

Detailed Report of Assessed Indicators

A report of each assessed indicator, including the level of development, opportunity and priority scores, as well as evidence of current implementation.

Wake Elementary and High School

May 20, 2016

Alaska STEPP - School Indicators

Indicator Assessment, Key Indicators are shown in **RED**

Instruction			
Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
3.03	School staff use research-based instructional practices, programs and materials.(337) (KEY,SWP)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most staff are using research based practices. Teachers have reviewed research based materials and textbooks as well as on-line opportunities for students. Teachers incorporate strategies and materials into their lessons.	

Professional Development			
Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			
5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.(350)(KEY,SWP)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	Our students take MAPS (NWEA)three times a year. All staff meet to discuss the results and use them to plan instruction. Our staff also use class-room based measures to determine student needs. Our kindergarten teacher administers the Brigance test and the Alaska Developmental Profile every year to the appropriate students. Our secondary lead teacher is the district test coordinator, and administers WorkKeys and PSAT, SAT as needed.	

5.03	School staff embed professional development into daily routines and practices.(353) (KEY,SWP)		
Assess			

	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most staff are highly sensitive to professional development needs. Our Teacher Effectiveness Framework requires professional development plans for tenured teachers, and the teachers take the process seriously. Many teachers discuss how they are using their new knowledge, and also are quite willing to make suggestions for future professional development. Teachers meet annually at the end of the year to evaluate and plan staff development for the following year.	

Title Programs

Domain 8.0- The school has a Schoolwide plan in place under Title IA.

8.04	This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)(SWP)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	The kindergarten teacher has a day in spring in which the next year's kindergarten students come to the classroom for an orientation and testing using the Alaska Developmental Profile. She works with parents and the Head Start staff to make sure the students are ready to go the following fall.	

8.05	Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	We have a process that begins with planning and ends with evaluation and adjustment that incorporates and integrates the requirements of not only title I, but of all school activities.	

8.06	All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.(2119)(SWP)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	

	Evidence:	We require all aides to have at least 48 hours of college credit before being hired and teachers and aides are evaluated by the Superintendent yearly to ensure HQ status, and if they are not, a plan is created.
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8.07	The school has strategies to attract and retain highly qualified teachers.(2120)(SWP)	
Assess		
	Rubric Score:	3
	Level of Development:	Full Implementation
	Evidence:	The district utilizes the ATP website and works mines the site for teachers. The district works to provide teachers housing opportunities and provides mentor-ship and follows up with feedback opportunities to help teachers adjust to the new environment. The turn over rate is under 10% yearly and most staff have been here over 10 years.