

SUBJECT

Wings Charter Middle School Corrective Action Plan, Proposed Charter Amendments, and Academic Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209

BACKGROUND

Wings Charter Middle School (Wings) is a public charter school authorized by the Public Charter School Commission (PCSC). Wings serves a primarily at-risk population of about 190 middle school students in Twin Falls, and recently started its fourth year of operation.

In July 2012, the PCSC issued to Wings a Notice of Defect (NOD) on the grounds of failure to meet Measurable Student Educational Standards (MSES) 2 and 4. The NOD also noted that Wings again failed to meeting MSES 1 and 3, a defect identified in a June 2011 NOD.

DISCUSSION

Wings has provided a Corrective Action Plan (CAP) in response to the NOD. As part of the plan, Wings has submitted a proposed charter amendment including the following changes:

1. Removal of the requirement that Wings develop an individualized learning plan (ILP) for each student. The school will instead use state's Response to Intervention (RTI) framework to evaluate and improve the academic program as it applies to each student.
2. Replacement of all MSES based solely on ISAT achievement with MSES based on data now available through the Star Rating System. The proposed, new MSES establish standards that, while low relative to many other schools in the state, commit to dramatic improvement over spring 2012 results.

The new MSES are focused on whether or not students' growth, as measured by the statewide standardized test, is adequate to bring them to proficiency within three years or by 10th grade, whichever comes first. The new MSES also address whether or not Wings' students are growing at a level comparable to their academic peers; that is, other students whose standardized test results were similar the previous year.

Wings' [Star Rating](#) for the 2011-12 school year is 1 out of 5. The 8/25 points earned for Achievement result from low proficiency rates of about 30% in math and language.

Growth to Achievement data (10/50 points) indicates that the median Wings student grew more than only 24-31% of his or her academic peers. As a school,

Wings did not achieve an adequate rate of growth to ensure that its typical student will achieve proficiency within three years or by 10th grade, whichever comes first. Growth to Achievement At Risk Subgroup results are similar despite the specialty described in Wings' charter.

Wings did not meet [AYP](#) in 2011-12, and is in School Improvement Year Two status for reading, math, and language. As a result, the school is subject to sanctions specified by the State Board of Education.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

If the PCSC approves the proposed charter amendment, the school will immediately begin operating under the amended charter. If the PCSC denies the proposed charter amendment, the school could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of the proposed charter amendments.

The National Association of Charter School Authorizers (NACSA) advises that "Many charter schools target students who are marginalized or underserved in mainstream district schools...These schools were granted charters specifically because they promised to successfully improve outcomes for these students...State policy should recognize that charter schools serving non-mainstream populations should be no less accountable for student outcomes."

Wings' board and administration have expressed renewed commitment to improvement of the school's academic status. However, if significant progress cannot be made during the 2012-13 school year, the PCSC should seriously consider whether the school represents a viable choice for students and taxpayers.

September 20, 2012

COMMISSION ACTION

A motion to approve Wings Charter Middle School's proposed charter amendments as submitted.

OR

A motion to deny Wings Charter Middle School's proposed charter amendments as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

July 25, 2012

Wings Charter Middle School
Board of Directors
771 College Ave N
Twin Falls, Idaho 83301

Dear Wings Charter Middle School Board of Directors:

As you are aware, Idaho Code § 33-5209 requires an authorized chartering entity to provide written notice of defect to any school which it has reason to believe has committed a defect. This letter is to serve as written notice of defect to Wings Charter Middle School School (Wings) on the grounds of failure to meet any of the measurable student educational standards in the approved charter.

Specifically, Wings failed to meet MSES 2 and 4. It should also be noted that Wings again failed to meet MSES 1 and 3, a defect previously identified in a June 2011 notice of defect.

Pursuant to IDAPA 08.02.04.301.03, please submit to the PCSC office by August 24, 2012, a corrective action plan detailing the means by which Wings will cure this defect.

As always, you are welcome to contact me any time I may be of assistance.

Sincerely,


Tamara L. Baysinger
Director

Cc: Michelle Clement Taylor, School Choice Coordinator, SDE
Letha Blick, Administrator, Wings Charter Middle School

September 20, 2012

Corrective Action Plan and Timeline for Measurable Educational Standards 2012-2013

School Name: Wings Charter School

District: #467

GOALS	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE	TIMELINE	RESOURCES
Meet educational standards in charter by basing them on Idaho Growth Model and by increasing student achievement	Establish work committee to revise educational standards	Board Chair, Administrator, Leadership Committee	7/27/2012	Board Chair, Leadership Team
	Utilize input from Michele Taylor	Conference call notes	8/20/2012	Michele Taylor
	Compare performance of student populations to other local districts	ISAT data table comparison STAR reports	7/27/2012	ISAT data posted on State Dept website
	Analyze data from AYP and STAR reports	Access log to Schoolnet	8/20/2012	Leadership Team Password to site
	Submit revised standards to State Department of Education for Sufficiency Review	Email to Mtaylor Confirmaton that revisions meet standards	7/28/2012-- 8/20/2012	Mtaylor Email Attachments
	Submit approved revisions to Charter School Commission	PDF email to Charter Commission	8/20/2012-- 9/30/2012	Kcampbell Tbaysinger
	Provide mentoring/coaching to staff	Observation Feedback forms	9/24/2012-- ongoing	Debby Lund, Letha Blick peer mentoring
	Utilize progress monitoring from AIMS web probes and provide feedback to students	Aims Web Data	9/6/2012-- ongoing	Leadership Team
	Set academic/personal goals for each student and provide interventions based on data through Response to Intervention process	Weekly RtI meetings Intervention Coach	Thursdays ongoing	9/6/2012 Leadership Team Kristy Oberg

September 20, 2012

Monitor student attendance daily	Daily Attendance Report Truancy Court or Status Offenders Referrals	9/4/2012-- ongoing	Secretary, Counselor Administrator, Judge Harris, Mitzi Stanger
Provide training in Total Instructional Alignment and Common Core Standards	Agenda for in-services and off site trainings	8/27/2012-- ongoing	Leadership Team
Provide book study on Teach Like a Champion	Blackboard blog	9/10/2012- 12/10/2012	Kristy Oberg
Provide training from Time to Teach to increase time on task	Attendance at Murtaugh training/in house trainer on staff	8/23/2012-- ongoing	Administrator Reda Gomske-on staff trainer
Utilize training from SIOP to increase student engagement	Observation Feedback form Universal Lesson Plan template for staff	9/24/2012-- ongoing	Administrator Brett Twiss
Focus on direct instruction of academic vocabulary and on Bloom's Higher Order Thinking Skills	Agenda for in-service Universal Lesson Plan template for staff	8/27/2012-- ongoing	Leadership Team
Provide additional tutoring to students	Time cards	9/15/2012	Staff, LaRee Janssen

September 20, 2012

**WINGS CHARTER MIDDLE SCHOOL, INC.
771 North College Rd
Twin Falls, ID 83301**

Charter for School Year 2009 – 2010
2010-2011
2011-2012

Within the Twin Falls School District #411

~~October 20, 2011~~ August 20, 2012

Attendance Areas that may be impacted:

Blaine County SD #061
Camas County SD #121
Cassia County SD #151
Gooding SD #231
Wendell SD #232
Hagerman SD #233
Bliss SD #234
Jerome SD #261
Valley SD #262
Shoshone SD #312
Dietrich SD #314
Richfield SD #316
Minidoka County SD #331
Twin Falls SD #411
Buhl SD #412
Filer SD #413
Kimberly SD #414
Hansen SD #415
Castleford SD #417
Murtaugh SD #418

Contact Person:

Letha Blick
771 North College Road
Twin Falls, ID 83301
PH# 208-734-2902
FAX# 208-734-2907
lblick@wingscharter~~school~~.org

Table of Contents

TAB I		
	A. Articles of Incorporation and By-Laws	Page 5
	B. Signatures of Qualified Electors and Proof of Qualifications	Page 5
	C. Mission and Vision Statement	Page 5
TAB II		
	A. Facilities	Page 6
	B. Administrative Services	Page 6
	C. Civil Liability	Page 7
	D. Potential Effects on School Districts	
TAB III		
	A. Educational Goals and Thoroughness Standards	Page 8
	B. Educated Person and “How Learning Occurs”	Page 14
	C. Teachers Are Actively Engaged	Page 14
	D. Delivery of Services to Students with Disabilities	Page 15
	E. Plan for Dual Enrollment	Page 21
TAB IV		
	A. Measurable Educational Standards	Page 22
	B. Measurement of Student Progress	Page 22
	C. Standardized Testing	Page 22
	D. Accreditation of Charter School	Page 23
	E. Need of Improvement Plan	Page 23
TAB V		
	A. Governance Structure	Page 24
	B. Parental Involvement	Page 24
	C. Annual Audit	Page 25
TAB VI		
	A. Hiring Qualifications of Staff	Page 26
	B. Health and Safety of Students and Staff	Page 26
	C. Benefits for Staff	Page 26
	D. Transfer Rights of Staff	Page 27
	E. Collective Bargaining Status	Page 27
	F. Teachers and Administrators Under Contract	Page 27
TAB VII		
	A. Admission Procedures	Page 28
	B. Disciplinary Procedures including Special Education Students	Page 30
	C. Procedures for Students Using Controlled Substances	Page 31
	D. Public School Alternative	Page 31
	E. Enrollment Opportunities	Page 32
	F. Denial of School Attendance	Page 32
	G. Student Handbooks	Page 32
TAB VIII		
	A. Detailed Business Plan	Page 33

- B. Transportation Services
- C. School Lunch

Page 34
Page 34

TAB IX – Not Applicable

TAB X

- A. Partnerships
- B. Additional Information
- C. Termination of the Charter

Page 35
Page 35
Page 35

TAB I

A. Articles of Incorporation

See Appendix L

B. List of Qualified Electors

See Appendix M

C. Mission and Vision Statement

~~It is the mission/vision of the Wings Charter Middle School to be a partner in fostering a meaningful life is to promote a successful academic future for all middle school students in the Magic Valley and is represented by our logo: "Soaring to Success".~~

The ~~mission purpose~~ of the WINGS Charter Middle School, Inc. is to provide an appropriate educational experience for middle school students ~~with language-based and/or math-based learning differences, tailoring instruction to each student's unique learning style so that the student not only acquires language and math skills but also develops a joy of learning that enables the student to realize his/her full intellectual and personal potential. Incorporating a hands-on learning experience with a smaller teacher to student ratio, WCMS prepares students for a successful high school experience. WCMS tailors instruction to build on each student's unique learning style.~~

TAB II
Proposed Operations & Potential Effects

A. Facilities

The goal of WINGS CHARTER MIDDLE SCHOOL is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. The Board will develop a program to maintain and/or upgrade the buildings and grounds of WINGS CHARTER MIDDLE SCHOOL. See Appendix K for information regarding the current facilities plan and subsequent back up plans.

B. Administrative Services

WINGS CHARTER MIDDLE SCHOOL will function as a non-profit organization, organized and managed under the Idaho Nonprofit Corporation Act, as outlined in the Corporate Bylaws and Articles of Incorporation.

Wings Charter Middle School will employ a principal/head teacher who reports to the WINGS Charter Middle School Board. The principal/head teacher position may be full time or part time depending on enrollment at the school. The WINGS Charter Middle School principal/head teacher will be responsible to see that WINGS Charter Middle School policies and procedures are followed. The WINGS Charter Middle School principal/head teacher will be responsible for the day-to-day operation of WINGS Charter Middle School. The WINGS Charter Middle School principal/head teacher will be responsible for determining WINGS Charter Middle School instructional programs. The principal/head teacher will be responsible for supervising the implementation of the instructional programs and the supervision and evaluation of the instructional staff. The WINGS Charter Middle School Board of Directors will supervise and evaluate the principal/head teacher actions with respect to the Lab School. The WINGS Charter Middle School Board of Directors will have the full power and duty to manage and oversee the operation of the Corporation's business. The Board will adjudicate disagreements between parents and the administration, be responsible for compliance with statute, administrative rule, and the charter as well as serve as the school's policymaking body.

Instructional Organization

School Fiscal Year: The fiscal year of the school is from July 1 to June 30.

School Calendar: The Board of Directors will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. School holidays will include New Year's Day, President's Day, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code 73-108.

Instructional Hours: The Board of Directors will provide the minimum number of hours (900) for students in grades 6-8 as designated in Idaho Code 33-512.

Records Management: The custodian of personnel and student records will be under the supervision of the Principal. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and WINGS Charter Middle School policy.

Non- instructional Operations: The school may hire staff or contract with a service provider for services such as accounting, transportation, food service, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board of Directors or other state requirements and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom WINGS CHARTER MIDDLE SCHOOL has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

C. Potential Civil Liability

Insurance for potential civil liability, as required by Section 33-5205(4), Idaho Code, will be obtained by the WINGS CHARTER MIDDLE SCHOOL Corporation. The Authorizing Charter Entity shall have no liability for the acts, omissions, debts, or other obligations of WINGS Charter Middle School. WINGS Charter Middle School will operate its business in conformance with all local, state, and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

The WINGS Charter Middle School Board members incur essentially the same civil liability as if they were serving as regular school board members. The potential liability risks include, but are not limited to, student and staff transportation, safety risks, personnel actions, and civil rights issues. Therefore, the WINGS CHARTER MIDDLE SCHOOL Corporation will purchase an additional Errors and Omissions Policy to cover their potential liability risks.

D. Potential Effects on School Districts Served by WINGS CHARTER MIDDLE SCHOOL.

The potential effect of WINGS CHARTER MIDDLE SCHOOL on surrounding school districts is expected to be positive. WINGS Charter Middle School will provide targeted instruction to some of their most at-risk students who will then return to their individual school districts with an increased likelihood of graduating from high school. Our numbers will be very low in comparison to the two middle schools in Twin Falls School District, so we do not foresee a financial burden being placed on the district due to declining enrollment. We are also drawing students from many area school districts and not just from the Twin Falls School District.

TAB III

A. Educational Goals and Thoroughness Standards

WINGS Charter Middle School believes that learning occurs when...

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful
- learners work individually and as members of a group
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in their community
- learners are supported with teachers, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are described with outcomes and standards, and are assessed through formative and summative assessments

With these beliefs in mind, the goals of the WINGS Charter Middle School are to:

- ~~Create for every student an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. (This is not the same as an IEP required for students with disabilities or students who have been referred for testing to determine if a disability exists.) The ILPs will be developed during the 6th grade year as part of the student's individual portfolio which will be addressed by the 6th grade curriculum. Analyze data from the student management system, state reports, progress monitoring tools, parent and student interest surveys and teacher observations to document student strengths and weaknesses of all students during the Response to Intervention team meetings to make appropriate decisions to promote academic and personal growth.~~
- Provide opportunities for every student to meet or exceed the academic objectives set forth by Idaho Standards of Achievement Test or other state achievement test that the state uses.
- Use curriculum, teaching styles, and textbooks that are designed and chosen from best practices in constructivist teaching, problem-based learning, and integrated instruction as they pertain to middle school education.
- Allow all participating students
 - To enter the next grade level and be successful in a four-year high school with the skills and abilities necessary to achieve success.
 - To increase literacy skills
- Provide a comprehensive middle school education with an emphasis upon achieving literacy and learning in the content areas.
- Ensure that students, ~~particularly those with a disability~~ become excited about learning and find their intellectual voices
- Foster leadership and interpersonal skills that last a lifetime

To meet all Educational Thoroughness Standards (as defined in Section 33-1612 of the Idaho Code), WINGS Charter Middle School will insure that:

Standard A: A safe environment conducive to learning is provided.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for their child. WINGS Charter Middle School will:

- Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Develop a staff and student handbook to provide rules and procedures for physical safety. These guidelines will include, and not be limited to, the procedure for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Require criminal background checks to be done on all employees

Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege. It will be a priority of the school to create a positive teaching and learning environment with an emphasis on high expectations for performance and behavior.

WINGS Charter Middle School will:

- Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behaviors, and a process for teachers to handle minor and major infractions in the classroom setting. Emphasis will be placed on teachers working directly with parents and students, when appropriate, to resolve discipline problems before they escalate to the point of a student being expelled from the school.
- Establish and maintain rules to be used consistently throughout the school.
- Develop policies relating to procedures for suspension, expulsion, and re-enrollment of students.

Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.

The school will work to offer opportunities for students to develop and express exemplary character traits in concurrence with the overall educational program. Responsibility will be a fundamental focus of the entire WINGS Charter Middle School community. Areas of responsibility that will be addressed include personal responsibility, personal mastery, personal integrity and self esteem. Below are beliefs surrounding responsibility that will be shared by the WINGS Charter Middle School staff and students.

- **Personal Responsibility:** As Charter Community members we accept responsibility for ourselves as individuals, for how we act, express ourselves, and react. We are accountable for the consequences of those actions, expressions and reactions.
- **Personal Mastery:** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.

- **Personal Integrity:** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.
- **Self-Esteem:** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intrapersonal skill acquisition in order to foster development of self-esteem.

Standard D: The skills necessary to communicate effectively are taught.

WINGS Charter Middle School will teach students a range of effective communication skills. Reading and writing, verbal and non-verbal skills and listening skills will be specifically targeted in the intervention curriculum and will be integrated into the content classes.

- Remedial instruction and direct instruction in executive functioning skills in combination with a strong core of academic classes with abstract, complex ideas taught via hands-on, multi-sensory arts-based instruction that will allow students to graduate from WINGS Charter Middle School with the knowledge and skills to be successful when entering a four-year high school academic program
- The staff and students will utilize current technology on a daily basis. Students will be provided with age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
- The importance of students acquiring the skills to enable them to be responsible citizens of their home, schools, and communities are emphasized
 - In accomplishing their project-learning goals students will be taught the executive functioning skills of planning and organization.
 - Instruction in the group process and multiple opportunities to work as a team will be provided.

AI. Educational Program

WINGS CHARTER MIDDLE School will combine state of the art intervention in reading, written language and math in combination with innovative instruction in the content areas of social science, science and literature for middle school students in the eight county area of the Magic Valley - Camas, Blaine, Lincoln, Gooding, Jerome, Twin Falls, Cassia and Minidoka.

The WINGS CHARTER MIDDLE SCHOOL curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual's approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the "Intelligence(s)" or learning approach(es) they prefer. Pedagogical strategies that will be used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

Project based learning: Each thematic unit at WINGS CHARTER MIDDLE SCHOOL ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and

synthesize the information into a presentation. It provides the learners an opportunity for self directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These skills are needed for success both in high school, college, and the world beyond. An example of a final product for a math unit on geometry could be the construction of a new "Perrine Bridge". The learners would present their ideas in both a written and oral report. In addition, they would build a model of their innovative bridge and present it to the community during a learner exhibition.

Integrated Thematic curriculum units: To facilitate learning across subject areas, educators in core subject areas will collaborate to integrate classes around the unifying thematic unit when designing classes.

Integrated arts: Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners will be provided a similar opportunity to incorporate the arts into their final projects.

Authentic Experience: As the learners further develop, the school will provide them with "real world" opportunities to gain authentic experiences. One excellent example of this is the learner's participation in the school's mandatory community service program described below.

Inquiry-based instruction: Some learners learn best when they are posed a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred "intelligence(s)". WINGS CHARTER MIDDLE SCHOOL will educate learners so they have the skills and knowledge base to solve their own problems when they become adults. Inquiry based education not only happens daily in the classroom, but will also be demonstrated in annual school events such as the "Science/Invention Fair".

Community Service: Community service is a vital and distinctive element of our curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. The learners and WINGS CHARTER MIDDLE SCHOOL staff, based on current community needs and interaction with community and government leaders, will determine specifics of the program.

Personalized Learning Projects: While we realize we are a public school with limited resources, focus is nonetheless placed on providing opportunities for learners to individualize their education. Each year, every learner will be asked to create, with cooperation from his or her parents and educators, a Personalized Learning Project (PLP). The PLP is a project that extends the education of the learner in a way that is most meaningful because it is his/her choice and would hopefully connect with their community service efforts.

Enrichment: All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics may include but are not limited to sewing, auto mechanics, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue. Emphasis will be placed on allowing students to explore future career opportunities with these enrichment sessions.

Curriculum: The curriculum will be developed primarily in the summer and fall of 2008 using monies from a Vision Grant that has been awarded to WINGS CHARTER MIDDLE SCHOOL by the Idaho State Department of Education. A curriculum consultant will be hired with expertise in developing engaging instructional activities to meet the needs of diverse learners who will work with the teachers and the principal to develop integrated curricular units of study.

Once the initial curricular units have been created curricular development will be an ongoing process directed by the administrator or their designee with the approval of the Board of Directors. The curriculum will be implemented and evaluated for effectiveness through observations of teachers and students. The curriculum of WINGS Charter Middle School will be comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, visual and performing arts, foreign language, health/physical education, and technology.

Language Arts: The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

Mathematics: The mathematics curriculum strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. WINGS CHARTER MIDDLE SCHOOL's math curriculum will be driven by essential learnings that have been distilled from Idaho's State Board of Education mathematics framework standards and the National Council of Teachers of Mathematics standards.

Science: The science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the Idaho State Board of Education Science framework (7th grade Life Science and 8th grade Earth Science), the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

Social Studies: This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

Visual and Performing Arts: The goal here is that the learners embrace the values of arts appreciation including self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression and the appreciation of the artistry of others. Attempts will be made to ensure that each learner will be given the opportunity to participate in music, dance or movement activities, visual art techniques, and art forms as a primary means of expression.

Health and PE: WINGS Charter Middle School will provide an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

Technology: The technology program includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide

resources. These tools will help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

Social Emotional Learning (SEL): The SEL program at WINGS CHARTER MIDDLE SCHOOL will be developed with the goal of teaching to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at WINGS Charter Middle School. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large.

B. Educated Person and How Learning Occurs

Educated Person

In order to be prepared for the complex society of the 21st century, every child must be competent in the “core” academic disciplines of language arts, mathematics, social science, and science and be able to demonstrate skills and knowledge in the “non-core” disciplines of the arts, media literacy, and technology. They must be able to use these abilities to think critically and solve problems.

How Learning Best Occurs

The educational program of WINGS Charter Middle School is informed by research and several philosophies regarding teaching and learning and is based upon the teaching, parenting and professional therapeutic experiences of the charter school developers. Below is the outline of the philosophy and practices that guide our educational program.

The Educational Philosophy of WINGS Charter Middle School

Students will demonstrate high levels of achievement that prepare them for college or a profession of their choice when:

- A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.
- B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.
- C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each of these three areas are discussed in greater detail below.

A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.

~~At the heart of the educational program of WINGS Charter Middle School is a belief that every student has a sea of learning strengths that must be nurtured and specific learning difficulties that can be remediated or accommodated. Accordingly, every student will have an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. The ILP’s will be collaboratively created with the student, his or her family members, and the WINGS CHARTER MIDDLE SCHOOL staff. This course of instruction will~~ Through the Response to Intervention teaming process detail goals and benchmarks for a student’s academic performance, as well as social, emotional, and physical strengths and challenges will be identified for all students at Wings Charter Middle School.

The WINGS Charter Middle School will utilize several methods for addressing students who are not meeting the ~~stated~~ outcomes ~~of their ILP’s~~ identified during Response to Intervention team meetings to include but not be limited to:

- Meeting with parents to examine the student's course of study and/or assessments from allied professionals
- Identifying what may be blocking the student's learning
- Outreaching to community experts, as needed and as fiscally possible, to ensure that the student is receiving the necessary supports and services that will allow him or her to reach the ~~stated WINGS Charter Middle School ILP~~ agreed upon outcomes.
- Using progress monitoring and questionnaires to determine appropriate interventions

B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Therefore, the school will support the “whole child” by fostering a collaborative relationship between school and family.

The student must be seen in the context of his or her family and the family must have ample opportunity to be involved in their student's education. Opportunities for family participation at the WINGS Charter Middle School will include allowing parents the opportunity to provide information regarding the student's social, medical, developmental, and academic history for integration into a “case history” for their child and supporting the student's learning by co-designing the student's course of study and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

The WINGS Charter Middle School Charter school developers believe that schools are only as strong as their teaching faculty. Core goals at WINGS Charter Middle School are to:

- Ensure professionalism of teaching by establishing a culture that fosters professional development.
- Staff participation in professional development-training opportunities before each school year begins. Professional development opportunities will be designed so teachers will work together to refine curriculum and define focus areas for the school year based upon the past year's student achievement data and other current issues that may impact the coming school year.
- Build in a reflection week in the middle and at the end of the school year for teachers to meet with parents and reflect on the achievement of their students and themselves. Teachers will be given time daily to collaborate, prepare lessons and/or communicate with families.

Skills and Knowledge: The curriculum used to teach skills and knowledge at WINGS Charter Middle School shall contain one or more of the following elements:

Criteria I

Remedial learning activities designed for students who are one to two years below grade level shall contain the following elements:

- The use of research- based intervention programs

- Instructional delivery methods that use research-based pedagogy
- Teacher knowledge of the strengths and weaknesses of the student's cognitive processes
- Intervention programs designed to match the student's cognitive strengths and weaknesses
- Instructional staff who have a working knowledge of the student's social-emotional status

In addition, WINGS CHARTER MIDDLE SCHOOL will strive to develop a program with the following elements:

- Parental instruction in strategies that will assist the student in his practice at home
- The compilation of a developmental, academic, medical and social history on each student
- Monitoring for the need for further evaluation in an allied area, e.g. language, occupational therapy, physical therapy or psychological evaluations, when indicated
- Consultations from allied professionals as needed to assist in meeting each student's individual needs.
- Self-advocacy instruction for the students including knowledge of their own strengths and weaknesses and ways to advocate for themselves.
- Incorporation of active input from a parent-student advisory committee
- A learning environment conducive to all students being valued and learning where teachers can be effective in teaching.
- Direct instruction in the meta-cognitive skills of organization, time management and planning
- Efforts will be made to hire instructors who are highly qualified in their specialized teaching area and/or Special Education and have experience in working with the learning disabled child.
- Ensure that the instructional setting is appropriate and effective regarding:
 - Student-teacher ratios striving to be less than 20:1
 - Sufficient equipment and curriculum
 - Safety
 - Facility maintenance

Criteria II

Intervention instructors and general education instructors will work together to ensure that all hands on, integrated projects will have the skill areas of math, reading and written language infused into them at each student's level of competence to the maximum extent.

The outcomes of these strategies will be students who:

1. Have made individual growth towards proficiency at grade level and/or shown growth by moving one level on ISAT's or end of year curriculum assessments
2. Are prepared to enter the next grade level
3. Have the leadership and interpersonal skills necessary for life success
4. Have the skills necessary for learning success when entering high school and beyond

D. Delivery of Services to Students With Disabilities

Pursuant to the federal Individuals with Disabilities Education Act, Section 33-5205(3)(q), Idaho Code, to deliver services to students who are not already identified as having a disability and/or are currently not on an IEP Child Find activities shall include the following:

- Students will be screened by their general education teacher, or other WINGS CHARTER MIDDLE SCHOOL staff as needed if adequate progress is not made, to determine the potential need for possible Special Education services.
- All students identified through the screening process will be referred to a problem solving team of WINGS CHARTER MIDDLE SCHOOL staff, in consultation with the student's parents, to develop general education interventions, accommodations, and strategies to determine if they can be successful with these supports. If it is determined that it is not likely the student will be successful with accommodations then a referral for a special

education evaluation will be considered by a multi-disciplinary team which includes parents.

Special Education Services

WINGS Charter Middle School will provide a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, WINGS CHARTER MIDDLE SCHOOL will serve students with special needs in accordance with IDEA and Section 504. Further, WINGS CHARTER MIDDLE SCHOOL adopts and complies with the current Idaho Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. WINGS CHARTER MIDDLE SCHOOL Special Education director will be the IDEA, Section 504, and ADA Compliance officer. WINGS CHARTER MIDDLE SCHOOL will ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. At the time that students are being referred for a special education evaluation or are known to have a disability and an I.E.P., parents will be given a copy of procedural safeguards. The procedural safeguards will be those outlined in the current Idaho Special Education Manual which addresses all aspects of Special Education, including identification, evaluation, and delivery of services and Disciplinary Procedures.

Disciplinary Procedures for Special Education Students

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending WINGS CHARTER MIDDLE SCHOOL. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

WINGS CHARTER MIDDLE SCHOOL endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law WINGS CHARTER MIDDLE SCHOOL will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy. WINGS CHARTER MIDDLE SCHOOL parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental involvement goals will be presented.

Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the school level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

School-Parent Compact

WINGS CHARTER MIDDLE SCHOOL will use Title I funds to develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

1. *Guidelines*: Parent involvement activities developed through every grade level will include opportunities for:
 - a. Volunteering;
 - b. Parent education;
 - c. Parents to provide social, developmental, and academic histories for their children as they pertain to their Individualized Learning Plan (ILP);
 - d. Home support for the student's education; and
 - e. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

2. *Roles and Responsibilities*
 - a. Parents. It is the responsibility of the Title I parents to:
 - 1) Actively communicate with school staff;
 - 2) Be aware of rules and regulations of school;
 - 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
 - 4) Utilize opportunities for participation in school activities.
 - b. Staff. It is the responsibility of staff to:
 - 1) Develop and implement a school plan for parent involvement;
 - 2) Promote and encourage parent involvement activities;
 - 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
 - 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

- c. Community. Community members who volunteer in the schools have the responsibility to:
 - 1) Be aware of rules and regulations of the school;
 - 2) Utilize opportunities for participation in school activities.
- d. Administration. It is the responsibility of the administration to:
 - 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
 - 2) Provide training and space for parent involvement activities;
 - 3) Provide resources to support successful parent involvement practices;
 - 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
 - 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, WINGS CHARTER MIDDLE SCHOOL is required to provide for special instructional needs of gifted and talented students enrolled in WINGS CHARTER MIDDLE SCHOOL. The Board, in conjunction with the Principal and staff, will develop the State required plan for WINGS CHARTER MIDDLE SCHOOL's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. WINGS CHARTER MIDDLE SCHOOL's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of WINGS CHARTER MIDDLE SCHOOL's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Limited-English Proficiency (LEP) Program

WINGS CHARTER MIDDLE SCHOOL anticipates an enrollment ranging from 80-240 students. The ethnic minority in Twin Falls County, and consequently WINGS CHARTER MIDDLE SCHOOL is Hispanic. WINGS CHARTER MIDDLE SCHOOL anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. WINGS CHARTER MIDDLE SCHOOL will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students,

so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

WINGS CHARTER MIDDLE SCHOOL will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. WINGS CHARTER MIDDLE SCHOOL will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP program: The Principal/designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures: WINGS CHARTER MIDDLE SCHOOL's Principal/designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program Goals

Students whose dominant language is not English may enroll in WINGS CHARTER MIDDLE SCHOOL. Students will have access to and be encouraged to participate in all academic and extracurricular activities of WINGS CHARTER MIDDLE SCHOOL. Students will be identified by teacher or parent referral or by prior school records as an L.E.P. They will be given the I.E.L.A. and if confirmed to be L.E.P., identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures

WINGS CHARTER MIDDLE SCHOOL will establish the following procedure for identifying students whose language is not English.

- a. WINGS CHARTER MIDDLE SCHOOL will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
- b. If a response is any language other than English, WINGS CHARTER MIDDLE SCHOOL will send a School/Home Language Survey (HLS) home to the parents, or have an interpreter contact the parent to complete a Home Language Survey.
- c. If the survey comes back indicating that a student may be LEP, they will be tested with the English Language Learners (ELL) Placement test within 30 days of registration or with 2 weeks (15 days) of entry into the school (if during the school year).
- d. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills
- e. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
- f. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.

- g. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.
3. Assessment Procedures for Program Entrance and Measurement of Progress
- a. WINGS CHARTER MIDDLE SCHOOL testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable WINGS CHARTER MIDDLE SCHOOL to comprehensively and accurately track LEP student growth.
 - b. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
 - c. The IELA will be given using pencil and paper.
 - d. WINGS CHARTER MIDDLE SCHOOL will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students’ level of English proficiency.
 - e. WINGS CHARTER MIDDLE SCHOOL’s testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to WINGS CHARTER MIDDLE SCHOOL.
 - f. The pre-identification will take place through the same secure website of the ELL placement test.
 - g. WINGS CHARTER MIDDLE SCHOOL’s testing coordinator will administer the IELA each spring (approximately Feb. through April).
 - h. WINGS CHARTER MIDDLE SCHOOL plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

4. Transition/Exit out of LEP Program

WINGS CHARTER MIDDLE SCHOOL will exit students out of the LEP program when they: Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:

Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR

Demonstrate access to mainstream content curriculum in one of the following ways:

- Consistent proficient scores on grade level benchmark unit assessments; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. These are two different measures of achievement and have two different definitions.

Taking into consideration the State recommended exit criteria, WINGS CHARTER MIDDLE SCHOOL will detail their district exit criteria on their annual LEP Plans which are approved by Board and submitted to the LEP Program manager June 30th of each year.

E. Plan for Dual Enrollment Participation

Students enrolled in WINGS CHARTER MIDDLE SCHOOL will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB IV

A. Measurable Student Educational Standards
Ref. Idaho Code 33-5202 (3) (b)

~~Sixty percent (60%) of students in attendance for a period of two consecutive years at WINGS CHARTER MIDDLE SCHOOL will improve their personal scores in all aspects of the following assessment, which will ultimately improve WINGS CHARTER MIDDLE SCHOOL's overall scoring:-~~

- ~~• ISAT assessment, Grades 6-8~~

~~WINGS CHARTER MIDDLE SCHOOL's has established educational standards is for all students. For the sake of data collection and monitoring, who are enrolled continuously enrolled students are defined as any student who is enrolled by from the beginning of the school year October 15th of the current school year and participates in the required testing. The academic educational standards include the following standards; to show annual academic improvement as measured by: As measured using the Idaho Growth Model and the Star ratings calculations:~~

- ~~1. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Reading assessment. 70% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading. (Note: In 2012 this percentage was 50%.)~~
- ~~2. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Reading assessment scores from the previous year's scores or make AYP through Safe Harbor. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math. (Note: In 2012 this percentage was 18%.)~~
- ~~3. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Math assessment. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language. (Note: In 2012 this percentage was 20%.)~~
- ~~4. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Math assessment scores from the previous year's scores or make AYP through Safe Harbor. The reading, math and language median SGP for Wings Charter School will be equal to or greater than that of other Magic Valley Middle Schools where our students would be attending. Those schools include Robert Stuart Middle School, Twin Falls Bridge Academy, Jerome Middle School, Filer Middle School, Kimberly Middle School.~~
- ~~5. Wings Charter Middle School overall Star Rating will be equal to or greater than 54 points.~~
- ~~6. 50% of Wings Charter Middle School students will achieve a SGP of 50 or greater.~~

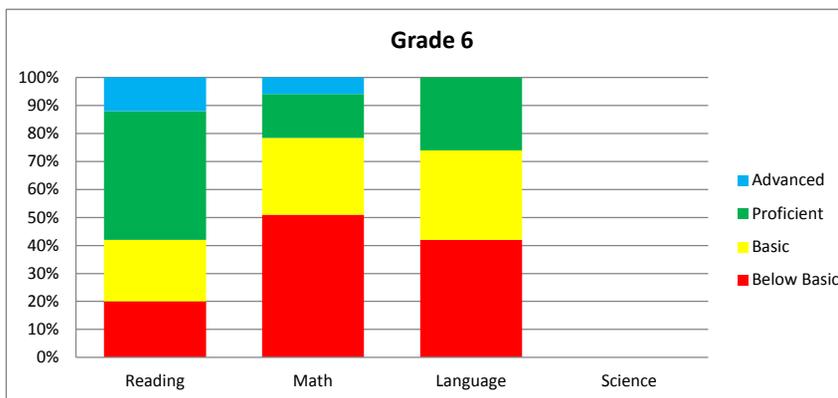
- ~~4.1. Personal Goal: 75% of continuously enrolled students will show personal growth as measured by a pre/post skills inventory.~~

September 20, 2012

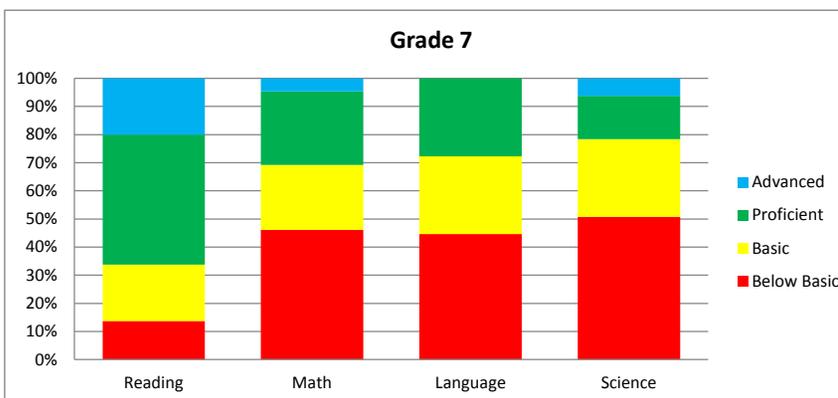
WINGS School Charter |
Tab IV |

B. Measurement of Student Progress
Ref. Idaho Code 33-5205 (3) (c) and (d)

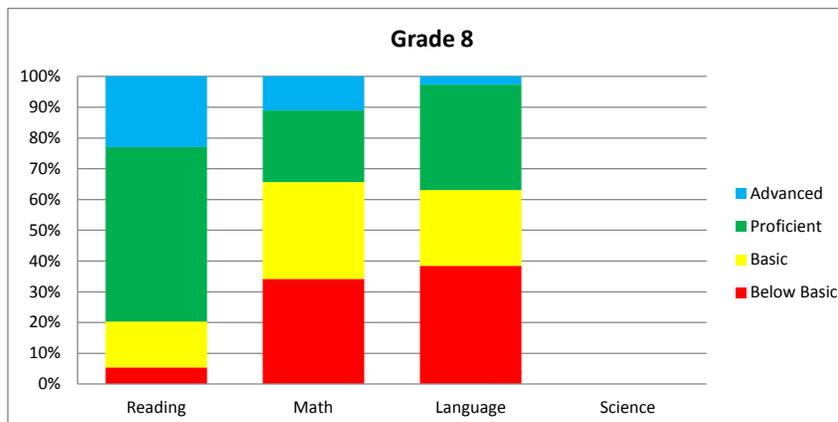
Grade 6	Reading	Math	Language	Science
Below Basic	20	51	42	
Basic	22	27.5	32	
Proficient	46	15.7	26	
Advanced	12	5.9	0	



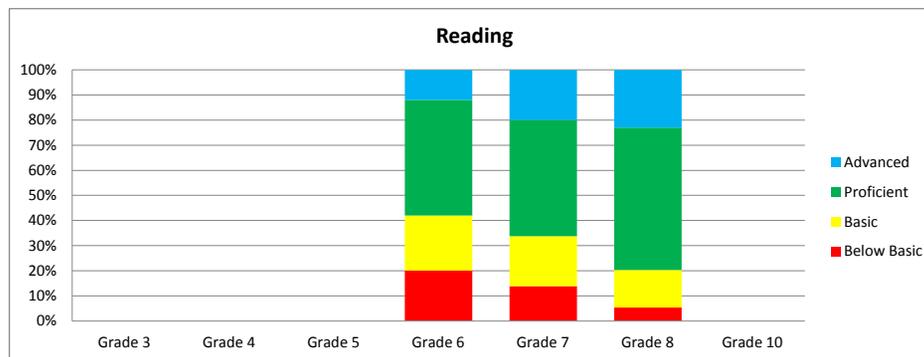
Grade 7	Reading	Math	Language	Science
Below Basic	13.8	46.2	44.6	50.8
Basic	20	23.1	27.7	27.7
Proficient	46.2	26.2	27.7	15.4
Advanced	20	4.6	0	6.2



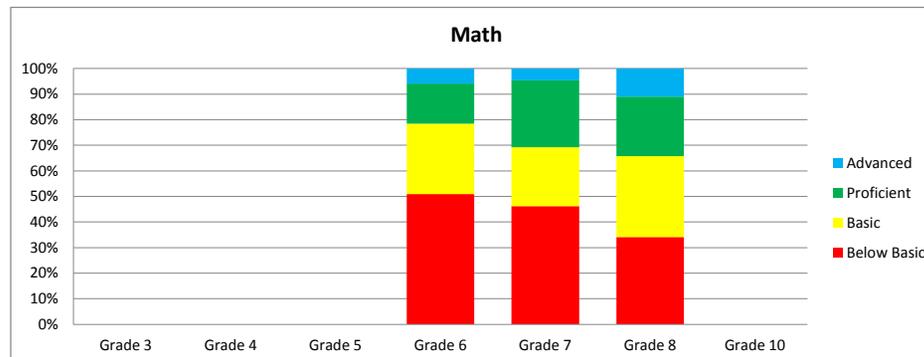
Grade 8	Reading	Math	Language	Science
Below Basic	5.4	34.2	38.4	
Basic	14.9	31.5	24.7	
Proficient	56.8	23.3	34.2	
Advanced	23	11	2.7	



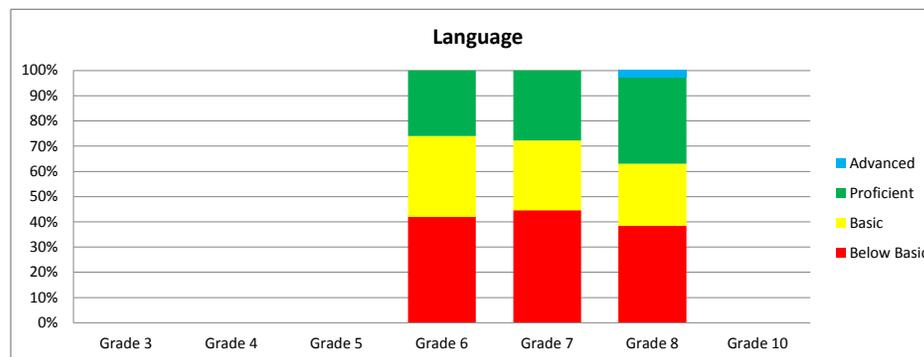
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	20	13.8	5.4	#N/A
Basic	#N/A	#N/A	#N/A	22	20	14.9	#N/A
Proficient	#N/A	#N/A	#N/A	46	46.2	56.8	#N/A
Advanced	#N/A	#N/A	#N/A	12	20	23	#N/A



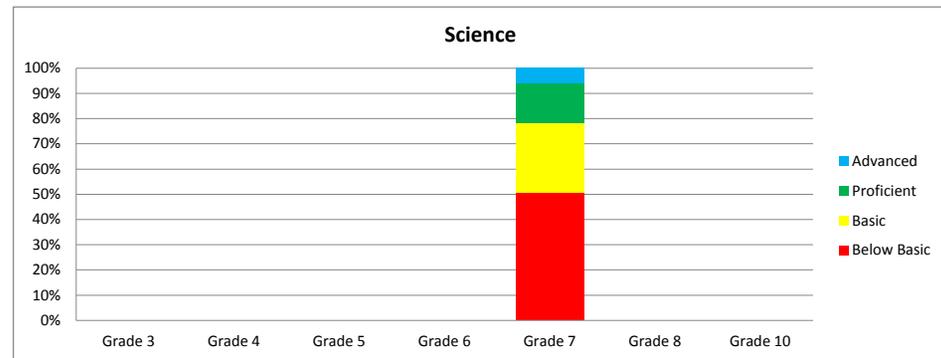
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	51	46.2	34.2	#N/A
Basic	#N/A	#N/A	#N/A	27.5	23.1	31.5	#N/A
Proficient	#N/A	#N/A	#N/A	15.7	26.2	23.3	#N/A
Advanced	#N/A	#N/A	#N/A	5.9	4.6	11	#N/A



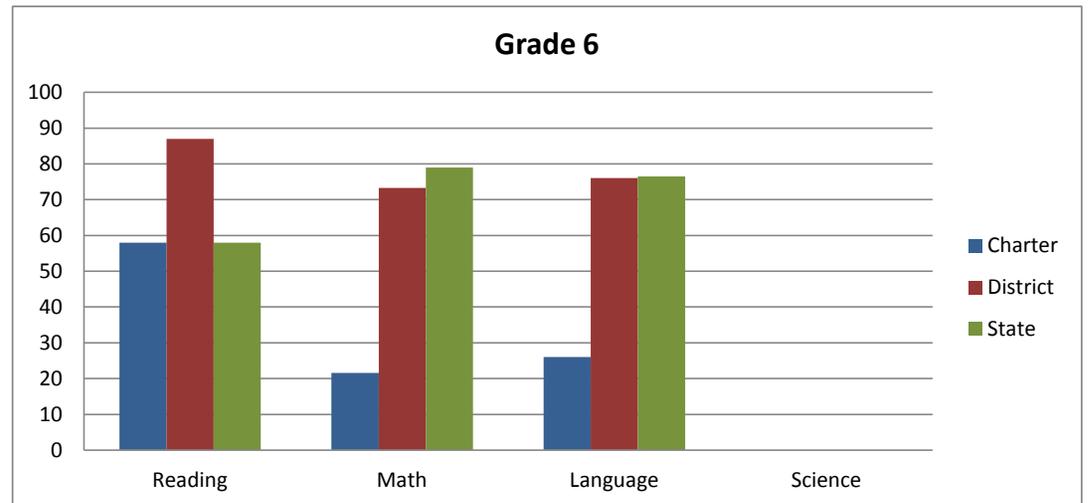
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	42	44.6	38.4	#N/A
Basic	#N/A	#N/A	#N/A	32	27.7	24.7	#N/A
Proficient	#N/A	#N/A	#N/A	26	27.7	34.2	#N/A
Advanced	#N/A	#N/A	#N/A	0	0	2.7	#N/A



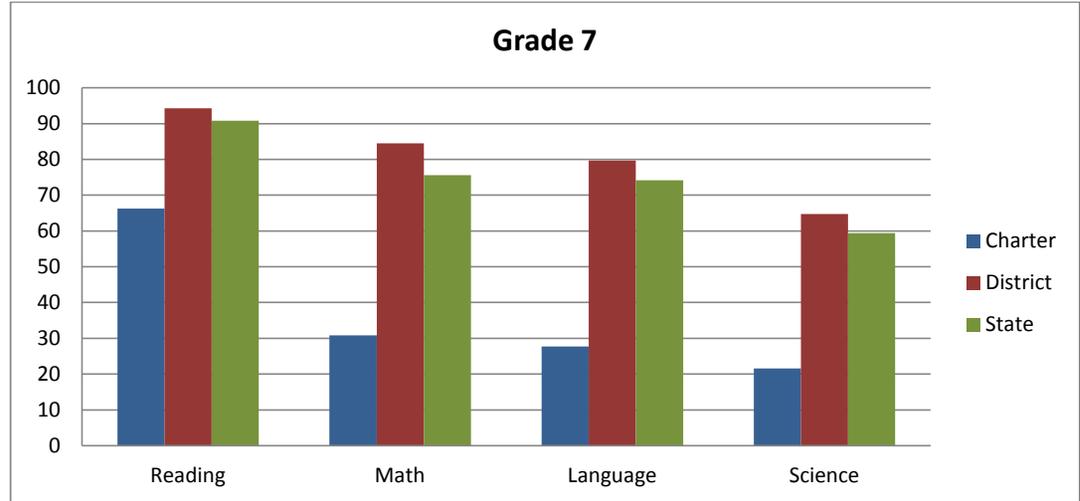
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		50.8		#N/A
Basic			#N/A		27.7		#N/A
Proficient			#N/A		15.4		#N/A
Advanced			#N/A		6.2		#N/A



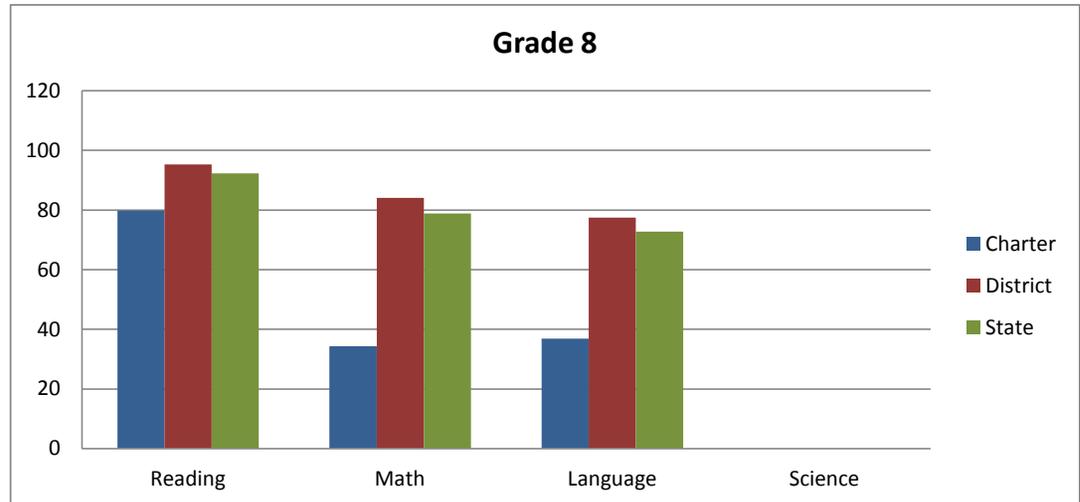
Grade 6	Reading	Math	Language	Science
Charter	58	21.6	26	
District	87	73.3	76	
State	58	79	76.5	



Grade 7	Reading	Math	Language	Science
Charter	66.2	30.8	27.7	21.6
District	94.3	84.5	79.7	64.7
State	90.8	75.6	74.2	59.4

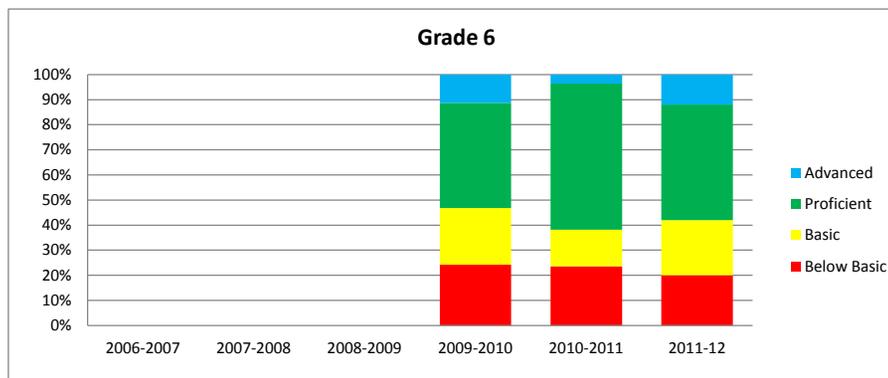


Grade 8	Reading	Math	Language	Science
Charter	79.8	34.3	36.9	
District	95.3	84.1	77.5	
State	92.3	78.8	72.8	

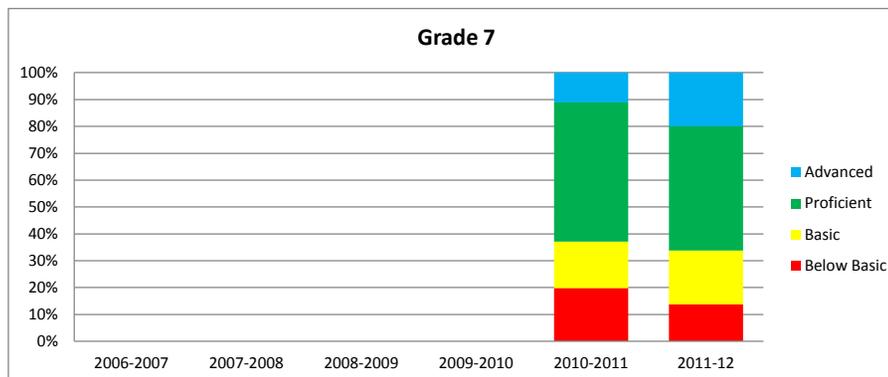


September 20, 2012

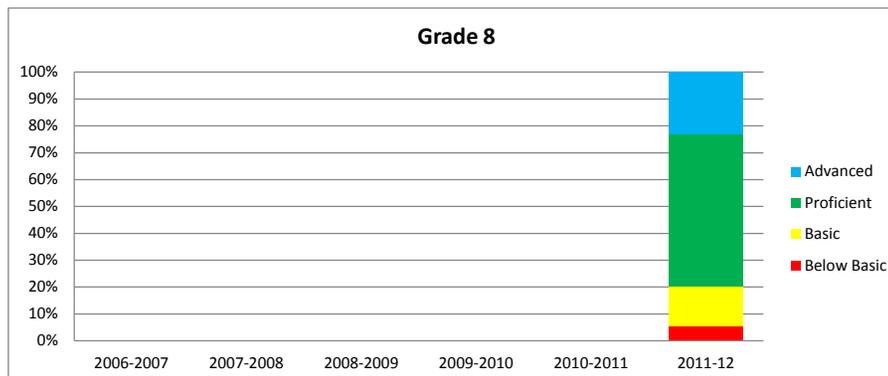
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	24.2	23.6	20
Basic	#N/A	#N/A	#N/A	22.6	14.5	22
Proficient	#N/A	#N/A	#N/A	41.9	58.2	46
Advanced	#N/A	#N/A	#N/A	11.3	3.6	12



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	19.8	13.8
Basic	#N/A	#N/A	#N/A	#N/A	17.3	20
Proficient	#N/A	#N/A	#N/A	#N/A	51.9	46.2
Advanced	#N/A	#N/A	#N/A	#N/A	11.1	20

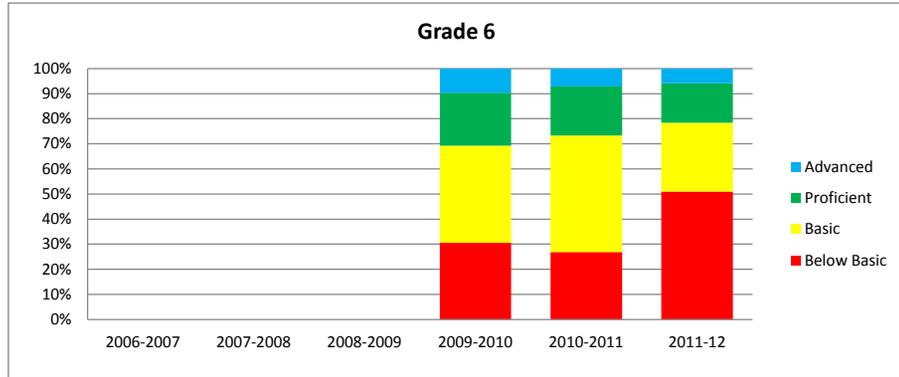


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	5.4
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	14.9
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	56.8
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	23

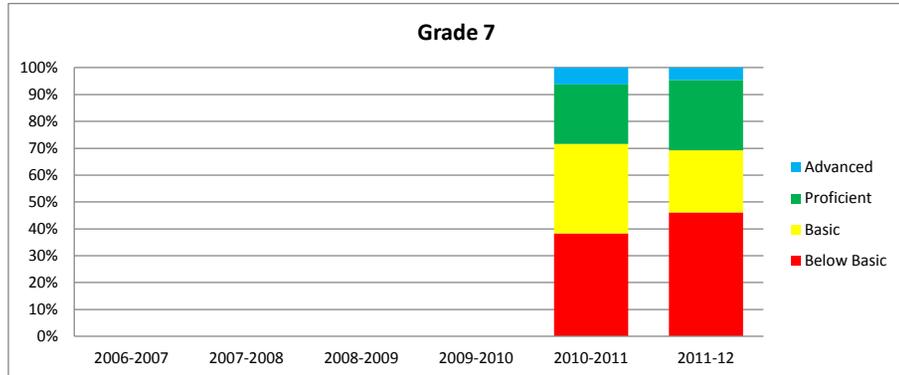


September 20, 2012

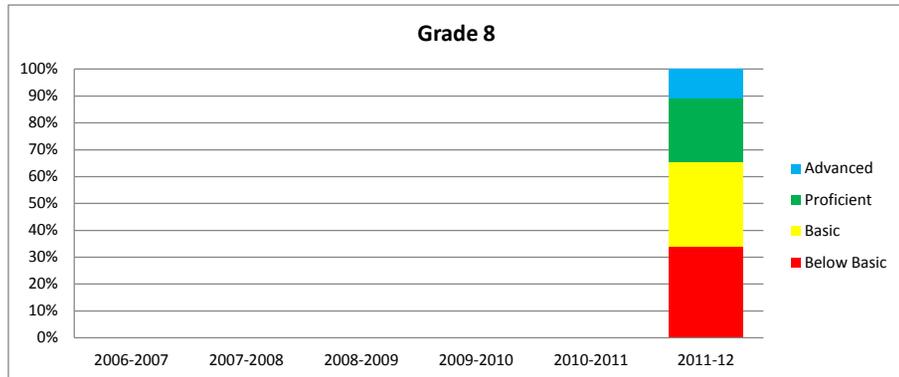
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	30.6	26.8	51
Basic	#N/A	#N/A	#N/A	38.7	46.4	27.5
Proficient	#N/A	#N/A	#N/A	21	19.6	15.7
Advanced	#N/A	#N/A	#N/A	9.7	7.1	5.9



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	38.3	46.2
Basic	#N/A	#N/A	#N/A	#N/A	33.3	23.1
Proficient	#N/A	#N/A	#N/A	#N/A	22.2	26.2
Advanced	#N/A	#N/A	#N/A	#N/A	6.2	4.6

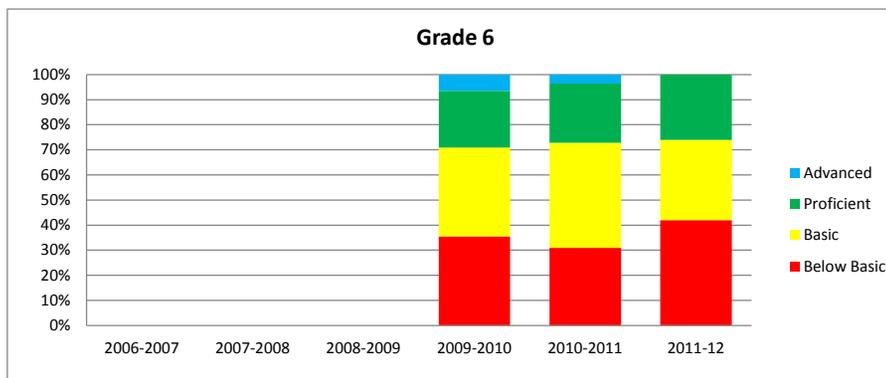


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	34.2
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	31.5
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	23.3
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	11

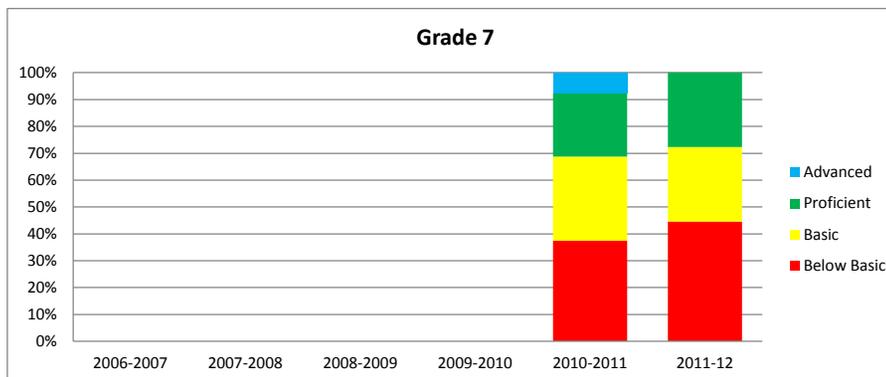


September 20, 2012

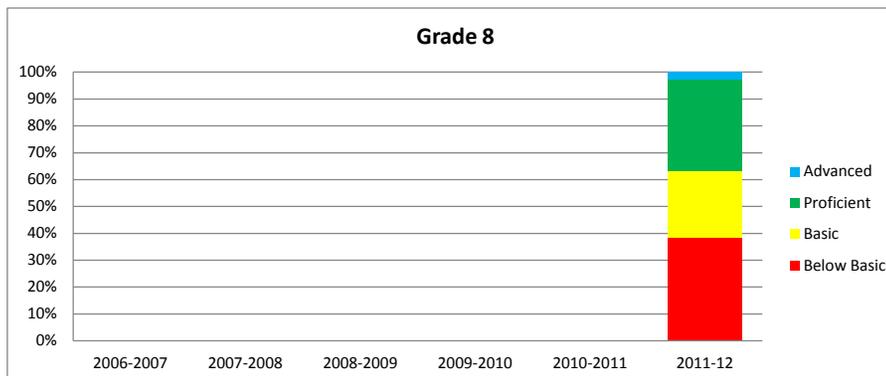
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	35.5	30.9	42
Basic	#N/A	#N/A	#N/A	35.5	41.8	32
Proficient	#N/A	#N/A	#N/A	22.6	23.6	26
Advanced	#N/A	#N/A	#N/A	6.5	3.6	0



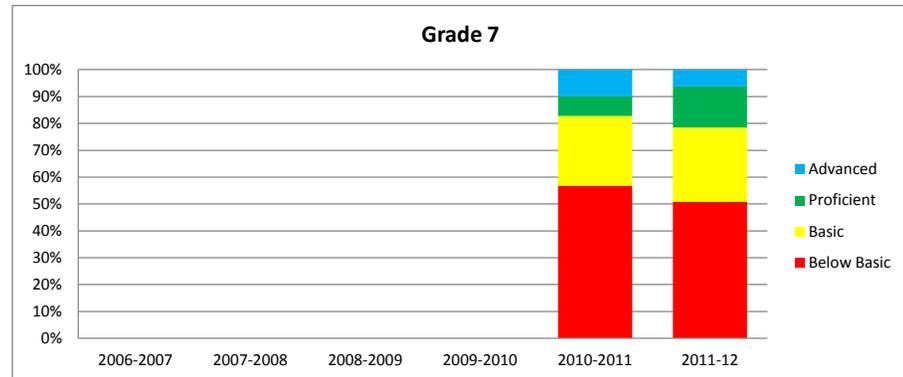
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	37.5	44.6
Basic	#N/A	#N/A	#N/A	#N/A	31.3	27.7
Proficient	#N/A	#N/A	#N/A	#N/A	23.8	27.7
Advanced	#N/A	#N/A	#N/A	#N/A	7.5	0



Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	38.4
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	24.7
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	34.2
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	2.7

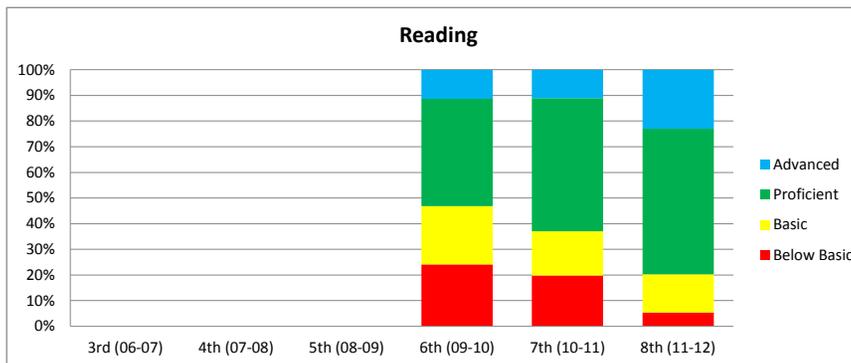


Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8	50.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9	27.7
Proficient	#N/A	#N/A	#N/A	#N/A	7.4	15.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9	6.2

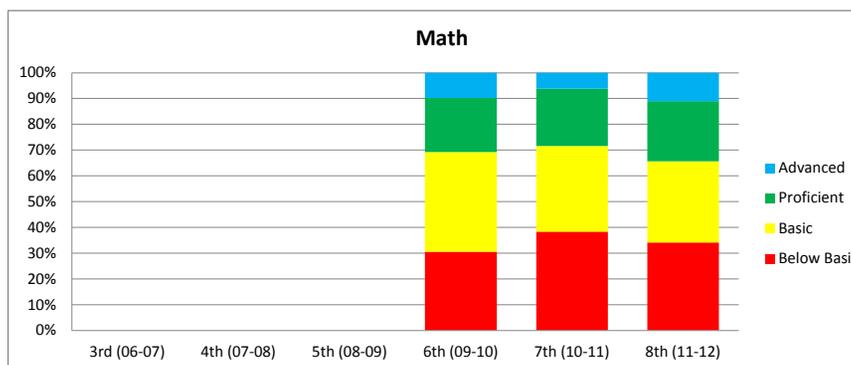


September 20, 2012

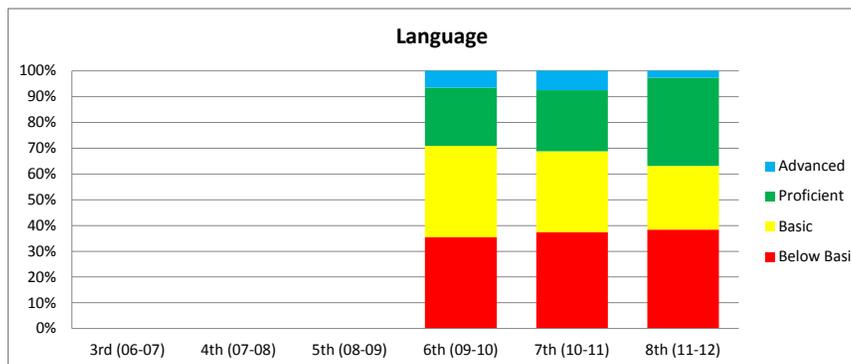
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	24.2	19.8	5.4
Basic	#N/A	#N/A	#N/A	22.6	17.3	14.9
Proficient	#N/A	#N/A	#N/A	41.9	51.9	56.8
Advanced	#N/A	#N/A	#N/A	11.3	11.1	23



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	30.6	38.3	34.2
Basic	#N/A	#N/A	#N/A	38.7	33.3	31.5
Proficient	#N/A	#N/A	#N/A	21	22.2	23.3
Advanced	#N/A	#N/A	#N/A	9.7	6.2	11

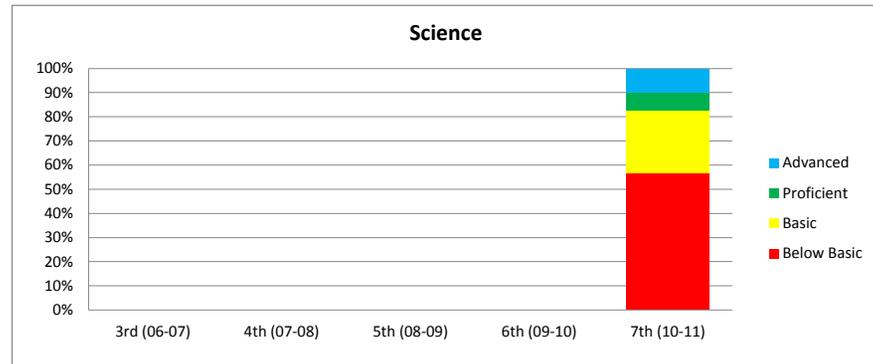


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	35.5	37.5	38.4
Basic	#N/A	#N/A	#N/A	35.5	31.3	24.7
Proficient	#N/A	#N/A	#N/A	22.6	23.8	34.2
Advanced	#N/A	#N/A	#N/A	6.5	7.5	2.7



September 20, 2012

Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8	
Basic	#N/A	#N/A	#N/A	#N/A	25.9	
Proficient	#N/A	#N/A	#N/A	#N/A	7.4	
Advanced	#N/A	#N/A	#N/A	#N/A	9.9	



September 20, 2012

2011 - 2012 Star Rating Results

Wings Charter Middle School (467) / Wings Charter Middle School (1216)

OVERALL STAR RATING

1 star

23 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	69.0%	3	5
ISAT Math	31.8%	1	5
ISAT Language	29.2%	1	5

*** Calculated using average of last three years data*

Percentage of points:

5 / 15 = 33.3%

Total points for this area:

8 / 25

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	31.0	38.0	No	1	5

September 20, 2012

Math	24.0	60.0	No	1	5
Language	28.0	62.0	No	1	5
Percentage of points:					
3 / 15 = 20.0%					
Total points for this area:					
10 / 50					
GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	31.0	39.5	No	4	20
Math	23.0	60.0	No	4	20
Language	28.0	63.0	No	4	20
Percentage of points:					
12 / 60 = 20.0%					
Total points for this area:					
5 / 25					
PARTICIPATION					
Was participation met? Yes					