

**EAGLE  
PATHWAY  
Middle / Senior High School  
Toppenish School District**

**Title I  
School Wide Plan**

**Revised**

**October 15, 2007**



# Title I School Wide Program Plan Assurances

**The Written Plan: General Requirements**

The Title I school wide program (SWP) option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The names below certify this School Wide Program Plan is in accordance with all applicable Title I rules and regulations. ***(List the names and Titles of the District Implementation Team Members that reviewed the School Wide Program Plan.)***

<hr/> <i>Name &amp; Title</i>	<hr/> <i>Name &amp; Title</i>
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*Name & Title*

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*Name & Title*

**Date of District Review:** \_\_\_\_\_ 10/30/2007 \_\_\_\_\_

## Title I School Wide Program Plan

**Date when Plan will be  
Implemented** \_\_\_\_\_

**Plan Status:** New \_\_\_\_\_ Revised X \_\_\_\_\_

**School District Name:** Toppenish School District

**Address:** 306 Bolin Drive

Toppenish, WA 98948

**Title I Coordinator** Jeanette Ozuna

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**E-Mail Address:** ozunajl@toppenish.wednet.edu

**Superintendent:** Steve Meyers

**Phone:** ( 509 ) 865-4455

**FAX:** ( 509 ) 865-2067

**E-Mail Address:** \_\_\_\_\_

**Building Name:** Toppenish School District

**Address:** 306 Bolin Drive

Toppenish, WA 98948

**Building Administrator:** Dell Gere

**Phone:** ( 509 ) 865-3377

**FAX:** ( 509 ) 865-7327

**E-Mail Address:** [dgere@toppenish.wednet.edu](mailto:dgere@toppenish.wednet.edu)

**School Enrollment:** 154

**Grade Levels:** 6 - 12

**Free/Reduced Lunch %** 100%

## Planning Team

Parents:

Parent Advisory Committee Established 07/2007  
Meets once a month—third Tuesday 5 to 6 pm.  
Parent Contact: Eligio Jimenez

Certified Staff:  
*(include position)*

Kevin Barr, Social Studies, Health and Fitness  
Mindy Krejci, Social Studies  
Darla Keatley, English  
Alana Delgado, Middle School, High School Communications  
Shelley de Maintenon, Art, Drama, Humanities  
Kathy Wegener, Mathematics  
Barb Schell, Vocational  
Richard Peterson, Middle School, High School English  
Liz Jolliff, Reading, Reading Coach  
Frank Chandler, Science, Mathematics  
Rosemary Miller, Yakama Native Language  
Fred Diaz, Safe Haven Director, ALE's

Classified Staff: <i>(include position)</i>	Mary Dale, Secretary Eligio Jimenez, Home Liaison Nan Sholtys, Student Assistance Professional Jose Zamora, Para Professional
Administrators:	Dell Gere, Administrator
District Staff:	Katherine Cove, Special Services Patty Schmella, Curriculum Director Carmen Gonzalez, Math Director Jeanette Ozuna, Federal Programs Director
Title I Staff:	All Staff
Others (Optional):	EAGLE High School A.S.B.

**School Wide Planning Summary**

The school wide plan is developed in full consultation with the staff after careful study of data including WASL and reading assessment results, attendance patterns, discipline patterns, individual student learning plans, staff research, and anecdotal accounts within the framework of the school's philosophy and vision, state grade level expectations, and community considerations as reflected by the district improvement plan. This data driven approach is reflected in individual classrooms as well.

School Improvement plans are aligned with District Implementation Plans. The planning cycle begins in August during the building led Learning Improvement Days and the district led pre-service day program. Evaluation and adjustments to the plan occur regularly throughout the academic year on optional days and early release time designated for building led programs. Weekly monitoring of student progress is reported during the staff meetings, and interventions are designed for students needing support. Evaluation and preliminary recommendations for changes to the school improvement plan and student learning plans for the following year take place during the last early release session.

This year, 2007-2008, we plan to study results from WASL data, MAPs testing, family surveys, home visits, seven student-led parent conferences, and community events.

2. Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
8/20-21/07	LID <ul style="list-style-type: none"> <li>• Embrace Change</li> <li>• Plan for Excellence</li> <li>• Quality Schools</li> <li>• Review District Implementation Plan</li> <li>• Discuss Safe Haven/Independent Study Program</li> <li>• Student Handbook</li> <li>• Student Needs and Scheduling</li> <li>• Transition Procedures between THS TMS, Safe Haven and EAGLE</li> <li>• WASL Results/ Data Carousel</li> <li>• Family Friendly Plans</li> <li>• Data Driven Instruction</li> <li>• Graduation</li> <li>• 1<sup>st</sup> Days Community Building</li> <li>• Social Issues Curriculum</li> </ul>		X	
8/20/07	Staff Orientation - District WASL Results, Sexual Harassment/Bullying Awareness Training		X	
8/20/07	PLC <ul style="list-style-type: none"> <li>• Individual student placement (scheduling)</li> <li>• Reading Assessments</li> <li>• Credit Profiles</li> </ul>			
8/21-22/07	Science, Reading and Math Pre-Scheduling  PLC			

8/23/07	<ul style="list-style-type: none"> <li>• TALONS</li> <li>• Discipline policy</li> <li>• Individual Student Needs</li> <li>• Credit Retrieval/Red Comet</li> <li>• Attendance/grading policy</li> </ul>			
9/5/07			X	
	PLC <ul style="list-style-type: none"> <li>• Individual Student Needs</li> <li>• School Safety/Procedures</li> </ul>		X	
9/5/07				
9/12/07	Early Release <ul style="list-style-type: none"> <li>• Individual Student Needs</li> <li>• Safe Haven Outreach Program</li> <li>• Safe Haven/EAGLE/THS/TMS Transition Procedures</li> <li>• ALE Problem Solving</li> <li>• Norms and Protocols</li> <li>• Observation Protocols</li> <li>• Family Friendly BBQ Planning</li> <li>• District Improvement Plan Implementation</li> </ul>		X	
			X	
9/18/07	Family BBQ Parent Advisory Committee		X	
9/19/07	PLC <ul style="list-style-type: none"> <li>• Individual Student Needs</li> <li>• Planned Seven Student Led Parent Conferences</li> </ul>		X	



10/24/07	PLC			
	Student Led Parent Conferences			
10/30/07				
	Early Release—Second Order Change Training			
11/07/07				
	PLC			
11/08/07				
	PLC			
11/14/07				
	Family Harvest Dinner			
11/20/07	Parent Advisory Committee			
	Early Release—Technology Training/Written Alternative Learning Experience Plans			
11/28/07				
	PLC			
11/29/07				
	Student Led Parent Conferences			
12/4/07				
	PLC			
12/5/07				
	Early Release—Student Interventions			
12/12/07	Yakama Native culture training			
	Parent Advisory Committee			
12/18/07				
	PLC			
12/19/07				
	PLC			
1/2/08				
	Early Release-Art Integration Training			
1/09/08				
	PLC			
1/10/08				
	District Wide Optional Day			
1/15/08	Parent Advisory Committee			

1/16/08	PLC			
	Student Led Parent Conferences			
1/17/08				
	PLC			
1/30/08				
	Early Release-Content Area Assessment Training			
2/6/08				
	PLC			
2/7/08				
	PLC			
2/20/08				
	Student Led Family Conferences			
2/25/08				
	Early Release-WASL Proctor Training			
3/5/08				
	Parent Advisory Committee			
3/18/08				
	Early Release—Written Alternative Learning Experience Plans/ Student Learning Plans			
3/19/08				
	State Inservice Day			
3/21/08				
	PLC			
3/26/08				
	Student Led Family Conferences			
3/27/08				
	PLC			
3/28/08				
	Early Release—Drug/Alcohol Awareness and At-risk Youth Training			
4/09/08				
	PLC			
4/10/08				
	PLC			
4/16/08				
	Parent Advisory Committee			

4/22/08	Early Release			
4/23/08	PLC			
4/24/08	Student Led Parent Conference			
5/5/08	Early Release			
5/7/08	PLC			
5/8/08	PLC			
5/14/08	Parent Advisory Committee			
5/20/08	Early Release			
5/21-22/08	Senior Boards—TALONS (5 <sup>th</sup> year plan)			
06/03/08	Graduation			
6/4/08	PLC			

**Technical Assistance**

Date	Provider	Type of Assistance
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08/07	Reading Institute	Range Finder—Darla
08/07	Art Institute	Art---Shelley
8/07- 6/08	Central Washington Writing Project	Shelley/Darla
09/07	TSD—Don Bender	SIOP—Alana, Richard, Frank, Liz
09/07	TSD—Patty Schmella	Writing clinics—Alana, Richard, Liz
09/07	Carmen Gonzalez—TSD	Segmented Math—Alana, Richard, Kathy
9/07	Washington Science Teachers Association	Inquiry in Action—Frank, Alana Data Driven—Richard
sept/oct	Bob Shipek	Reading Coach mentor/mentee Liz/all staff
aug/jun	TSD—Patty Schmella	Technology Training—Richard
09/07	TSD—Bob Shipek	Drug/ Alcohol and At-Risk Training --Nan
09/07	ESD	Writing Seminar Training—all staff
09/07	Darla Keatley Gilman	Harassment Training—all staff
07/08	ESD/TSD/various professional experts	Prof Dev calendar list of activities---attached Staff

## **STEP 1: Comprehensive Needs Assessment (SIP:**

**This section summarizes the results of the comprehensive needs assessment conducted by the staff and school planning team, and is to be included in the written plan.**

### **1. Provide a brief description of your school and community to provide a context for the plan.**

EAGLE Middle and Senior High School is intended to provide an educational setting with smaller class sizes and more individualized instruction. There are currently 150 students, grades six through twelve, enrolled in the program. Students are very conscious of the positive image of Pathway schools. Students have either been “assigned” to EAGLE on the basis of academic performance or discipline issues at the high school or middle school or have chosen to attend based on the experience of friends and family members. Each prospective student and a family member or advocate are interviewed by staff members and agree to follow school guidelines. During the 2007 – 2008 year an expanded orientation program also includes a session in creating a purpose statement and code of cooperation and diagnostic tests in reading. Based on this data the schedule of courses is developed to accommodate the needs of students each quarter.

The Toppenish School District board members and Superintendents have suggested that EAGLE HS begin a five year transition plan towards a Career Pathway program. The idea has been well received by staff and students. Also, there was a positive reception by parents at a July 18<sup>th</sup> parent advisory meeting. Some of the first steps towards a Pathway program will be policy changes at EAGLE HS in academic expectations, attendance, grading, scheduling, credit equalization, parent involvement, interventions and course offerings. Our combined goal is to increase student learning and student achievement as our students prepare for life beyond high school.

Listed below is an outline that briefly describes some of the known expected changes which will be in place for the August 2007-08 school year.

1. LOWER TRUANCY & DROP OUT RATES/ IMPROVE GRADUATION RATES
  - a.) Transitions—between TMS/THS/EAGLE/SAFE HAVEN/8<sup>TH</sup> TO 9<sup>TH</sup> grade.
  - b.) Student led parent conferences—8 per year.
  - c.) PAC—parent advisory meetings once each month.
  - d.) Eight “23/22 day” grading periods equal to 45, 90, 180 days at THS/TMS.
2. ACADEMICS: CHANGES WITH STRONG INCENTIVES FOR ACHIEVEMENT
  - a.) Six scheduled academic classes with one advisory class. (Tuesday-Friday)
  - b.) Pathway Learning Lab (PLL) credit retrieval classes with focus on careers.
  - c.) Credit Equalization—Students may earn eight credits per year, equal to THS.
  - d.) School to Work

- e.) Career Technical Ed/Vocational with shared courses at THS
- f.) YV-Tech training
- 3. INTERVENTIONS/PLACEMENTS/CREDIT RETRIEVAL OPPORTUNITIES
  - a.) SAFE HAVEN for students with severe truant, safety or academic issues.
  - b.) DROP IN classes and INDEPENDENT STUDY
  - c.) RED COMET/VIRTUAL LEARNING
- 4. ADVISORY/BEHAVIOR MODIFICATIONS/STUDENT DRIVEN ACTIVITIES
  - a.) NAVIGATION 101—Program with focus on student-driven activities.
  - b.) “WHY TRY” behavior modification class for all 9<sup>th</sup> grade/new students.
  - c.) Intake interview with parent and student/Freshman Academy.
  - d.) Student led conferences discussing academics, attendance, learning plans, credit profiles, careers, and fifth year and beyond plans. Parents and students will discuss and sign contracts for the next grading period.

EAGLE students share the challenges faced by alternative school students across the state. A key element in helping students meet these tests is a comprehensive counseling program with through individual counseling, support group sessions, and networking with community agencies as well as providing teachers with necessary support in working effectively with students in the classroom.

Staff members begin with each student’s personal and academic strengths and work with them to build success upon success as students make progress towards meeting graduation requirements and planning for the future.

**2. Describe the process used to collect and analyze data across the five school wide planning dimensions: student achievement, organization of the school year and day, professional development, curriculum and instruction, and family and community involvement.**

The following grid outlines the process of data collection and analysis at EAGLE Middle/ Senior High School.

Planning Dimension	Data Collection	Data Analysis
Student Achievement	W.A.S.L.  Gates DIBELS CORE Phonics Survey Corrective Reading Placement NAEP  Attendance patterns Student learning plans	L.I.D. August 2007  August 2007, January 08, May 08   October, January, March, June

	<p>Seven student led parent conferences update of credit profiles by students with assistance of advisory teachers</p> <p>Home visits</p>	<p>One every 22 day grading period</p> <p>Throughout year</p>
<p>Organization of the school year and day</p>	<p>Purpose Statement Code of Cooperation at beginning of year</p> <p>Day One of each new quarter: students review grades earned, update credit profiles and register for new courses</p>	<p>Developed by staff and student body at beginning of academic year.</p> <p>Reviewed during orientation sessions for new students.</p> <p>Day One of each new quarter: students review grades earned, update credit profiles and register for new courses</p>
<p>Professional development</p>	<p>Survey needs individual / school wide</p>	<p>Review and develop professional development calendar during L.I.D./staff meetings/PLC</p>
<p>Curriculum and Instruction</p>	<p>Schedule based on results of diagnostics and state /district graduation requirements.</p> <p>Research: district in-service, conferences, individual and building wide reading, PLC</p>	<p>Periodic review of curriculum and instructional strategies during early release and optional day programs.</p> <p>Review findings in relation to needs of EAGLE students. Implement, monitor, assess, refine.</p>
<p>Family and community involvement</p>	<p>Discussions with families, during interview of new students.</p> <p>Parent Advisory Meetings (PAC)</p> <p>Family BBQ, Harvest dinner, student led conferences, informal school visits by school board, awards assemblies</p> <p>Family Visits</p>	<p>EAGLE program and student's records are reviewed by principal, new student family, and staff during the interview.</p> <p>One each month.</p> <p>Student, family, staff</p> <p>District Home Liaisons/ Teachers</p>

### **3. Areas of Strength and Areas in Need of Improvement:**

**This section must be based on data gathered in your needs assessment, across the dimensions (student achievement, professional development, curriculum and instruction, family and community involvement, and organization of the school year and day).**

- a. Summarize findings of the strengths and weaknesses of your current program as revealed through data analysis and include samples of that data analysis (i.e. surveys, test results, etc.)**

The emphasis on the power of relationships provides the foundation of the strengths of the current program of EAGLE Middle / Senior High School. A highly qualified and dedicated staff is focused on improving student achievement within an environment that nurtures the whole being in a learning community. Staff members search out ways to increase effectiveness through participation and contributions at district and state level; attendance at conferences (individuals and teams); participation in workshops as individuals and teams; full, frank, respectful consultation at weekly PLC meetings and individual and group professional readings that are shared with staff.

There is systematic review of testing data including WASL and other classroom based assessments results. A schedule of classes is developed based on these needs as opposed to assigning students to classes in a pre-existing schedule.

Another strength of the program is an array of ASB student leaders developing attitudes of service, volunteering, and commitment to excellence.

Three key weaknesses will be addressed by the revised plan.

Currently, family involvement occurs on a surface level. Students interview at time of enrollment and occasionally with the counselor, administrator, or their child's teachers. Families attend such school organized events such as Family BBQ, Family Nights, and the Harvest Dinner.

WASL testing has been difficult due to the complexities in accurately identifying the current tenth grade students, the transition involving tenth grade students during the testing date, and attendance during the entire testing window.

A third area of concern is the poor attendance and low graduation rate. Many students leave EAGLE during their ninth grade year.

## Step 2. Schoolwide Reform Strategies

### Research

**Describe how the team and staff investigated and selected the solutions. Include a description of how the staff:**

Staff studied and investigated best practices and research through:

Participation in district in-service such as Quality in Education: Data Driven Instruction, SIOP, and Family Friendly Schools;

Participation in conferences such as OSPI Institutes and ESD 105 Training opportunities

Formation of PLC and Collaboration at site meetings

Graduate work and participation in subject-area workshops

Professional reading

Involvement in professional organizations such as NCTM and NCTE and action research.

### **Visited and/or contacted successful schools and programs**

Attendance at WALA conference.

### **Received input from the whole staff and parents as the plan was developed.**

Staff input In the research process has been strong with opportunities for study, discussion, planning, and evaluation during weekly staff meetings, early release sessions and in-service days.

Input from students occurs informally in classrooms and more formally through quarterly review of the update of their credit profiles and through student government. Added Navigation 101 grant to assist with Advisory and parent conferences.

Solutions include:

school wide development of purpose statement and code of cooperation

development of an orientation process which includes diagnostic testing

develop schedule of course offerings based on results of diagnostics  
quarterly examination by students of their progress toward graduation  
through reviewing their most recent grades, updating their credit  
profile, and registering for classes that will help them achieve their goals  
new reading classes tailored for students needing work with decoding and fluency;  
collaboration with a part time reading coach.

## **School wide Program Goals**

**All EAGLE students will increase reading literacy by 10% as measured by yearly WASL**

**All EAGLE students will increase the number of students meeting standards in Mathematics by 10% as measured by yearly WASL.**

**As measured by EES and FFS surveys, the EAGLE schools will increase connected-inclusive relationships with families and community by 10% by 2007.**

**EAGLE graduation rate will increase by 1% per year.**

### **a. Instructional Program**

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

EAGLE Middle / Senior High School offers a comprehensive program for students to meet state graduation requirements.

All staff members will meet regularly with the on-site reading coach to implement programs to meet the specific reading instruction needs of students. A system of interventions designed for the unique circumstances of EAGLE students will be implemented, monitored, evaluated, and revised. Content area teachers will be trained and coached to incorporate one new reading strategy per quarter in classes.

**2. Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, TAG).**

All EAGLE staff will work with the district's curriculum director to research diagnostic tools to identify student's needs. We will collaborate with the Special Education director, Migrant director, coaches, ESD, OSPI and the Federal Programs director to find the funding necessary for these tools.

EAGLE members will take SIOP training to tailor the program to meet the special needs of the school's ELL population.

**Improve Graduation Rate  
IMPLEMENTATION/ACTION PLAN**

<b>Strategy, Method, or Action</b>	<b>Who is Responsible</b> Who will provide the leadership to assure that this strategy is accomplished?  All EAGLE STAFF	<b>Timeline</b> When will this strategy or action begin and end?  2007-2008	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?  Admin/read coach/Tech	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?  Improved student performances WASL achievement	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?  Graduation rates increase 1% each year.
<b>Instructional Strategies To support this goal</b>  EAGLE Middle / Senior High School offers a comprehensive program for students to meet state graduation requirements.  A system of interventions designed for the unique circumstances of EAGLE students will be implemented, monitored, evaluated, and revised.	All EAGLE staff, students and families	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	Graduation rates increase 1% each year.
<b>Professional Development To support this goal:</b>  The Toppenish school district administrators are learning and training together to provide in-house professional opportunities for their staff. The EAGLE administrator has been actively engaged in reading and role-playing many cutting edge concepts and principles. through FFS training, book readings and seminars of educators; DuFours, Elmore, Platt, and Maning.  EAGLE staff will be involved with the WASL scoring workshops, training on assessments, ELL/SIOP training, Buck Evans student driven instruction techniques, and intervention curriculum training.	All EAGLE staff Admin/coordinator	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	Graduation rates increase 1% each year.

**Family / Community Involvement  
IMPLEMENTATION/ACTION PLAN**

<b>Strategy, Method, or Action</b> What will you do Increase opportunities for family participation through home visits quarterly family nights	<b>Who is Responsible?</b> Who will provide the leadership to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy
<b>Instructional Strategies To support this goal</b> Family Visits by teachers in the student's homes.  Student Led Family Conferences  Family Nights at EAGLE  Communications (dual language): Personal visits, phone calls, and mailed letters.  During the academic year, two staff member will participate in the district training in Family Friendly Schools and report regularly at EAGLE staff meetings	Staff/families/adm	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	Graduation rates increase 1% each year.
<b><u>Professional Development To support this goal:</u></b>  EAGLE staff will be involved with the WASL scoring workshops, training on assessments, ELL/SIOP training, Buck Evans student driven instruction techniques, and intervention curriculum training.	Staff/families/adm	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	Graduation rates increase 1% each year.

**Mathematics across the curriculum  
IMPLEMENTATION/ACTION PLAN**

<b>Strategy, Method, or Action</b> What will you do All EAGLE students will increase the number of students meeting standards in Mathematics by 10% as measured by yearly WASL.	<b>Who is Responsible?</b> Who will provide the leadership to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<p><b><u>Instructional Strategies</u></b>  <b><u>To support this goal</u></b></p> <p>All EAGLE staff will work with the district's curriculum director to research diagnostic tools to identify student's needs. We will collaborate with the Special Education director, Migrant director, coaches, ESD, OSPI and the Federal Programs director to find the funding necessary for these tools.</p>	<p>Staff/families/adm</p>	<p>2007-08</p>	<p>Admin/read coach/Tech</p>	<p>Improved student performances WASL achievement</p>	<p>students meeting standards in Mathematics by 10% as measured by yearly WASL</p>
<p><b><u>Professional Development</u></b>  <b><u>To support this goal:</u></b></p> <p>All EAGLE staff will work with the district's curriculum director to research diagnostic tools to identify student's needs. We will collaborate with the Special Education director, Migrant director, coaches, ESD, OSPI and the Federal Programs director to find the funding necessary for these tools.</p> <p>EAGLE members will take SIOP training to tailor the program to meet the special needs of the school's ELL population.</p>	<p>Staff/families/adm</p>	<p>2007-08</p>	<p>Admin/read coach/Tech</p>	<p>Improved student performances WASL achievement</p>	<p>Increase students meeting standards in Mathematics by 10% as measured by yearly WASL</p>

**Standards Based Instruction – Reading across the curriculum  
IMPLEMENTATION/ACTION PLAN**

<p>Strategy, Method, or Action What will you do All EAGLE students will increase reading literacy by 10% as measured by yearly WASL</p>	Staff/families/adm	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	students will increase reading literacy by 10% as measured by yearly WASL
<p><b><u>Instructional Strategies</u></b> <b><u>To support this goal</u></b> EAGLE Middle / Senior High School offers a comprehensive program for students to meet state graduation requirements.  All staff members will meet regularly with the on-site reading coach to implement programs to meet the specific reading instruction needs of students. A system of interventions designed for the unique circumstances of EAGLE students will be implemented and monitored, evaluated, and revised. Content area teachers will be trained and coached to incorporate one new reading strategy per quarter in classes.</p>	Staff/families/ adm	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	students will increase reading literacy by 10% as measured by yearly WASL
<p><b><u>Professional Development</u></b> <b><u>To support this goal:</u></b>  The Toppenish school district administrators are learning and training together to provide in-house professional opportunities for their staff. The EAGLE administrator has been actively engaged in reading and role-playing many cutting edge concepts and principles. through FFS training, book readings and seminars of educators; DuFours, Elmore, Platt, and Maning.  EAGLE staff will be involved with the WASL scoring workshops, training on assessments, ELL/SIOP training, Buck Evans student driven instruction techniques, and intervention curriculum training.</p>	Staff/families/ adm	2007-08	Admin/read coach/Tech	Improved student performances WASL achievement	students will increase reading literacy by 10% as measured by yearly WASL

**Standards Based Instruction –Art across the curriculum  
IMPLEMENTATION/ACTION PLAN**

<b>Strategy, Method, or Action</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence</b>	<b>Evaluation Method</b>
What will you do  Integrate reading across the curriculum  Integrate standards based arts instruction across the curriculum	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<u><b>Instructional Strategies To support this goal</b></u>  Integration of one new reading strategy each quarter in each course offered at EAGLE  Systematic integration of arts standards in one assignment / project/or unit in each content area	Staff	2007 – 2007  Repeats 2007 - 2008	District: early release, reading consultant, materials  State/ federal programs  Grant	Attendance Credits earned Improved reading scores  Arts standards integration ch	Attendance records Credit profiles Reading assessments  Systematic assessment and intervention  Lesson plans Student work
<u><b>Professional Development To support this goal:</b></u>  SIOP Consultation / coaching in reading  Arts mentors  OSPI Conferences / Institutes  WALA conference	District District reading consultant  Building: Gloria Garcia Visual Arts  VSA: Dance, Drama, Music  District  Staff	2006 – 2008  Repeats 2007 - 2008	District  Building / VSA  Title programs	Attendance Credits earned Improved reading scores  Arts standards integration ch	Lesson plans  Student work  Professional Growth interviews with staff regarding quality / result of professional development