

Wahkiakum School District #200

2011-12 School Improvement Plan

J.A. Wendt Elementary School
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Mission Statement

We believe that education is a partnership with responsibility share by all: school, family, students, and community. All individuals shall be provided a safe, positive environment where they may reach their fullest potential as responsible citizens.

Vision Statement

Learning is the mutual responsibility of the student, staff, and the parents. Vision goals:

- To provide and maintain a positive school environment that enhances the learning experience for students.
- To create, model, and maintain a school climate that develops acceptable social interaction and behavior.
- To provide an equal education opportunity for all.
- To incorporate technology into the educational environment to assist in meeting educational goals.

School: J.A. Wendt Elementary	Strategic Plan Area: Math	2011 - 2012 Revised 9/19/11
Goal: At J.A. Wendt Elementary School students will improve their overall math skills by 5.1% per year as based upon 3-5 grade MSP scores.		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> Staff will has chosen new Math Curriculum and will be implementing during 2011/2012 school year. Provide assistance using Success Maker and ORIGO with Title 1 and LAP students. All teachers utilize and teach problem solving strategies. 	<ol style="list-style-type: none"> Para-educators assigned to small group instruction for Math, some inclusion model and also Success Maker supervision. All teachers do a problem solving Math of the day. 	
Assessment: <ol style="list-style-type: none"> MSP and classroom assessments. Staff will use comprehensive classroom tests to implement future of individual instruction. Teachers will develop math tests for each grade level to qualify students for LAP/Title 1 services. Use MSP scores to direct instruction for individual students. K-1 Math Assessments 	<ol style="list-style-type: none"> Consistent tests K-2, 3-4, 5-8. Monthly math awards. 	
Staff Development: <ol style="list-style-type: none"> All staff training with math assessment and new curriculum. First Steps Math Training with Deb Gribskov Use para-educators more effectively to improve basic skills of students. Building math proficiencies with vertical team 	<ol style="list-style-type: none"> Time to share between teachers what is working and what isn't. (Teacher/Staff collaboration during in-service) 	<ol style="list-style-type: none"> Pre & Post testing
Technology: <ol style="list-style-type: none"> Web-based activities/instruction to improve math instruction. Order necessary math tools for every class. Qwizdom Tests 	<ol style="list-style-type: none"> More computers on the internet. Wireless system for laptop cart. Implement Qwizdom curriculum Online resources from Thinkcentral 	<ol style="list-style-type: none"> We received a technology grant through the ESD that included projectors, document cameras, laptops, interactive white boards, qwizdom response systems, and amplification systems. District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.
Communication: <ol style="list-style-type: none"> Quarterly report cards to advise parents of student progress – update 2011-2012 school year Fall Teacher/Parent conferences and additional follow up conferences in the Spring. Student learning plans. Family access. 	<ol style="list-style-type: none"> Each student served by title and LAP has a student learning plan. 4th and 5th grade parents encouraged to use family access. 	<ol style="list-style-type: none"> Using Skyward grade program print-outs for mid term progress reporting.

School: J.A. Wendt Elementary	Strategic Plan Area: Reading	2011-2012 Revised 8/15/11
Goal: At J.A. Wendt Elementary School students will improve their overall reading skills by 2.6% based upon 3-5 grade MSP scores.		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> 1. Staff will demonstrate use of Imagine It Reading curriculum from 1st thru 5th grades. 2. Kindergarten will implement new reading supplemental program 3. Read Well, Read Naturally, Every Day Phonics and rewards programs used for remediation. 4. Use of Accelerated Reader for 2nd thru 5th grades. 5. Develop an AR library of multi-copy low level high interest books. 	<ol style="list-style-type: none"> 1. Read Well curriculum adopted for Kindergarten. 2. Read Well, Read Naturally, Every Day Phonics curriculums adopted fall (2003). 3. Skill and flexible groups. 4. Read Well Plus was implemented fall (2006). 	<ol style="list-style-type: none"> 1. Since Read Well has been adopted, more Kindergarten students are able to read.
Assessment: <ol style="list-style-type: none"> 1. MSP and classroom assessments will be used to implement future classroom instruction. 2. Accelerated Reader tests 3. (DIBELS) Will be used to track individualized reading progress for Kindergartener's and fluency for all grades. 	<ol style="list-style-type: none"> 1. Teachers set individual monthly Accelerated Reader goals for students fall (2003). 2. DIBELS implemented Fall, Winter and Spring. 3. Fluency testing 5 times a year. 4. End of year STAR test. 	<ol style="list-style-type: none"> 1. Improved test scores. 2. Student scores show improvement in reading fluency.
Staff Development: <ol style="list-style-type: none"> 1. Highly-qualified teachers share their best practices. 2. Ongoing inservice time to become proficient in new reading curriculum adopted 2010. 	<ol style="list-style-type: none"> 1. Teachers meet monthly to discuss how new curriculum is working. 	
Technology: <ol style="list-style-type: none"> 1. Use of Accelerated Reader Program to all teachers K-8. Will continue purchasing AR reading tests. 2. DIBELS software program. 3. Implement A.R. on a server 4. New amplification systems 	<ol style="list-style-type: none"> 1. 2nd thru 5th have used AR program since beginning of school year. 	<ol style="list-style-type: none"> 1. New amplification systems were purchased that work much better in the classrooms.
Communication: <ol style="list-style-type: none"> 1. Quarterly report cards to advise parents of student progress. 2. Fall Teacher/Parent conferences and additional follow up conferences in the spring. 3. Monthly reading calendars to record number of minutes read daily at home. 4. Monthly Awards assembly and newspaper recognition. 5. 4th and 5th graders work to meet AR goals. 	<ol style="list-style-type: none"> 1. Implemented monthly awards assembly and newspaper recognition. 	

School: J.A. Wendt Elementary	Strategic Plan Area: Writing	2011-2012 Revised 8/15/11
Goal: J.A. Wendt Elementary School students will maintain their overall writing skills by scoring at least 60% on the MSP.		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> 1. Align curriculum to state frameworks in writing by grade level. 2. Enhance use of Step Up To Writing. <ol style="list-style-type: none"> 1. Focus on narrative and expository writing. 2. Use Writing process across the curriculum. 	<ol style="list-style-type: none"> 1. All teachers K-5 have been trained in Step Up to Writing. 2. Teachers are using the GLEs. 	<ol style="list-style-type: none"> 1. MSP writing scores continue to be strong and show growth.
Assessment: <ol style="list-style-type: none"> 1. Develop grade level and school wide assessments to align with MSP. 	<ol style="list-style-type: none"> 1. Use prompts for writing assessment-save samples at the end of the year. 	
Staff Development: <ol style="list-style-type: none"> 1. Training in Step Up to Writing curriculum. 	<ol style="list-style-type: none"> 1. All teachers have been trained in Step Up To Writing. 	
Technology: <ol style="list-style-type: none"> 1. Purchase document cameras. 2. Qwizdom Software 3. Amplification systems 4. Interactive Whiteboards 	<ol style="list-style-type: none"> 1. Teachers are using the new technology within their classrooms. 	<ol style="list-style-type: none"> 1. We received a technology grant through the ESD that included projectors, document cameras, laptops, interactive white boards, qwizdom response systems, and amplification systems. 2. District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.
Communication: <ol style="list-style-type: none"> 1. Quarterly report cards to advise parents of student progress. 2. Fall Teacher/Parent conferences and additional follow-up conferences in the Spring. 3. Family access. 	<ol style="list-style-type: none"> 1. Parent/teacher conference attendance over 95%. 2. 4th and 5th grade parents are encouraged to use family access. 	<ol style="list-style-type: none"> 1. Over 95% of parents attended parent/teacher conferences.

School: John C. Thomas Middle School	Strategic Plan Area: Math	2011/2012 Revised 9/7/2011
Goal: At John C. Thomas Middle School students will improve their overall math skills by 6.2% per year as based upon M.S. MSP scores.		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> 1. Staff will demonstrate the use of Holt Curriculum 2. Small group, or one-on-one, pull out to increase basic math skills and assist struggling students. 3. Continued work on basic skill on a daily basis. 4. Continuing to align curriculum with Common Core Standards. 5. Improve the basic understanding of number sense in all students. 	<ol style="list-style-type: none"> 1. Title/LAP para-educators using a pull-out method as well as assist in classrooms to help struggling students with basic math skills and daily assignments. 2. Create a pull-out schedule to target different student skill levels. 3. Daily math used as a portion of the curriculum and in the daily schedule to target computational skills. 4. Create a usable booklet that links unit assignments with Common Core Standards. 	<ol style="list-style-type: none"> 1. Created a pull-out schedule where students are pulled out two or three times a week to improve their skills. 2. Tracking individual's yearly MSP scores with their student learning plans.
Assessment: <ol style="list-style-type: none"> 1. Teachers will develop computational math tests for all grade levels. This will help to qualify students for LAP/Title 1 services. 2. Comprehensive test for connected math curriculum for mid-year and end of year. 3. All tests and quizzes will follow one format. 	<ol style="list-style-type: none"> 1. Students will take a pre and post tests at the beginning and end of each grade level. 2. Students will take practice MSP tests developed from standards based on problems and released test items. 3. Assessment will be based on MSP format. 	<ol style="list-style-type: none"> 1. Results of pre and post tests will be recorded and compared as evidence of improvement. Started 2011/2012 school year. 2. MSP test results will be analyzed against previous years for step gains. 3. We have seen improvement from year to year.
Staff Development: <ol style="list-style-type: none"> 1. On going training in new math curriculum and opportunities to observe other professionals who are currently using our math curriculum. 2. Staff will be trained in step-up to writing program. 3. Strategies and solutions for struggling students. 	<ol style="list-style-type: none"> 1. Staff will take part in courses and/or trainings for new standards. 2. Allow teachers using math curriculum to work together on development and implementation of curriculum. 3. Step-up to writing program taught and used throughout the math curriculum. 	<ol style="list-style-type: none"> 1. Math scores at the middle school level have show improvement over time. 2. Teachers and Administrators involved in RMI (Regional Math Initiative) with other area districts to bring best practices back to district and develop Professional Learning Communities.
Technology: <ol style="list-style-type: none"> 1. Use web-based activities/instruction. 2. Purchase of a document camera and projector to aid in instruction. 3. Purchase of necessary math tools for every classroom. 4. Success Maker program for Math skills practice. 	<ol style="list-style-type: none"> 1. Use of web-based activities to target low skill levels as identified by assessments. 2. Use of document camera and projector in classroom instruction. 	<ol style="list-style-type: none"> 1. We received a technology grant through the ESD that included projectors, document cameras, laptops, interactive white boards, qwizdom response systems, and amplification systems. 2. District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.
Communication: <ol style="list-style-type: none"> 1. Quarterly report cards to advise parents of student progress. 2. Fall Teacher/Parent conferences. 3. Use of midterm progress reports for all students and weekly tracking sheets for struggling students. 4. Establish email communication with parents of struggling students. 5. Family access. 	<ol style="list-style-type: none"> 1. Parent/Teacher conferences. 2. Use of midterm progress report cards. 3. Forums posted to District web page. 4. Implemented family access for middle school parents. 	<ol style="list-style-type: none"> 1. Fewer students failing classes. 2. Increased rapport between teachers and parents. A higher level of transparency

School: John C. Thomas Middle School	Strategic Plan Area: Reading	2011-2012 Revised 9/19/11
Goal: At John C. Thomas Middle School students will improve their overall reading skills by 4.7% based upon M.S. MSP scores.		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> 1. 4 Quarterly individual long term reading projects. 2. Align all reading assignments with EALRS. 	<ol style="list-style-type: none"> 1. Implemented Prentice-Hall curriculum 6-8. 2. Implementation of 6-8 A.R. program 	<ol style="list-style-type: none"> 1. MSP scores at the middle school level remain above state averages.
Assessment: <ol style="list-style-type: none"> 1. Built in assessment with new curriculum, personalized to individual needs. 2. AR assessment. 3. MSP practice test 4. Fluency testing, goal setting, comprehension 	<ol style="list-style-type: none"> 1. Teacher made tests catered to individual student needs. 2. STAR reading fluency assessment 2x a year. 3. MSP scores, growth over time, portfolio 	<ol style="list-style-type: none"> 1. MSP scores continue to be strong.
Staff Development: <ol style="list-style-type: none"> 1. Training for AR software. 2. Training with new reading curriculum. 3. Curriculum alignment to standards. 	<ol style="list-style-type: none"> 1. Use of local in-service time to train in new curriculum and AR software. 2. EALR alignment 	
Technology: <ol style="list-style-type: none"> 1. E-mail newsletter to parents. 2. New Amplification systems 	<ol style="list-style-type: none"> 1. Use of Skyward software. 	<ol style="list-style-type: none"> 1. District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.
Communication: <ol style="list-style-type: none"> 1. Family access. 2. Friday meetings to set goals to enhance student learning. 3. Mid-term reports and weekly updates for athletes who are failing. 	<ol style="list-style-type: none"> 1. Parents were encouraged to use family access. 2. Meetings occurred every other Friday. 	<ol style="list-style-type: none"> 1. Parent feedback from family access is positive. 2. Greater student accountability.

School: John C. Thomas Middle School	Strategic Plan Area: Writing	2011/2012 Revised 9/19/11
Goal: At John C. Thomas Middle School students will improve their overall writing skills		
Strategic Action	Evidence of Implementation	Evidence of Impact
Instruction and Curriculum: <ol style="list-style-type: none"> 1. Align curriculum to state frameworks in writing by grade level. 2. Identifying and evaluating the components of quality writing. 3. Focus on organization. 6 traits. 4. Focus on persuasive/expository writings. 	<ol style="list-style-type: none"> 1. Teacher checks assignments to make sure they are aligned to state frameworks. 2. Staff will continue to use step up to writing in various assignments throughout the curriculum. 3. Teachers will develop lessons focused on evaluating and identifying quality writing samples. 	<ol style="list-style-type: none"> 1. Writing scores continue to show improvement on the 7th grade MSP.
Assessment: <ol style="list-style-type: none"> 1. Develop grade level and school wide assessments to align with WASL. 2. Standardize common writing errors for all students to use for revision. 	<ol style="list-style-type: none"> 1. Teacher will use MSP rubrics and/or scoring guides on all writing assessments. 2. Students will be instructed to in how the rubrics are used in order for them to gain a better understanding of how their assessments are scored. 	<ol style="list-style-type: none"> 1. 7th grade MSP scores improved. 2. Scored papers at grade level will be consistent with all teachers.
Staff Development: <ol style="list-style-type: none"> 1. Continue training in Step Up To Writing curriculum. 2. Use highly-qualified teachers to meet and discuss current practices. 	<ol style="list-style-type: none"> 1. Staff will have attended Step-up to writing. 2. Staff will meet twice during the year to discuss the needs and progress of the English Department. 	<ol style="list-style-type: none"> 1. All teachers use a common strategy for writing instruction.
Technology: <ol style="list-style-type: none"> 1. Purchase a document camera and projector to aide instruction. 2. Qwizdom Response systems in use. 3. Amplification systems used in every classroom. 4. Websites: Read, Write, Think/OSPI, Write On. 	<ol style="list-style-type: none"> 1. Use a document camera and projector in the classroom. 2. New amplification systems allow easy use for students and teachers. 	<ol style="list-style-type: none"> 1. We received a technology grant through the ESD that included projectors, document cameras, laptops, interactive white boards, qwizdom response systems, and amplification systems. 2. District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.

<p>Communication:</p> <ol style="list-style-type: none">1. Quarterly report cards to advise parents of student progress.2. Teacher/Parent conferences.3. Midterm progress reports for all students and weekly tracking sheets for struggling students.4. Communicate via email for struggling students.5. Family access.	<ol style="list-style-type: none">1. Quarterly report cards used throughout the school year.2. Teacher/Parent conferences in the fall of the year.3. Midterm progress reports used throughout the school year..4. Families were encouraged to use family access.	<ol style="list-style-type: none">1. Using Skyward multi-class report for mid-term and progress updates as needed.
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School: Wahkiakum High School	Strategic Plan Area: Math	2011/2012 Revised 9/1/2011
<p><u>Goals:</u></p> <ul style="list-style-type: none"> • Increase number of students meeting standard on 10th grade EOC tests of 64.7% by 4% to exceed the state average of 68.5% • Increase collaboration in regards to effective <u>instruction</u>. • Increase student understanding of data representation both algebraically and graphically as measured by local formative and state summative assessments. 		
Strategic Action	Evidence of Implementation	Evidence of Impact
<p>Instruction and Curriculum:</p> <ol style="list-style-type: none"> 1. Continue to align curriculum and released cross-walks. 2. Implementation of algebra and geometry rubrics into daily instruction. 3. After-school tutoring in library. 4. Practice EOC tests given in late April & May during advisory. Feedback to students with targeted practice. 	<ol style="list-style-type: none"> 1. Submitted rubrics to principal. 2. . 3. . 4. Practice EOC tests taken. 	<ol style="list-style-type: none"> 1. Principal review and feedback. 2. Vertical/cluster team feedback. 3. Feedback from testing results to students.
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Formative assessments designed in cluster groups. 2. Practice EOC tests given in late April & May during advisory. Feedback to students with targeted practice. 3. EOC results released in Aug and shared on staff days in fall. Cluster group reflect on data in fall & adjust focus areas. 	<ol style="list-style-type: none"> 1. Implementation in classes. 2. Student data with targeted assignments. 3. EOC results and discussions during staff days. 	<ol style="list-style-type: none"> 1. Increased conceptual understanding and improved instruction on needed areas. 2. Improved EOC scores. 3. Modification of scope & sequence and more reflective practices.
<p>Staff Development:</p> <ol style="list-style-type: none"> 1. Continue district Math Vertical Team. 2. Continue Math Cluster Teams. 3. Quarterly Local Inservice meeting sharing/planning. 	<ol style="list-style-type: none"> 1. Math Vertical Team meetings regularly—20 hours throughout the year. 2. Meet at least once per month. 	<ol style="list-style-type: none"> 1. Use of proficiency checkups and modify district curriculum. 2. Modified on how curriculum is implemented.
<p>Technology:</p> <ol style="list-style-type: none"> 1. Teacher-directed technology integration within the classroom. 	<ol style="list-style-type: none"> 1. Used within classroom instruction. 	<ol style="list-style-type: none"> 1. Improved conceptual understand on daily work and embedded formative assessments.
<p>Communication:</p> <ol style="list-style-type: none"> 1. Continue Math Vertical Team monthly. 2. Continue building Cluster Teams. 3. Sharing at Local Inservice dates. 	<ol style="list-style-type: none"> 1. Reports to admin and cluster groups. 2. Monthly meetings occur. 	<ol style="list-style-type: none"> 1. Increased awareness across buildings and disciplines. 2. Improved transition through math sequence.

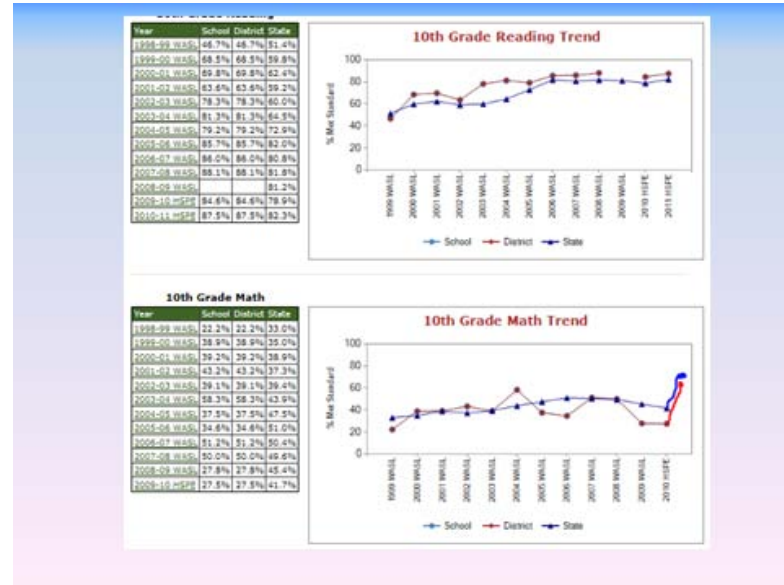
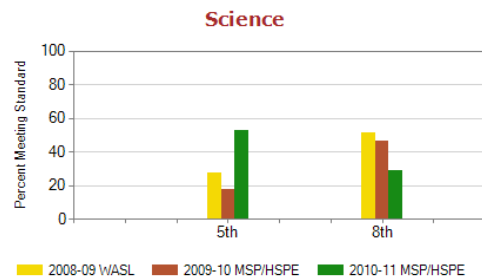
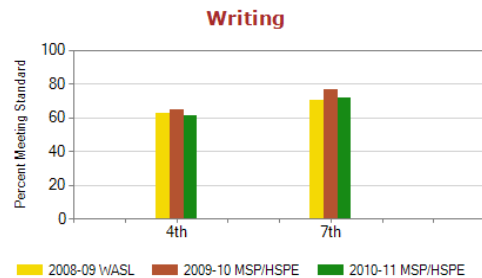
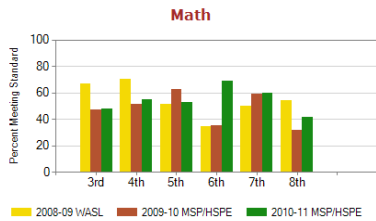
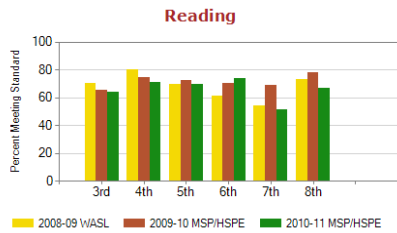
School: Wahkiakum High School	Strategic Plan Area: Reading	2011/2012 Revised 9/1/2011
<p><u>Goals:</u> Improve student reading comprehension by focusing on vocabulary development. Increase communication of reading strategies district-wide.</p>		
Strategic Action	Evidence of Implementation	Evidence of Impact
<p>Instruction and Curriculum:</p> <ol style="list-style-type: none"> Increase opportunities for reading a variety of books by increasing reading selection. Increase student choice of reading when appropriate. Provide student-driven opportunities for sharing findings from reading. Increase opportunities for student reflection. 	<ol style="list-style-type: none"> Book selections over time focus on identified needs. Individualized reading choice when appropriate. Variety of instruction allowing for cooperative grouping and modeling. Student journaling and other means for sharing student ideas and demonstration of learning objectives. 	<ol style="list-style-type: none"> Students demonstrate increased understanding of grade-level reading. (same as above) Students become more self-directed and improve assignment completion and understanding. Students better monitor their learning and adjust when necessary for increased learning.
<p>Assessment:</p> <ol style="list-style-type: none"> Perceptual/informal monitoring by teacher. Require students to identify key vocab and themes from readings and text. Students generate questions from readings that address vocab and themes. Writing prompts and essays that address and assess identified vocab. 	<ol style="list-style-type: none"> Teacher monitoring strategies. Student work reflective of key vocab. Student work collected regularly and assessed by teacher as needed. Effective opportunities that address vocab through sound writing instruction. 	<ol style="list-style-type: none"> Students demonstrating understanding of key vocab in everyday dialogue. Improved scoring on daily assignments related to vocab. Students better connect ideas within readings by increased understanding of vocab. Improved writing skills across the variety of writing contexts, e.g. persuasive, expository.
<p>Staff Development:</p> <ol style="list-style-type: none"> Structured local inservice time with English staff. Encourage and increase MS & HS collaboration. Training when appropriate on strategies for increasing vocab development. 	<ol style="list-style-type: none"> Participation of English staff. Participation of English staff across district. Staff participation in applicable training. 	<ol style="list-style-type: none"> Increased alignment of reading concepts. Students transition better from MS & HS classes. Students implement new and/or improved strategies for accessing selections.
<p>Technology:</p> <ol style="list-style-type: none"> Continue use of document cameras for both student and staff presentations of ideas. Regular use of computers for research and writing related to writing and course topics. 	<ol style="list-style-type: none"> Regular use of technology where all involved are practicing with media. All students proficient in using available technology and can demonstrate skills. 	<ol style="list-style-type: none"> Proficiency of applicable technology amongst both staff and students. Computers become regular use of learning when appropriate.
<p>Communication:</p> <ol style="list-style-type: none"> Reporting from local inservice dates. Begin district English Vertical Teaming. 	<ol style="list-style-type: none"> Reporting to staff involved and administration. Initial planning of meeting dates and follow through on creation of team. 	<ol style="list-style-type: none"> Clearer understanding between classes about other work within the district. Increased alignment and improved student transition.

State Testing Data—updated for 2010-11 www.k12.wa.us

[Click here](#) for detailed grade level information in Microsoft Powerpoint form.

J.A. Wendt ES & John C Thomas MS

Wahkiakum High School



State High School Testing: WHS Spring 2011

HSPE/EOC grade 10 results:

- Reading, **87.5%** (2010, 83.8%)
- Writing, **92.9%** (2010, 87.2%)
- Science, **50%** (2010, 30%)
- Math, **61.3%/91.7%** (2010, 27.5%)

Overall average + WAAS Portfolio = **64.7%**

Overall state average = 68.5%

Teacher Perceptual Data—updated Sept 2011

“Nine Characteristics of High Performing Schools” framework

Research has suggested that there is no silver bullet for how schools increase student achievement, but that there are number of characteristics of schools that have been shown to help in this cause. One such framework that the WSD has incorporated over time is in asking teachers to reflect on their perceptions of the nine traits as defined by the OSPI released document. The survey polled staff across the district in 2004, 2008, and 2011. The scale surveyed teachers on their perception of the their school’s current status means of the following scale:

1—little or no extent 2—some extent 3—moderate extent 4—great extent 5—very great extent

Scores reported: 2004/2008/**2011**

		JA Wendt	John C Thomas	Wahk High	Classified
1	Clear & Shared Focus	3.2/4.4	3.15/4.5	4.11/ 3.0	3.6/4.1
2	High Standards & Expectations	3.85/4.1	3.7/4.0	3.89/ 3.3	3.4/3.6
3	Effective School Leadership	3.45/4.4	3.5/4.5	4.11/ 3.6	3.6/3.8
4	High level of collab & comm	2.9/3.7	3.2/3.9	3.22/ 3.3	3.4/3.7
5	Curr, Instruct, Assess aligned with standards	3.25/4.1	3.5/4.1	4.33/ 3.8	3.4/4.0
6	Frequent monitoring of T & L	3.85/4.2	3.5/4.1	4.0/ 3.3	3.5/3.9
7	Focused Prof Dev	2.9/3.8	3.15/3.6	3.67/ 2.5	3.05/4.1
8	Supportive Learning Environment	3.8/4.1	3.9/4.2	4.56/ 4.3	3.45/4.2
9	High levels of Community & Parent Involve	2.95/4.0	2.9/4.0	3.67/ 2.6	3.6/4.0