

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mrs. Gretchen Hart

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Chief Joseph Elementary School

(As it should appear in the official records)

School Mailing Address 1100 East Chateau Drive

(If address is P.O. Box, also include street address.)

<u>Meridian</u>	<u>ID</u>	<u>83646-3403</u>
City	State	Zip Code+4 (9 digits total)

County Ada County

Telephone (208) 350-4200

Fax (208) 350-4209

Web site/URL

<https://www.westada.org/chiefjoseph>

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E-mail Hart.Gretchen@westada.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mary Ann Ranells

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail ranells.maryann@westada.org

District Name Meridian Joint District No 2 Tel. (208) 855-4500

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ed Klopfenstein

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 33 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools
- 55 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	50	91
1	39	50	89
2	36	45	81
3	37	51	88
4	46	42	88
5	33	52	85
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	232	290	522

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 5%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2017	522
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 12 %
65 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Russian, Ukranian, Vietnamese, Amharic, Chinese, Bosnian, Samoan

7. Students eligible for free/reduced-priced meals: 41 %
Total number students who qualify: 214

8. Students receiving special education services: 10 %
53 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	25
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The Chief Joseph School mission is to pursue excellence in academics, the arts, and character development.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Families interested in having their children attend Chief Joseph (a free, public school) apply and are accepted based on seats available. If more students apply than there are seats available, students are selected by random lottery.

PART III – SUMMARY

Tucked into a quiet, middle class neighborhood in what is now one of our country's fastest growing cities, Chief Joseph Elementary School in Meridian, Idaho has undergone several incarnations in its nearly 30-year history.

When built in 1991, Chief Joseph served approximately 600 students, most of whom walked from their homes to attend school each day. In the years following, the school's population grew as the town did; Chief Joseph was soon over capacity at 900 students, forcing storage areas to be converted into classrooms, and requiring that a portable unit be placed on school grounds to help alleviate congestion. While that overcrowding was difficult, it did not last for long; as families with greater means purchased homes in newer parts of Meridian, growth in the immediate area slowed and Chief Joseph's enrollment shrunk to a level below that of which it had been when the building opened. At the same time, the number of Chief Joseph students in need of socioeconomic support increased; more neighborhood homes became rentals, and more families experienced economic-related stress. Student achievement decreased, and in 2011 the school was placed on a list of Idaho schools facing sanction if improvement failed to occur.

In an effort to boost enrollment and revitalize learning, district leadership proposed that Chief Joseph re-designate itself as a 'school of choice' in the arts; the staff agreed to the change and in 2011 became Chief Joseph School of the Arts – meaning that teachers would integrate art into all areas of the curriculum, as much as practically possible, to engage students and improve academic results. Students would also be given additional opportunities in the visual, dramatic, and musical arts, both during school hours and beyond. From 2012 to the present, tremendous amounts of time and effort have been dedicated to determining students' instructional gaps and developing and implementing individualized plans to fill those gaps. School and classroom schedules, revamped that year, continue to be tweaked to best serve student needs. Assessment data is regularly shared, explained and analyzed. Teachers work with their students to establish and track personal learning goals; student growth is constantly recognized in informal ways, as well as in schoolwide announcements and assemblies.

As a result of those instructional and cultural shifts and the work that continues today, Chief Joseph has made remarkable strides in student achievement and its enrollment has remained steady. Students are held to a high standard in terms of both academics and behaviors; daily skills groups in both language arts and math, as well as an emphasis on developing the qualities of successful learners, help students meet and exceed that standard. Although the primary intent of highlighting the arts had been to attract students from outside the school's original boundaries and alleviate overcrowding at other sites, Chief Joseph has largely remained a neighborhood school. More than 80% of students live within just a few miles of the school, with a large percentage of those just a few blocks away. Many of the homes bordering the school's playgrounds and fields are those of Chief Joseph families.

At present, Chief Joseph serves 525 kindergarten through fifth grade students, approximately 42% of whom qualify for and receive free or reduced-price meals at school. Chief Joseph is also an English Learners magnet school, meaning that 12% of students speak a language beyond English at home and a dedicated EL teacher partners with classroom teachers to provide instruction to strengthen literacy skills. While the school's diversity brings challenge in terms of meeting a wide variety of instructional need, it also brings great benefit as students learn about cultures that they may not otherwise. One popular annual event at Chief Joseph, ArtWalk Around the World, showcases students' artistic talents and cultural backgrounds and reinforces the school's philosophy that diversity only makes us stronger.

Parents and extended family are considered essential partners in the education of their children, and are frequently at school to volunteer or visit with staff and other parents. Programs and events that involve families are held frequently; in a recent month, the school welcomed parents to join their children for an Orchestra Concert, a grade level Math Night, a PTO meeting, and a Literacy Fair. For the past five years, 100% of parents have attended Parent-Teacher Conferences to discuss their children's progress.

Passionate about helping students become good citizens and strong students, teachers work within school-

based teams and with the support of the school's Instructional Coach to create common formative assessments, analyze data, and revise instruction, all with the goal of growing students. Professional development on such topics as reciprocal teaching, visible learning, and priority standards help staff improve skills and target instruction. All staff work to build a culture that values every child and promotes kindness.

Community-minded and inclusive, and with student achievement and engagement its priority, Chief Joseph School looks forward to many more years of serving Idaho families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Chief Joseph’s curriculum in Reading/English Language Arts is based on the Idaho Core Content Standards. Priority standards, identified for each grade level, help teachers focus their efforts on that which students must know. The district’s adopted resource for teaching the standards in kindergarten through fifth grade is HMH Journeys. The Journeys curriculum includes daily instruction in comprehension, fluency, phonics, vocabulary, spelling, and writing, all of which align to the Idaho Core Standards. The Journeys curriculum has an online component, Think Central, that provides weekly progress monitoring and gives teachers, students, and families unlimited access to all instructional resources and assessment results. Teachers regularly assess student learning using Journeys Standards-Based Assessments. Questions on these assessments are generally written to a higher depth of knowledge, reflecting the rigor of the standards and similar in application to questions included on the Idaho Standards Achievement Test (ISAT). Teachers adjust instruction based on formative assessment data. Within lessons, teachers use strategies such as exit tickets, response cards, and preplanned questions with response structures to make minute to minute and day to day decisions about instruction based on evidence of student learning. Results from the frequent formative assessment are used to reinforce core learning through differentiated small group and/or Tier 2 instruction. In collaborative teacher teams, teachers write, revise, study, and implement common formative assessments. Grade level teachers collaboratively analyze results and respond to student achievement data from their common assessments by providing additional intervention and enrichment within a unit of study. Teachers disaggregate data from common assessments based on English learner and special education subgroups to determine which students are responding to Tier I teaching and what adjustments must be made.

1b. Mathematics:

Chief Joseph’s curriculum in Mathematics is based on the Idaho Core Content Standards. As in ELA, priority standards have been identified for each grade level in order to provide teachers a clear understanding of their expected focus. The district’s adopted resource for teaching the standards, EngageNY (Eureka Math), is fully aligned to the Idaho Core Content Standards.

Eureka is a comprehensive program that sequences math progressions into 6-8 modules, depending upon grade level. The K-5 Eureka curriculum includes daily fluency practice, application problems, guided instruction, a problem set, an exit ticket, homework, and mid- and end of module assessments. Teachers appreciate the curriculum’s rigor and emphasis on the mathematical practice standards; reasoning, modeling, and multiple pathways to problem solving are key elements of math instruction at Chief Joseph. Peer and self-assessment on daily math application problems (using Engage’s four-point rubric) engages students in complex problem-solving that requires stamina and builds perseverance. Students are taught to analyze and critique each other’s work, and opportunities for collaboration are built into each lesson. A score of four on the rubric indicates mastery with evidence of solid reasoning and a correct answer. The Eureka sequence helps students grasp where they are in their learning and where they need to go next, an empowering feature that motivates learners and prepares them for success in later grades and on the ISAT. Technology-based support is offered through Zearn, a computer program that aligns with Eureka and helps reinforce skills. Teachers utilize various assessments throughout each module to monitor student learning and inform next steps. Assessments include daily exit tickets and mid- and end of module assessments. Exit tickets are used by teachers to monitor student learning on a daily basis, informing instruction based on student need and allowing teachers to differentiate instruction in the moment. Grade level teams utilize mid- and end of module assessments as common formative assessments that they can analyze and respond to by providing additional intervention and enrichment within a unit of study. The progress of students within identified subgroups is of constant consideration.

1c. Science:

Chief Joseph's curriculum in Science is based on the Idaho Content Science Standards. Each grade level incorporates the process standards of science, including the tools of science and the scientific method. Units include the Nature of Science, Physical Science, Biology, Earth and Space Systems, and Personal and Social Perspectives/Technology. Science experiments often include hands-on experiments and arts integration. Chief Joseph also utilizes the Discovery Education and Science Streaming platform in order to allow teachers to incorporate audiovisuals, simulation, and other science content into their units of instruction. Common formative assessments are created by teacher teams and used to determine students' understanding of key concepts. Beginning next school year, Chief Joseph will utilize the state's newly adopted Next Generation Science Standards (NGSS) as its core Science curriculum. Teacher representatives are at work now on identifying the priority standards within the curriculum.

1d. Social studies/history/civic learning and engagement

Chief Joseph's curriculum in Social Studies is based on the Idaho Social Studies Standards. These standards include History, Geography, Economics, Civics and Government, and Global Perspectives. Kindergarten through second grade students learn about the world around them; teachers integrate a variety of fiction and non-fiction picture books from our school's library into instruction to help spark discussion and build knowledge. Third grade students widen their social studies understanding by participating in an historical walking tour of the city of Meridian. Their field trip includes a visit to Meridian City Hall, where they meet with city representatives and learn about local government. Fourth grade students engage in an in-depth study of Idaho history which culminates in a districtwide field trip called Rendezvous. At Rendezvous, fourth graders see Idaho history come to life as they visit hands-on stations that include panning for gold, making butter, square dancing, and more. Students learn about the history of Idaho from local historians dressed in authentic clothing and engaging in activities from the period. In addition, each classroom makes a craft to sell at the Rendezvous Trading Post, and students bring 'trapper dollars' earned throughout their Pioneer unit to purchase each other's handiwork at the Rendezvous Trading Post. Finally, fifth grade students are taught United States history from the period of colonization through post-Civil War Reconstruction; their unit of study includes a field trip to a local reenactment of a Civil War battle. Our city's mayor visits Chief Joseph once or twice each school year to talk with students about local happenings and events.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Arts:

Chief Joseph School is a school of choice in the West Ada district for students interested in an arts-infused education, and its art curriculum is based on the Idaho Art Standards. Kindergarten through fifth grade students at Chief Joseph have increased opportunities in the visual, musical, dramatic and literary arts, as well as specialized instruction in choral and instrumental music during the fourth and fifth grades. At Chief Joseph, academic subjects are taught with the same rigor and to the same standard as in other district elementary schools; the difference at Chief Joseph is that art is integrated into all subject matter and that the school has a dedicated art teacher with whom all students work for 45-minute periods each week, in an art studio with a wide variety of resources and pottery kiln. The school also has four specially-trained music teachers who work together to plan lessons that build students' musical knowledge, talent and appreciation. The school's lead music teacher spearheads the annual school musical, involving more than 100 students of all ages in a production that draws a huge community audience. The school's mission is to pursue excellence in academics, the arts, and character development; with the help of the arts, Chief Joseph students develop the skills, creativity, and self-confidence to become better learners and citizens. Educational research shows

that an arts' focused education makes students better readers and problem solvers, especially when that art instruction is integrated into the school's curriculum. Through that arts-infused curriculum, students learn to utilize the higher-order thinking skills such as critical thinking, analyzing, and decision-making that help them throughout their lives.

Physical Education/Health/Character Building:

Chief Joseph's curriculum in Physical Education/Health is based on the Idaho Core Content Standards. All Chief Joseph students take part in formal physical education classes each week that focus on aerobic activity, skill building, and healthy choices in our school's Gym. Chief Joseph's PE teacher is a veteran instructor and district coach who plans lessons based on the standards, as well as student need and interest. New activities are frequently introduced to keep students engaged and excited about physical activity; each class begins with a quick discussion about positive sportsmanship, safety, and rule-following. Health lessons are taught by classroom teachers, and frequently involve district-approved guest speakers and presentations.

Technology/Library:

At Chief Joseph, technology is integrated throughout the school. The district supports a 2:1 device ratio that allows students frequent access to ipads and laptops for teacher-directed academic reinforcement, support or enrichment. Interactive whiteboards are used in each classroom to facilitate instruction and encourage creativity and collaboration. Kindergarten through fifth grade students visit the school's computer lab on at least a weekly basis for classes taught by a trained technology instructor in areas such as keyboarding, presentation skills, and digital citizenship. Technology allows students to safely connect with students in other states and countries to learn more about different ways of life and cultures. Technology also provides teachers with intervention tools that students use based on needs identified through screening and progress monitoring. Chief Joseph students also visit the school's library at least once each week for classes taught by the school librarian; students are given opportunity to check out books to take home, and are introduced to all genre of fiction and nonfiction.

3. Special Populations:

In their constant effort to grow all students, regardless of background or circumstance, Chief Joseph teachers utilize instructional practices that are research-based and proven to increase achievement. Beginning this school year, Chief Joseph has committed to understanding and utilizing John Hattie's Visible Learning practices and philosophy. The goal of Visible Learning is to help students thoroughly understand their role, including where they are in their learning, how their learning is progressing, and where they are going next. Our school's three-year professional development plan includes the language of learning and learner dispositions, assessment-capable learners and learning processes, and effective feedback. Although only in its initial year of implementation, Visible Learning has shown positive effect; Chief Joseph teachers have seen students in all grade levels take greater ownership of their learning.

Chief Joseph is also an English Language magnet school. To help support the school's high percentage of English learners, Chief Joseph employs a full-time EL teacher and paraprofessional. In addition to taking part in core grade level content, EL students receive instruction in the EL classroom in smaller groups using REACH, a language-rich program by National Geographic. Each REACH unit includes instruction in oral language skills, grammar and language function, content and academic vocabulary, reading comprehension strategies, and writing. The 'daily lesson path' at kindergarten includes language, vocabulary, stories and songs, and writing. At first through fifth grades, students are taught language, vocabulary, reading, and writing. The school's EL teacher collaborates with grade level teachers in weekly meetings to ensure that students needs are met.

Chief Joseph is committed to catching students before they fall. All students, including each subgroup of students, is provided opportunity to meet proficient and advanced academic achievement levels, through daily skills groups that target specific needs. Students are grouped for instruction in different ways

throughout their school day; depending on the instructional focus and intended outcome, students may be heterogeneously grouped or homogeneously grouped. The school's special education Resource and Extended Resource teachers provide specially designed instruction for students who qualify for such; they frequently collaborate with our school's Occupational Therapist, Physical Therapist, Speech Language Pathologist, Counselor and assistants to ensure that students meet determined goals.

Grade level data meetings are held formally at least three times per school year. In attendance are the grade level teachers, principal, instructional coach, special education teachers, EL teachers, and Title I teachers and paraprofessionals. Universal screener results, Idaho Reading Indicator (IRI) assessment data, ISAT results, current progress monitoring data, ISAT Interim and Block Assessment data, and common formative assessment results are analyzed and evaluated to pinpoint student needs or gaps in learning; these become the focus skills for the groups. Based on the data, students are placed in Tier 2 and Tier 3 intervention groups or enrichment groups. The instructors of those groups collaborate to determine the best methods and resources for addressing the needs of the students in each group. When trends become apparent through vertical analysis, such as gaps or low achievement in specific standards over time, grade level teams implement strategies for refining core instruction and differentiation. Informal meetings of grade level teams and specialists are held frequently throughout the year to ensure that the groups are fluid and effective. At these meetings, common formative assessment data reflecting priority standards is analyzed to answer the questions: How do we know students are learning? How will we respond when students don't learn? How will we respond when students have already learned it? The answers to these questions determine the changes that are made to core instruction, differentiation in the classroom, and Tier 2/Tier 3 intervention groups and enrichment opportunities. Weekly RtI (Response to Intervention) Team meetings allow staff the opportunity to discuss, monitor and improve the learning of struggling students, and Grade Level/ RtI Team meetings are held at least four times per school year to complete a similar process for our most at-risk learners.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Chief Joseph School, every morning begins with the principal’s announcements to the entire school through the PA system, and always includes a thank you to the 525 students and nearly 70 staff for being at school, or a mention of how pleased the staff is that students have arrived for learning.

The announcement is a key part of the day and one that reinforces the culture at Chief Joseph – one of welcome and inclusivity, and gratitude for the good that is done, the kindness that is showed, and the effort that is made. The morning announcements also include mention of the day’s Chief Joseph Champions, those students who staff ask to be recognized for showing positive behaviors such as respect or compassion, or for demonstrating learner qualities such as perseverance or self-motivation. Recognized students visit the office after announcements for a ‘Chief Jo Champion’ pencil and a written description of their Champion behavior to take home.

Throughout the day, the principal visits classrooms to converse with students about what they’re learning, and why they’re learning it.

Assemblies with parents in attendance are held in Fall, Winter and Spring to further recognize outstanding behavior, and awards are given for effort and growth in addition to mastery and proficiency. Students whose behavior needs redirection are asked to ‘walk with a duty’ at recesses, rather than simply stand alone, so that they have the opportunity to talk about their choices and make a plan for improvement. Teachers realize that their attitude sets the tone in their classrooms, and that students learn more when they feel safe and valued. The school’s counselor meets daily with students who need support for friendship or family issues. Students are motivated to make academic growth through personal conferences and goal-setting with teachers.

At Chief Joseph, the principal shows that she values and supports staff by communicating clearly and often, keeping her office door open, and welcoming conversation or requests for assistance. Staff are invited to give suggestions for school improvement or allocation of funds in both formal and informal ways; the principal meets regularly with a 10-member Leadership Team, an 8-member RtI Team, and with grade level teams to offer support, resources, and opportunities for professional development. Teachers are publicly thanked for their work or achievements at staff meetings and in the weekly staff bulletin, and are given the time and space for frequent, regular collaboration with colleagues.

2. Engaging Families and Community:

At Chief Joseph, bringing parents, students, and teachers together to experience activities that build a strong partnership is viewed as a crucial element to student success. The Chief Joseph staff has worked diligently over the last several years to develop and nurture that home-school partnership. Parents are frequent, welcome visitors and volunteers at the school, and 100% of parents attended this Fall’s Parent-Teacher Conferences. Our school’s Leadership Team includes both staff and parents, and monthly meetings are held at different times throughout the day to accommodate parent schedules.

Teachers send home weekly emails, bulletins or blog posts to keep parents informed of class happenings; a schoolwide family newsletter is written and sent by the principal and school secretary each month to highlight student achievement and inform parents of news and upcoming events. The school’s student management system, Powerschool Gradebook, allows parents to see their children’s progress in real time, and its teacher evaluation includes a section on parent involvement and communication; teachers at Chief Joseph demonstrate high ratings in this area every year. Chief Joseph’s vital Parent-Teacher Organization holds monthly afterschool meetings, with free childcare, to plan school activities that raise money to fund assemblies and field trips, as well as non-fundraising events that simply encourage families to spend time together at school. This month’s K.I.S.S. (Kids Invite Someone Special) dance was a free event that was well-attended.

Chief Joseph teachers and staff organize and host monthly informational events in math and/or language arts at each grade level. In kindergarten, parents and students were recently invited to attend a literacy night that involved the local library and included interactive demonstrations of activities that parents could do at home to support their child's learning. At evening's end, children were given free books to take home. In the fifth grade, teachers planned a family night that allowed parents to take part in math and writing activities that integrated art; a parent/child poetry writing exercise was especially well-received. Attendance at parent activities in high, and surveys completed by parents following the events have shown that they are appreciated and helpful.

Recognizing that successfully involving parents in their children's educational journey requires continual communication and feedback, Chief Joseph staff entered into an improvement process (as outlined in Marzano's High Reliability Schools framework) that would further strengthen that communication. School staff is presently working to obtain certification at Level One, Safe and Collaborative Environment. This fall, as part of that process, the school's Leadership Team conducted surveys of parents, students, and staff to determine areas needing improvement; while overall results were very positive, the surveys prompted some change.

Community groups partner with the school to bring diverse opportunities to Chief Joseph students; Micron employees visit to teach STEM concepts, and Junior Achievement and Meridian Library employees are invited to classes to facilitate lessons in economics or literacy. Afterschool activities include Drama Kids, the Young Rembrandts art class, and Padres en Accion. All students are welcome to take part in any of activities; scholarships are provided to students in need.

3. Professional Development:

The West Ada School District believes that strong Professional Learning Communities (PLC) are the foundation to student success. At Chief Joseph, PLC teams are well-established and understand that the improvement of teaching and learning is their primary mission. PLCs work with priority standards to ensure a guaranteed and viable curriculum. All are creating common formative assessments, evaluating student data, and designing content and grade level interventions. Chief Joseph has made a commitment to professional collaboration, as demonstrated by the weekly Wednesday morning 'late start' for students that allows teachers to meet to accomplish PLC goals. The principal attends and participates in grade level PLC meetings on a rotating basis.

As a Title I school, Chief Joseph has a full-time building Instructional Coach who focuses on helping teachers and PLC teams deliver high impact instruction. Professional development is delivered within contract time through book study and other professional learning opportunities for continuing education credits. Teachers themselves are surveyed to determine the professional development that meets their needs. The Instructional Coach provides whole-staff professional development as well as ongoing, embedded, and individualized professional development for teachers. The principal and Instructional Coach plan professional development together, based on the district instructional model and building goals. Building capacity in teacher leaders has encouraged them to take an even more active role in delivering professional development to their peers during staff meetings or other collaborative sessions. Teachers at Chief Joseph are required to complete at least one peer observation each school year, either within the building or at another school, in order to learn new strategies and spark conversation about instruction. This year, some teachers are choosing to take part in 'instructional rounds', a variation of the observation that puts even more emphasis on the dialogue.

District and school professional development is tied to the district College and Career Readiness component of the Instructional Model. Along with schoolwide professional development, the district also provides various professional development opportunities for administrators that are also aligned to the College and Career Readiness Instructional Model.

Professional development is also provided for paraprofessionals, as they participate in at least two full-day trainings each year that focus on quality instructional practices for reading and math, relevant instructional research, and information to help address the impact of poverty in the classroom. Paraprofessionals are also

invited to attend district Title I teacher meetings/trainings which are held at least four times per year. Each paraprofessional is paired with a highly qualified teacher who can provide further guidance throughout the year.

The district's English Learner Instructional Coaches also provide need-based training for the school's English Learner teacher, as well as general education staff and paraprofessionals. Certified English Learner staff attend four all-day trainings per year that cultivate a deeper understanding of quality education for English Learners. Additionally, paraprofessionals attend two trainings each year that further develop understanding of English Language designations, World-class Instructional Design and Assessment (WIDA), behavior management, relationship building and cultural understanding.

4. School Leadership:

Leadership at Chief Joseph School takes many forms; while the principal is ultimately responsible for the overall management of the school, Chief Joseph teachers, staff and students also assume positions of leadership that are essential to the school's well being and improvement. The principal's philosophy is that success is a team effort, and that every individual working in the building - from food service staff to paraprofessionals, custodians, and secretaries – plays a valuable role in growing students. No voice is more or less important than another.

The school's Leadership Team is comprised of the principal and representatives from each grade level and department (Special Education, Title I, English Learners, Specialists); monthly meetings focus on improving student achievement, and representatives share feedback from their teams to help make building decisions. Presently working to obtain certification in Level 1 of Marzano's High Reliability Schools Framework, this team has spent the fall surveying staff, students and parents to learn where improvements can and should be made.

Teachers are leaders within their own classrooms, making decisions about curriculum delivery and instruction. Grade level teams lead the way in identifying the priority and supporting standards that students must learn, and choose professional development that suits their needs. The school's RtI (Response to Intervention) Team leads the way in providing support for at-risk students, ensuring that goals and progress monitoring are timely and effective.

The Student Council includes fifth graders who have been elected by peers to help with school and community projects. Among other responsibilities, Student Council members create public service announcements about school safety, manage recess carts of playground equipment, direct food drives, and offer ideas for school improvement to the principal.

While leadership exists at all tiers within the school, Chief Joseph's principal works to ensure that decisions made are cohesive and supportive of the school's mission to ensure student safety and increase student achievement. Managing both a district-provided budget and a Title I budget, the principal works to allocate resources in a manner that most benefits students, as well as hire staff who share the belief that all students can learn at high levels. As Chief Joseph School's leader, the principal works every day to build and foster the culture of kindness and high expectations that leads to greater success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Although Chief Joseph School's success is a result of efforts on many fronts, the strategy that has been most instrumental in increasing achievement and improving culture is the absolute focus on guaranteeing that every Chief Joseph student is known, loved and grown.

From the principal greeting children by name at the front doors each morning to the crossing guard complimenting a student's new haircut or shoes, students at Chief Joseph are shown each and every day that they are seen and that they matter. Teachers work with our counselor to ensure weekend food bags go home with kids in need, and that new clothing, winter coats and school supplies are given to those who lack them. Our secretaries keep granola bars, juice boxes and applesauce in the back office to give to students who arrive late to school and haven't eaten breakfast, or who need a snack when waiting for a tardy parent. A before school 'Homework Hangout', staffed by a Chief Joseph paraprofessional, welcomes students whose parents need to get to work early or those who could use extra time for math or reading. Our Band and Orchestra teachers invite students to practice before school or at lunch time, and our PE teacher spends time during a small break between classes shooting hoops with a student needing extra attention. Student artwork and writing grace every bulletin board and hallway; children trust that their work is valued and respected.

Teachers work hard to learn what motivates each student, and how each likes to be recognized or rewarded. Their focus includes sharp attention to academic need as well; each day, staff give common formative assessments to learn what students know and what still must be learned. Placing students in skills groups designed to meet their exact needs has become a science at Chief Joseph; formal meetings are held each fall, winter and spring to establish the skills group targets and interventions. Teachers record student data on shared spreadsheets, discuss student achievement during every week's collaboration time, and move students in and out of groups as needed throughout the year. Data from summative assessments is dissected to learn where improvements should be made, and results from district and statewide assessments are disaggregated to determine the progress of student subgroups. Each student's ROI (rate of improvement) is charted and discussed to ensure adequate growth. With teacher input, students set academic goals for themselves and chart their advancement on tracking forms or classroom charts.

Success at Chief Joseph is measured in terms of forward movement, and students know they are loved and valued.