students at the end of the 10-11 School Year Going into Grade 6**

**Grade 6**

13 boys

- **013.05 (3) – An explanation of how the modifications will provide quality learning, equity, and accountability.** This modification will provide the opportunity for the junior high boys to have equitable opportunities to participate in extra-curricular athletic activities and will support the skills of team work, responsibility, self-worth and pride.
- **013.05 (4) – Copy of the local improvement plan.** An abstract and rubric from the local school improvement plan is attached. The plan documents efforts of the district to work toward school improvement based on local data and student needs. The extra-curricular activities will also support opportunities for student success.
- **013.05 (5) – Procedures for annually reporting to the Commissioner.** The school district will annually report to the Commissioner relative to the implementation of this modification of Rule 10.

Respectfully submitted,



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School-wide Plan Abstract  
Crawford Elementary School  
#23-0071  
April 2011

Crawford Elementary is a small, rural school district in northwest Nebraska. There are 122 students in Pre-K through 6<sup>th</sup> grades. There is a single section of each grade. Class membership has declined as area population declined. The largest class is 19 while the smallest is 9. Low-income percentages continue to be greater than 50%.

A Title 1 School-wide Plan was implemented in 2001 in the Crawford School District K-12. Most recently, the plan has been changed to serve only the students of Crawford Elementary (Pre-K through 6<sup>th</sup> grades).

In the original 00-01 Comprehensive Needs Assessment the SWP planning group determined the need for general classroom assistance for all groups of students from assigned para-professionals as a priority expenditure of Title 1 funding. Any student exhibiting a need for assistance would benefit from the additional help available in the classroom. Students would not be removed for targeted assistance, but would remain with their peers and their classroom teacher to best extend possible.

Crawford Elementary received a School Improvement Grant for 2010-2013 as the result of being a Tier 1 PLAS (Persistently Low Achieving School). The school chose the Transformation model of improvement and turn-around. A new Principal was assigned in August, the former principal became the Intervention Project Manager. Reading and Mathematics instructional strategies, student engagement, Response to Intervention, redesigning the teacher and principal evaluation system, and developing parent involvement strategies are focus areas. Reform efforts were implemented in reading 08-09 and math efforts began in Spring 09. In 2010, the district contracted with an external provider, Wested, to facilitate the improvement efforts.

SWP priorities continue to identify para-professional assignment in Grades K-3. Aligned professional development with an emphasis on Professional Learning Community design and implementation is also identified as a part of the plan of improvement.

As the statewide assessment system evolves, our assessment plan and procedures also changes. The district participates fully in the NeSA system and is working to implement a system of formative assessments that will drive instruction and student achievement.

A Parent Information and Resource Advisory Council was formed in the fall of 2008 at Crawford Elementary School. The building PIRC, staff members and parents have completed redesigning learning compacts, developed a homework policy and created a Parent Information Resource Center in the elementary building. The PIRC is an integral part of parent involvement and school improvement.

## SCHOOLWIDE PLAN PEER REVIEW RATING RUBRIC AND ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS

District Name: Crawford Public Schools 23-0071 \_\_\_\_\_

Peer Review Team: See Attached Sign-In

Building Name: Crawford Elementary \_\_\_\_\_

Date: April 18, 2011

*Although the peer review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the "evidence" within your plan (i.e., copy of parent policy; requirement 6.3) in order to be considered complete. ( Evidence, not just reference to the evidence must be included. For example: Include a copy of the parent survey, state the number of surveys that were sent, the number that were returned, and a compilation of the results and comments. Example 2: Provide participant sign-in sheets of those involved in reviewing and updating compact and include a copy of the compact.)*

<b>PLAN PREPARATION</b>	
<b>A</b>	<p>According to §1114(b)(2), a schoolwide plan should be a comprehensive plan for reforming the total instructional program in the school that (i) describes how the school will implement the components of a schoolwide program; (ii) describes how the school will use resources under this part and from other sources to implement those components; (iii) includes a list of state educational agency and local educational agency programs and other federal programs that will be consolidated in the schoolwide program; and (iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participated in the academic assessments required.</p> <p>Plans shall include an abstract, of <u>not more than one page</u>, describing the comprehensive plan. Please indicate grade span of building. NOTE: K-12 plans will NOT be accepted. Each "building" must have a plan specifically addressing its identified needs.</p> <p>It is not required or desired that schools create a separate plan, but must be able to provide evidence from the current local plan for improvement (i.e. NCA School Improvement Plan).</p>
Please list grade span of building as indicated in the abstract or plan in the box to the right.	Building Grade Span: PK- 6
One page abstract is included.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Schoolwide Plan Cover Page is included. (Please use template provided by NDE)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>SECTION A COMMENTS:</b>  The Planning Group met on April 18, 2011 to discuss, update and incorporate changes in the SWP to accommodate SIG initiatives.	

<b>B</b>	<b>§1114(b)(2)(B)(ii)</b> <b>Requirement: Participants involved in developing the building's schoolwide plan</b> <b>Evidence: Core schoolwide planning team</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
<b>B1</b>	The schoolwide planning team involves teachers, administrators, and at least one parent. If plan relates to a secondary school, students are part of the planning team.	The schoolwide planning team involves teachers, administrators, parents, and an external technical assistance provider such as ESU staff and/or NCA external team member, etc. If plan relates to a secondary school, students are part of the planning team.	The schoolwide planning team involves teachers, administrators, paraprofessionals, parents, external technical assistance provider, and community representative(s). If plan relates to a secondary school, students are part of the planning team.	<b>3</b>	
<b>SECTION B COMMENTS:</b>					
<p>The Planning Team meeting was held from 3:00 to 5:00 p.m. on April 18, 2011. Administrators, paras, teachers and parents attended. Our external representative was unable to attend. Because the community is small, the representation tends to cross over between the groups. Few parents attended even though an invitation and explanation was sent out to all families via school mail, it was posted on the school website, and flyers were posted at entrances to the building. The local PIRC will assist in the fall to get more parent support of the Title I planning.</p>					
<b>C</b>	<b>§1114(b)(2)(B)(ii)</b> <b>Requirement: Staff involvement in developing/amending the building's schoolwide plan</b> <b>Evidence: Staff support for the schoolwide plan may include list of staff and how they voted or actual ballots</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
<b>C1</b>	At least 80% of the certified staff voted to support this schoolwide plan.	Between 80% and 90% of the certified staff voted to support this schoolwide plan.	More than 90% of all certified staff voted to support this schoolwide plan.	<b>3</b>	
<b>SECTION C COMMENTS:</b>					
<p>100% of the Elementary staff voted to support the SWP at a staff meeting held on April 28, 2011.</p>					

**COMPONENTS OF A SCHOOLWIDE PROGRAM**

COMPONENTS OF A SCHOOLWIDE PROGRAM					
1	<p>§1114(b)(1)(A)  <b>Requirement: Comprehensive Needs Assessment</b>  <b>Evidence: The needs assessment included student and teacher data, parent and community needs, existing improvement efforts and activities. (Note on disaggregating data—the “minimum of 10 in a subgroup” applies to public reporting, not internal analysis. The Title I required subgroups are gender, ethnicity, poverty, English Language Learner (ELL) status, migrant status, and special education.)</b></p>				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
1.1	Student data include norm-referenced test (NRT) and state approved standards results.	Student data include NRT, results on state approved standards and other data such as drop-out and mobility data.	Student data include a minimum of three sources of achievement data, including NRT and state approved standards, drop-out and/or mobility data of all students.	3	
1.2	Student data are disaggregated by Title I required subgroups and used in the analysis to plan instruction and improvement efforts. (See listing of subgroups under “Evidence” above.)  <i>Note: Disaggregated student data is displayed on Nebraska’s State of the School Report.</i>	The district has provided training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process.	Student data are disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations.	3	
1.3	Qualifications of staff, which includes principals, teachers, paraprofessionals, and other staff, were considered and used in plan development.	Qualifications of staff, (which includes principals, teachers, paraprofessionals, and other staff), and participation in professional development opportunities support the plan and implementation.	Qualifications of staff (which includes principals, teachers, paraprofessionals, and others staff), experience, attendance, and participation in professional development activities related to the school’s identified needs and strategies were considered and used in the plan development and implementation.	3	
1.4	Parents/community needs were identified through a survey. Provide information on how survey was distributed and collected.	Parents/community needs were identified through a survey and data recorded. Provide information on how survey was distributed and collected.	Efforts were made to ensure that a significant number of parent/community surveys were returned and data was used. Provide information on how survey was distributed and collected.	3	

1.5	The plan identifies existing improvement efforts. (i.e., AdvancEd school improvement plan, GMS goals, etc.)	The plan identifies how the building profile shows how the schoolwide plan "fits" with existing improvement efforts.	The plan clearly identifies existing improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.	3	
<b>SECTION 1 COMMENTS:</b> Crawford Elementary completed a new comprehensive Needs Assessment as a requirement of the SIG program implementation. The Needs Assessment was conducted by Wested, the external provider working with Crawford Elementary. Sources of data included: NWEA MAP results, DIBELS benchmarking data, NeSA-R results, school climate surveys and results, parent surveys, staff surveys, student surveys, and disaggregated data sources regarding gender, ethnicity, ELL, migrant status, poverty statistics, and mobility information. The report was completed by Wested, and provided the base for the improvement initiatives. The strategies chosen aligned with improvement efforts already in place through Title 1 Accountability plans and the PK-12 district continuous improvement plan.					
2	<b>§1114(b)(1)(B)</b> <b>Requirement: Schoolwide reform strategies</b> <b>Evidence: Scientifically based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards and address how the school will determine if such needs have been met.</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
2.1	Needs assessment data have been used to identify instructional strategies for demographic groups.	Needs assessment data have been analyzed and used for prioritizing core academic decisions for demographic groups.	Needs assessment data are reviewed regularly, analyzed and tracked over time to ensure proficient and advanced levels of achievement for all students from all demographic groups	2	
2.2	The scientifically based research strategies provide additional assistance to students failing to make progress on the standards.	The scientifically based research strategies provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on a timely basis.	Scientifically based research using multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards as well as students moving toward the advanced levels.	3	

2.3	The plan includes strategies to address the needs of <i>all</i> children in the school, but particularly the needs of low-achieving children and those at-risk of not meeting the state standards and addresses how school will determine if such needs are being met.	The plan includes strategies to address the needs of <i>all</i> children in the school through counseling, student services, and mentoring; particularly the needs of low-achieving children and those at-risk of not meeting the state standards and addresses how school will determine if such needs are being met.	The plan includes strategies to address the needs of <i>all</i> children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state standards through counseling, student services, mentoring, and innovative teaching methods such as applied learning and team-teaching strategies and/or the integration of vocational and technical educational programs. The plan addresses how school will determine if such needs are being met.	2	
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**SECTION 2 COMMENTS:**

The regular use of data and the use of data to determine instructional strategies is developing rapidly with the implementation of the SIG. This is accomplished through the use of data mining using NSSRS information and reports, Datawise/Measures ( a company providing assessment creation and tracking and reporting, building Professional Learning Community meetings, and collaborative team meetings between teachers. The additional hiring of a Family Liaison/Elementary Guidance Counselor also supports the needs of all children.

3	<b>§1114(b)(1)(C)</b> <b>Requirement: Instruction by highly qualified teachers</b> <b>Evidence: The plan describes efforts to retain highly qualified staff to better meet the individual needs of all students.</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
3.1	All teachers are ESEA (Elementary and Secondary Education Act) qualified.	All teachers are ESEA qualified and participate in professional development activities.	All teachers are ESEA qualified and participate in professional development activities. Student needs are examined in relationship to qualifications of staff and used in placing appropriate staff in "high needs" schools.	3	
3.2	Paraprofessionals meet the ESEA requirements of either 48 semester credit hours, or equivalent, from an accredited college, an associate degree from an accredited college, or have passed one of the approved state assessments.	Paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members.	Paraprofessionals meet the ESEA requirements and are included in professional development provided to other staff members. They are provided introductory and ongoing training specifically designed for paraprofessionals.	2	

**SECTION 3 COMMENTS:**

All 10-11 teaching staff and para-professionals were highly qualified per ESEA requirements. Providing quality and parallel Para-professional training will be a focus for the 11-12 school year.

<b>4</b>	<b>§1114(b)(1)(E)</b> <b>Requirement: Strategies to attract highly qualified teachers</b> <b>Evidence: Plan describes efforts to recruit highly qualified staff to better meet the individual needs of all students.</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
<b>4.1</b>	Introductory training is offered to new teachers.	A mentoring program is in place for training new teachers.	A mentoring program and formal training process are in place to train new teachers.	<b>3</b>	
<b>SECTION 4 COMMENTS:</b>					
<b>5</b>	<b>§1114(b)(1)(D)</b> <b>Requirement: High quality and ongoing professional development</b> <b>Evidence: Ongoing professional development plan that supports administration, teachers, and paras to serve children and their needs.</b>				
	<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>	<b>Missing</b>
<b>5.1</b>	Ongoing professional development, focused on standards and needs assessment, is provided to teachers.	Ongoing professional development that focuses on enabling all students to meet state standards is provided to all certificated staff.	Ongoing professional development that is focused on proven effective strategies that focus on student performance on the assessment of content standards is provided for the entire school community.	<b>3</b>	
<b>5.2</b>	Professional development generally addresses the identified strategies and needs of the students.	Professional development is designed to specifically address the identified needs of the students and building and the strategies in the plan.	An ongoing professional development plan and process is in place to meet the targeted needs of all students, building, and teachers through the identified strategies.	<b>3</b>	

**SECTION 5 COMMENTS:**

Professional Development is primarily provided by Wested through the duration of the SIG initiative. All staff development is aligned to the results of the Needs Assessment conducted in September 2010. All teachers are expected to take part in building wide professional development as it is provided.

6	<b>§1114(b)(1)(F)                      Requirement: Strategies to increase parental involvement                      Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents; dates and minutes of meetings.</b>				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
6.1	Parents/community members contributed to the development of the schoolwide plan and strategies to increase parental involvement.	Parents/community members contributed to the planning and implementation of the schoolwide plan.	Parents/community members have ongoing opportunities to continually contribute to developing, implementing, and evaluating the schoolwide plan.	2	
6.2	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school.	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school. Teachers, parents, and students were involved in developing the compact.	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school. Teachers, parents, and students were involved in developing the compact. The plan addresses how the components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities.	2	
6.3	A building level parent policy, meeting Title I requirements, has been developed with parent input. (Does not need to be board approved.) <b>See section below for Parent Policy Requirements.</b>	The building level parent policy, which has been developed with parent input and meeting Title I requirements, is distributed/shared with parents.	The building level parent policy which meets Title I requirements is reviewed and updated annually at the annual parent meeting.	2	

	<p>The <u>school</u> has a policy that meets the requirements of NCLB. The policy shall carry out the following:</p> <p><b>Policy Involvement</b></p> <ul style="list-style-type: none"> <li>• convene annual meeting(s) at convenient time(s)</li> <li>• involve parents, in the planning, review, and improvement of the school parent involvement policy</li> <li>• provide parents with timely information regarding curriculum, academic assessments used, and proficiency levels</li> <li>• provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children</li> </ul> <p><b>Shared Responsibilities for High Student Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• jointly develop with parents a school-parent compact that outlines shared responsibility for improved student academic achievement</li> </ul> <p><b>Building Capacity for Involvement</b></p> <ul style="list-style-type: none"> <li>• provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their students' academic achievement in a format, and when feasible, in a language the parents can understand</li> </ul> <p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>• to the extent practicable, districts and schools shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and in a language such parents can understand</li> </ul> <p>§ 1118(b-f)</p>				
6.4	At least one parent meeting/activity is held annually. Translation provided as needed.	Two or more parent meetings/activities are held at various times to accommodate parent schedules. Translation provided as needed.	Ongoing activities provide opportunities for parents to be involved in the education of their child(ren). Strategies to increase parent involvement, such as family literacy services or implementation of model approaches to improving parental involvement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation provided as needed.	<b>2</b>	
<p><b>SECTION 6 COMMENTS:</b></p> <p>Parent Involvement continues to be an area the school is addressing. Areas of need are: the importance of developing good communication between the school and parents is the primary strategy. This is being developed through the local PIRC and the Family Liaison/counselor's activities. Student-led Parent Teacher conferences, and individual meetings with parents occurred this year, along with several family nights.</p>					
7	<p><b>§1114(b)(1)(G)</b>  <b>Requirement: Transition plan</b>  <b>Evidence: The school assists and supports children and students from one educational experience to another through activities that are planned, implemented, and assessed.</b></p>				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing

7.1	A transition plan is implemented between kindergarten and Head Start and/or other community preschool programs. (Not required for MS or HS programs.)	The transition plan provides for multiple contacts between the child, parent, and school service providers. (Not required for MS or HS programs.)	The transition plan includes multiple and varied contacts and activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff. (Not required for MS or HS programs.)	3	
7.2	Activities assist students to transition between grade levels and buildings.	A defined written process, which includes interpreters, visitations, and other resources as needed, provides for numerous contacts between the child, parent, and school service providers.	Transition plans are implemented and evaluated, by involved parties at affected levels, to determine effectiveness at all grade levels and include, when appropriate, college and career awareness and preparation and/or integration of vocational and technical education programs.	3	
7.3	A plan has been developed to orient new students to the school.	New student orientation involves students and family members, and when appropriate, interpreters, visitations, and other resources.	An orientation program is used to familiarize new students and family members to school programs and community educational resources. When appropriate, interpreters are provided.	3	
7.4	The schoolwide transition plan reflects an awareness of cultural needs of new students.	The transition plan reflects an awareness of cultural needs and a willingness to understand cultural differences of students and families.	The transition plan reflects an awareness of cultural needs and a willingness to understand cultural differences of students and families, and provides for accommodations based on cultural needs.	2	
SECTION 7 COMMENTS:					
8	<p><b>§1114(b)(1)(H)</b>  <b>Requirement: Teacher participation in assessment decisions</b>  <b>Evidence: The role and activities of teachers, administrators, and parents in the decision regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program is described.</b></p>				

	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
8.1	Classroom teachers developed the assessments of content standards.	Teachers and administrators participated in the development of classroom assessments.	A team of teachers, administrators, and parents participated in the development of classroom assessments.	2	

**SECTION 8 COMMENTS:**

District assessments were developed in collaboration with ESU 13 and other area schools. Administrators and teachers were the only team participants. Parents were not a part of the assessment decision process. As the school moves forward in the design and application of formative assessments, parents will be involved as appropriate.

9	§1114(b)(1)(I) Requirement: Strategies to address areas of need Evidence: Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
9.1	The plan identifies how certificated staff will be used to support implementation of the plan.	The plan identifies how certificated and non-certificated staff are used to support implementation of the plan.	The plan identifies how all staff and personnel (i.e., psychologists, nurses, volunteers, tutors, parents) are supporting the implementation of the plan.	3	
9.2	The plan addresses opportunities to extend or increase learning time within and beyond the instructional day.	The plan provides opportunities to extend or increase learning time for various groups of students with identified needs.	The plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning.	3	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   The plan addresses having a preschool program. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   The plan indicates offering a summer school program. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   The plan indicates offering before/after school programs.					

SECTION 9 COMMENTS:

<b>10</b>	<p><b>§1114(b)(1)(J)</b>  <b>Requirement: Coordination and integration of Federal, State and local services and programs</b>  <b>Evidence: Federal, State, and local funding sources are used to support and implement the plan. Resources, such as programs and material, human resources, time, and community are used to meet the need of staff and students.</b></p>				
		<b>Required (1 point)</b>	<b>Proficient (2 points)</b>	<b>Advanced (3 points)</b>	<b>Points</b>
<b>10.1</b>	The plan describes how Title I funds will be used to support the plan.	The plan identifies how Title I and at least one other source of funding (federal, state, or local) will be used to support the plan.	The plan identifies how Title I and multiple sources of funding and programs will support the schoolwide plan.	<b>3</b>	
<b>10.2</b>	The plan describes how coordination and integration of Federal, State, and local services and programs are used.	The plan describes how the coordination and integration of Federal, State, and local programs and materials will improve student achievement for targeted populations.	The plan describes how coordination and integration of resources from multiple programs and sources will be used for improving student achievement in all academic areas for all students.	<b>3</b>	
<b>10.3</b>	Community resources are considered in developing the plan.	Community resources are used to support the strategies of the plan.	The school and community, through coordination and integration of Federal, State, and local services and programs work together as partners in supporting high achievement for all students.	<b>3</b>	

SECTION 10 COMMENTS:

COMMENTS ON OVERALL PLAN:

**Because of the School Improvement Grant initiatives, we included more material in our SWP. We outlined the collaborative activities we are undertaking with Wested, the external provider, and ESU 13, our other collaborative partner. We also included the 7 Critical Characteristics of High Functioning Schools and a summary of our activities for each characteristic. We are using the Characteristics as a directional tool in our Transformational SIG initiatives. We also included more description of what other resources are available and how we are using them.**