

# NOLI INDIAN SCHOOL

“Creating the Future Leaders of the Native American Community”

## WASC 2016 Spring Report

### **Tribal Council**

Chairwoman-Rosemary Morillo  
Vice-Chairman- Isaiah Vivanco  
Secretary- Monica Herrera  
Treasurer- Edward Soza  
Sergeant at Arms- Ernie Salgado Jr

### **Noli Indian School Board**

President- Chuck Castello  
Vice President- Kelli Hurtado  
Secretary- Michael Placencia  
Member at Large- Sandy Boniface  
Member at Large- Lucille Briones

### **Administration**

Principal- Donovan Post  
Vice Principal- George Barchie  
Academic Counselor- Clyde Miller  
Counselor and Cultural Departmental Chair- Kim Marcus

### **WASC Team**

Principal- Donovan Post  
Vice Principal- George Barchie  
Academic Counselor- Clyde Miller  
Teacher- Elizabeth Alford  
Teacher- Molly Hickerson

### **WASC Visiting Committee**

Principal- Mr. Gregory M. Calvert  
Assistant Principal- Mrs. Christina Foster  
Principal- Ms. Mitzi Lizarraga

# Noli Indian School 2016 WASC Report

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NOLI EMPLOYEE LIST  
NOLI INDIAN SCHOOL MAP  
SOBOBA RESERVATION MAP

## **Student/Community Profile & Supporting Data Demographics**

### **Principal's Introduction**

For Noli Indian School, the face of the organization is its Principal, Donovan Post. In his own words:

Noli Indian School was created in 1990 as an alternative school for Native Americans who were not finding success in the public school system for a variety of reasons. I graduated from the local public school in 1991 and began a long and difficult road in college. I had no parent support and no one in my family ever went to college. Whenever I hit any bump in the road, there was no help to be found. This is true with almost all of the students who come to Noli Indian School today. We are helping students get into college and become the first in their families to graduate.

I started working at Noli in 1996, shortly after I received my California teaching credential. We were outstanding at helping students make it through high school, but very few were going on to college. When I entered administration in 2006, the leadership of the tribe and the school wanted to make a change. Everyone wanted our students to enter and succeed in college to become the future leaders that the tribe needed. To this end, we have put our blood, sweat, and tears into this problem. Over the past 3 years, we have had graduating classes of 20 students with 6 moving on to college. This year, we will have our first students graduate from the local universities. I cannot tell you how much pride I receive from this. To be a tribal member who was the first in his family to go to college, and to be able to come back to my tribe and work with Native Students to get them into college is a dream come true. I am always asked why I stay, and that is the reason why.

In the following pages of this self-examination we will find that over the past few years the goals of Noli Indian School have slightly evolved. As in the past, Noli strives to help the struggling student make it through high school and onto graduation. But as of the last three years, Noli has also become a place where students can work to prepare for secondary education. This is our story. This is our Principal's vision; a vision which in his wildest dreams he never saw coming during his days at the university.

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## Background/History

Noli Indian School first opened in 1990 as a public alternative school for Native American middle and high school students. School founders designed the school to provide students with an option to attend a comprehensive education program in a small school setting as compared to a traditional district school which generally had larger enrollment and classroom sizes. The original purpose was to offer Native American students in the Riverside county area a viable, secondary education. In 1994, Noli Indian School became California's first Bureau of Indian Affairs grant funded school.

Our Mission: The Soboba Band of Luiseño Indians envision a future through educational opportunities provided by Noli Indian School. Noli Indian School will provide a rigorous curriculum and social awareness. Noli Indian School will prepare students to meet societal challenges. Noli Indian School will adjust and modify its instructional programs to meet the highest standards for educational needs of all students.

Today, Noli Indian School is still a small educational facility with classroom sizes averaging no larger than an 18:1 student teacher ratio. The 3R's (**R**espect, **R**esponsibility, **R**eflection) can be seen in every classroom and have become the flagship for Noli's expected student learning results. Noli utilizes a web-based system called NASIS (Native American Student Information System) which assists and catalogues all student and staff tools from course outlines to student schedules, behavior and much more.

In the fall of 2012, the Soboba Tribal Council gave a directive to establish relationships with neighboring universities and develop programs at the middle and high school levels to motivate and inspire students to attend college and to make that dream realistic. Alongside the effort of the Noli School Board and administration, these plans have been put to action. Pipelines to universities like the University of Redlands, the University of California Riverside, and California State University San Marcos, which seemed like distant dreams, are now a reality by housing former graduates of Noli Indian School.

The reasons students choose to attend Noli have changed throughout the years as well. Known in the early years as a school for Native American students that underachieved at "town" school, Noli students are now enrolling

because their family and friends are succeeding academically and for the first time, students are transferring to Noli to compete in athletics. Since 2013, Noli has won a conference championship in football, made the playoffs in multiple sports, and three athletes received All-CIF 1st team accolades- a first for the school. Noli Indian School has a rich tradition of education and culture-inspiring history for students, families, staff, and the greater Native American School Community.

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### **Student Demographics/Enrollment and Attendance**

All students at Noli Indian School are Native American. Presently, Noli Indian School services over twenty Sovereign Nations from across the United States. The Native American Tribes represented are charted as follows:

<b>TRIBES REPRESENTED AT NOLI INDIAN SCHOOL</b>	<b>LOCATION BY STATE</b>
Agua Caliente Band of Cahuilla Indians	California
Barona Band of Mission Indians	California
Cahuilla	California
Cabazon Band of Mission Indians	California
Campo Kumeyaay Nation	California
Diné Navajo Nation	Arizona/Nevada/New Mexico
Fort Mojave Indian Tribe	Arizona
Gila River	Arizona
Iipay Nation of Santa Ysabel	California
La Jolla Band of Luiseño Indians	California
La Posta Band of Mission Indians	California
Los Coyotes Band of Mission Indians	California
Mesa Grande Band of Mission Indians	California
Minnesota Chippewa Tribe	Minnesota
Pala Band of Cupeño Indians	California
Pauma Band of Mission Indians	California
Pechanga Band of Luiseño Indians	California
Rincon Band of Luiseño Indians	California
San Carlos Apache Tribe	Arizona
San Manuel Band of Mission Indians	California
San Pasqual Band of Diegueño Mission Indians of California	California
Santa Rosa Band of Mission Indians	California
Torres-Martinez Band of Cahuilla Indians	California

Noli is still, to a degree, a commuter school. Students commute to Noli from Riverside, San Bernardino, Imperial, and San Diego counties. The table below reflects the number of students commuting from neighboring reservations. This table does not reflect the displaced Native American students living off the reservation in neighboring counties.

<b>RESERVATION</b>	<b>STUDENTS UTILIZING NOLI TRANSPORTATION</b>	<b>MILES</b>	<b>COUNTY</b>
Soboba	12	3	Riverside
Morongo	15	25	Riverside
San Manuel	1	39	San Bernardino
Pala	3	103	San Diego
Cahuilla	1	163	Riverside
Torres-Martinez	3	168	Imperial/Riverside
Los Coyotes	4	170	San Diego
Santa Rosa	2	170	Riverside

The following chart details the gender of our students and the total number of students in each class since the 2012-13 school year.

<b>NOLI GRADE AND GENDER CHART 2012-13 SCHOOL YEAR</b>								
	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>	<b>TOTALS</b>
<b>MALES</b>	9	9	5	8	10	14	9	64
<b>FEMALES</b>	8	13	10	11	17	7	8	74
<b>TOTALS</b>	17	22	15	19	27	21	17	138
<b>NOLI GRADE AND GENDER CHART 2013-14 SCHOOL YEAR</b>								
	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>	<b>TOTALS</b>
<b>MALES</b>	12	9	9	6	12	10	11	69
<b>FEMALES</b>	4	10	12	9	11	17	8	71
<b>TOTALS</b>	16	19	21	15	23	27	19	140
<b>NOLI GRADE AND GENDER CHART 2014-15 SCHOOL YEAR</b>								
	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>	<b>TOTALS</b>
<b>MALES</b>	6	12	11	11	7	14	10	71
<b>FEMALES</b>	6	4	12	15	12	9	15	73
<b>TOTALS</b>	12	16	23	26	19	23	25	144
<b>NOLI GRADE AND GENDER CHART 2015-16 SCHOOL YEAR</b>								
	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>	<b>TOTALS</b>
<b>MALES</b>	15	8	14	13	15	7	14	86
<b>FEMALES</b>	3	12	5	11	13	13	11	68
<b>TOTALS</b>	18	20	19	24	28	20	25	154

Noli school provides Special Education (SPED) to students that qualify one of two ways. The first is that they have been previously identified by their former school as SPED. The second way is that they have been identified through our Student Study Team (SST) process, a component of Noli's RTI (Response To Intervention). Below is a 2012-2013 chart detailing the students in our SPED department. Students are charted by gender, grade, specific learning disability (SLD), other health impairments (OHI), receiving outside speech therapy (Speech) or developmentally disabled (DD).

<b>NOLI SPED CHART 2012-13 SCHOOL YEAR</b>								
	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>TOTALS</b>
<b>MALES</b>	2	5	2	3	1	2	2	17
<b>FEMALES</b>	2	1	3	3	2			11
<b>TOTALS</b>	4	6	5	6	3	2	2	28
<b>SLD</b>	27		<b>OHI</b>	1				
<b>NOLI SPED CHART 2013-14 SCHOOL YEAR</b>								
	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>TOTALS</b>
<b>MALES</b>	3	2	5	1	5	1	2	19
<b>FEMALES</b>	1	1	4	2	2	2		12
<b>TOTALS</b>	4	3	9	3	7	3	2	31
<b>SLD</b>	29		<b>OHI</b>	1		<b>SPEECH</b>	1	
<b>NOLI SPED CHART 2014-15 SCHOOL YEAR</b>								
	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>TOTALS</b>
<b>MALES</b>	4	6	2	5	1	5		23
<b>FEMALES</b>		1	1	3	2	1	2	10
<b>TOTALS</b>	4	7	3	8	3	6	2	33
<b>SLD</b>	31		<b>OHI</b>	1		<b>SPEECH</b>	1	
<b>NOLI SPED CHART 2015-16 SCHOOL YEAR</b>								

	6th	7th	8th	9th	10th	11th	12th	TOTALS
<b>MALES</b>	1	4	7	3	6	1	4	26
<b>FEMALES</b>	1	1	1		3	3	1	10
<b>TOTALS</b>	2	5	8	3	9	4	5	36
<b>SLD</b>	32		<b>OHI</b>	2		<b>SPEECH</b>	1	
<b>DD</b>	1							

Over the last three years the student population of the school has remained constant with only a marginal increase. During these years, the enrollment has stayed between 138 and 154 students.

Over the last two school years, Noli's attendance rate, also known as the ISEP (Indian Student Equalization Program) count has increased to 154. ISEP funds Native American schools based upon student attendance and population. This program ensures that all Native American students' needs can be recognized and met.

Review and analysis of Noli Indian School enrollment and ADA (Average Daily Attendance) data has helped the staff better understand the reasons behind the fluctuation in annual enrollment, increased annual ADA levels, and the focused need to create an action plan to improve the annual ADA for both middle and high school students.

Noli Indian School sits on the Soboba Reservation and presently over half of its student population comes from Soboba. Within the last three years, the population of the Soboba Band of Luiseño Indians has increased, along with Soboba's student population. It is a trend that Noli expects to continue. Since the initial WASC report, the tribe's population has doubled from 600 hundred members to 1320 members. That increase has impacted the enrollment of Soboba students on campus. In fact, thirteen of the twenty graduates of 2015 are from the Soboba Band of Luiseño Indians. This is in contrast to the 2012 school year where only five out of the twenty-two student graduates were from the Soboba Band of Luiseño Indians. Again, when dealing with a small sample size, it is often difficult to make evaluations and educational judgments concerning student population but the

trend does seem clear. Each year's student population is made up of a growing number of local Soboba students.

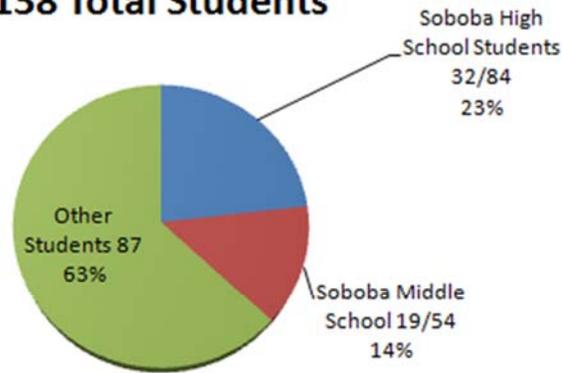
<b>2012/2013 Noli School Attendance Report</b>									
	<b>Student Count</b>	<b>Membership Days</b>	<b>Absent Days</b>	<b>Present Days</b>	<b>ADM</b>	<b>ADA</b>	<b>Unexcused Absences</b>		<b>Totals</b>
							<b>Days</b>	<b>Avg. Daily</b>	
<b>6TH</b>	17	2464	177.58	2286.42	13.38	12.44	137.42	0.73	92.79%
<b>7TH</b>	22	3256	181.8	3074.2	17.7	16.7	166.14	0.92	94.42%
<b>8TH</b>	15	1958	128.74	1829.26	10.64	9.94	91.46	0.49	93.42%
<b>9TH</b>	19	3018	220.39	2797.61	16.42	15.18	193.61	1.08	92.70%
<b>10TH</b>	27	3597	375.91	3221.09	19.56	17.53	313.97	1.69	89.55%
<b>11TH</b>	21	3305	289.2	3015.8	17.97	16.4	268.07	1.46	91.25%
<b>12TH</b>	17	2755	207.75	2547.25	14.98	13.83	196.81	1.09	92.46%
<b>Totals</b>	121	17598	1373.62	18771.6	110.65	102	1367.48	7.46	92.37%

<b>2013/2014 Noli School Attendance Report</b>									
	<b>Student Count</b>	<b>Membership Days</b>	<b>Absent Days</b>	<b>Present Days</b>	<b>ADM</b>	<b>ADA</b>	<b>Unexcused Absences</b>		<b>Totals</b>
							<b>Days</b>	<b>Avg. Daily</b>	
<b>6TH</b>	16	2311	240.72	2070.28	12.56	11.25	211.35	1.15	89.58%
<b>7TH</b>	19	2851	165.02	2685.98	15.49	14.6	153.77	0.84	94.21%
<b>8TH</b>	21	3596	235.93	3360.07	19.54	18.25	220.68	1.19	93.44%
<b>9TH</b>	15	2578	184.82	2393.18	14.08	13.09	165.7	0.9	92.83%
<b>10TH</b>	23	3526	291.14	3234.86	19.26	17.68	267.96	1.46	91.74%
<b>11TH</b>	27	3982	478.92	3503.08	21.77	19.17	418.53	2.3	87.97%
<b>12TH</b>	19	3006	231.55	2774.45	16.43	15.16	219.58	1.21	92.30%
<b>Totals</b>	121	18844	1596.55	20021.9	119.13	109.2	1657.57	9.05	91.73%

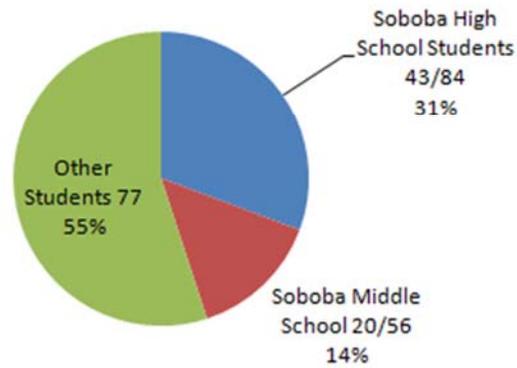
<b>2014/2015 Noli School Attendance Report</b>									
	<b>Student Count</b>	<b>Membership Days</b>	<b>Absent Days</b>	<b>Present Days</b>	<b>ADM</b>	<b>ADA</b>	<b>Unexcused Absences</b>		<b>Totals</b>
							<b>Days</b>	<b>Avg. Daily</b>	
<b>6TH</b>	12	1970	145.22	1824.78	11.07	10.25	134.51	0.75	92.63%
<b>7TH</b>	16	2648	185.77	2462.23	14.88	13.84	154.83	0.89	92.98%
<b>8TH</b>	23	3067	199.77	2867.23	17.24	16.13	190.8	1.07	93.49%

<b>9TH</b>	26	3949	228.87	3720.13	22.18	20.93	208.65	1.14	94.20%
<b>10TH</b>	19	3123	253.96	2869.04	17.55	16.13	248.56	1.4	91.87%
<b>11TH</b>	23	3239	267.26	2971.74	18.2	16.71	249.84	1.41	91.75%
<b>12TH</b>	25	4187	443.02	3743.98	23.44	21.05	428.28	2.42	89.42%
<b>Totals</b>	144	22183	1723.87	20459.1	124.56	115	1615.47	9.08	92.33%

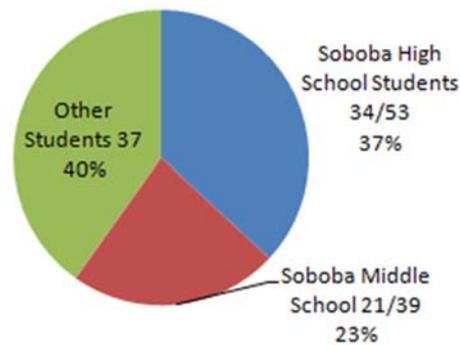
**Noli Students 2012-2013**  
**138 Total Students**



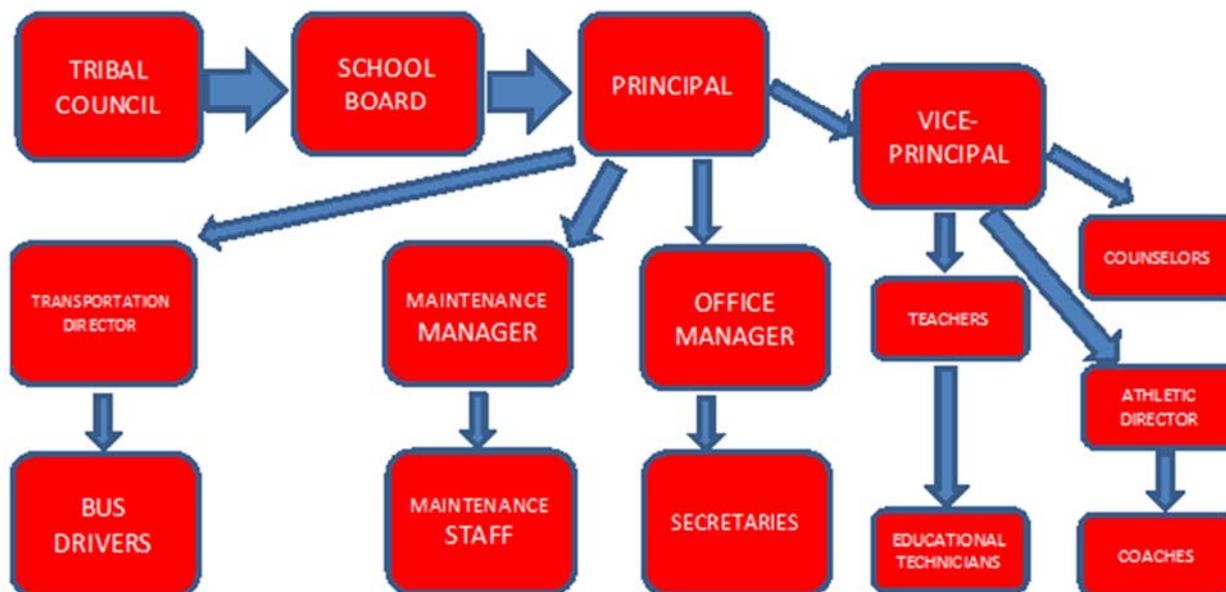
**Noli Students 2013-2014**  
**140 Total Students**



**Noli Students 2014-2015**  
**92 Total Students**



## ORGANIZATIONAL CHART NOLI SCHOOL 2015



The Soboba Band of Luiseño Indians is governed by five elected council members who serve a two year term.

The Tribal Council has full control of the school and is the grantee of the federal government. The Tribal Council has two roles in school governance. The first role is that it dictates the agenda for the school.

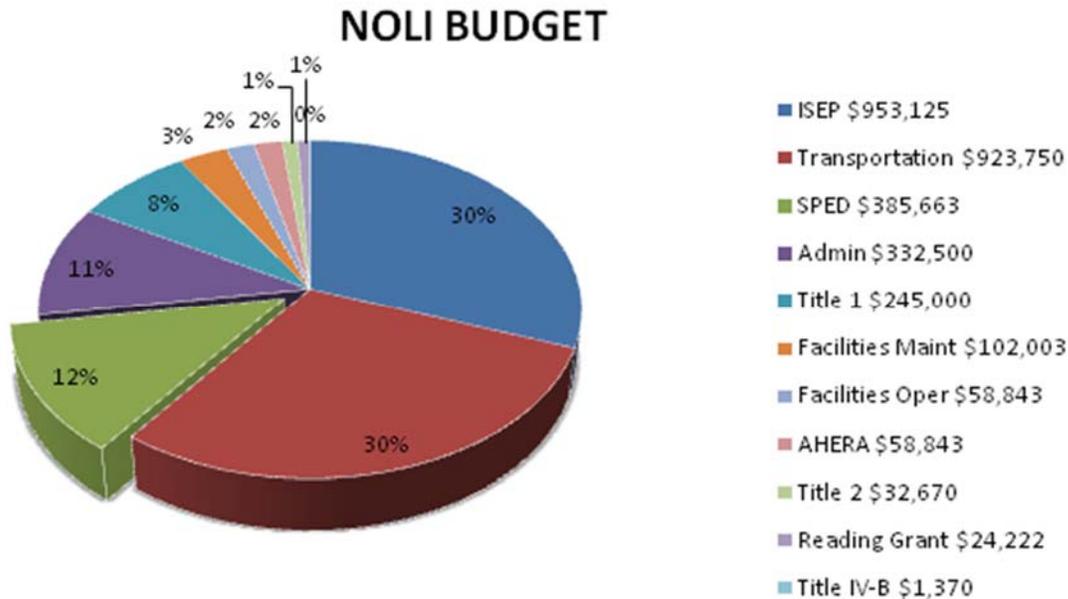
Approximately six years ago, the council asked Noli to put an emphasis on developing leadership qualities in our students. Most recently, the council asked Noli to create programs that will specifically target and prepare our students for post-secondary education. Secondly, the Tribal Council serves as a final determination for any appeals that Noli students have for due process and/or expulsion hearings.

Since the Tribal Council determines the goals and agenda for the school, it becomes the School Board's responsibility to create the policies and procedures to achieve those goals. The School Board is made up of five board members who are elected for a two year term. The School Board provides leadership and enacts policies that govern the school. The School Board works closely with the Noli Administration to achieve these goals.

Policies range from attendance, to curriculum, to behavioral rules that govern the way the students are educated.

The school principal and vice principal provide the leadership with faculty, teachers, and support staff to effectively implement policies, programs, and instruction to benefit all students.

Both the Tribal Council and the Noli Indian School Board are responsible for the Noli Indian School budget. The budget is created by the principal and the business manager. It is then approved by the School Board and, in turn, approved by the Tribal Council. In November of each year, the budget is approved by tribal membership as part of the overall tribal budget. The following categories represent the areas of Noli’s Budget:



Beyond the School Board and Tribal Council, Noli Indian School is associated with the Bureau of Indian Education. Noli’s Education Line Officer (E.L.O.) is Jim Hastings. He is responsible to offer guidance in education concerning federal law, budget questions, educational curriculum, and any other matters that Noli may deem advisable. Mr. Hasting’s office reviews Noli’s Native Star. Native Star is the overall annual action plan. The action plan is made up of indicators that Noli must fulfill. Mr. Hastings also reviews Noli’s Special Education Department. Noli belongs to the BIE; therefore, Noli does not have to follow the California Educational Code. Noli will use the educational code as a reference but is not mandated to follow its policies.

**Staff, Teachers, Class Offerings and Curriculum**

Over the last three years we have reorganized our teaching staff. We have brought in a new Middle School teacher and a new History teacher to better prepare students for the Smarter-Balanced test that we recently implemented for our standardized testing. The 2015 – 2016 school year will find Noli employing fourteen

teachers, two instructors, and two educational technicians. Of those fourteen teachers, thirteen are highly qualified. Noli also employs two administrators, two counselors, two secretaries, three security guards, two maintenance personnel, one transportation director, ten bus drivers, and one business manager.

We employ one instructor who handles our Photography and Yearbook classes. We have an instructor who teaches our Native Culture classes. Seven teachers on our staff have completed Masters Programs. This is an increase from 3 teachers who had completed Master’s Programs in 2013.

<b>TEACHER</b>	<b>CLASSES TAUGHT</b>	<b>QUALIFICATIONS</b>
Elizabeth Alford	Middle School English	CA. Credential
Jay Dagostino	High School Science	CA. Credential
Doug Falk	High School Math	CA. Credential
Patrick Francis	Physical Education	CA. Credential
Huinic Guerrero	Computers/Chemistry	CA. Credential (Science)
Molly Hickerson	Middle School Science/Math	CA. Credential
Michael Hollis	Art	CA. Credential
Jacquelin Phillips	High School English	CA. Credential Emergency Credential
Michael Plemons	History	CA. Credential
Jon Ruiz	Reading	CA. Credential
Cory Ryan	High School Math	CA. Credential
Barbara Solorio	Spanish	Spanish Certificate
Robert Stover	Special Education	CA. Credential
Ruben Quesada	Middle School History	CA. Credential
Tashina Ornelas	Middle/High School Culture	Non-Credentialed
John Brookshire	High School Yearbook/Photography	Non-Credentialed

When it comes to curriculum, Native American culture, and more specifically, Luiseno and Cahuilla culture, has an extremely important role in the classroom. Teachers work with the culture department in creating lesson plans which are historically accurate, culturally sensitive, and supportive of the community. Student leadership is held at a premium as it is expected that Native American traditions are taught to the students. Culture permeates the educational environment throughout Noli Indian School.

The following is a list of the classes offered at Noli Indian School.

<b>Course#</b>	<b>Course Name</b>	<b>Course#</b>	<b>Course Name</b>	<b>Course#</b>	<b>Course Name</b>
00101A	English IA	00305B	Honors Biology IB	00703A	Spanish IIIA
00101B	English IB	00306A	Agricultural Science	00703B	Spanish IIIB
00102A	English IIA	00307A	Life Science IA	00801A	Studio Art IA
00102B	English IIB	00307B	Life Science IB	00801B	Studio Art IB
00103A	English IIIA	00308A	Marine Biology	00802A	Studio Art IIA
00103B	English IIIB	00309A	Anatomy & Physiology	00802B	Studio Art IIB
00104A	English IVA	00401A	Geography IA	00803A	Visual Arts IA
00104B	English IVB	00401B	Health	00804A	2-D Art
00105A	Honors English IA	00401C	Geography IA	00804B	3-D Art
00105B	Honors English IB	00401D	Geography IB	00804C	Advanced 2-D Art
00106A	Honors English IIA	00402A	World History IA	00804D	Advanced 3-D Art
00106B	Honors English IIB	00402B	World History IB	00901A	ASB/Leadership
00107A	Honors English IIIA	00403A	US History IA	00902A	Computer Microsoft
00107B	Honors English IIIB	00403B	US History IB	00902B	Graphic Web Design
00109A	Honors English IVA	00404A	Civics	00902C	Adv. Web Design
00109B	Honors English IVB	00404B	Economics	00902D	Adv. Comp. Microsoft
00201A	Algebra IA	00405A	Life Skills	00903A	Comp. Keyboarding
00201B	Algebra IB	00405B	Consumer Education	00903B	Website Design
00202A	Geometry IA	00406A	Honors World History IA	00903C	Adv. Website Design
00202B	Geometry IB	00406B	Honors World History IB	00904A	Journalism
00203A	Algebra IIA	00407A	Honors U.S. History IA	00904B	Photography
00203B	Algebra IIB	00408B	Honors U.S. History IB	00905A	Soar Reading
00206A	Business Math IA	00409A	Art History IA	00906A	Student Aide
00206B	Business Math IB	00410A	Psychology	00907A	Yearbook
00207A	Trigonometry IA	00500A	Physical Education	00908A	Study Skills
00207B	Trigonometry IB	00500B	Weight Training	00910A	Computer Application
00208A	Honors Algebra IA	00601A	Culture IA	00910B	Computer Building
00208B	Honors Algebra IB	00601B	Culture IB	00910C	Adv. Comp. Building
00209A	Pre-Algebra A	00602A	Culture IIA	00911A	Home Economics
00209B	Pre-Algebra B	00602B	Culture IIB	00912A	Family Health
00209R	Math Readiness	00603A	Basket weaving IA	00912B	Read 180
00210A	Honors Geometry IA	00603B	Basket weaving IB	00913A	Video Production
00210B	Honors Geometry IB	00604A	Basket weaving IIA	00999jh	Silent Reading -JH
00211A	Advanced Math	00604B	Basket weaving IIB	101000	English 6th Grade
00301A	Earth Science IA	00605A	Culture IIIA	102000	Math 6th Grade
00301B	Earth Science IB	00605B	Culture IIIB	103000	Life Science 7th Grade
00302A	Biology IA	00606A	Beginning Native Language	104000	Social Studies 6th Grade
00302B	Biology IB	00606B	Native Language IB	201000	English 7th Grade
00303A	Chemistry IA	00607A	Traditional Sewing	202000	Math 7th Grade

00303B	Chemistry IB	00701A	Spanish IA	203000	Earth Science 6th Grade
00304A	Physics IA	00701B	Spanish IB	204000	Social Studies 7th Grade
00304B	Physics IB	00702A	Spanish IIA	301000	English 8th Grade
00305A	Honors Biology IA	00702B	Spanish IIB	302000	Math 8
302100A	MS Algebra A	302100B	MS Algebra B	303000	Physical Sci. 8th Grade
304000	US History 8th Grade	405000	Physical Education MS	406600	Culture 6
406700	Culture 7	406800	Culture 8	409100	Read 180 -JH

The entire staff recognizes the importance of great communication not only among the staff but with the community as a whole, with parents, and with families. Many communication strategies have been used to promote home and school dialogue and informational sharing. Some school strategies have been tradition and are familiar with most parents. Traditional forms of school communication have been:

- Phone Calls
- Parent Portal
- Email
- Letters Home
- School Website
- Back To School Night
- Open House
- Parent/Teacher Conferences

Noli school administration, counselors, and teachers have adhered to the Noli School Board policies of reporting to all parents/guardians concerning student performance and progress in areas such as:

- Truancy
- Grades
- Pupil Achievement
- Rights to Access

- Pupil Proficiency
- Pupil Assessment

Class size at Noli Indian School has been determined through School Board policy, which indicates there will be a goal of no more than 18:1 student/teacher ratio in all core subject area classes. Though all class sizes are small, math students and teachers also benefit from additional staffing support from educational technicians and tutors to support increased math learning and achievement. There are a few classes, such as PE, which have a larger class size than 18:1 ratio.

Noli Indian School Founders designed a very small school setting with smaller class sizes than could be offered at traditional district schools. The purpose of the small student to teacher ratio is to provide teachers with more time to become more familiar with each student's learning needs and to have more time for effective instructional planning.

On the basis of a five period class school day, Noli Indian School teachers have fewer than 100 students daily in core subject area classes. The average class size for all grades is less than 18 students per teacher. The Noli Indian School physical education class is larger than the core subject area classes but well under the PE classes in traditional, district schools. Class sizes in courses such as art and computers are based on available or built-in workstations within the facility/classroom. The Noli School Board and school administration regulate class sizes and teaching assignments.

### **Partnerships and Outside Services**

Noli Indian School also offers a wide variety of after school programs such as ASB/Leadership, Peer Mediation Groups, Creative Natives' Writing and Art Club, Bird Singing Group, Peon Group and Soboba Elders Club.

Other school programs include Drama, Journalism, Comic Book Club, Tutoring, and Independent Study. Eight high school sports teams and six middle school sports teams represent Noli Indian School throughout the school year on a regular basis.

During the last three years, Noli Indian School has increased the number of college visits that our students have taken to explore the possibility of attending college. Students from 6<sup>TH</sup> grade to 12<sup>TH</sup> grade attend these trips.

Students go to Mt. San Jacinto College to attend seminars on college entrance and participate in “Upward Bound” programs. These state funded programs allow first generation and low income students the opportunity to learn more about college enrollment, preparation, and attendance. The program provides students with field trips, college information, financial aid, college prep, and after school tutoring. College/high school credits may be earned if a student attends these courses.

The School Board has used Title I and Soboba Tribal Council funds to provide daily meals, breakfast, nutrition, and lunch to all students. This convenience is especially nice for students who must commute round-trip daily. Breakfast is served before school and typically includes a continental style breakfast. Nutrition is a Title I funded meal consisting of milk or juice, cereal or cereal bar, muffins or other bread product. Lunch consists of a hot lunch, drink, and dessert. Menus are posted monthly. Noli has a few part-time food handlers to serve food and a certified chef who has contracted with the Tribal Council. The students’ cafeteria room is welcoming, clean, and relaxing.

**Student Achievement Data**

Noli School uses the NWEA (Northwest Educational Association) testing as mandated by the Bureau of Indian Education. Our AYP (Adequate Yearly Progress) is graded on Reading and Mathematics. Over the last 3 years our graduation rate has risen to a high of 88% in 2014. Our grades and GPA are based on a traditional 4.0 scale. Below are charts detailing our graduation rate by year since 2012-13; our academic performance level indicator showing our traditional 4.0 scale; and our NWEA Mathematics and Reading charts since 2012-13 detail our student score totals in correlation with Basic (0-32%), Proficient (33-66%), and Advanced (67-100%).

2012/2013 NWEA MATHEMATICS					2012/2013 NWEA READING				
	Basic	Proficient	Advanced	Totals		Basic	Proficient	Advanced	Totals
<b>6TH</b>	10	5	0	15	<b>6TH</b>	11	6	0	17
<b>7TH</b>	7	1	0	8	<b>7TH</b>	7	2	0	9
<b>8TH</b>	5	1	0	6	<b>8TH</b>	5	3	0	8
<b>9TH</b>	13	2	0	15	<b>9TH</b>	6	5	1	12
<b>10TH</b>	6	3	0	9	<b>10TH</b>	5	3	0	8

<b>11TH</b>	8	2	0	10	<b>11TH</b>	8	2	0	10
<b>TOTAL</b>	49	14	0	63	<b>TOTAL</b>	42	21	1	64
<b>% TOTAL</b>	77.8%	22.2%	0.0%		<b>% TOTAL</b>	65.6%	32.8%	1.6%	

<b>2013/2014 NWEA MATHEMATICS</b>					<b>2013/2014 NWEA READING</b>				
	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Totals</b>		<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Totals</b>
<b>6TH</b>	11	1	2	14	<b>6TH</b>	11	2	1	14
<b>7TH</b>	14	3	1	18	<b>7TH</b>	13	4	1	18
<b>8TH</b>	9	0	0	9	<b>8TH</b>	9	1	0	10
<b>9TH</b>	12	3	1	16	<b>9TH</b>	9	7	0	16
<b>10TH</b>	18	1	1	20	<b>10TH</b>	14	4	2	20
<b>11TH</b>	11	6	1	18	<b>11TH</b>	11	7	1	19
<b>TOTAL</b>	75	14	6	95	<b>TOTAL</b>	67	25	5	97
<b>% TOTAL</b>	78.9%	14.7%	6.3%		<b>% TOTAL</b>	69.1%	25.8%	5.2%	

<b>2014/2015 NWEA MATHEMATICS</b>					<b>2014/2015 NWEA READING</b>				
	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Totals</b>		<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Totals</b>
<b>6TH</b>	5	6	0	11	<b>6TH</b>	8	2	1	11
<b>7TH</b>	14	2	0	16	<b>7TH</b>	14	2	0	16
<b>8TH</b>	14	4	1	19	<b>8TH</b>	10	7	2	19
<b>9TH</b>	17	4	1	22	<b>9TH</b>	15	5	2	22
<b>10TH</b>	13	3	1	17	<b>10TH</b>	10	6	1	17
<b>11TH</b>	8	6	2	16	<b>11TH</b>	5	7	3	15
<b>TOTAL</b>	71	25	5	101	<b>TOTAL</b>	62	29	9	100
<b>% TOTAL</b>	70.3%	24.8%	5.0%		<b>% TOTAL</b>	62.0%	29.0%	9.0%	

<b>GRADUATION RATE</b>	<b>YEAR</b>	<b>ACADEMIC PERFORMANCE LEVEL ABC+</b>														
		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	P
76%	2012-13	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	P
88%	2013-14	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	INC	PASS
85%	2014-15	4.0	4.0	4.0	3.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	0.0		

**Programs and Interventions**

Response to Intervention (RTI) is an evidence-based instructional program used in order to ensure that all students receive the appropriate interventions needed to assist at-risk students in reaching academic, and, if necessary, behavioral goals. RTI is implemented here at Noli through the efforts of the general education department, SPED, and counseling staff.

General education staff utilize student progress, test scores, and teacher observations to determine what interventions are needed for students on an individual basis. Noli school administration and teachers have been committed to addressing both the academic and social-emotional needs of students. Students are provided with a variety of programs and RTI strategies such as:

- Access to a broad range of Math Courses
  - Honors Courses
  - Computer Assisted Learning
- Counseling
  - Individual
  - Group
  - Peer Conflict Resolution
- College Guidance Program
  - PoSuun yot Pilachikat (Warrior Learner)
- Post High School Transitional Services
- Summer School
- ASB Leadership
- Read 180
- Culture
- Sports
- Inter-tribal Pow-Wows

The Student Success Team (SST) is a function of RTI and is comprised of administrators, teachers, and counselors who use student data and reports in order to create and implement a plan that will help with student success.

#### SST process

1. Student is documented by teacher when consistently struggling to progress in the general education classroom. A referral is made to SST.
2. SST meeting is held to discuss and plan interventions to assist with student progress
3. SST meeting is held to discuss the effectiveness of the interventions and to make any adjustments.
4. If it is determined that the interventions are ineffective, the student is referred to the special education department for evaluation.
5. Once consent to evaluate is given by the parent, the assessment is completed by an educational psychologist.
6. Once the evaluation is complete, special education eligibility is determined, and a meeting is held to share assessment results and identify strategies to assist the student.

The SPED program at Noli is unique due to the fact that our students attend class alongside their Gen. Educational peers up to 80% of the day. Noli does not offer Special Day Class (SDC), students here are mainstreamed. The SPED Program at Noli is an inclusive program which offers students the one on one assistance they need by SPED teachers within a regular classroom environment. Based on student need, services include specified modifications and accommodations through an individualized education plan. Both SPED staff and general education staff monitor student progress through student work samples, tests, and observation. They meet regularly to discuss student progress and when needed develop a plan that will assist each student in reaching the goals set forth by their IEP. Parents/Guardians are also involved in this planning process. Currently, the Noli SPED Program services thirty-seven students. This is a 28.5% increase since the 2012-13 school year.

Noli's Transitional Services follow the guidelines set by the I.D.E.A. (Individuals with Disabilities Education Act) and B.I.E.'s Indicator #13. Indicator #13 is the report that reflects the data concerning the plans of our postgraduate students. Noli Indian School "Transition Services" are a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests:
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Noli Indian School's Special Education Transition will begin no later than the first IEP to be in effect when the child turns sixteen, or younger if determined appropriate by the IEP Team, and updated annually; and Noli's IEP does include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals:
- Beginning no later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority. Noli Indian School makes available most of the transitional services for all students. We provide transitional assessment and counseling sessions to review results and assist with implementing a plan that is not limited to, but may include a course of study for any "general education" students that request our assistance. We offer assistance in entering the job market and other post-school living skills and resources. We

encourage all students to use any and all services here at Noli. Our transitional Services are just another resource tool for success in our students' future. Our students leave Noli knowing that we will always be here to help to further assist with any educational needs.

Noli school administration and counselors have been committed to addressing both the academic and social-emotional needs of students. The counseling program at Noli is utilized by students to address a wide range of needs regarding school, social and academic issues, classes, goals, college readiness, and home life. Students meet with the counseling department one of two ways. The first is that the counselor requests to meet with the student. The second is that the student requests to meet with the counselor. This process allows students to have access to meet with their counselors daily if needed. Counselors regularly meet with students for the following reasons:

- Class Schedule
- Graduation Requirements
- GPA Review
- Disciplinary Prevention
- College Readiness

## **Facilities**

The school is consistently inviting, clean, and safe for all students. Maintenance staff is dedicated in implementing daily facility responsibilities and maintains a positive, friendly, and helpful manner with students and staff. We have sixteen classrooms arranged in a square like pattern numerically. Classrooms are side by side in comfortable wings, joined from end to end. There is a friendly, open, and inviting school "town center" square where students gather and meet to see and visit with friends between classes throughout the school day. Over the years, students have benefited from the additional specialized classrooms, which have enhanced the instructional program. Examples of facilities include: a science laboratory, a library (which serves as one of our Read 180 rooms) with a huge inventory of thousands of books, resource materials, and computers, two Read 180 Resource Centers also with thousands of books, a cafeteria room, college-quality playing fields for physical

education classes and sports teams for extra-curricular sports, and a comprehensive sports complex accessible to all students for physical education classes, extra-curricular activities, and school-community events.

### **Expected Student Learning Results: “The 3 Rs”: Respect, Responsibility, Reflection**

The “3 Rs” ESLRs are focused on teachers’ teaching and students’ learning and demonstrating these major concepts to further students’ personal growth and development and their preparation for achievement of high school graduation and postsecondary education goals for college and/or career-technical plans. The ESLRs are distributed and communicated to students and school groups through “The 3 Rs” message by school wide signage, classroom posters, student-teacher discussions, teacher-directed ESLRs instruction in classrooms throughout each school year, and teacher and administration provided student achievement awards and recognitions. “The 3 Rs” ESLRs communication format was used for the last number of years and then reviewed in the spring of 2015 by the School Improvement Team.

Since 2008-2009, the school principal, assistant principal, teachers, and School Improvement Team designed and extensively expanded the student recognition program which we still follow today. The purpose is to recognize students with even more certificates of merit and awards for achievement and improvement toward academics, ESLRs, and attendance. Students have been recognized for community service and involvement in school projects, events, clubs, and sport teams.

### **School Culture and School Safety**

There are two traditional cultural events that take place at Noli Indian School. The first Cultural event is Noli’s Cultural Emphasis Week. This is a week where classes highlight lesson plans which promote cultural aspects of the Tribe. Elders come to class and visit with the students. Storytelling plays a huge role in these visits. The second Cultural Event is the Gathering of the People. This event takes place in spring and the community comes to our school for a day of games, Bird-Singing, Dance, and plenty of food. It is a celebration of the People.

Campus culture is one of community. Most students know each other and are often “related.” Students enjoy cultural events, trips to local Native lands for gathering materials to make baskets or make food. Many students enjoy sports and not only compete in CIF sports but also enjoy playing Native games such as “shinny” (a form of field hockey).

The majority of staff is not native but is very respectful of Native Culture. Staff members receive cultural awareness training and spend time learning about the various native cultures. Staff members also receive training in the various aspects of teaching in terms of classroom management, curriculum, bullying, etc. Most of the training comes through the community partners that Noli Indian School has developed. Indian Health has given staff in-service in psychology, head trauma, Oppositional Defiance Disorder, Loss and Trauma. Medical services, screenings, sports physicals, and other related services are all provided as support to students and their families. A second important partner is the local Soboba Tribal Departments. The Public Safety Department works with Noli in areas of fire safety, EMT services, Security, and CPR/First Aid training for both staff and students.

Noli Indian School is also dedicated to maintaining a safe and drug free school environment. Five years ago the school board implemented safety measures to keep our campus drug-free. In accordance with school board policy, Noli has invited a “drug dog” to do sweeps of the campus. These sweeps are at random, and happen unannounced to maintain their effectiveness and to ensure a drug-free campus.

### **Community Outreach**

Over the last three years the school administration has continued its partnership with the local community using the community as a valuable ally in education. Examples of these partnerships include the following: Students receive benefits from and are involved with many agencies and organizations such as; Indian Health Services; Riverside County Mental Health Department; Loma Linda University Health Care; Riverside County Office of Education; TANF (Tribal Assistance to Needy Families); University of Riverside; University of Irvine; California State University of San Bernardino; San Manuel Tribe; Riverside County Sheriff’s Department; Bureau of Indian Affairs; Bureau of Indian Education; California’s official outdoor play, the Ramona Pageant;

the annual Soboba Pow Wow With Inter-Tribal Groups and the Native American Youth Leadership conferences sponsored by the BIA and/or BIE. We also have students who are involved in Pipeline summer projects with the University of Redlands and the University of Pomona Pitzer. This past year we renewed our travel program which allows students to visit U.C.L.A, University of Redlands, California State University of San Marcos, University of California Riverside, Haskell University (Kansas), and California State University of San Bernardino.

In recent years, the school principal and Staff Leadership Team have continued to seek and have successfully established additional partnerships to benefit all Noli Indian School students. As these opportunities avail themselves to students and their parents/guardians, the school administration, teachers, and counselors have been tasked with increasing students' access and use of resources and opportunities. These services may further increase each student's learning, overall well-being, preparation and readiness for high school graduation and post-high school college and/or career planning.

“Child Find” is a continuous process of public awareness activities, screening and evaluation designed to identify, and refer as early as possible, all young children with disabilities who are in need of special education services of the I.D.E.A.

Noli Indian School Project “Child Find” is to find any Native American child or youth that may have a disability that requires special education services, in order to provide them with a free appropriate public education. Noli Indian School is looking for those children and youth that are entering the sixth grade (approximately twelve years old) through twelfth grade (eighteen years old), who are not currently receiving special education and related services.

Although our Child Find Project does not stop there, we are a resource for all children and youth. We assist local districts with their Child Find System as well. Their Child Find System is to find any child or youth, between the ages of birth and twenty-two years, that may have a disability that requires special education services, in order to provide them with a free, appropriate public education.

Noli Indian School ensures our students with disabilities who require special education and related services are provided an appropriate public education. This education will be at no cost to the parents of the child or youth and is confidential.

Children and youth with disabilities means (as defined by the B.I.E.) those who have hearing impairments, vision impairments, an emotional disturbance, deafness, blindness (or both), specific learning disabilities, mental retardation, multiple disabilities, speech and/or language impairments, physical disabilities, autism, or traumatic brain injuries.

Noli Indian School utilizes various techniques and events in the “Child Find” process. Throughout each year, we visit each reservation multiple times, per request of the tribe, a parent or guardian. Multiple visits are offered during the summer months. The local reservations in three counties are San Diego county-Pala, Pauma, Rincon, San Pasqual, La Jolla, and Santa Ysabel; Riverside County – Pechanga, Morongo, Agua Caliente, Cabazon, Torres-Martinez (school located on the Soboba reservation and open throughout the year) , and San Bernardino County – San Manuel. Informational posters are dispersed throughout the three counties we service and enrollment packets are made available at all Tribal Government Offices, Tribal Education Departments, Tribal Libraries, and various TANF offices located on and off the reservations. Appointed times on the reservations are set up for questions or comments. We attend the majority of all local Powwows, Tribal Health Events, Tribal Festivities, Tribal Gatherings, Inter-Tribal Sports (I.T.S.) tournaments, and Tribal Youth Events on and off the reservations. We are currently looking into advertisement on local reservation radio.

# CHAPTER 2

## **Chapter 2: Progress and Significant Changes**

Noli was accredited by WASC in 2007. It was during this period that the current administration started working together. School administration and the Noli School Board have been committed to the WASC program as we continue to determine Noli's education path. The school received an initial three year accreditation from WASC, and was awarded a six year accreditation with a midterm review during our last accreditation. During our midterm review, it was decided that WASC would re-visit the school the following year. During the second visit, no issues were noted, and our accreditation was reaffirmed by WASC.

There were a handful of Critical Areas for follow-up listed in both the 2010 and the 2013 WASC visitations. In short, the areas for follow-up include Academic Achievement for Math and English, improvement in attendance, enrichment in the Native Culture Program, development of Formal Assessments, and a comprehensive professional development plan. The 2013 visiting committee also recommended the expansion of the use of technology and the provision of students and families with Response to Intervention strategies to support student achievement and planning for post high school and career planning. These are the areas of follow-up that will be addressed in this chapter of the Report.

Noli Indian School addressed the goal of greater achievement in Math and English over the past three years. Since our report of three years ago, the Math Department has implemented strategies and classes to better prepare our students for college.

**New Classes: Trigonometry/Pre-Calculus.** This class is designed to further the students' knowledge of trigonometry and be a foundational course to the introduction of Calculus. Topics covered include: matrices, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, polar coordinates and parametric equations, vectors in two and three dimensions, conic sections, limits, derivatives, integrals, applications of the derivative and the integral.

**8<sup>TH</sup> grade Algebra:** Students need to receive a B or above to advance to Geometry for 9<sup>TH</sup> grade. If a student receives a C or below, they will repeat the class to cultivate a stronger and more thorough understanding of the

course in order to pass the following year. If a student is failing due to so many gaps in their math education, they will be moved out of Algebra and into Math 8.

We are now teaching Algebra I to our higher performing 8<sup>TH</sup> graders. 8<sup>TH</sup> graders in this class will need to have a B or above to advance to geometry. If a student does not receive that grade, they will be placed in algebra as a freshman. This step is crucial as it prepares the student in preparation for Calculus as 12<sup>TH</sup> graders. Noli Indian High School Math classes include a curriculum of Algebra I, Geometry, Algebra II, Trigonometry/Pre-Calculus, and Calculus.

### **Methods of assessment.**

The math department assesses student progress on a daily, weekly, quarterly, and yearly basis. These assessment results then drive the scope and methods of our instruction.

On a daily basis we monitor the students both informally and formally. Informal assessment on student's' progress is given by verbal input and visual competence during the class instruction. This is also monitored by class participation; both verbal and written. Formal assessment is monitored through the completion of the daily classwork/homework.

Weekly assessment is based on individual independent performance on quizzes/tests and on Students' progress in the Accelerated Math program. Our Accelerated Math program is used as a method of reviewing the content of the week as well as a method of expanding the students' comprehension by presenting the weeks content in different forms.

Star Testing is administered on a quarterly basis. This program provides us with a percentile score of each student's ranking on a national basis. With this national ranking, student's progress can be monitored quarterly based on national standards-based scoring. Furthermore, the program also monitors progress on numerous skill sets for each individual student. Based on individual scores and problem mastery, the program outlines suggestions at the student level to fill potential learning gaps. These areas can then be added to the weekly accelerated math assessments, along with one on one assistance given until mastery.

NEWA and Smarter Balance tests are given on a yearly basis. These tests provide us with the data to address specific areas of the students' strengths and weaknesses. In comparing our 6<sup>TH</sup> graders from last year with our current 7<sup>TH</sup> graders, we see a growth in the average NEWA RIT score from 206.3 to 208.5 as gaps in the standardized testing are decreasing. However, the standard deviation increased; this might be attributable to the fact that the number of students tested increased by 63%. As with other tests and assessments, it is anticipated that the annual testing will mirror the growth of individual students as shown in the quarterly testing.

### **New Strategies:**

We have implemented Accelerated Math once a week as a campus-wide program, with some success, but we are hoping to do better. This year we will use the Accelerated Math program to continue to develop student advancement at the individual level, but also as a review strategy of the topics and skills of that week. Each student will complete weekly review objectives and will improve their math ability by completing individual objectives that are focused on their individual potentials.

6<sup>TH</sup> and 7<sup>TH</sup> graders are split by ability. The lower level class will follow the same skills but not as in depth. That class will focus on filling in the gaps of addition, subtraction, multiplication, and division with multiple digits.

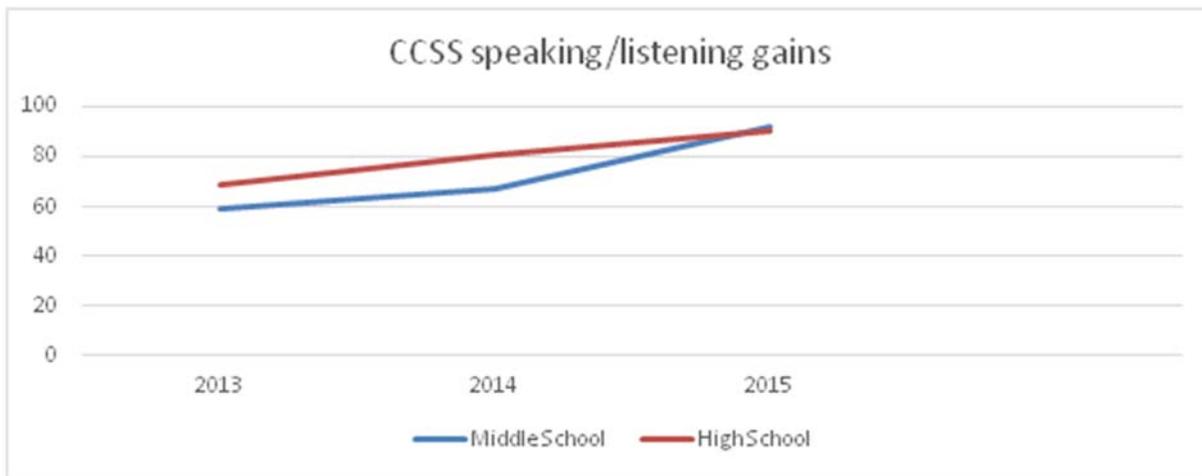
During the past three years we initiated a school-wide vocabulary strategy, and are looking to improve on that strategy. We now will introduce vocabulary words that are focused more on the topics of the week for each individual class. Previously our vocabulary words, though math related, were not always pertinent to the goals and lessons of the week. This will allow the teacher to introduce words relevant to the topic of the week, and will thereby solidify not only the vocabulary words, but also the math concepts of the week.

It is our department's plan to implement more word problems into our daily assignments and to require more written work in answering individual problems. This strategy will better prepare our students for the Smarter Balance testing being implemented by our school.

For the next three years our department will focus on building the foundational level of math understanding by implementing the above strategies and building the math skills and math understanding of our student body by promoting a rigorous courses to promote students into the A-G college track class schedule.

### **2011-2015 English Department Summary**

2011-2015 has been a continued work in progress in the area of staff collaboration. Weekly meetings on Wednesday allows this time among teachers. The English Department works continuously with the Reading Department to review and discuss how to connect state standards to the new common core standards, while creating resources and learning activities/lessons. Additionally, the English Department has implemented cross curricular projects with the technology, science, history and art department. The focal point for the English Department is to implement an Inquiry Project that meets the needs of the new Common Core English standards in reading, writing, speaking, and listening which also encompasses cross-curricular integration. In the year 2013-2014, we introduced this concept and focused on a one-year project on “College and Career.” The first year we integrated this project, students were required to research, write an essay, create a project, and present the project to peers. The 2014-2015 school year, students were required to complete the same task, but one for each semester. In the 2015-2016 school year, we reached our goal of researching, creating, and presenting quarterly projects. The gains in the field of speaking and listening were substantial. In addition, new Common Core curriculum based and supplemental curriculum books (Scholastic) were ordered and implemented in the 2014 school year.



Area 1: Noli Indian School students will focus on gaining the skills needed to be proficient in the area of writing.

#### *English Department goals in progress - Grades 6-12*

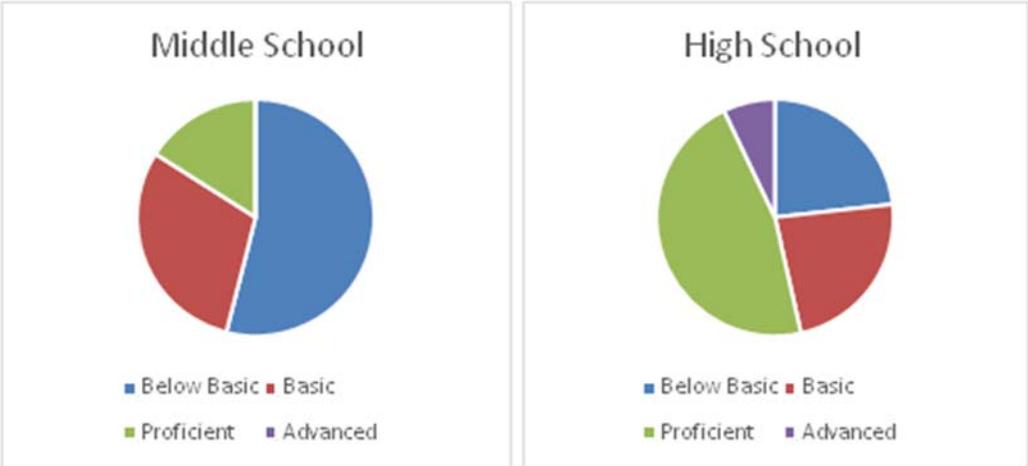
The English Department has progressed in the areas of students demonstrating increased gains in writing, speaking and listening skills as it pertains to Common Core. Our objective, as an English Department, in the years 2013-2015, was to identify needs in our students 6<sup>TH</sup> -12<sup>TH</sup> grade. Targeted objectives needed to improve this area. A three year game plan to ensure each student met and exceed goals in this area have been implemented. We used objectives reached within each grade level, NWEA scores, Smarter Balance, and Reading scores to help the department create these goals. Incorporating an honors prep 9<sup>TH</sup> grade class was another accomplished goal, in addition to our already offered 10<sup>TH</sup> -12<sup>TH</sup> honors courses. The English Department developed a plan that focused on the needs of students and created goals to fit each individual student's needs in the areas of writing for 2013-2015. We will continue to identify needs, determine and provide ongoing support in this area.

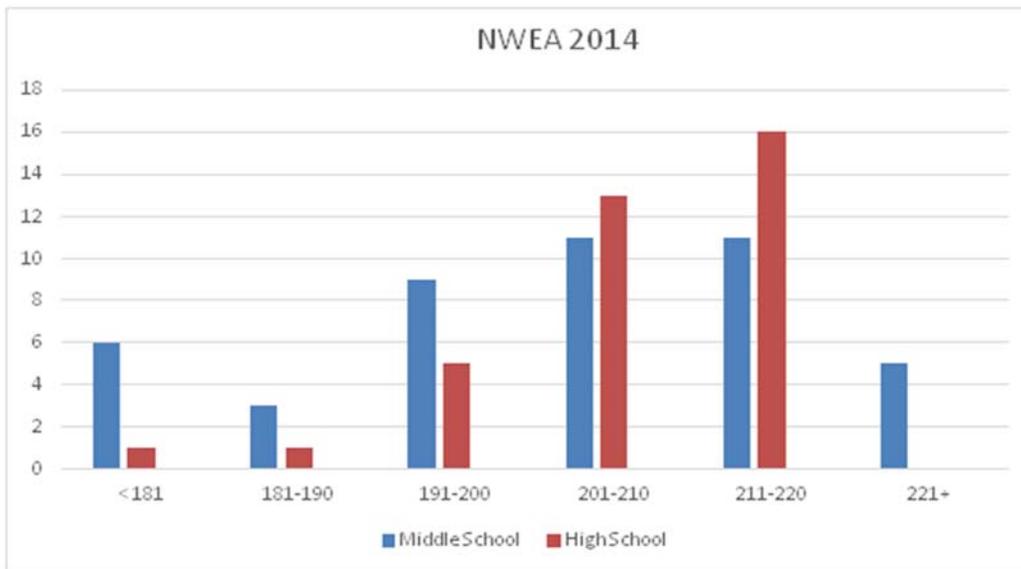
#### **2011-2015 English Department Plan of Action**

The English Department continues to utilize the additional programs Noli offers to help students reach their full potential. Working in conjunction with the SPED Department, after school tutoring/homework club, Read 180 Program (offered during the school day for who students are below level), and the Noli website, which allows students/parents to access grades and missing assignments. We are making gains towards giving each student

access to this website and encouraging checking on a weekly basis in an effort to instill accountability. In order to unify parent support, weekly contact with parents is made for students identified that need additional help. Accountability is being built in the field of organization. Each student is required to have their Noli planner on a daily basis. Noli planners are used in English class to enter Common Core Standards, daily goals, classwork, test dates, and homework assignments. A three year projected goal for English students is to continue with the Inquiry Project to fulfil Common Core standards in fields described above. Also, we will implement Cornell Notes in all English and upcoming AVID classes. Other goals the English Department would like to incorporate are creating rigor while helping students gain and master skills in reading. This year, students are required to read an “at level” book quarterly. On minimum days, students are responsible for reading and determining the theme, analyzing how text develops the plot, and explaining the author’s point of view on a weekly log. We anticipate these goals will be fully implemented within the next three year period. Charted below is our 2015 Smarter Balance test scores. These scores are a baseline for Noli since it is the first year that we have administered this test.

**Smarter Balance 2015 test scores**





Now that the first goal (Math and English) has been determined it is now necessary to look at the second goal of the critical areas of follow-up. A second goal in follow-up is improved attendance. Noli's attendance is averaging in the low 90's for its Average Daily Attendance (ADA) and we would like to increase ADA to 95%. The Enrichment of our Culture program was our third Critical Area for Follow-up.

The Native American Culture Department has enriched its program by providing yearly cultural classes for 6<sup>TH</sup>, 7<sup>TH</sup> and 8<sup>TH</sup> grades. The department also provides two semester-long, elective cultural classes. The Curriculum is aligned with the Bureau of Indian Education Native American Language and Culture Standards. These standards are to meet the following five objectives: Objective 1 – Language; Objective 2 – Arts and Crafts; Objective 3 – Song and Dance; Objective 4 – Social Customs; Objective 5 – History and Government.

The Native American Culture Department also started a school-wide program developing and implementing a Native Plant Beautification Program. This project provided a strong emphasis on cross-Curricular Culture with the Science Department (Science 7<sup>TH</sup>, Earth Science, and Biology classes). In 2013 this Ethno-botanical Native Plant/garden project entailed:

- Native American Plant Identification
- Native American Planting Practices
- Native American Cultivation Process

- Native American Gardening

From the 2012-2014 school years, Noli implemented the Native American Time of Reflection. This program was school-wide and provided students time to practice their Native American Culture by participating in a Native American Traditional/Ritual Blessing. This activity was available every morning at 8 a.m. Expected results revealed the entire school participated in the morning practice.

The Northwestern Educational Assessment (NWEA) provides us with the answer to the need for the next Critical Area for Follow-up. The NWEA offers Noli Indian School three opportunities to conduct formative assessment of our Math, Reading, and Science programs. Noli takes the NWEA test twice a year. The tests fall both in the Autumn and the Winter. The data is disseminated to the proper departments, the teachers analyze the data and use the information to help close educational gaps in the students learning.

The next Critical Area for Follow-up is the need to expand the use of increased technology for learning. The administration and the teachers already use NASIS to record grades, attendance, behavior, and student assignments to improve the communication between the school and parents. NASIS is the way the school provides data to both the Bureau of Indian Education and our Line Officer.

Professional Development was mentioned as a Critical Area of Follow-up in the 2010 WASC Report. Native Star is the program used to help address this area of need. One of the Indicators of Native Star is the area of professional development. The BIE allows each school to select the strategies used for professional development. Here at Noli, professional development had both a formal and informal aspect to it. The formal aspect to professional development includes formal observations, yearly human resource evaluations, administrative in-service on the first Wednesday of each month, mentoring programs, and cultural awareness training. Informally, teachers are encouraged to choose their own conferences and seminars to attend according to their own observational need. Since Noli Indian School is a small school, it makes little sense to force teachers into a preconceived professional development program that fails to meet the immediate need of the teacher. Our teachers that are hired have a wide variety of backgrounds and experience so a strength of one

teacher maybe a weakness of another. Each teacher is allowed to choose his or her own conference based upon that need.

The last Critical Area of Follow-up is the area of Response to Intervention (RTI).

A fourth change, in the 2015-2016 school year was the implementation of a College Guidance Classroom Program “PoSuun yot Pilachikat.” This term is a Native American Luiseño word for “Warrior Learner.”

The goals of this program are:

1. Immediate identification of 9<sup>TH</sup> thru 12<sup>TH</sup> grades that are planning to apply for four year University, students that are identified to attend Junior Colleges or Community Colleges, and students identified to attend Vocational or Technical Schools.
2. Provide College Guidance Classroom presentations as outlined:  
9<sup>TH</sup> grade –classroom sessions meet two times per month. 10<sup>TH</sup> grade –classroom sessions meet two times per month. Lessons include: goal setting; introduction to Universities and four year Colleges; introduction to Junior Colleges and Community Colleges; set up a four year plan; reinforce student to plan for community services and extracurricular activities; A-G requirements planning; monitor A-G; planning PSAT; and student grade monitoring. A parent letter notifying student about college plan, parent signature requirement for parent involvement and monitoring student grades. Students attend college campus visits and are introduction to SAT and process to a four year University.  
11<sup>TH</sup> grade –Classroom sessions meet two times per month. Lessons include: A-G monitoring and continued planning/goals; SAT and ACT testing; parent inclusion, college visits; on-going contact with Native American Students’ Programs, training on use of SAT manual; and scholarship goal setting.  
12<sup>TH</sup> grade – Classroom sessions meet three times per month. SAT and ACT testing; Admissions application process for four year Universities and matriculation for Junior Colleges; JC and Community College transfer planning information; two sessions on College admissions workshop sessions; college campus visits; application deadline; FAFSA deadlines; and Scholarship applications. Noli will also provide college transition counseling services to graduating senior students and provide college campus visits.

Middle School: College guidance classroom lessons

6<sup>TH</sup> grade –Classroom lessons one time per month

7<sup>TH</sup> grade – classroom lessons one time per month

8<sup>TH</sup> grade – classroom lessons one time per month

Parent involvement is increased with their student/students in a four yr. college or junior college plan as well as increased parent/student responsibility for monitoring grades.

Noli Indian School started a College Guidance Success Class – Dual Enrollment with Mt. San Jacinto College in January 2016. The Class will be on Noli campus two days per week. This course is a three unit College Course and five High School Credits.

# CHAPTER 3

### **Chapter 3: Identification of Critical Areas of Need**

There are five Critical Areas of Need that Noli Indian School should address in the next few years. The first three Critical Areas of Need are continuations of past critical areas. These three areas are:

- Increased scores in Reading
- Increased scores in Math
- Increased attendance rates

A fourth Critical Area of Need is the development of a leadership system to follow through on Noli Indian's Native Star, NASIS, and WASC responsibilities with the fifth Critical Area of need being the dissemination of this data. These three organizations require overlapping information and too often that information is not easily obtained. With better structure, the organized input of information in these areas will help Noli staff be in a better position to collect, analyze, disseminate and use data. As the situation is presently, too much time is taken away from fulfilling students' educational needs because of the need to gather information and present reports to the above mentioned organizations.

Area 1: A greater percentage of Noli Indian Students need to advance from Basic to Proficient and into Advanced in the area of Reading. Noli Indian School services students up to ninety miles away from the school. This presents a significant problem in identifying who our "feeder" schools are. Not knowing the background of the students who come into our school until the time that we test them gives us little time to prepare strategies that will effectively help our students. As is noted by our test results, we receive students who score as low as first grade in reading when they arrive as sixth graders. We have targeted this problem by using the Read 180 program, as well as the System 44 reading program. In the future, we need to continue to adjust our strategies and how we spend our budgeted monies to help our students increase in this category. Noli believes in individualized instruction for our students. This approach has helped our scores rise in the past. We will continue to push forward in this area, which is the main reason why we still have reading as an area of need.

Area 2: A greater percentage of Noli Indian Students need to advance from Basic to Proficient and into Advanced in the area of math. When Noli received its last WASC accreditation, getting students through math to graduate high school was the main goal. Now we want our students to be prepared for college. In order to see this happen, we need our students to be able to get into pre-calculus, and trigonometry. This is why Noli still considers our math scores to be an area of critical need. To add to this problem, we have the same issues with math as we do with our reading scores. We cannot track our “feeder” schools. This means that we have to test students upon their arrival to our school, and then come up with an individualized plan to help them meet their math goals. Noli needs to constantly look at our math scores, and our budget to continue to come up with new ways to help our students. We now need to take a student who scores as a third grader in math and prepare them for Algebra 1 by their 9<sup>TH</sup> grade year.

Area 3: Noli Indian School needs to increase its attendance from the low 90% to the mid-90% range. NASIS counts the time students are late to school as absences. This is why the attendance rate is in the low nineties. It is not so much due to whole day absences as it is the part day absences that brings down the attendance rate. Students that are on late buses are excused but many of our students choose to transport themselves because they live either in town or on the reservation. These students make up the bulk of the students who are tardy to school.

Area 4: The Creation of a Leadership team, and more importantly a system to increase the tracking of students, policies, and data through Native Star and through NASIS. This in turn will create a more viable structure to create a system that will allow Noli Indian School to more thoroughly follow the WASC process for accreditation.

Area 5: A greater emphasis and structure placed upon the dissemination of data gathered through Native Star and NASIS. Each group of teachers receive the data gathered from the NWEA tests and they review the results and use those results to formulate Individualized Educational Plans for students who have learning gaps. Teachers can also review the Smarter-Balanced student results to further evaluate the classroom curriculum and teaching strategies. The BIE requires that the Principal spend 50% of his time helping teachers in the classroom.

This is an area that needs help. There should be a program in place to help teachers interpret the data and use it in the classroom.

# CHAPTER 4

## Chapter 4: FOCUS GROUPS- WASC SELF STUDY

### A. LEADERSHIP

<p><b>A1. VISION AND PURPOSE</b></p>	<p>The Soboba Band of Luiseño Indians envisions a future through educational opportunities provided by Noli Indian School. Noli Indian School will provide a rigorous curriculum and social awareness. Noli Indian School will prepare students to meet societal challenges. Noli Indian School will adjust and modify its instructional programs to meet the highest standards for educational needs of all students.</p>
<p><b>FINDINGS</b></p>	<p><b>EVIDENCE</b></p>
<p>School has a written vision statement developed by the founders and school board and communicated to all school groups.</p>	<p>The Soboba Band of Luiseño Indians envisions a future through educational opportunities provided by Noli Indian School. Noli Indian School will provide a rigorous curriculum and social awareness. Noli Indian School will prepare students to meet societal challenges. Noli Indian School will adjust and modify its instructional programs to meet the highest standards for educational needs of all students. The vision and mission statements are published and distributed through newsletters, website, student handbooks, and home-school publications.</p>
<p>Teachers and administrators implement the ESLRs</p>	<p>Teachers and students utilize the ESLRs: the Three R's; Respect, Responsibility, Reflection. Examples: ESLRs are discussed in classrooms, communicated on poster display charts in all classrooms, and are topics for classroom discussion.</p>
<p>Noli needed a focus group to help modify instructional programs</p>	<p>The SST (Students Success Team) is a focus group of administrators, teachers, and counselors that use student data and reports in order to create and implement a plan that will help with student success. This data is then supplied to appropriate staff.</p>
<p>Noli needed a focus group to help with partnerships and outside services to meet societal challenges</p>	<p>The "Warrior Learner" program allows for identification of students for post-secondary educational goals for connection to outside services for assistance. Program connects students to universities, junior colleges, and technical schools.</p>

Noli has developed an Independent Study Program to adjust and modify instructional programs to meet educational needs of appropriate students	Students that are severely deficient in credits or with a licensed medical recommendation can qualify to meet the Noli graduation requirements through the Independent Study Program. Weekly meetings are established to verify accountability.
Noli developed a fundraising program to meet societal challenges	Noli fundraising programs are developed to assist sports programs in need of assistant coaches, equipment, meals, and other related materials.
Noli has adjusted the cultural department to meet the needs of the students	Noli has moved to instilling concepts and traditions of cultural practices and customs. Students observed by the department have a gap in cultural etiquette and an adjustment to curriculum was needed.
An ASB (Associated Student Body) has been developed to increase student leaders on campus both academically and socially	Students interested or identified by staff as potential ASB members are required to fill out an application and must meet minimum eligibility requirements. Students will be placed into the ASB class and have mandatory civil service projects throughout the year.

**A1. Leadership Criterion- Vision and Purpose**

The Tribal Council of the Soboba Band of Luiseno Indians established “Noli Indian School” in 1990 for middle and high school students. Tribal Leaders developed Noli Indian School as an alternative school for all Native American Indians but especially for native students who had been attending nearby district schools, but were struggling academically.

The focused purpose of Noli Indian School was communicated to native families as a school which would provide all Native American Indian Students and their families with a school and staff, which would understand native student’s cultural backgrounds and the contributions of Native American Indians in order to further students learning and academic achievements.

The Soboba Band of Luiseño Indians Tribal Council is comprised of tribal members who are nominated and voted in by eligible voting members from the Soboba Band of Luiseño Indians community. The Tribal council has five total members, has one

representative that attends school board meetings, and is the ultimate authority and governing body for all Soboba Band of Luiseño Indians families, traditions, matters, business, and decisions.

At the Beginning, with the establishment of the school, the Tribal Council Leaders established the school's vision statement. The Tribal Council initially communicated their vision and the school's vision to all school groups through the school's given native name, "Noli Indian School," and the native name's meaning. In Luiseño, the language of the Soboba Band of Luiseño Indians, which founded Noli Indian School, "Noli" means: To Envision the Potential. The Tribal council founders "envisioned the potential" of all Native American Indian Students and belief in their ability to be successful learners in a native school where a rigorous academic program would be provided along with understanding and valuing unique culture contributions, foundations, and backgrounds of Native American Indian students and their families to further support student's academic success.

The Soboba Band of Luiseño Indians Tribal Council and School Board's school vision statement, "We envision a future through education opportunities by creating the future leaders of the Native American community," reinforces their belief and vision that all Native American Indian Students have potential as students and leaders.

The school wide "Expected school wide Learning Results," ESLRs, have been established with teachers, School Improvement Team, student leadership team, and administration collaboration. The ESLRs are represented by "The 3 R's", Respect, Responsibility, and Reflection.

The Tribal Council facilitated funding for the Noli Indian School through tribal funds and the Bureau of Indian Affairs. Noli Indian School was the first Native America Indian School nationwide funded by the BIE in 1990. Funding continues from the Tribal Council,

BIA, grants, and donations to support Noli Indian School. The schools' middle and high school curriculum is a rigorous, standards-based curriculum. Students are provided Response to Intervention (RTI) strategies to support academic achievement and universal access for academic success. In 1994, Noli Indian School became BIE's first grant school.

**Strengths:**

Many school leaders and groups, Tribal Council, School Board, school administration, School Improvement Teams (SIT), and teachers have continued to focus on Noli Indian School, collaborate and communicate together to further the services and instruction provided all students. School leadership has remained focused on benefiting native student's education and opportunities for academic success. Systems for communication and representation have been established, including a Tribal Council Member on the School Board, and the school administration participating fully with the School Board. The School Improvement Team, comprised of representatives, i.e. teachers, guidance counselors, support staff, and administration, provide school wide leadership by facilitating focus groups, staff meetings, and the oversight of the School Wide Action Plan and goals as determined through the use of Native Star Program.

The school developers and leaders have clearly established the purpose and vision of the school for all native students. Their belief in students potential and abilities is observed in their planning for the students and the school, allocation of funds, use of resources, and continued development of rigorous classes and programs to prepare students for the rigor of secondary education and graduation and to achieve post-high school college and career goals.

**Findings:**

School Leader groups continue to facilitate with teachers and school/parent groups’ review of student performance data, i.e. site, teachers, to determine and analyze student gains, guide instructional planning, and use of resources. The school has continued to use the NWEA assessment.

Noli teachers, administration, and School Board have collaborated in adjusting student enrollment and application procedures to include an interview with School Board to support the Schools and teachers focus on increased student’s learning to achieve grade level proficiency.

**Supporting Evidence**

Tribal Meetings, Community Feedback, Administrative Observation, Teacher Observation

<b>A2. GOVERNANCE</b>	The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan.
<b>FINDINGS</b>	<b>EVIDENCE</b>

<p>The Soboba Tribal Council is the ultimate governing board of Noli Indian School</p>	<p>The Soboba Tribal Council is composed of five elected members. This council governs the tribe of Soboba and all entities on the Soboba Reservation. Noli Indian School resides on the Soboba Indian Reservation. All capital expenditures (any purchase over \$1,000) have to be unanimously approved by all council members. All budgets are approved and monitored by Tribal Council. The Tribal Council is also actively and consistently involved in the Noli school governance as demonstrated by having a Tribal Council Liaison available to the school board. The Tribal Council is also the final appellate for all Noli School Board decisions.</p>
<p>Bureau of Indian Education (BIE) regulates specific government funding, annual reports, school wide action plans and assessments</p>	<p>Noli school board and administration are in close collaboration and communication with the Bureau of Indian Education (BIE) to ensure that policies and requirements to support student learning and achievement, as related to professional development and program requirements, are being met. Noli participates in annual BIE trainings and conferences for professional development. Noli is also required to submit mandated reports, and remain in compliance with BIE policies and procedures.</p>
<p>The Noli School Board develops policies to achieve Tribal Council agenda. Noli School Board is responsible for ISEP fund procurement.</p>	<p>Noli School Board develops and maintains the policies in the student handbook. They are also the first appellate for all administrative determinations. School board has to sign that we will provide assurances to comply with Public Law 107-110, Section 112, (c) Assurances</p>
<p>School Board and administration have created policy outlining academic probation to encourage good academic standing</p>	<p>Students under a 2.0GPA for a grading period are placed on academic probation. Students under a 2.0 for two consecutive grading periods are up for School Board review and possible dismissal. Students approved to remain in school that perform under a 2.0 for three consecutive grading periods are automatically expelled with a final appeal available at the Soboba Tribal Council level.</p>

**A2. Leadership Criterion- Governance**

Governance at Noli is made up of Noli Administration, the Noli Indian School Board, and the Soboba Tribal Council. Each governing body works together and independently to implement and execute policies and procedures that adhere to the school’s mission.

**Indicator:** Noli Administration is the daily governing board of Noli Indian School. Administrators deal with the day to day operations of maintaining policy to meet the schools mission. Weekly reports are submitted to the Noli Indian School Board and the Soboba Tribal Council.

The Noli Indian School Board is in charge of the creation of policy for Noli Administrators. The school board meets monthly to discuss administrative concerns, policy review, upcoming events, and other issues to maintain the mission of the school. These meetings include Noli Administration.

The Soboba Tribal Council is the highest governing body. They have the final review of policy and all final appeals are upheld in council chambers. All budgets are approved by council.

**Supporting Evidence**

SIT Minutes, Noli Indian School Board Minutes, Tribal Council Minutes, Noli Handbook

<b>A3. STAFF</b>	Made up of individuals delegated to make decisions and execute specific responsibilities in the interests of Noli Indian School.
<b>FINDINGS</b>	<b>EVIDENCE</b>
SIT (School Improvement Team) continues to provide solutions and support for staff and administration. The purpose of the team is to provide the school with the leadership to promote a healthy educational environment, to influence school policy, and to provide data and information for the Native Star school wide action plan. Leadership is provided in creating ways for the teachers to have a more enjoyable workplace, modeling good teaching strategies and classroom management styles, and providing feedback to teachers	SIT Minutes Native STAR Indicators Teacher Interviews

<p>A new Transportation Director brought in to provide leadership and coordinate the development and implementation of better strategies for the Transportation Department</p>	<p>Department has grown to twelve drivers. A director with the capability to run in-house trainings was necessary with the projected growth of the school. New director will follow all California state laws and regulations as well as meet BIE standards.</p>
<p>Every year it is more and more difficult to retain staff. Strategies to attract and retain quality staff are put into place.</p> <ul style="list-style-type: none"> <li>• 3% Raise and pay scale movement</li> <li>• Conferences for educational development</li> <li>• Projectors installed with microphones and object scanners</li> <li>• Increased stipends</li> <li>• New computer lab</li> <li>• Free breakfast and lunch</li> </ul>	<p>Mentoring Program Staff Meetings In Service Meetings Exit Interviews</p>

**A3. Leadership Criterion- Staff**

All staff members at Noli are given the opportunity to inspire and/or influence other coworkers and students to achieve the schools’ mission while upholding the ESLRs. It is necessary to use staff leaders to provide administration the partnership it needs to promote a positive educational culture. Administration promotes the idea of empowerment over enablement and strongly believes that if employees are given information, resources, and opportunity while being held responsible for their job outcomes, they will be more productive and have higher job satisfaction.

**Indicator:** Noli leans on its veteran teachers to mentor to newer staff to develop tomorrow’s leaders. Mentorship programs, focus groups, clubs, and coaching are all great examples of providing opportunities for staff to develop their leadership qualities.

Knowledge of the surrounding community can play a big role in leadership identification. Noli is nestled in a tight grip community that recognizes and awards consistency and commitment to its staff members.

Staff that become involved and that embrace the community will be respected by the staff and parents for their commitment which has a direct correlation on the retention of quality staff members.

**Supporting Evidence**

Teacher Interviews, WASC Notes, SIT Meeting Notes, Athletic Director Review

Staff is questioned in meetings throughout the year to list and discuss things that could make their employment better at Noli School. Many of the changes that have occurred for retaining staff come from direct questioning of staff members whether in team meetings or the unfortunate exit interview. 100% of the head coaches of our varsity athletic program are current staff members of the school which we feel plays a strong role in leading our youth. Native American students sit at the top of the demographics for most at-risk categories. The more time with positive role models and coaches that students receive, the less amount of at-risk behavior is taking place.

**B. CURRICULUM**

<p><b>B1. Math</b></p>	<p>Standards based learning provides a consistent and rigorous outline for students, as well as administration to follow based on educational processes of higher based learning facilities. The Math department strictly adheres to this structure to try and provide all opportunities and avenues of growth for all students from 6<sup>TH</sup> -12<sup>TH</sup> grades.</p>
<p><b>FINDING</b></p>	<p><b>EVIDENCE</b></p>
<p>Lower division math courses lacked mapping and curriculum progression to sustain learning in upper division courses</p>	<p>STAR Testing NWEA Student Work Samples</p>
<p>Lacked curriculum development in basic and core math to support state and college standards necessary for post high school education. Aligned curriculum and structure consistency brought in through new added curriculum.</p>	<p>Infinite Math Software (Pre-Algebra – Calculus) State wide standards with suggested outline supplied weekly</p>

Students progressing through math divisions had difficulty with concepts that were previously skipped, or not covered in depth for current course.	Classroom Observation Tests and Assessment Scores Department Meeting
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**B1. Curriculum Criterion- Math**

Standards based learning provides a consistent, and rigorous outline for students, as well as administration to follow based on educational processes of higher based learning facilities. The Math department strictly adheres to this structure to try and provide all opportunities and avenues of growth for all students from 6<sup>TH</sup> – 12<sup>TH</sup> grades.

**Current Educational Research and Thinking**

Students’ grades be should be consistent, accurate, meaningful, and supportive of each student’s learning. When teachers using a traditional grading system are asked to brainstorm factors that may be included in a student’s grade, they list everything from assessments, homework, effort, and behavior. This huge range of factors led us to ask how we could possibly meet our goal using our current assessment and grading practices. Standards-based learning is being implemented in an effort to reach our goal of providing consistent, accurate, and meaningful feedback that supports students’ learning. In addition, SBL addresses the four criteria required of a uniform grading system under accreditation guidelines. The four criteria are: Accuracy: Basing a student’s grade on assessments of learning, allows the teacher to create a clear picture of what the student has learned without the influence of other, non-academic factors. These other factors, such as effort and behavior, are still essential, but are not part of the student’s academic grade and are communicated separately. Consistency: For each outcome, the teacher provides a learning scale, or rubric that describes exactly what the student should know or be able to do. The rubrics identify criterion for proficiency and are used consistently throughout the unit and semester. Meaningful: A meaningful grade is one that clearly communicates the learning that has taken place. In a standards-based classroom, scores are recorded by the learning outcomes rather than by categories, such as tests or homework. This makes it easier to identify areas of strength and areas of growth. Supportive of Learning: SBL supports student learning by focusing on demonstrated proficiency and providing enrichment and intervention as needed. The reassessment policy supports student learning by allowing new levels of learning to replace old when a student demonstrates improvement on an assessment.

**Policies** — Implementation of a Rigorous, Relevant, and Coherent Curriculum

**Indicator:** Throughout each school year, and over the years, it is important for the school to continually assess the curriculum and its rigor, relevancy and coherency. As curriculum and implementation evolve, it is both imperative and beneficial to stay on the front end of department development. With the size of the school, and our corresponding Math Department, it is both relevant and simple to

meet on a regular basis, continually monitoring and adjusting the curriculum as necessary for all grade levels. Currently the math department meets on a bi-weekly basis to discuss both curriculum and students. It has been most effective over the last two years, as the instructors for the older students are able to meet with the instructors of the younger students to guide areas of weakness and baseline necessity.

**Supporting Evidence**

Peer to peer interview and brainstorming, and alignment of base curriculum with advanced curriculum. In addition to the baseline curriculum, the Math Department has been able to successfully implement the Accelerated Math testing (STAR) as well as the twice yearly NEWA testing to track current curriculum standards being met. In addition to this task, the STAR testing allows the teachers to focus individually on students learning gaps, and bring them closer to understanding the core details of Math, as a subject in general. Over the years students may have missed periods of time or education when an important concept was being taught, and this allows time to fill in the missing void.

**Supporting Evidence**

Weekly progress on Accelerated Math Objectives (standards based), quarterly assessments on overall growth and progression with missed learning, Bi-Annual testing based on national standards.

<b>B2. English</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
Common Code X curriculum lessons focus on purpose, structure levels of meaning, language choices, and knowledge of text	Common Code X Formative Assessments Teacher Observations
Building upon Common Core State Standards and writing is a skill that is carried into post-secondary education. We are continually working with students to improve writing skills.	Written Unit Performance Task (Every six weeks) Common Code X Teacher Observations

Retention of skills needed within each level is essential. We continue to build upon these skills by providing continued support through revisiting these concepts.	Additional means of data for providing evidence of mastery for each unit of instruction are given through bi-weekly practice assessments.
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**B2. Curriculum Criterion- English**

The English Department uses various means to support curriculum. The English Department’s primary curriculum consists of Common Core state standard Code X, written by scholastics. The focus of this curriculum is to engage learners through a rigorous curriculum, instruction focuses on key shifts; close, sustained reading, challenging text, comprehensive literacy instruction and assessment.

**Challenging and Varied Instructional Strategies**

**Indicator:** The strategies Code X offers is a leveled material which challenges every student. Three levels are offered to each story; below, on, or above grade level. Curriculum focuses on purpose, structure, levels of meaning, language choices, and knowledge of text. Each story examined is an interesting non-fiction collaboration that emphasizes real world text that creates connections with students.

**Findings**

Common Core Code X was designed to be used in blocks. The English department structured a weekly rotation consisting of these strategies. Students receive fifteen minutes per day of instruction through whole-group instruction. Thirty minutes of class time is used in a small group setting where practice, text-based question and responses through writing, peer collaboration, pairs or independent learning takes place. The last five minutes of each class day is used as a whole-group wrap-up where a quick, daily assessment takes place as part of closure.

**Supporting Evidence**

Three very specific types of assessment are given with the Code X curriculum. Formative assessments are given at the end of each lesson in the book. These assessments are generally given every other Friday. Every six weeks a written unit performance task is given as part of instruction. This provides students with opportunity to demonstrate the comprehension of text within the unit. The last strategy of assessment are practice assessments. These provide additional means of data for providing evidence of mastery for each unit of instruction.

<b>B3. Reading</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
Read 180 curriculum lessons focus on purpose, writing, spelling, comprehension, fluency, and vocabulary. System 44 curriculum focuses on instruction in phonics, comprehension, and writing.	Read 180/System 44 Assessments Teacher Observations Student work samples
Building upon Common Core State Standards and writing is a skill that is carried into post-secondary education. We are continually working with students to improve reading, comprehension, fluency, and writing skills.	Written Unit Performance Task (Every 6-8 weeks) Read 180 <i>Next Generation</i> System 44 <i>Next Generation</i> Teacher Observations
Retention of skills needed within each level is essential. We continue to build upon these skills by providing continued support through revisiting these concepts.	Additional means of data for providing evidence of mastery for each unit of instruction are given through bi-weekly practice assessments.

### **B3. Curriculum Criterion- Reading**

The Reading Department utilizes various means to support curriculum. The Reading department’s primary curriculum consists of common core state standard Read 180 *Next Generation* and System 44 *Next Generation*, written by scholastics. The focus of this curriculum is to engage learners through a rigorous curriculum. Instruction focuses on purpose, phonics, reading fluency, spelling, writing, comprehension, and vocabulary.

#### **Challenging and Varied Instructional Strategies**

**Indicator:** The strategies Read 180 *Next Generation* and System 44 *Next Generation*, offer are leveled material which is adaptive to every student based on their current levels and individual need. Curriculum focuses on evidence –based reading and writing, systematic instruction to build on comprehension, fluency, and phonics. Curriculum also focuses on independent work with computer software which automatically and systematically collects student performance data.

## Findings

Read 180 *Next Generation* and System 44 *Next Generation* was designed to be used in three separate groups of students simultaneously working on three different areas of instruction. The first two minutes of class is utilized to activate prior knowledge of workshop topics through text based questions and independent writing. Students receive forty minutes of whole-group direct instruction per week. Forty minutes of class time, per week, is used in a small group setting where practice, text-based questions and responses through writing, peer collaboration, pairs or independent learning takes place. Forty minutes of class time per week is allocated toward independent work on computer software which focuses on reading, writing, and spelling zones. The last five minutes of each class day is used as a whole-group wrap-up where a quick, daily assessment takes place as part of closure.

## Supporting Evidence

Different types of assessments are given with the Read 180 *Next Generation* and System 44 *Next Generation* curriculum. Formative assessments are given at the end of each reading section in the R-book, a student workbook. Every 6-8 weeks a written unit performance task is given as part of instruction. This provides students with opportunity to demonstrate the comprehension of different forms of writing within the unit. R-skills assessments are computer-based tests given at the conclusion of each workshop. These provide additional means of data for providing evidence of mastery for each unit of instruction.

## C. INSTRUCTION

<b>C1. General</b>	The teachers at Noli Indian School seek to accomplish two tasks during instruction. By using a variety of methods of teaching the students will be better prepared for their standardized testing at the end of the school year. This test is the Smarter Balanced test. The staff also uses the NWEA test, which is offered earlier in the year, to help teachers differentiate instruction to fill in students' critical learning gaps. A second task in instruction is to develop Common Core standards that will help the students achieve their educational goals. The use of the Common Core standards is prevalent in our classrooms.
<b>FINDING</b>	<b>EVIDENCE</b>

<p>Through the course of the year there are several impromptu classroom observations for each teacher. What these observations show is that there are a wide variety of teaching strategies used in the classroom. The strategies include both teacher and student oriented strategies. Lecture, guided practice, assigned reading, power point presentations are just a few of the methods teachers use to present information to students in a teacher oriented method. Student oriented strategies include student choice of report topics, Anticipation activities, Chunking, dissecting prompts, evaluation of material, read aloud sessions, and many more. In term of numbers, 100% of our staff have been observed using differential instruction in the classroom throughout the course of the school year. The use of technology is prevalent in over 75% of our classrooms.</p>	<p>Classroom Observation Teacher Interviews Student Interviews</p>
<p>Through the mentoring program used at Noli Indian School it has been determined that all of our new teachers use differentiated instruction though to a lesser degree. It is the challenge to the mentoring teachers to guide the new teachers in professional development along those lines.</p>	<p>Classroom Observation Teacher Interviews</p>
<p>This semester Noli Indian School changed its morning reading program and created a rotation system for students that will allow students to enjoy class time that covers the topics of College and Career, Reading, Native Challenges, Drug – Alcohol and Bullying prevention, and finally Advisory. The Advisory class (6<sup>TH</sup> and 7<sup>TH</sup> graders only) includes practical skills that will help them with the new AVID program for next year.</p>	<p>Classroom Observation Teacher Interviews Student Interviews</p>

## **C1. Instruction Criterion- General**

### **Indicator**

Interviews at Noli Indian School are unique in that the Administration stresses to prospective teachers the importance of differentiated instruction. Since Noli Indian School is a small school a typical classroom will be made up of students who are advanced, proficient, and basic learners. This criteria is based upon the NWEA and Smarter-Balanced scores that are determined throughout the school year. Therefore, teachers at Noli use a wide variety of teaching strategies which relate to the multiple learning styles of our students. The students learning outcomes are directly related to instruction.

### **Findings**

Administration used classroom observations to determine the use of differentiated instruction. 100% of the teachers used differentiated instruction.

- Lecture
- Guided practice
- Assigned reading
- Power point presentations
- Reports
- Anticipation activities
- Chunking
- Dissecting prompts
- Evaluation
- Read aloud

The Mentoring program demonstrated that the new teachers used differentiated instruction to a lesser degree most often limiting the instruction (especially early in the year) to lecture, reading, and questions.

- Lecture
- Reading
- Question and answer

Common Core plays an important role in the classroom at Noli Indian School. Common Core is a variety of strategies to prepare the student for both secondary education and the job market. Thinking skills, writing skills, evaluation skills, speaking skills, analytical

skills all are a part of common core. These skills are being taught in the classes at Noli Indian School as part of the School curriculum. This curriculum is important because Noli Indian School wants to increase the number of students that go on to college. Noli teachers share with students the importance of college and what the students need to achieve to get into a four year college.

- Thinking skills
- Writing skills
- Evaluation skills
- Speaking skills
- Analytic Skills

The 8:00 Reading Program is now the Advisory program. This program allows the students to rotate classes once a week and enjoy a variety of experiences that will help them in their educational environment at Noli Indian School.

- College – Career
- D.A.V.E program
- Advisory
- Native Challenges
- Reading

**Supporting Evidence**

Teacher Interviews, Student Interviews, Teacher Observation, Classroom Observation

<p><b>C2. Math</b></p>	<p>Standards based learning provides a consistent and rigorous outline for students, as well as administration to follow based on educational processes of higher based learning facilities. The Math department strictly adheres to this structure to try and provide all opportunities and avenues of growth for all students from 6<sup>th</sup> – 12<sup>th</sup> grades.</p>
<p style="text-align: center;"><b>FINDING</b></p>	<p style="text-align: center;"><b>EVIDENCE</b></p>
<p>A variety of methods of differentiation are needed and used</p>	<p>Classroom Observation          Student Work Samples          SST Meetings          IEP Meetings</p>

<p>Instructors utilized a computer based program to track student progress. Weekly, objective quizzes are administered, and progress tracked for all students using the Accelerated Math Program. This form of instruction allows the instructors to monitor individual objectives outlined by state standards providing an opportunity to fill any skill gaps. Each student receives 3-5 objectives per week, covering a variety of topics, including current classroom material.</p>	<p>Student Work Samples  Quarterly Growth Reports  Tutoring Feedback</p>
<p>Upper level math students were lacking deep understanding of basic concepts, typically taught in lower division. Foundational gaps stalling instruction.</p>	<p>Classroom Observation  Tests and Assessment Scores  Student Interviews</p>

**C2. Instruction Criterion- Math Department**

The Math Department currently molds classroom instruction to meet 3 main criteria

- 1) To meet state and Common Core standards as outlined by the County Office of Education (C.O.E.)
- 2) Design and implement numerous methods and styles of teaching to encourage participation and understanding of all math categories
- 3) Individualize and focus attention at bringing students that are behind up to standards, maintaining standards amongst most students, and challenging those that have excelled beyond the standards.

**Challenging and Varied Instructional Strategies**

**Indicator**

The teachers in the math department continually strive to provide students with material currently meeting state standards, but also on as small as an individual level, as needed. By using a range of instructional strategies, combined with a smaller classroom size, teachers are effectively teaching on a group level and simultaneously capable of one on one attention to students that need it. School wide, the math department includes technology integration on a weekly basis, matching students against national averages in their various classes.

## Findings

Through continual classroom observations during the last three years, by both instructors and instructional aides, staff has found that there are numerous methods of differentiation used throughout a student's progress within the math department. On a weekly basis, approximately 25% of the time is being utilized for new instruction, and 50% of the time being used on instructional differentiation. This is done on both a material level, as well as an individual student level. The other 25% of the time is used for assessment and observation. The types of differential instruction observed were: Middle school, small group, individual, and pair work. In High school, individual work as well as one on one with instructor were observed.

## Supporting Evidence

Classroom observations and student work samples. As further evidence of growth and achievement, as well as monitoring students based on a nationwide scale, instructors utilized a computer based program to track student progress. Weekly, objective quizzes are administered, and progress tracked for all students using the Accelerated Math Program. This form of instruction allows the instructors to monitor individual objectives outlined by state standards providing an opportunity to fill any skill gaps. Each student receives 3-5 objectives per week, covering a variety of topics, up to and including current classroom material.

## Supporting Evidence

Teacher and student one on one tutoring, student work samples, quarterly growth reports

<b>C3. English</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
The English Department recognized the lack of organization in writing skills. Department challenged to find a uniform way to create structure in the writing process for students grade 6-12	Teacher Observation Student Work Samples Administrative Observations
A severely low number of students are reading at the advanced level. Assignments on independent and group reading have increased. Project quality and lexile scores have increased.	Inquiry Projects Teacher Observation Scholastic Scores

<p>Senior projects were observed for the 2012-13 school year. Students were desperately lacking basic oral presentation skills. Two projects, one a semester, had been assigned at that time. Half of the students refused to do their oral presentation because of lack of confidence and skill. A need to increase these assignments and begin at the 9<sup>th</sup> grade level to increase skill and confidence was implemented. Four quarterly projects a year have been implemented for the 2015-16 school year at a 92% completion rate.</p>	<p>Teacher Observation Student Interviews Senior Project Panel</p>
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**C3. Instruction Criterion- English Department**

The English Departments standards of instruction focuses on the fundamentals of several strategies which fall under the guidelines of Common Core State Standards. Weekly routines are established to meet the needs of various levels of learners. Closing learning gaps is essential. The English Department focuses on fluency, building vocabulary, shared writing, peer response and editing skills.

**Challenging and Varied Instructional Strategies**

**Indicator:** The English department looks for different methods to instruct the class in a way that meets the needs of all students. Use of methods such as templates, Cornell notes, webbing, brainstorming, and providing checklists/rubrics help students organize their thoughts and provide the additional help needed to complete the assignment. Cross-curricular projects with technology have incorporated a varied instructional strategy used quarterly in the English Department.

**Findings**

Improvements in areas of reading, writing, and oral presentations have improved drastically within a three year period of establishing common core based projects. Approximately 40% of the English Department’s week is focused on the area of reading, writing, and presenting skills. New instruction is comprised of approximately 25% of the week. Various assessments are given approximately 20% of the time during the week. 15% of our week is focused of on building vocabulary skills.

**Supporting Evidence**

Written, multiple choice, and oral assessment, classroom observations, student work samples, and quarterly English projects support the evidence of learning in the classroom.

Statewide testing is completed yearly with NWEA and Smarter Balance. Use of this data helps the English Department set up individual goals. These assessments help drive instruction. Quarterly testing is completed to assure gains in these areas of weakness for our students. Additional help is offered for students whose learning gaps are significant through after school tutoring and through the special needs department.

<b>C4. Reading</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
Students are tested upon enrollment in school. If a student tests two grade levels below their reading level they will be placed into READ 180.	Scholastic Reading Inventory (SRI) Test Scores
Visual learning, independent reading, independent writing, small group, and whole group learning are approaches in instruction to improve and reinforce what was learned in workshops.	Reading logs Computer Time (Tracked and monitored by Scholastic) READ 180 Quizzes (Spelling, Word Fluency, Writing, Comprehension, Vocabulary, and Reading)
Teachers have found that alternating levels of readers in small groups has encouraged peer-to-peer instruction.	Teacher Observation Student Interview
Three rotating stations which include small group, independent reading, and computer are utilized to keep students engaged and focused on the tasks at hand. Students spend approximately 20 minutes in each station, visiting two stations daily. These short stations help students to stay focused and engaged before having to move to the next station.	Teacher Observation Student Work Samples

**C4. Instruction Criterion- Reading Department**

Noli Reading Department has continued to utilize the Accelerated Reading program to encourage and enhance student reading interests, to build on vocabulary, as well as reading levels, and comprehension. The reading program includes a silent reading period of ½ hour four days a week. Students choose books based on their lexile level, write in reading logs daily, and are tested at the

conclusion of each book. All students participate in silent reading and the grade for this period is 10% of a students' English grade. All Noli students are tested through Scholastic Reading Inventory (SRI) upon entrance, and are tested three times throughout the year in order to determine reading growth levels and detect deficiencies. These scores and student goals are based on the Common Core Standards and Expectations.

### **Indicators**

Read 180 is a rigorous reading intervention program for students who test at least two years below their reading level. This reading intervention program is designed to help students reach their grade level in reading. In the 2015-2016 school year, Noli has also included and implemented System44. System 44 is also a foundational reading program for students who test more than two years below their reading level. The program offers the same type of teaching system as Read 180, for lower level readers. The program helps students master skills needed for success through instruction in phonic, comprehension, and writing.

Both READ180 and System 44 programs consist of rotating centers that combine whole group instruction, small group instruction, independent reading and writing, as well as computer based centers. The students move at their own pace throughout the program and work on skills such as writing, fluency, comprehension, and vocabulary.

### **Findings:**

The Reading department uses data to evaluate reading levels of students and assess lesson plans to contribute to the educational growth of the students as determined by their reading lexile. Students take the SRI assessment in order for teachers to determine an individual student's levels of reading skills in phonics, reading comprehension, and grammar. These tests are administered several times per year to in order to track growth and development of each student. Students who test below their reading levels will be placed in the Read 180 or System 44 programs that are available here at Noli. Read 180 and System 44 are both reading intervention programs that are beneficial for students who are at least two years or more below their reading level. These programs incorporate adaptive technology to facilitate individualized instruction based on student needs. This data also allows for differentiated instruction to best reach each student on an individual basis and their specific learning styles and needs.

### **Supporting Evidence:**

Student data is accumulative through the computer based program which focuses on writing, spelling, comprehension, fluency, and vocabulary. Classroom observations and discussion during small group include independent reading, writing samples, "R Skills" tests, and SRI tests. This test breaks down what the student is lacking in. The reading department has used NWEA scores, and has currently implemented Smarter Balance to further strengthen the reliability of the students' scores. Based on this data, teachers will have the ability to determine strengths and weaknesses of the individual student, as well as formulate a plan that will ultimately help the student reach their highest reading potential.

## D. Student Support/School Culture

<b>D1. Campus</b>	
<b>FINDINGS</b>	<b>EVIDENCE</b>
The Student Success Team meets regularly to review students who need extra help in the classroom. The SST provides consistent parent/teacher student conferences and communication throughout the school year, monitors the tutoring program, reviews study skills, mediates between parents/teachers/students, and provides positive feedback concerning attendance, effort, and behavior.	SST Notes Communication Logs NASIS Staff interviews
Transition services assist students in college and vocational preparation provides speech and tutoring services, coordinates the "Child Find" program, and does the summer work study program. The program also assists pregnant students.	Native Star NASIS Field Notes
College Guidance Program provides students with hands on approach for preparing for and applying to colleges and universities. College visits start in middle school and go through the high school years.	Teacher Interviews Student Interviews Staff Notes
Culture department provides for the students the necessary education that promotes the students cultural identity. Language, traditions, and Ethno-botanical studies make up the course studies.	NASIS Native Star Teacher Interviews Student Interviews
McKinney Vento Act has the purpose of supporting students who are homeless. Students receive financial aid for food, clothes, housing and medical aid. School curriculum is provided for the students and tutoring services are available.	NASIS Native Star Teacher Interviews Student Interviews McKinney Vento Notes
AVID will be a new program to help the middle of the road students. The previous WASC visitation team was concerned that our programs for these students was poorly structured.	AVID Notes Budget Teacher Interviews

Athletic department allows students to express their talents through sports. After school sports include all three major sports along with Track and field and cross country.	NASIS, Budget, Athletic Director Interview
The Noli website supports student classroom activities through interactive information exchange. The website is a venue for hands-on learning for students, through technology related courses, assignments, PowerPoint presentations, images, music and video libraries.	Noli Webpage Teacher Interviews
The 4-H club empowers student leadership, decision making skills, care for plants and livestock.	4 H curriculum Teacher Interviews Student Interviews
Campus security and Cafeteria staff provides students with a safe and secure campus. Lunch and breakfast are provided to students free of cost.	NASIS, free lunch program

**E. Assessment and Data**

<b>E1. Reading Department</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
Low testing students are placed in Noli’s Read 180 classes. Noli Indian School should expand the use of data for all teachers. In – service trainings at the start of the school year can help new teachers to acquire the ability to read and interpret test data.	NASIS NWEA
The Reading department uses data to evaluate reading levels of students and assess lesson plans to contribute to the educational	Scholastic Reading Inventory Assessment Results Teacher Observations Reading Levels

<p>growth of the students as determined by their reading Lexile. Students take the Scholastic Reading Inventory Assessment in order for teachers to determine an individual student's levels of reading skills in phonics, reading comprehension, and grammar. These tests are administered several times per year to in order to track growth and development of each student. Based on this data, teachers will have the ability to determine strengths and weaknesses of the individual student, as well as formulate a plan that will ultimately help the student reach their highest reading potential.</p>	
<p>Qualitative assessments are a display of the coursework in progress or completed. Reflections of these assessments are displayed on grade reports.</p>	<p>READ 180 Quizzes, classwork Mid-Quarter, Quarter, and Semester Grades</p>
<p>Formative assessments determine educational gaps which influence lesson plans and IEP's. These assessments are taken quarterly and bi-annually</p>	<p>NWEA Results STAR Testing</p>
<p>Summative assessments are taken yearly and are a factor of determining students reading placements</p>	<p>Smarter Balance</p>

**E1. Assessment Criterion- Reading Department**

**Class Assessment**

The Reading Department uses different means to evaluate students through assessments. These assessments focus on fundamentals strategies of Common Core State Standards. The data given through SRI tests determine reading Lexile levels of each Noli student. The selection of Read 180 and System 44 students is based upon this data. Students are tested three times per year to determine growth and this growth will determine when students graduate out of the reading intervention programs.

## Challenging and Varied Instructional Strategies

### Indicator

The Read 180 and System 44 programs utilize data from computer-based assessments to place students in the appropriate intervention program. These programs use methods such as computer software, R-skills tests, end of work shop written essays, rubrics, formative assessments, self/peer evaluations, and teacher-created tests in order to help students and the teacher determine any learning gaps, and help build instruction based on these assessments.

### Supporting Evidence

Data given through computer-based assessments, classroom observations, student work samples, and R-skills tests support evidence of learning in the classroom.

In addition, Qualitative assessments are a display of the coursework in progress or completed. Reflections of these assessments are displayed on grade reports. Formative assessments determine educational gaps which influence lesson plans and IEP's. These assessments are taken quarterly and bi-annually. Summative assessments are taken yearly and are a factor of determining students reading placements.

Statewide testing is completed yearly with NWEA and Smarter balance. In addition to SRI data, the use of this data helps the Reading department determine student levels to assist teachers in developing lessons to create and assist students in reaching individual goals. These assessments help to drive instruction. Quarterly testing is completed to assure gains in these areas of weakness for our students. Additional help is offered for students whose learning gaps are significant through after school tutoring and special needs department.

<b>E2. English</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
Low testing students are placed in Noli's Read 180 classes. Noli Indian School should expand the use of data for all teachers. In – service trainings at the start of the school year can help new teachers to acquire the ability to read and interpret test data.	NASIS NWEA

<p>The Reading department uses data to evaluate reading levels of students and assess lesson plans to contribute to the educational growth of the students as determined by their reading Lexile. Students take the Scholastic Reading Inventory Assessment in order for teachers to determine an individual student's levels of reading skills in phonics, reading comprehension, and grammar. These tests are administered several times per year to in order to track growth and development of each student. Based on this data, teachers will have the ability to determine strengths and weaknesses of the individual student, as well as formulate a plan that will ultimately help the student reach their highest reading potential.</p>	<p>Scholastic Reading Inventory Assessment Results Teacher Observations Reading Levels</p>
<p>Qualitative assessments are a display of the coursework in progress or completed. Reflections of these assessments are displayed on grade reports.</p>	<p>READ 180 Quizzes, classwork Mid-Quarter, Quarter, and Semester Grades</p>
<p>Formative assessments determine educational gaps which influence lesson plans and IEP's. These assessments are taken quarterly and bi-annually</p>	<p>NWEA Results STAR Testing</p>
<p>Summative assessments are taken yearly and are a factor of determining students reading placements</p>	<p>Smarter Balance</p>

## E2. Assessment Criterion- English Department

**Class Assessment:** The English Department uses different means to evaluate students through assessment to contribute to the educational growth of students. These assessments focus on fundamentals strategies of Common Core State Standards. Weekly routines are established to meet the needs of various levels of learners. Closing learning gaps is essential. The English department

focuses on Formative assessments, essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, journals, teacher-created tests, rubrics and self/peer evaluations.

### **Challenging and Varied Instructional Strategies**

#### **Indicator**

The English department looks for different methods to assess students on individual skill level, need and finding gaps based on assessment. Use of methods such as Formative assessments, essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, journals, teacher-created tests, rubrics and self/peer evaluations help students and the teacher focus on any closing gaps and building instruction based on these assessments.

#### **Supporting Evidence**

Written exams, multiple choice quizzes, oral assessments, classroom observations, student work samples, and quarterly English projects support evidence of learning in the classroom.

Statewide testing is completed yearly with NWEA and Smarter balance. Use of this data helps the English department set up individual goals. These assessments help drive instruction. Quarterly testing is completed to assure gains in these areas of weakness for our students. Additional help is offered for students whose learning gaps are significant through after school tutoring and special needs department.

Use of formal assessments is an ongoing process of collecting data and analysis, showing growth through insight and providing the necessary interventions to help student improve individual achievement.

Three very specific types of assessment are given with the Code X curriculum. Formative assessments are given at the end of each lesson in the book. These assessments are generally given every other Friday. Every 6 weeks a written unit performance task is given as part of instruction. This provides students with opportunity to demonstrate the comprehension of text within the unit. The last strategy of assessments is practice assessments. These provide additional means of data for providing evidence of mastery for each unit of instruction.

Quarterly inquiry projects assessment methods are informal as the student works on the project in class. Rubrics are used for oral presentations. Students are also given a self/peer evaluation during presentations.

Weekly journals are used as a form of a quick assessment.

Portfolios are kept throughout middle/high school.

<b>E3. Math</b>	
<b>FINDING</b>	<b>EVIDENCE</b>
<p>In an effort to calculate if the students are achieving the learning goals assessments, evidence and reflection are all vital in determining if a student is truly mastering a subject. If left unmonitored or only 1 assessment method is utilized, it may not accurately reflect a student’s true ability. In the math department, as with other departments, it was determined by the instructors that various methods of assessment, were necessary. This was to be tied in with the varied learning styles and abilities of individual students throughout all grades, and in all courses.</p>	<p>Direct assessment methods provide concrete evidence of whether or not a student has command of specific content subject, or content matter, the ability to perform equations searching for particular output, or demonstration of quality of work.</p> <p>Direct Measures of Assessment are evidenced through:</p> <ol style="list-style-type: none"> <li>(1) Exams and quizzes, including quarterly accelerated math, and bi-annual NWEA test results.</li> <li>(2) Class participation, assignment completion, and homework completion.</li> <li>(3) Grades based on criteria goals, directly tied to statewide standards.</li> </ol>
<p>Noli Indian School is striving for higher graduation rates, higher GPA as well as higher college entrance rates. The math department plays a vital role in each of these. Mathematics plays a vital role in higher education, primarily because of the dynamics of the subject. Math is imperative to science, technology, finance, business, and many other aspects of education and life. If students are successfully able to master how to learn math, as well as how to just memorize a problem, it can catapult their learning curve in multiple subjects.</p>	<p>Indirect:</p> <p>This type of evidence is based more on implication, than on actual scores, growth, achievement, and level progression. Evidence of the indirect manner is manifested through student characteristics. Within the math department, instructors from other departments are able to indirectly assess a student’s ability to utilize skills in their particular scope, such as a chemistry teacher talking about exponential decay, and the student already grasping the concept. Another is more reflective of the school as shown by graduation rates, as well as more students in the upper division courses.</p>

**E3. Assessment Criterion- Math Department**

Within assessment contexts, “outcomes” orientation has led to the process being just as important as end result. Even the most successful academic programs are believed to benefit from an ongoing process of inquiry and reflection that focuses on growth,

renewal, and continuous improvement. Proper assessment of student learning is linked inextricably to the teaching/learning process as part of the “feedback loop” that is essential for subject master and efficacy.

### **Assessment Strategies**

#### **Indicator**

The teachers in the math department continually strive to provide students with material currently meeting state standards, but also on as small as an individual level, as needed. The material is only as good as the successful execution of properly assessing if students are retaining, and moving forward with the new knowledge. Students test scores, and general understanding of math fundamentals should gradually increase and support classwork in other areas of their school curriculum, such as science, economics, and computer engineering.

#### **Findings**

Through continual classroom observations during the last three years, by both instructors and instructional aides, staff has found that there are numerous methods of assessment necessary for a student’s progress through the math curriculums. On a daily basis, the instructor assesses student comprehension through classwork, and oral participation in class activities. On a weekly basis, students are quizzed on the current material, as well as utilization of the accelerated math program to both reinforce, and fill in any learning gaps. On a quarterly basis, students are given the accelerated math’s STAR test, to further assess knowledge acquisition and retention. Finally bi-annually, every other year, students take the NWEA test to compare growth and retention on a national level. Each year, more students have been moving into the upper division mathematics, reflecting a higher standard of transcript to provide to post high school educational institutions.

#### **Supporting Evidence**

Classroom observations, student work samples, homework and classwork, quizzes, exams, and standards tests STAR and NWEA

# CHAPTER 5

**CHAPTER V: SCHOOL WIDE ACTION PLAN**  
**NOLI INDIAN SCHOOL**  
**2010-2013 SCHOOL WIDE ACTION PLAN GOALS**  
**TO ACHIEVE ESLRs**  
*(Expected School wide Learning Results)*

**Goal 1:**

All students will achieve the goal of *proficient* or *advanced* levels, at a minimum for grade level proficiency, in Math on the Smarter-Balanced Test (SBAC). The SBAC is the Bureau of Indian Education selected norm-referenced achievement test for BIE Schools. The BIE prefers each school to use the assessment of the state that the school is located.

The percentage of students achieving at the *proficient* or *advanced* levels will increase annually.

**Rationale:**

Key Issue: Integration among subjects.

Through shared accountability, Noli School Board and staff will continue to focus instructional support and provide resources that will benefit all students and further the achievement of the math goal.

The goal of school administration and the School Board is to have all students achieving at *proficient* or *advanced* levels.

The Math goal will remain in effect until all students achieve at *proficient* or *advanced* levels in Math.

Students need to be prepared for college and/or work place rigor in Math.

Noli School Board and administration has provided annual support for students' acquisition of math proficiency through the allocation of the general budget.

**Supporting  
Data:**

- Annual funding allocations have provided opportunities for increased professional development, curriculum, standards-based texts, materials and assessments, school-wide technology, equipment, and additional instructional support staff in classrooms to assist students and teachers.
- Students develop a four year graduation plan and are encouraged to participate in post-secondary education and/or career planning in collaboration with teachers, parents, guidance and academic counselors.

- Student Intervention Team has developed and used longitudinal data reports to inform teachers, school leaders, and School Board members of student performance. These data reports have helped guide instructional planning, decision-making, and site allocation of resources.
- The BIE annual reports have been analyzed by Student Intervention Team and have guided instructional planning and funding for programs to benefit all students' learning and goals.
- Noli School Board and administration have implemented instructional support by providing Educational Technicians to assist teachers and students.
- Class size ratios are small; ranging from 1:18 students.
- Each classroom is equipped with an LCD projector, docu-scanner, Smart Boards, whiteboards and computers to enhance the learning environment.
- All math teachers are CA credentialed teachers and meet the Federal No Child Left Behind Act.
- Daily after school tutoring is provided for all students.
- Piloting and adopting of standards based textbooks in Algebra I and II, Geometry, Trigonometry and Math 7 and 8.

- The Kuta Software Infinite Math Program has been implemented for 2 years to assist in improving math scores.
- Based upon teacher input, assessment, and NWEA Math scores, Accelerated Math was implemented.
- Increased communication between middle and high school teachers.
- Part-time math tutors are available in math classrooms.
- Implementation of a school-wide placement program based on STAR Math test results.

**Goal 1: Math**

<b>Task</b>	<b>Professional Development Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Method of Reporting</b>	<b>Progress</b>	<b>Next Steps</b>
School administration will form a Staff Intervention Team (SIT) to serve as a “Self-Study” Team. The SIT will assist with the school wide focus on	Select staff from all school groups	School Principal and Assistant Principal (AP)	2015-2017	The SIT is comprised of staff reps. The AP acts as the Self Study/SIT	SIT shares out to staff, school administration, School Board,	SIT and Chair continue to identify activities,	SIT Holds Focus Group Meetings, Input

continuous improvement of all students' learning and "Self-Study" review process				Chairperson (Chair)	progress, process, needs, and plans	recommen dations	
<p>School Principal will select the WASC Self-Study Chair who will serve as the SIT Chair</p> <p>Have teacher or administrator WASC trained and serve on a visiting committee.</p>	Staff	School Principal	2015-2017	SIT Chair & SIT Input	School Admin. And SIT Share Progress	SIT/SIT Chair informs staff, administration & School Board	SIT Chair continues with SIT, collection of input, review of data, self-study criteria. Participate in WASC training and serve on a visiting committee. Disseminate information learned through WASC process to other staff members.
Have additional teacher or administration WASC trained for a WASC Visiting Committee role	Staff	School Principal	2015-2017	SIT Chair & SIT Input	School Admin. And SIT Share Progress	SIT/SIT Chair informs staff, administr	Participate in WASC training and serve on a visiting

						ation & School Board	committee. Disseminate information learned through WASC process to other staff members.
SIT and teachers will review school's student Math performance data and collaborate on strategies for: *Continuous improvement for all students and *Achievement of the goal of proficient or grade level in Math	Allocate school budget funds	School administration and teachers	2015-2017	Established strategies for increasing learning and student achievement	School Admin. and SIT share progress of the Self-Study and monitor student progress	School Admin. informs School Board	SIT reviews ongoing student progress with teachers and administration
Teachers will attend annual professional development trainings which focus on Math strategies for all students	School Board and school administration annually allocate funding	School administration, counselors, Math teachers, and all teachers	2015-2017	Use of: new strategies, text, and Kuta Program	Increase in student learning gains, progress reports, report cards;	Teachers inform school administration of effective strategies	Review effectiveness of instructional strategies on students' learning, and

Begin an annual professional development commitment for 2 E/LA, math, and/or core subject teachers to attend each State sponsored subject area conference, i.e. Math Council, Reading Council, Science					improvement in assignments, projects	, student progress	continue with commitment for core subject teacher to attend state sponsored subject area conferences
The middle and high school master schedule will include Advanced Math classes, i.e. Algebra II, Geometry, where all students have the opportunity to excel and prepare for college	Allocated school budget funds	School admin and teachers.	2015-2017	Increase of Standards Based Texts and differentiated materials; master schedule	Chair and SIT report to teacher and school groups	Student progress reports and grades	Math teachers, SIT, and administration monitor Math classes and develop additional classes if necessary
Math subject area teachers will continuously review, and make ongoing purchasing recommendations for state-approved, standards-based Math texts and differentiated instruction materials.  The school leadership will monitor sequence of textbook	Allocate school funds annually for textbooks and support materials	Teachers, SIT, and school administration	2015-2017	Sufficient textbooks and support materials to address the range of student needs	Math Teachers use standards-based assessments from text books and site/teacher developed tests	Results of students' tests, assessments, progress reports, grades	SIT monitors textbook adoptions; staff will pilot

adoptions; ancillary materials, differentiated instruction, UA							
Math teachers will use the standards-based textbooks and/or state recommended textbooks along with the publisher’s instructional support materials to address the needs of learners with a broad range of needs	Allocated school budget funds	School admin and teachers	2015-2017	Teacher lesson plans, student projects and assignments	Monitor Math grades on progress reports and report cards for increased student achievement	Teachers inform students, parents or guardians , and admin. of student progress, needs, gains	Teachers, SIT, and Admin. review student performance data, effectiveness of instructional strategies
Will focus on motivation of students’ for college, A-G math classes, to promote college options  Will expand significant recognition of students in A-G math classes on a semester basis	School budget for; Ed Techs, tutors, Kaplan Program, technology and equipment	Teachers, assistant, school administration	2015-2017	Student gains analyzed by Math teachers	Teachers inform students, parents, Student Intervention Team, and administration of student progress, gains, program effectiveness, and discuss	Students reflect on student Math progress and establish personal goals	SIT, teachers, and school administration establish additional strategies to increase achievement, learning

					any needed adjustments		
Students will have ongoing Math assignments, projects, and/or classes i.e. Advanced classes, Consumer Math class, which promote “universal access”	School budget for; Ed Techs, tutors, Kuta Program, technology and equipment	Teachers, assistant, school administration	2015-2017	Student gains analyzed by Math teachers	Teachers inform students, parents, Student Intervention Team, and administration of student progress, gains, program effectiveness, and discuss any needed adjustments	Students reflect on student Math progress and establish personal goals	SIT, teachers, and school administration establish additional strategies to increase achievement, learning
The Math Teachers will use annual Math STAR Program and Renaissance assessment results in order for them to be better informed of students’ strengths and needs	Allocate school budget funds	Math Teachers, and school administration	2015-2017	Assessment results guide instructional planning and staffing	Teachers will inform students and parents of student performance data in conferences and learning goal of	Teachers will inform students and parents of Math gains, progress, on	Teachers, counselors, TANF, and school administration will continue to provide services and support to achieve Math and

					“proficient” or grade level in Math	progress reports and grades	graduation goals
School administration will also provide Math teachers with the annual SAT norm-referenced Math test results	Professional development and teacher collaboration discussions will be scheduled annually	Assistant Principal, Student Intervention Team, and teachers	2015-2017	Teachers will develop strategies to further increase student learning	Teachers will focus on increasing the percentage of students achieving at proficient and advanced levels, grade level, at a minimum	Counselors will inform students, parents, of progress toward 4 year high school graduation plan and post-high school college and/or career goals	Teachers, students, and parents will increase goals
Teachers and school administration will establish and communicate an expanded positive student recognition program for Math academic effort and achievement	Allocate school budget funds	Teachers, SIT, and school administration	2015-2017	Teachers and school administration identify additional awards and recognitions	Administration will invite parents to student recognition assemblies; provide	Administration reports results of student recognition to	School groups brainstorm progressive options for student recognition; input always

<p>Expand and focus on Math achievements and gains.</p> <p>Expand student awards for increased achievement in math</p> <p>Provide significant awards and scholarships for increased academic and behavior gains</p>					innovative award certificates	school groups	from ASB and student reps
<p>The high school master schedule will include accelerated Math classes, i.e. Trig/Math Analysis</p> <p>SIT &amp; teachers continue to review materials, as needed, for Board approval, purchasing, to support differentiated instruction, new classes, &amp; A-G courses</p>	Allocate school funds and staffing	Administration and Math teachers	2015-2017	Number of students enrolled in classes	Math teachers report student progress to staff, parents, and school board	Method: progress cards, report cards, and teacher conferencing	Math teachers, SIT, and admin monitor master schedule and classes
<p>Ed Techs (teacher assistants) will be hired, for Math class to support students and teachers' focus on differentiated instruction and universal access</p>	Allocate school funds	School admin and School Board	2015-2017	Student progress reports and grades	Teacher input and student performance data, progress reports, report cards, Kaplan tests, textbook	Passing grades and proficient and/or advanced levels are the goals	Math teachers, counselors, and admin plan classes, RTI, and support

					publishers assessments		
<p>Staff Math classrooms with Math tutors</p> <p>Cont. funding math staffing and small class sizes annually to support student achievement of academic E/LA and math goals in Action Plan</p> <p>Continue to implement honors classes; provide small class sizes, support staffing, and pilot funding college PSAT, SAT, ACT tests and readiness support programs</p>	Allocate school funds	School admin and School Board	2015-2017	Student progress reports and grades	Teacher input and student performance data, progress reports, report cards, Kaplan tests, textbook publishers assessments	Passing grades and proficient and/or advanced levels are the goals	Math teachers, counselors, and admin plan classes, RTI, and support
<p>Sylvan Math and Reading Program will be provided by the Tribe</p> <p>Set MS and HS monthly goals for Sylvan, AR, SOAR, &amp; STAR to help achieve</p>	Sylvan services will be funded by TANF	Administration, School Board	2015-2017	Recommendation by teachers, Sylvan testing	Sylvan presentation to admin and School Board	Sylvan bid accepted	<p>Implement and evaluate Sylvan program</p> <p>Monitor and set monthly goals for middle school</p>

Action Plan annual math goals							and high school students
<p>The Sylvan Math and Reading Program will be implemented for second semester with math students for grades 6-12</p> <p>Use AR, Sylvan, SOAR, &amp; STAR 2010-11 data to establish annual goal to increase learning</p>	Sylvan services will be funded TANF	Administration	2015-2017	Student progress reports and grades, Sylvan testing	NASIS, Sylvan reports	Ongoing students are meeting with Sylvan staff	<p>2016 evaluations to reassess</p> <p>Use data to establish annual goal to increase learning</p>
Students will participate in the Sylvan Math and Reading Program based on identified concepts needed; Flexible groupings will allow for adjustments as students' progress	Sylvan services will be funded TANF	Administration	2015-2017	Student progress reports and grades, sylvan testing	NASIS, Sylvan reports	Ongoing students are meeting with Sylvan staff	June 2016 evaluations to reassess
Teachers, counselors, TANF, and school admin. will continue to provide services and support for all students' achievement of E/LA, math, and subject area proficient	Allocate school funds as needed.	School Board, administration	2015-2017	Assessment results guide instructional planning and staffing	NASIS, Sylvan, and AR reports	Passing grades and proficient and/or advanced	Assessment results will guide instructional planning and staffing until all students

levels annually and to achieve graduation goals						levels are the goals	reach proficient in math
SIT & school groups update annual Action Plan to further increase academic achievement	WASC training by SITs	School Board, Administration, SIT	2015-2017	Self-evaluation, parent surveys, and updates from students, School Board, staff members, and community members	School website, PTA meetings, student and staff focus groups, and community input	Continue monitoring school needs to update Action Plan as needed	Action plan will evolve with the schools needs as determined by all focus groups and important members of the school community

**CHAPTER V: ACTION PLAN**  
**NOLI INDIAN SCHOOL**  
**2010-2013 SCHOOL WIDE ACTION PLAN GOALS**  
**TO ACHIEVE ESLRs**  
*(Expected School wide Learning Results)*

**Goal 2:**

All students will achieve the goal of *proficient* or *advanced* levels at a minimum, for grade level proficiency, in English on the SBAC. The SBAC is the Bureau of Indian Education selected norm-referenced achievement test for BIE Schools.

The percentage of students achieving at the proficiency and/or advanced levels will increase annually.

**Rationale:**

Key issue: Integration among subjects.

Key issue: Varied instructional strategies.

Key issue: Focus on academic vocabulary and writing across the curriculum.

Through shared accountability, Noli School Board and staff will continue to focus instructional support and provide resources that will benefit all students and further the achievement of the Reading goal.

The goal of school administration and the school board is to have all students achieving at *proficient* or *advanced* levels.

The Reading goal will remain in effect until all students achieve at *proficient* or *advanced* levels in Reading.

Students need to be prepared for college and/or work place rigor in Reading.

Noli School Board and administration has provided annual support for students' acquisition of math proficiency through the allocation of the general budget.

Annual funding allocations have provided opportunities for increased professional development, curriculum, standards-based texts, materials and assessments, school-wide technology, equipment, and additional instructional support staff in classrooms to assist students and teachers.

School administration and School Board have implemented an exemplary Accelerated Reading Program, AR Center, extensive AR collection, funded an AR Teacher, and a daily school wide AR reading period which is required for all students.

Students benefit from the continued building of the AR collection through school and grant funding. Now, the AR center includes thousands of books for both middle and high school students' use. The AR collection features a broad range of books at varying reading levels and interests to align with students' range of assessed reading levels. Also, the school library and Reading Room often order specific books at student request.

Students have access to the AR Center and AR teacher daily throughout the week. Students participate in a daily AR reading period and earn AR points based on a computer-generated test that monitors comprehension.

Upon entering the AR Center, it is easy to assume that it is the school library rather than the fact it is the supplemental reading and literacy support center for all students.

Each book is labeled with the reading level and AR points possible.

The AR program includes a full time teacher with a Master's in Education and Reading Credential. She assists students with selecting books, provides AR assessments, and feedback to students on AR progress, lists of books read for AR, and has provided teachers with each student's AR reading range and reading assessment results.

The AR Teacher has assessed students' reading annually and has provided these results to teachers. This information augments the SBAC results and, accordingly, teachers are better informed of students' reading skills and range. They have been able to be more strategic with comprehension and vocabulary building skills for students.

Administration and teachers have collaborated annually to revise the AR Program to be more effective and to be able to benefit students of a varied range of level and interest. As a result, all students have daily reading time, AR, and teachers and administration agree on the acceptable AR reading range to support students' motivation as well as an appropriately challenging level of reading.

**Supporting  
Data:**

- Annual funding allocations have provided opportunities for increased professional development, curriculum, standards-based texts, materials and assessments, school-wide technology, equipment, and additional instructional support staff in classrooms to assist students and teachers.
- Students develop a four year graduation plan and are encouraged to participate in post-secondary education and/or career planning in collaboration with teachers, parents, guidance and academic counselors.

- Student Intervention Team has developed and used longitudinal data reports to inform teachers, school leaders, and School Board members of student performance. These data reports have helped guide instructional planning, decision-making, and site allocation of resources.
- The BIE annual reports have been analyzed by the Student Intervention Team and have guided instructional planning and funding for programs to benefit all students' learning and goals.
- Noli School Board and administration have implemented instructional support by providing Educational Technicians in all math classrooms to assist teachers and students.
- Class size ratios are small; ranging from 1:18 students.
- Each classroom is equipped with an LCD projector, docu-scanner, Smart boards, whiteboards and computers to enhance the learning environment.
- All English teachers are CA credentialed teachers and meet the Federal No Child Left Behind Act.
- After school tutorial classes are provided Monday through Thursday for all students.
- English teachers and administration have developed an English honors class to encourage, motivate, and recognize students' achievement.
- Increased communication between middle and high school teachers.

**GOAL 2: Reading**

<b>Task</b>	<b>Professional Development Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Method of Reporting</b>	<b>Progress</b>	<b>Next Steps</b>
<p>School administration will form a Student Intervention Team (SIT) to serve as a “Self-Study” Team. The SIT will assist with the school wide focus on continuous improvement of all students’ learning and “Self-Study ” review process</p> <p>Continue SIT mtgs; schedule quarterly Focus Group meetings with staff, school groups, students, and parents for input, data, all focused on achieving academic goals in the Action Plan</p>	Select staff from all school groups	School Principal and Assistant Principal (AP)	2015-2017	The SIT is comprised of staff reps. The AP acts as the Self Study/SIT Chairperson (Chair)	SIT shares out to staff, school administration , School Board, progress, process, needs, and plans	SIT and Chair continue to identify activities, recommendations	SIT Holds Focus Group Meetings, Input
School Principal will select the WASC Self-Study Chair who will serve as the SIT Chair	Staff	School Principal	2015-2017	SIT Chair & SIT Input	School administration and SIT Share Progress	SIT/SIT Chair informs staff, administr	SIT Chair continues with SIT, collection of input, review

<p>Have a teacher or administrator WASC trained for a WASC visiting committee</p> <p>Have another two teachers or administration WASC trained for a WASC visiting committee role</p>						<p>ation &amp; School Board</p> <p>Disseminate information learned from WASC visiting committee role to other staff members</p>	<p>of data, self-study criteria</p>
<p>SIT and teachers will review school's student reading performance data and collaborate on strategies for:</p> <ul style="list-style-type: none"> <li>*continuous improvement for all students and</li> <li>*achievement of the goal of proficient or grade level in reading</li> </ul> <p>Identify more writing strategies and rubrics grades 6-12, and across the subject areas. Implement additional</p>	<p>Allocate school budget funds</p>	<p>School administration and teachers</p>	<p>2015-2017</p>	<p>Established strategies for increasing learning and student achievement</p>	<p>School administration and SIT share progress of the Self-Study and monitor student progress</p>	<p>School administration informs School Board</p>	<p>Assess student progress, and continue to modify so until all students have reached proficient in English and Language Arts</p>

<p>writing genre strategies and rubrics</p> <p>Determine if more writing strategies and rubrics are needed; pilot implementation</p>							
<p>The middle and high school master schedule will include a daily program where reading will be encouraged while students rotate daily to different educational subjects such as drug awareness, Indian health issues, college and trade schools and individualized reading</p> <p>SIT will annually schedule daily morning period based on student performance data</p>	<p>Allocated school budget funds and grant funds for Daily Morning Program and staffing</p>	<p>School administration and teachers.</p>	<p>2015-2017</p>	<p>Reading Activities</p> <p>Daily Morning class schedule</p>	<p>Reading Center--Improvement in student learning: progress reports, report cards;</p> <p>Teacher updates to students, teachers, and administration</p>	<p>SIT, Teacher, and school administration share input, std. progress</p>	<p>Teachers, and administration will monitor progress of students; make adjustments as needed</p>
<p>Core subject area teachers will continuously review, and make ongoing purchasing</p>	<p>Continue to allocate school</p>	<p>Teachers, SIT, and school</p>	<p>2015-2017</p>	<p>Sufficient textbooks and support materials to</p>	<p>E/LA Teachers use standards-</p>	<p>Results of students'</p>	<p>SIT monitors textbook adoptions; staff</p>

<p>recommendations for state-approved, standards-based Reading texts and differentiated instruction.</p> <p>Review materials, as needed, for Board approval, purchasing to support differentiated instruction, new classes, Honors, and A-G courses</p>	<p>budget funds for additional standards-based textbooks</p>	<p>administration and library assistant</p>		<p>address the range of student needs</p>	<p>based assessments from text books and site/teacher developed tests</p>	<p>AR tests; AR points earned, and E/LA grades</p>	<p>use, early review</p>
<p>Reading teachers will use the standards-based textbooks and/or state</p> <p>Recommended textbooks along with the publisher's instructional support materials to address the needs of learners with a broad range of needs</p>	<p>Allocated school budget funds annually for textbooks and support materials</p>	<p>School admin and teachers</p>	<p>2015-2017</p>	<p>Teacher lesson plans, student projects and assignments</p>	<p>Monitor E/LA grades on progress reports and report cards</p> <p>for increased student achievement</p>	<p>Teachers inform students, parents or guardians , and admin. of student progress, needs, gains</p>	<p>Teachers, Student Intervention Team, and administration</p> <p>review student performance data, effectiveness of instructional strategies</p>
<p>Students will have ongoing writing assignments and/or</p>	<p>School budget</p>	<p>Teachers, library assistant,</p>	<p>2015-2017</p>	<p>Student writing</p>	<p>Teachers inform</p>	<p>Students reflect on</p>	<p>SIT, teachers, and school</p>

<p>journals which include writing genres, specific writing formats, subject areas of study, and use of rubrics</p> <p>Showcase all students' skill with writing genres through a variety of media and venues, ie. Web, literacy projects, electronics, presentations, etc</p>	<p>funds writing reference books, program, &amp; technology to support instruction, i.e. LCD projectors, computers, printers, etc</p>	<p>school administration</p>		<p>assessed by subject area teachers, self or peer editing, and rubrics</p>	<p>students, parents, SIT, and administration of student progress, gains, program effectiveness, and discuss any needed adjustments</p>	<p>writing progress and establish personal goals</p>	<p>administration establish additional strategies to increase achievement, learning</p>
<p>The Read 180 will be used for students who test more than 2 years lower than their grade level. System 44 will be used for students with extreme reading deficiencies</p> <p>SIT will annually schedule daily READ 180 periods based on student performance data</p>	<p>Allocate school budget funds: SBAC test and reading assessment conducted by AR teacher</p>	<p>Reading Teacher, teachers, and school administration</p>	<p>2015-2017</p>	<p>Assessment results guide instructional planning and staffing</p>	<p>Teachers will inform students and parents of student performance data in conferences and learning goal of "proficient" or grade level in reading</p>	<p>Teachers will inform students and parents of reading gains, progress, on progress reports and grades</p>	<p>Teachers, counselors, TANF, and school administration will continue to provide services and support to achieve reading goals, graduation goals</p>

<p>School administration will also provide teachers with the annual SBAC norm-referenced reading test results</p>	<p>Professional development and teacher collaboration discussions will be scheduled annually to review SBAC results</p>	<p>Assistant Principal, SIT, and teachers</p>	<p>2015-2017</p>	<p>Teachers will develop strategies to further increase student learning based on results</p>	<p>Teachers will focus on increasing the percentage of students achieving at proficient and advanced levels, grade level, at a minimum</p>	<p>Counselors will inform students, parents, of progress toward four year high school graduation plan and post-high school college and/or career goals</p>	<p>Teacher, student, and parents will review annual progress and focus on increasing Student performance on SBAC and site assessments.</p>
<p>Students will be provided with RTI (Response To Intervention) for remedial instructional support, i.e. tutoring, homework, TANF, accommodations, library, Reading Center, and summer school</p>	<p>Allocate school budget funds for RTI staffing support, i.e. Reading Center Teacher. Library</p>	<p>School Board, school administration</p>	<p>2015-2017</p>	<p>Student participation in RTI opportunities</p>	<p>Students' improvement in classes, on assignments, projects</p>	<p>Student progress reports, grades, and conferences</p>	<p>Teachers, SIT, and administration monitor student progress; adjust instructional strategies to</p>

<p>SOAR, and STAR 2010-2011 data to establish annual goals</p> <p>TANF program staff establish reports of student participation process, gain for instructional planning, school groups</p> <p>SIT and teachers to determine the effectiveness of Sylvan and SOAR programs</p>	<p>Assistant, TANF staff</p>						<p>increase learning</p>
<p>Teachers and school administration will establish and communicate an expanded positive student recognition program for English academic effort and achievement</p> <p>Expand student awards for increased achievement in reading</p> <p>Provide significant awards and scholarships for increased academic and or behavior gains</p>	<p>Allocate school budget funds; seek grant funds</p>	<p>Teachers, SIT, and school administration</p>	<p>2015-2017</p>	<p>Teachers and school administration identify additional awards and recognitions</p>	<p>Administration will invite parents to student recognition assemblies; provide innovative award certificates</p>	<p>Administration reports results of student recognition to school groups</p>	<p>Brainstorm additional options for student recognition, input from students</p>

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**CHAPTER V: ACTION PLAN**  
**NOLI INDIAN SCHOOL**  
**2010-2013 SCHOOL WIDE ACTION PLAN GOALS**  
**TO ACHIEVE ESLRs**  
*(Expected School wide Learning Results)*

**Goal 3:**

Increase Student Commitment and School Culture by Improving ADA School wide.

Noli students will continuously increase the overall “Average Daily Attendance” percentage rate annually as follows: Middle School students to 95%, a 2% projected increase from 2008-09, and High School students to 95%, a 3% projected increase from 2015 - 2016.

**Rationale:**

Key issues: High school graduation rates.

Research indicates that middle school students who attend school on a regular basis develop a connection to school, their teachers, staff, and take more ownership and responsibility for their learning.

Students with very good attendance carry forward these attitudes and responsibility for learning into their high school years.

Overall, students who have had better school attendance have been more successful in their school achievement and learning. Good attendance also promotes productive attitudes and increased responsibility that they can carry with them for the rest of their lives.

Noli teachers, counselors, and administrators support the goal of increasing student attendance. The goal has been to increase and build more student success for each student's high school years and foundation for readiness for post-high school years for college and/or careers.

“Noli” means “envision” in Luiseño; school leaders and teachers “envision” a positive and successful future for all students.

The learning and teaching environment of Noli Indian School has changed through the years. The original purpose of the school was to provide an education for students who may have been struggling in the public school system. Currently Noli's purpose is to provide students with a viable and quality school option, for example providing a unique Native American curriculum, "Child Find" resources, and funds for "Response To Intervention—RTI" school wide strategies for all students. In present years, the student enrollment has grown steadily the past three years, to a school selected as a choice and not a "last chance," and a Native American school which boasts school pride, a unique Native American curriculum, and, for many, a "commuter" school with students representing more than twenty sovereign nations and tribes.

Daily, round-trip home to school transportation is provided at no cost. Some students travel up to 2.5 hours round trip.

An increase of 2-3% is attainable with a focused effort school wide between the School Board, teachers, parents, and students.

**Supporting  
Data:**

The Noli student has a range of interest and support systems for school attendance but attendance continues to be a concern by teachers and school administration.

Transportation is available to all students within an eighty mile radius attending Noli. However this means that some student commuters travel up to two and a half hours round trip.

Noli student attendance, Grades 6 through 12, has been monitored by teachers, counselors, attendance staff, and administrators.

Parent communication contacts are made by recently hired school personnel daily to determine reasons for absences. Absences must be excused within one day of the absence.

Middle school ADA for the past three years has averaged 92.98% for the 2012 – 2015 school years.

High school ADA has averaged 91.50% for the past three years for the 2012 – 2015 school years.

Positive student recognition has been in place to award students for attendance achievement and improvement.

The reception of awards and recognition by students in past years has been acceptable but, overall, not well-received or as enthusiastically valued as staff has desired. In the past two years, teachers and school administrations have structured more awards and increased frequency of student recognition. These new positive recognition strategies have been very well received by the current and recent student bodies.

The school principal has been actively involved in recognizing students and has been creative in approaching awards with items valued by students, for example providing lunch for students who have been recognized.

**GOAL 3: Increase Student Commitment and School Culture By Increasing ADA School wide**

<b>Task</b>	<b>Professional Development Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Method of Reporting</b>	<b>Progress</b>	<b>Next Steps</b>
School attendance staff and teachers will check attendance reports for consistent accuracy and	SIT & administration will schedule	School administration and teachers	2015-2017	Weekly student attendance reports and	School administrator will continue to monitor	Teacher and attendance staff reports of accurate	Information will continue to teachers of student

alignment of data, along with effectiveness and efficiency of procedures and reports	review of reports and procedures			accuracy in alignment with school office records and teachers' information	teachers' and school office attendance reports for accuracy, effect	and aligned weekly and monthly student attendance reports	progress toward monthly ADA attendance goals
Data will be used for individual and school reports, and to determine progress toward monthly/annual ADA goal and student recognitions/awards for middle and high school students	Attendance staff, administration	Attendance staff, administration, teachers	2015-2017	Communicate progress toward middle and high school monthly ADA goals, HS 95% and MS 95%;  Develop attendance criteria for student recognition levels	Report monthly ADA reports to teachers, students  Develop student recognition lists to celebrate students' achievements and improvement	Monthly ADA reports for middle and high school levels	Positive student recognition program will be expanded
School administration and teachers will expand the program throughout the year	School funds and/or grants received	School Board, administration, teachers	2015-2017	Levels of recognition provided	Administration, SIT, and teachers	Administration and SIT will develop	Identify strategies to communicate

to increase student awards and positive recognitions					brainstorm additional positive options	initial ideas, seek staff ideas and input	student and school ADA goals, progress
Parents of students who will be recognized for attendance achievement will be invited to school wide assemblies to join in the celebration and awards	Staffing in place	School administration and/or school office staff will contact and invite parents	2015-2017	Parents' and students' input on positive attendance recognition program	Share school records of parents invited to awards ceremonies	List and categories for student recognitions	Administration and SIT develop strategies to increase parent invitations to recognitions
A Noli Indian School Commitment and Culture student positive recognition board display will be established for school area display	School resources	School administration and/or school office staff	2015-2017	Staff and teachers' input on the positive attendance recognition program	Administration inform school groups of student attendance achievements	Student display recognitions	Administration and SIT review options for more positive student recognition annually
SIT will develop staff access to electronic or shared grade book model to inform teachers of students needs and progress	School resources	School administration, office staff, SITs	2015 - 2017	Staff and teachers' input on usability	Administration inform staff of grade book model and how to use it	Improved staff to staff communication and staff to parent communication	Administration and SIT review options for improved parent

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<b>CHAPTER V: ACTION PLAN</b> <b>NOLI INDIAN SCHOOL</b> <b>2010-2013 SCHOOL WIDE ACTION PLAN GOALS</b> <b>TO ACHIEVE ESLRs</b> <i>(Expected School wide Learning Results)</i>	
<b>Goal 4:</b>	Create a Database Focus Group
<b>Rationale:</b>	Full capability of Native Star, NASIS, WASC, and other programs are not being fully implemented
<b>Supporting Data:</b>	Annual review by administration has determined that there are areas in our data systems that are empty and have no student information. Teachers have stated that lack of updated information in NASIS inhibits proper communication with parents. Reports require information that could be easily accessed through NASIS or Native Star. Unfortunately, this data is crafted by hand several times a year, wasting much time and effort.

**GOAL 4: CREATE DATABSSE FOCUS GROUP**

<b>Task</b>	<b>Professional Development Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Means to Assess Improvement</b>	<b>Method of Reporting</b>	<b>Progress</b>	<b>Next Steps</b>
Administration will appoint staff members to be responsible for each important database system	Staff	Principal, Administrative Staff	2016-17	Principal will review each database system to determine who best should be responsible for maintenance of information.	Personal Conference	Up to date information disseminated to staff	Principal's review of database systems organized structurally
Native Star	Staff	Principal, Administrative Staff	2016-17	Principal will review each database system to determine who best should be responsible for maintenance of information.	Personal Conference	Up to date information disseminated to staff	Principal's review of database systems organized structurally
NASIS	Staff	Principal, Administrative Staff	2016-17	Principal will review each database system to determine who best should be responsible for maintenance of information.	Personal Conference	Up to date information disseminated to staff	Principal's review of database systems organized structurally

WASC	Staff	Principal, Administrative Staff	2016-17	Principal will review each database system to determine who best should be responsible for maintenance of information.	Personal Conference	Up to date information disseminated to staff	Principal's review of database systems organized structurally
Culture	Staff	Principal, Administrative Staff	2016-17	Principal will review each database system to determine who best should be responsible for maintenance of information.	Personal Conference	Up to date information disseminated to staff	Principal's review of database systems organized structurally

**CHAPTER V: ACTION PLAN**  
**NOLI INDIAN SCHOOL**  
**2010-2013 SCHOOL WIDE ACTION PLAN GOALS**  
**TO ACHIEVE ESLRs**  
*(Expected School wide Learning Results)*

<b>Goal 5:</b>	Advanced dissemination of data gathered through Native STAR, NASIS, and all future database systems
<b>Rationale:</b>	The dissemination of information gathered by the database focus groups to all stake holders in the school will accelerate the learning processes.

<b>Supporting Data:</b>	<p>Teachers heavily rely on in class information to determine lesson plans and educational strategies for students.</p> <p>Teachers can use NASIS information to better understand student background which will affect student learning.</p> <p>Teachers need to have IEP information at their fingertips. Student medical and behavior information can be obtained by the teacher through the NASIS system.</p>
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**GOAL 5: Advanced dissemination of data gathered through Native STAR, NASIS, and all future database systems**

Task	Professional Development Resources	Person(s) Responsible	Timeline	Means to Assess Improvement	Method of Reporting	Progress	Next Steps
Dissemination of Data	Data System Leaders, NASIS, Native Star	Principal, Administrative Staff	2016-17	Quarterly Reporting	Data System Leader Interviews	Planning	Organization of data leader staff members
Teacher Review of Data	Staff, NASIS, Native Star	Principal, Administrative Staff	2016-17	Quarterly Reporting	Teacher Interviews	Planning	Organization of data leader staff members
Classroom Implementation of Data	Staff	Principal, Administrative Staff	2016-17	Quarterly Reporting	Classroom Observation	Planning	Organization of data leader staff members

