

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13MO2**

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
                                                                                                                 

Name of Principal: Mr. Mike Morelock

Official School Name: Spokane High School

School Mailing Address:      1123 Spokane Road  
   PO Box 218  
   Spokane, MO 65754-0218

County: Christian                      State School Code Number\*: 022-094

Telephone: (417) 443-3502      E-mail: bernskoetterd@spokane.k12.mo.us

Fax: (417) 443-7714                      Web site/URL: www.edline.net/pages/Spokane\_High\_School

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Daryl Bernskoetter      Superintendent e-mail:  
bernskoetterd@spokane.k12.mo.us

District Name: Spokane R-VII      District Phone: (417) 443-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Sharon Bishop

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:   7297

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:   Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	25	42	67
10	32	21	53
11	29	35	64
12	21	19	40
<b>Total in Applying School:</b>			224

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2011	206
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 103

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>21</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	95%	95%	96%	95%	96%
High school graduation rate	90%	89%	92%	92%	87%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>52</u>
Enrolled in a 4-year college or university	<u>25%</u>
Enrolled in a community college	<u>38%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>31%</u>
Military service	<u>2%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Traveling south on Highway 160, past rolling hills and wide pastures, one finds Spokane High School, a small school with a big personality. Upon entering the building, a whirlwind of positive energy exists; a welcoming staff member opens the door, students nod in greeting and colorful fliers lining the walls invite students to participate in a variety of activities: student council is hosting a blood drive, book club is getting ready to host its monthly meeting, homecoming will be on Friday and the chapter of Future Business Leaders of America is collecting blankets for a community service activity. Even the ceiling tiles, several of which are painted with scenes, designs or a tribute to graduating classes, are silent colorful witnesses to the pride and talent of our student body.

There are 205 students in the high school; this number is greater than the population of the town of Spokane. Most of the students are from working-class backgrounds, and what was once a rural community, made up primarily of farmers, has developed into a bedroom community over the last twenty years. The school, however, remains the hub of the community as citizens tend to rally around the events at the school. Athletic events, plays, music programs, and non-school related activities such as elections and benefit auctions, make the school the cornerstone of the community. The mission statement embodies this relationship between the school and community: "Through a partnership, all Spokane R-VII students will become effective communicators, responsible citizens, and self-motivated learners."

The partnership between school and community has been successful. In one respect, Spokane High School students are competitive with much larger schools with more resources available to them. Just this year, a Spokane student was honored with an invitation to try out for the Missouri State Band and another of our students was honored with a position as a soprano for the Missouri State Choir. Last year, we graduated a National Merit semi-finalist and in the year before that, we boasted the president of Missouri State FBLA, quite a responsibility and accomplishment for a small rural school. Numerous state athletes have emerged from Spokane, including track athletes who found their way to the big dance when an actual track field to practice on did not exist. Our volleyball, basketball, and cheerleading teams have qualified for district and state championships over the years, collecting individual accolades along the way. A recent female graduate was recruited to play Division I basketball for Wichita State.

Though we can compete on a larger stage, we are also just as proud of our local achievements. When our FCCLA students team up with the choir to visit nursing homes in the area during the holiday season, the students feel such a sense of value and pride; they talk about the experience for weeks afterward. The Green Team collects and recycles the school's paper, our art and communication arts students work hard to prepare for and compete with impressive results in local art and writing contests. The Student Council hosts an annual canned-food drive that collects more than 10,000 cans in a week, which is spurred on by friendly grade-level rivalry.

Great wealth cannot be found in Spokane, but what can be found is a sense of determination. Parents who may not have graduated high school, let alone college, are committed to their children's education and ultimately their future. Many doctors, attorneys, pharmacists, engineers, and Military Academy graduates began their journey at Spokane, and would accredit their individual success to the dedication of their teachers and parents.

Academically, the district has earned Distinction in Performance from the Missouri Department of Elementary and Secondary Education for the last five years. The high school has met federal proficiency targets in communication arts and mathematics for nine consecutive years. During the 2012 End of Course testing, students scored in the top ten percent of all students testing in communication arts, mathematics, and biology. English II students earned the sixth highest score in the state.

Looking to the future, Spokane is sure to grow in population, but may the heart of the community remain unchanged. There are no retail chains or entertainment venues, and cell phone and Internet services are limited. Social networking takes place in the high school gymnasium, where everyone still knows everyone. Spokane High School truly is a special place, where positive energy and its students will continue to thrive.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

#### A.

At Spokane High School, we have created a climate of high performance expectations for students and have nurtured a competitive environment among the grade levels. Students strive to score higher than the class before them and score the highest within the conference. This means having students score only in the proficient or advanced range.

Teachers consistently are assessing students to gauge how students are progressing on the Course Level Expectations (CLEs). In Missouri, the state assessment tool is either the Missouri Assessment Program or the End of Course (EOC) test. EOC was instituted in 2009 for courses in Missouri high schools. EOC assessments administered at Spokane high school are English I, English II, Algebra I, Geometry, Algebra II, Biology, American History, and Government. These assessments are directly linked to the CLEs. Six of these assessments Spokane students scored in the top ten percent of the entire state of Missouri. Students are scored advanced, proficient, basic, or below basic. Students take an EOC test when they have mastered the CLEs for that course.

#### B.

Of the 210 kids enrolled in Spokane High School, 144 took at least one End of Course test in 2012. Of those, 123 students scored advanced or proficient on at least one test. That translates to 85.3 percent of the testing body scoring advanced or proficient on at least one test. Twenty-six students scored proficient or advanced on three different tests.

Spokane has established a sustained culture of high academic achievement. Teachers and students strive to not only meet state accountability targets, but to exceed them. Teachers work collaboratively in data teams to review state and local assessment results to make data-driven instructional decisions.

In mathematics and communication arts, the percentage of students scoring proficient or advanced has increased significantly since 2008. In communication arts, students scoring proficient or advanced has increased 38.7%, rising from 48.3% in 2008 to 87% in 2012. In mathematics, students scoring proficient or advanced has increased 36.8%, rising from 47.9% in 2008 to 84.7% in 2012.

In 2009, the state assessment changed from the Missouri Assessment Program (MAP), to the End of Course (EOC) assessment. Between 2008 and 2009, scores increased 26.2% in communication arts and 29.2% in mathematics. Scores have shown steady gains each year. Spokane has always chosen to participate in bonus the assessments, which included English I, Algebra II and Geometry. Since these have been previously considered bonus assessments, the percentage of students assessed has not reflected 100%.

Of the subgroup achievement scores, the IEP subgroup is the only area showing a significant achievement gap. Over the last five years, teachers have worked diligently to address this achievement gap and have made great gains. In communication arts, students achieving proficient or advanced has increased 42.9%, rising from no students scoring proficient in 2008 to 42.9% scoring proficient in 2012. In mathematics, the percentage of IEP students scoring proficient or advanced has increased 60%, rising from no students scoring proficient in 2008 to 60% scoring proficient or advanced in 2012.

As an intervention to reduce the achievement gap for IEP students, EOC and Special Education teachers were trained in co-teaching, and began implementing the practice. For the last three years, IEP students are enrolled in regular education classes that have co-teachers in place. There has been a significant gain in proficiency levels of our IEP students, lessening the prior achievement gap.

Spokane High School has met and exceeded state standards in mathematics since 2003. From 2009 to 2012 Spokane has exceeded the annual proficiency target. The 2012 test results place Spokane in the top five percent of the state. Spokane's rise to the top does not stop with scores in communication arts and mathematics. In 2012, Spokane had six testing categories score in the top ten percent of the state. *US News and World Report* released its top schools for 2012, and Spokane was awarded a bronze medal.

There are many factors that have contributed to our significant gains over the last five years. Collaboratively, teachers have disaggregated the End of Course data to determine strengths and weaknesses of Item Benchmark Descriptions (IBD's). Once the data has been analyzed, weaknesses can be found and immediately addressed. Curriculum is aligned to continue with our strengths and focus extra attention on our weaknesses. The depth of knowledge per question is also analyzed. Teachers implement higher level questions according to the depth of knowledge scale.

## **2. Using Assessment Results:**

Spokane High School teachers continually assess students and track data to monitor student achievement and growth. In the past few years, teachers at Spokane High School have been working collaboratively to analyze and use data to drive instruction. Analyzing data is an ongoing process that starts at the beginning of the year. Data is taken from two main sources for beginning of the year curriculum alignment: previous years' scores on the End of Course and scores from benchmark tests given to the current students. The state releases an IBD that shows the correlation between each EOC question and the course level expectation. This data is used to determine strong points in the curriculum and also CLE's that need improvement. After identifying weak CLE's, teachers work to pinpoint faults that may lie in the curriculum. The curriculum requiring improvement is modified to hopefully increase mastery of that CLE for the upcoming year.

Benchmark testing is another tool for beginning-of-the-year alignment. The Missouri Department of Elementary and Secondary Education releases a set of questions that are similar in style to the EOC questions. These are used as benchmark tests to assess previous knowledge. Data from the benchmark tests can be tied back to strong and weak CLE's. By using student scores, teachers can determine how many of the students are scoring in each division. Students who take the EOC are either advanced, proficient, basic, or below basic. By using initial scores teachers can create a more focused curriculum and set goals as to where they want their students to be by the end of the year. The benchmark test is given again before the state EOC is administered. Teachers use this data to track student progress over the year. This is the most rewarding data to get back because it shows the growth of those students for that academic year. Teachers also use this data to help structure review sessions before the EOC.

Production of Common Formative Assessments (CFA's) have also been used throughout the year to assess students progress. CFA's are used to determine what students know before instruction has been given and used again at the end of units to determine readiness for the summative assessment. These assessments are short and highlight main ideas directly linked to the Course Level Expectations.

Spokane High School has a unique approach to increasing student achievement on the EOC. Before the EOC is administered, each teacher shares with students the previous EOC scores for Spokane High School as well as other schools in the district. This gives students an incentive to perform to the best of their ability, so they can stay at the top of the conference and to also beat Spokane's previous scores. Students are then asked to write down a goal that they would like to achieve. On test day, students are presented with their goal and a note from the teacher to inspire high achievement from each student. EOC scores can be accessed a couple weeks following completion of the testing cycle. Scores are revealed to the students and parents through forms provided by the state that show the student's raw score and the division in which they fell. In the past, Spokane High School has had phenomenal scores on the EOC assessments. We relay this information to the community by publishing the results in the district newsletter and local paper. Showing the scores to the students is always a big "hoorah" at Spokane. At the

end of the year, we have an EOC assembly to honor the students that scored advanced or proficient on the assessments they took. Students are awarded medals for their academic achievement.

### **3. Sharing Lessons Learned:**

As part of a high achieving school across the curriculum, our teaching staff has shared the processes used in the high school with other professionals in our district and with other schools. This sharing has taken place in informal meetings, Professional Learning Community time, professional development meetings, and conference activities. Members of the teaching staff have also hosted professionals from other schools.

Because of the proximity of the district's middle school to the high school campus, high school teachers have shared their expertise in benchmark assessment, formative assessment, and goal setting with middle school teachers. These meetings have taken place after school or during planning time in the day. The district has also utilized district in-service days to provide presentations to all teachers on data analysis, benchmark testing, and formative assessments.

Our staff has been instrumental in leading vertical articulation meetings in the district. These meetings have been used to align the district's PK-12 curriculum to content standards. Sequencing and depth of topics to be covered has been discussed. Finally, the high school teachers have helped articulate a curriculum map of material to be covered in content areas.

The high school has hosted area schools for in-service training by our communication arts and math teachers. That training has focused on gathering and interpreting student performance data. Our teachers also have led discussion about effective classroom teacher strategies. Teachers from other schools have been given an opportunity to ask questions about course content, differentiated instruction, and assessment. Our staff has also shared techniques to help students and adults set personal achievement goals.

Our principal has presented information on the staff teaching strategies at the local conference administrators' meeting. The presentation centered on how classroom teachers use End-of-Course student data to guide instructional practices. A discussion of benchmark testing and formative assessments was held. The principal also presented information of adult and student goal-setting.

As important as it is for teachers to share our success with other teachers and schools, it is just as important to share our success with parents and patrons. The staff communicates our curriculum goals and our test data with parents through email, phone calls, and personal contacts. The counselor contacts parents and encourages dialogue about student achievement. The principal sends out a daily newsletter which covers activities and celebrates our students' performance.

### **4. Engaging Families and Communities:**

Because Spokane High School is located in a rural community with few local businesses, the school is the cornerstone of the community. The high school is frequently a venue for both school-related and community events. Spokane High School utilizes various mediums to communicate with and involve parents and community. Through technology-based media, quarterly district newsletters, and various opportunities for parents to meet with teachers, Spokane High School has developed a strong rapport with the community.

The Software Technology Incorporated (STI) student information system allows parents and students to view grades, missing assignments, disciplinary notes from teachers, and attendance in real time through the Parent Portal. The high school teachers maintain their own websites, which provide additional information about their courses, events, assignments and resources that a student may need.

Many student organizations at Spokane High School host and participate in several community service activities. These include blood drives, canned food drives, nursing home visits, construction of blankets for local charities, collection of warm clothing, adoption of families during the holidays, as well as raising money for unexpected crises that may arise during the school year. In honor of a Spokane coach who suffered and survived breast cancer, the athletic teams host pink-out games to raise awareness of the disease.

Spokane High School hosts a Veterans Day Assembly each year, which includes a breakfast, flag-raising, and program to honor those who have served our country. The entire school district, including the band, choir, and student council are involved in the ceremony.

The Silver Dollar City Foundation's Care For Kids program addresses the psychological and emotional needs of our students through mentoring programs, where the schools match kids who need extra attention with mentors who care. As a result of this program, Spokane now has local volunteers serving as an additional cheerleading coach, as well as additional staff to supervise the computer lab.

Care For Kids led to the creation of the Soul Food Backpack Program at Spokane High School. Spokane has many families who are struggling due to unemployment, medical bills, and many other circumstances that place the family into situational poverty. Jordan Valley Health Center provides the district with Trudi's Kids, a medical mobile unit that visits our school buildings monthly. They are able to provide well-child visits, immunizations, diagnosis and treatment of illnesses, prescriptions, etc. Jordan Valley can provide all services without any out-of-pocket cost to the families.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Spokane High School features a curriculum which is broad in scope in order to help students explore interests and develop skills necessary to further their education or be ready for a career after graduation. The content of courses is aligned to state and national standards. Course Level Expectations (CLE's) are integrated into the core curriculum. The high school utilizes a partnership with the Gibson Vocational Technical School to help provide students with state-of-the-art vocational training in a career field. Dual credit course offerings through Missouri State University and Ozarks Technical College permit students to earn college credit while in high school. Students needing additional educational support have access to an alternative school credit recovery program. Students with special needs are scheduled into core "Co-teaching" sections. These sections have a regular classroom teacher and a special education teacher working together to deliver instruction in the class.

The English department offers English I, II, III, and IV as base classes. Additional courses include Satire and Humor, Creative Writing, Literature Appreciation, and College Preparatory English. English III and IV are also offered as Honors courses with additional rigor. College Preparatory English may be taken for Dual Credit.

Mathematics courses offered help prepare for college, career, or life skills. Offerings include Algebra I, Geometry, Algebra II, Algebra II Honors, Consumer Math, Statistics, and a two-year algebra sequence.

The science department offers courses in Biology I, Biology II, Chemistry, Botany, Zoology, Anatomy and Physiology, Earth and Physical Science, Environmental Chemistry, and Astronomy.

Social studies curriculum includes American History, World History, Contemporary Issues, Psychology, Sociology, American Government, Philosophy, World Geography, and American History II. Psychology, Sociology, and Philosophy may be taken for Dual Credit.

Elective credits include a variety of fine and practical arts classes. Band, Music Appreciation, Choir, Art I and II, Graphic Design, and Advanced Art are available to students. Three Spanish offerings are offered as a foreign language option. Technology courses include Computer Applications and Desktop Publishing. Family and consumer science offerings include Child Development, Home Furnishings, Interior Design, International Foods, Nutrition, and Career and Family Leadership.

Additional courses required for graduation include Personal Finance, Health, and Physical Education. Spokane also offers A+ students the opportunity to schedule a class period to be assigned to do tutoring. That allows students to earn that requirement for the A+ program.

Spokane High School partners with Gibson Technical Center in Reeds Spring to provide vocational offerings for students. All sophomore students tour the center and learn about opportunities for technical courses and career readiness skills. Juniors are offered the opportunity to schedule classes at Gibson and the high school provides transportation. Students may select from courses in Auto Collision Technology, Automotive Technology, Building Maintenance, Business Technology, Computer Technology, Culinary Arts, Health Technology, Marine Technology, Practical Nursing, Printing Technology, and Welding Technology. Many of these courses offer students the opportunity to earn certifications for future career fields. Students also take a Technical Skills Assessment to demonstrate their mastery of course content.

## **2. Reading/English:**

The English Language Arts (ELA) Department strives to foster a passion for reading and learning in our students as well as the composition skills necessary to be effective communicators. The ELA Department accomplishes these goals through several methods including the use of Professional Learning Communities (PLC) to strengthen and improve instruction. The high school meets in PLC groups once a week, and during this time, we use feedback from State End of Course (EOC) exams to identify weaknesses and formulate a plan for instructional improvement. The outcome of this can be seen in several ways, including our EOC scores. Last year, our English I EOC scores put us in the top eight percent of the state and our English II EOC scores put us in the top one percent. Even with such high levels of success, we continually evaluate to see where we are strong and where we need to focus remediation efforts. Benchmark data is obtained each August by giving a test that aligns with our Course Level Expectations; this data then drives our instruction. We also look at ACT, ASVAB and PLAN results to guide instruction. PLC time is also valuable as an opportunity for teachers to share conference experiences and information. The high school has used Professional Learning Communities to create a common writing rubric for the high school and to establish homerooms for silent sustained reading every day. Because of this, the library circulation has increased and our students belong to a culture of reading.

The English Language Arts Department of Spokane High School boasts a wide variety of offerings beyond English I, II, III, and IV. We offer Literature Appreciation, a class focused on an extensive list of enrichment readings from the classical to the contemporary. We also offer a number of honors courses including College Preparatory English, a critical thinking composition class that is dually-enrolled at Missouri State University. Our honors classes focus on preparing students for the rigors of college writing and emphasizing research and non-fiction reading and writing. Our career-focused ELA offerings encourage practical writing and the exploration of technical vocations. Creative Writing offers the opportunity for students to compete in a regional language arts fair every year in a variety of prose and poetry categories. Our students excel in this competition and earn writing scholarships from the Missouri Writers Hall Of Fame nearly every year.

## **3. Mathematics:**

The Spokane R-VII School Math Department provides experiences that encourage and enable students to understand and value mathematics. Mathematics at its core is problem-solving. Preparing students to be capable of solving problems by developing understanding of number concepts, computation, appropriate use of technology, and reasoning skills is the prime purpose of the mathematics curriculum. Curriculum implemented is aligned to the Missouri Department of Elementary and Secondary Education Course Level Expectations and currently being revised to more closely align with the Core Academic Standards.

We believe the combination of quality instruction and skills development will ensure all students have the opportunity to maximize their potential. Skills development reinforced with real-world application will encourage the evolution of problem solving abilities and critical thinking skills. Cooperative learning, teacher exposition, games, peer tutoring, student-led instruction, and simulations are the main focus of instructional strategies. We know that students learn when actively engaged and individual interests are included in the learning process. The mathematics instruction at Spokane prepares students for the successful progression to higher levels of mathematical achievement, as well as providing relevant technological and day-to-day living skills. With the aid of SMART boards and graphing calculators, students interact daily with technology in our math classes.

Students above grade level are encouraged to participate in the math team. Math team competes in the Great Plains Math League, where students are exposed to more complex mathematics situations not encountered in the classroom. Instruction is differentiated whether through the hands-on approach, the individual student use of whiteboards, or the graphing calculators, our students are encouraged to contribute and take initiative in their education.

Our high school has taken great strides in improving student achievement that falls below grade level. We utilize co-teaching in classrooms with integration of students with special needs. Co-teaching is the collaboration among the regular education and the special education teacher. We currently follow a lead and support approach. Generally, the math teacher leads the instruction and the special education teachers offer assistance and support to students with and without special needs. This effective teaching strategy has not only increased our End of Course scores to the top ten percent of the state, but also has strengthened the student's confidence and overall self-esteem. We offer daily tutoring services to support students who are performing below and above grade level. Tutoring helps improve student performance and confidence by offering a one-on-one time to work.

#### **4. Additional Curriculum Area:**

The science curriculum at Spokane High School is designed to increase science literacy by engaging students in open-inquiry problems with the goal of developing lifelong learning skills. In order to meet graduation requirements at Spokane High School, students must complete three years of science. The course sequence is as follows: freshman year, Earth/Physical Science, sophomore year, Biology, junior year, Chemistry or Environmental Chemistry. The science electives which may be taken after sophomore year are Physics, Anatomy & Physiology, Botany, Biology II and Astronomy. All classes are laboratory based with open-inquiry lessons that promote the development of independent research skills. The curriculum in place is aligned to Course Level Expectations (CLE's).

Earth/Physical science is a freshman science requirement that studies the dynamic nature of Earth with an emphasis in mathematical concepts to strengthen the understanding of Earth's interacting systems. Biology is the science requirement the student's sophomore year. Emphasis is placed on genetics, cellular concepts and how chemical systems are linked through photosynthesis. Chemistry and Environmental Chemistry are required during the junior year at Spokane High School. Chemistry is a college preparatory course designed for students that are planning to attend a traditional four-year university. Students learn to express mathematically the nature of chemical reactions in the environment. Environmental Chemistry demonstrates how chemistry is the unifying science. This course is designed for students planning to attend a nontraditional four-year program after high school. Curriculum mapping allows for vertical teaming with the communication arts and mathematics department to promote science literacy and mathematical problem solving.

Spokane has actively participated in the Green Leadership Academy for Diverse Ecosystems (GLADE). GLADE is developed and administered by Greater Ozarks Audubon and Missouri State University. Students who wish to participate in the academy must fill out an application, write an essay, and include letters of recommendation in hopes of being selected. Spokane has been honored with students representing our school. Most recently, we had four students accepted into the program where they were awarded a grant to develop a project in our community.

Teacher collaboration between the science, mathematics, and communication arts teachers has promoted literacy across the curriculum. Science students are afforded the opportunity to present their scientific findings through writing, public speaking, and mathematical models. Cross-disciplinary instruction has enabled teachers of various disciplines to collaborate on best instructional practices that support all disciplines in every classroom.

#### **5. Instructional Methods:**

At Spokane High School (SHS), we are constantly looking for new, effective methods that will motivate and challenge our students to meet their maximum potential. Teachers vary their teaching strategies to reach all students. This is accomplished in many ways including a variety of scaffolding question strategies, small group activities, student-led instruction, co-teaching techniques, hands-on activities, benchmark testing throughout the school year, and data-driven instruction. In preparing our students for

the demands of the twenty-first century, teachers at Spokane integrate the use of technology in instruction through the following methods: Wix, Weebly, Prezi, GoogleDocs, and the Microsoft Office Suite.

For students with Individual Education Plans (IEP's) or 504's, the special education team provides individualized modifications in written form to each teacher in order to ensure the appropriate modifications are being met within the regular education classroom. At Spokane High School, we have implemented a Co-teaching Program where a special education teacher travels with several students with mild to moderate disabilities to the regular classroom setting. The two teachers pair up to plan activities, lesson plans, grade assignments, provide accommodations, and co-teach the class. This program has proven to be very beneficial to both regular and special education students. The benefits are evident in our continued increase in End of Course scores over the past several years. We currently have two special education teachers who travel to six regular classrooms during a school day and twenty-seven students with IEP's are in attendance. In addition, we are an A+ school and have effectively utilized student tutors by pairing them up with classrooms containing a high number of students with IEP's. This has proven to be successful as well.

In meeting the diverse needs of students, Spokane also offers instruction beyond the typical high school curriculum. Students who struggle within the traditional school setting are able to attend school in an alternative setting. There are also opportunities for those seeking vocational instruction. And although we are a small high school, we also offer several dual-credit courses for our many college-bound students.

At Spokane High School on any given school day Monday through Thursday, you can expect to find at least four or five teachers staying after school for tutoring. This is made possible by our district maintaining what had been a popular statewide compensation program for teachers who provided instruction outside of contracted hours even after the state stopped funding it. This allows teachers to stay after their contracted hours and provide extra instruction, guidance, and help on particular assignments throughout the school year.

At Spokane High School, we believe it is extremely important to be available to parents and guardians in our district. We utilize our school web site, phone calls, emails, and scheduled meetings if needed to maintain open communication with parents. The school website offers course syllabi, lesson plans, assignments and due dates, school events, school policies, and easy-to-access contact information for anyone in the district.

## **6. Professional Development:**

The goal of the Professional Development program is to provide professional development opportunities which will directly enhance teachers' abilities to improve student achievement. The Spokane District Professional Development Plan focuses on the following areas: on-going assessment and revision of curriculum, developing instructional strategies, providing training in best practices, and providing a mentoring/protégé program for first and second year teachers. The district utilizes data from the Northwest Evaluation Assessment (NWEA), the Missouri End of Course (EOC), along with individual subject area benchmarks. This helps the district identify strengths and weakness of individual students in areas of academic achievement. The teachers then use this data to select areas that are needed for professional development. Through professional development, the district's teachers are learning to develop Common Formative Assessments to create units of instruction. Continual academic success is achieved through the cooperative efforts of teachers vertically aligning the curriculum to meet state course-level standards.

Emphasis is placed on developing nonfiction reading and writing throughout all areas of the curriculum in our district. At the high school level, a common writing rubric was developed to uniformly assess writing skills across the curriculum. In Professional Learning Communities, teachers are provided time and the opportunity to collaborate, assess student data, improve instruction, and align the district's curriculum with state standards.



The Spokane School District continues to provide its teachers with funds for professional development and a budget that is distributed through the professional development committee. The professional development committee is comprised of elected colleagues that represent all teachers in the district K-12. They monitor and assess each professional development request to make sure it pertains to the areas that need strengthening for student academic achievement. Through a process, each individual teacher is allowed to request and participate in professional development activities throughout the year. Teachers summarize the information obtained in these professional development activities and share them with their colleagues. This process is evaluated and revised at the end of each academic year and presented to the Spokane R-VII Board of Education for review and approval. As the Core Academic Standards are implemented, the Spokane district will continue to use Professional Learning Communities, collaboration, and student data to provide professional development which leads to academic success for all Spokane High School students.

## **7. School Leadership:**

Many individuals work in close collaboration to provide leadership at Spokane High School. Administrative personnel include the building principal, the guidance counselor, the athletic director, the district-level special services director, and the curriculum and testing coordinator. The certified staff of twenty professionals daily teach, gather performance data, and provide valuable input to the administration. The patrons of the school are encouraged to communicate concerns, issues, and recommendations to the school.

The staff participates in weekly Professional Learning Community (PLC) meetings. During these meetings, discussions pertaining to curriculum, student achievement, current practices, common topics of interest, and problem solving occur. Dialogue between the various stakeholders allows for thorough vetting of solutions and a sense of common vision. The expertise of building faculty members is used to provide training to other teachers in the building. In this manner, leadership is being continuously developed. Topics such as analyzing student testing data and creating formative student assessments to guide instruction have been presented.

The principal meets weekly with the district superintendent and curriculum director. These meetings allow for regular exchange of information on building and district initiatives, needs, and practices. During these meetings, budgetary issues and available resources are discussed. The guiding principle in the discussions is to do whatever is best for students and whatever maximizes student achievement. The district maintains a focus on gathering and utilizing relevant data to support those decisions. School climate and safety are continuously evaluated.

The guidance counselor helps staff and students identify obstacles to being successful academically. The effort is to work with students individually to determine personal strengths and weaknesses. Providing career and college awareness activities helps students make informed decisions about their course of study or post-graduation plans.

Teachers are given opportunity to develop school-wide student initiatives. This year, a group of teacher leaders, in conjunction with the counselor, developed a freshman mentoring program for the high school. Utilizing upperclassmen as mentors, the teachers meet monthly with freshmen students to provide information on study skills, character development, and decision making. These sessions help freshmen begin their high school experience in a more secure manner.

The school culture at Spokane encourages all members to develop leadership skills to help each student maximize their achievement. A nurturing environment and willingness to help every student is evident in the decisions and actions taken each day.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC High School

Edition/Publication Year: Grade 10 Publisher: CBT/Riverside/Questar

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient + Advanced	87	74	74	75	48
Advanced	31	23	24	32	13
Number of students tested	100	105	95	47	60
Percent of total students tested	96	95	93	94	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced	90	67	70	74	55
Advanced	32	17	16	26	15
Number of students tested	50	60	43	23	20
<b>2. African American Students</b>					
Proficient + Advanced	0	Masked	Masked	0	Masked
Advanced	0	Masked	Masked	0	Masked
Number of students tested		1	1		1
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	1	1
<b>4. Special Education Students</b>					
Proficient + Advanced	Masked	31	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	7	13	9	4	7
<b>5. English Language Learner Students</b>					
Proficient + Advanced	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
<b>6. White</b>					
Proficient + Advanced	87	76	74	74	51
Advanced	31	24	24	30	14
Number of students tested	97	99	92	46	57
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
Missouri changed assessments in 2009 from Missouri Assessment Program (MAP) to End of Course (EOC) exams.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Math MAP/EOC High School

Edition/Publication Year: Grade 11 Publisher: CTB/Riverside/Questar

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient + Advanced	85	70	70	77	48
Advanced	26	28	33	31	8
Number of students tested	101	116	106	35	48
Percent of total students tested	98	95	96	90	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced	87	68	63	71	41
Advanced	26	16	35	24	12
Number of students tested	47	56	43	17	17
<b>2. African American Students</b>					
Proficient + Advanced	Masked	Masked	0	0	0
Advanced	Masked	Masked	0	0	0
Number of students tested	1	1			
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	3	1	1
<b>4. Special Education Students</b>					
Proficient + Advanced	Masked	20	Masked	0	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	5	10	6		1
<b>5. English Language Learner Students</b>					
Proficient + Advanced	Masked	0	Masked	0	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	1		1		1
<b>6. White</b>					
Proficient + Advanced	87	70	70	77	47
Advanced	26	27	34	32	9
Number of students tested	97	112	103	34	47
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
Missouri changed assessments in 2009 from Missouri Assessment Program (MAP) to End of Course (EOC) exams.					

13MO2