



# **Executive Summary**

**Wallace Jr./Sr. High School**

**Wallace School District #393**

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## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

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Wallace is a town of approximately 1,010 people; however, the school district includes a number of small adjacent communities. Wallace is nestled in the Silver Valley with trees and mountains surrounding the entire area. The primary industry is hard rock mining. Wallace is approximately 90 minutes from Spokane, WA, 45 minutes from Coeur d' Alene, ID, and 30 minutes from two major ski areas. Osburn, a town of approximately 2000, lies 4 miles west of Wallace. Interstate 90 passes through the middle of both communities and is the main thoroughfare in the valley.

The school district has an enrollment of approximately 530 students served in two buildings. These buildings include one elementary school, grades Pre-K-6 located in Osburn and one junior/senior high school located in Wallace. Both buildings are modernized with the Jr./Sr. High School only being 7 years old. The district staff has approximately 124 certified and classified educators.

Our school has missed AYP 6 out of the last 7 years, making AYP 3 years ago. The area we consistently have problems with is math in all populations, more specifically though, our free and reduced population and our Sp. Ed. population are areas that need improvement. Last year a change was made at building principal. At the end of first semester a change in the school attendance policy significantly improved attendance which, as we know, will improve student achievement. Student and teacher surveys conducted at the end of the year indicated that improved student and staff morale was noted. There was significant improvement in all areas of the ISAT scoring as well as in our graduation rate for the 2011/12 school year. While the school did not make AYP, being only .5 of a student from reaching this goal, there was growth in the targeted areas and our school improvement plan addressed additional changes for the 2012-13 school year.

In an effort to help specific students in core classes we have created an extra class period called Flex Period. It is our 8th period of the day and just as long as our other 7 periods. We started school 7 minutes earlier, go to school 7 minutes longer, eliminated a 10 minute break we had in the morning and have taken 2 minutes out of our 7 other periods. Students have been assigned to teachers, after analyzing student data, to address their specific needs. Students that are already proficient or above are assigned to enrichment classes designed to challenge them according to their abilities. After the first nine weeks we are going to let all juniors and seniors that meet a predetermined criteria, (B average in all classes with no D's or F's, no attendance issues, and no discipline issues,) flex out of this last period if they so desire. During the Flex Period students are working on fundamental core curriculum for a portion of this period and completing assignments of a portion of the time.

Another major change we implemented this year was providing time in our curriculum for seniors to take a Personal Finance/Careers class. We have always had an Economics class but it didn't get into the personal finance as in depth as we wanted. Our career planning was always done in the evenings and the only participants were students that knew for sure what they were going to do. With the introduction of this required class for seniors, all students will have experience in practical activities that they will be involved with concerning finances after school and they will also have a regular time, with the help of a teacher, to fill out college applications, scholarship applications, prepare

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resumes, and experience practice interviews so they understand what is involved and know what they can expect when they apply for a job.

Throughout last year our staff had concerns about the time that they had to collaborate with each other about students they were concerned about, sharing teaching strategies, classroom management tools, and the use of technology in the classroom. Our building, as well as the elementary, asked the district for more professional development/collaboration time. This year, every Wednesday, our students are dismissed approximately one hour early so that these concerns can be addressed. The district also provided five half day early outs for professional development and for inter-building collaboration. Specific goals are targeted for this time and activities are recorded by each Professional Learning Community group.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

ALL STUDENTS WILL:

\*Leave the district with critical and creative thinking Skills.

\*Be technologically literate

\*Be able to work cooperatively with others

\*Be life-long learners

Wallace Jr./Sr. High School embodies this purpose through multiple program offerings that accomplish this belief as well as our discipline program that promotes treating each other with respect and patience.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Last year there was a change in direction in administration and I feel the staff and student morale was a huge factor in this change. Last year's improvements, which resulted in the school's increase from a 2 star school to a 4 star school, was the result of numerous meetings with students to inform them of the importance of the ISAT testing. We had an ISAT pep rally and we really made a big deal of the test so that students understand that it is very important. This year we have been preaching to them from the beginning of the year and we will again make it a big celebration to reflect the importance.

Second semester last year we changed our schedule around so that students that were struggling in core subjects could receive extra remediation in these areas. This year we extended our school day to include an additional period that we call our Flex Period. Juniors and seniors that met a certain criteria were able to leave school for this time. Younger students that were proficient in all areas were able to enroll in enrichment classes such as Art, Shop, Advanced English and Math, and Business education. Students that were struggling in a common core class were assigned to a teacher in that area to receive remediation in one form or another, depending on the needs of that particular student. Pre and post assessment of these students have shown that they are improving in these areas so it will be interesting to see if those results are reflected on this year's ISAT scores. Last year we were .5 of a student being proficient in math, this year we hope to maintain our four star rating and make AYP.

Our school has also made improvements in attendance, implementing a new attendance policy for the second semester of 2011-12. This new policy helped us in the second semester, to have the highest Average Daily Attendance for the last seven years. Last summer a new student, staff, and substitute handbook was written with new updated policy and discipline changes that have been in force since second semester of 2011-12.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Our effort to establish pride in our school, in all areas, and an improvement in morale, both by students and staff, is creating an improved learning atmosphere overall. Teachers, students and parents are playing an active role in decision making and school improvement. Stakeholder input is being gathered through surveys and this information will be shared with all and will determine our decisions in the future. During the prior administration (principal) there was a feeling of mistrust by all stakeholders and that is a hurdle we continue to overcome and I think we are having success. Having pride in your school's appearance, academics, sports, and clubs is imperative to providing a positive learning environment in which all students can learn.