

# WINGS CHARTER SCHOOL



Final Report  
Programmatic Audit Site Visit  
Conducted March 31-April 1, 2011



Idaho Charter School Network

Prepared by  
Idaho Charter School Network  
PO Box 1166  
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# WINGS CHARTER SCHOOL



**Address:** 771 North College Road, Twin Falls, Idaho 83301

**School Phone:**  
208-734-2902

**School website:**  
[www.wingscharterschool.org](http://www.wingscharterschool.org)

**Date School Opened:** September 2009

**Authorized by:** Idaho Public Charter School Commission

**Administrator:** Ms. Letha Blick

**Programmatic Audit Site Visit Team:**

Diane Demarest, Executive Director, Idaho Charter School Network, Visit coordinator

Kelly Weaver, teacher, Idaho Charter School Network Project Assistant

Jason Bransford, Director, Idaho Distance Education Academy

Mel Wiseman, Superintendent (retired), Shoshone School District

# ADMINISTRATIVE SUMMARY

School Year represented by this data:	2010-2011	
<b>Enrollment</b>		
Range of grades offered:	6 and 7	
Students enrolled	136	
<b>Student demographics</b>		
Ethnicity:		
Caucasian	115	84.56%
Hispanic	13	9.56%
Black	6	4.4%
Asian/Pacific Islander	1	0.74%
Multi-racial		
Native American	1	0.74%
Other		
<b>Total Number of Students enrolled:</b>	<b>136</b>	
<b>Wait list data:</b>		
	<b>Number</b>	<b>Percent</b>
Free and reduced lunch	99	72.79%
Students with IEP	47	34.56%
English Language Learners	0	0
Other special populations (504s)	13	9.56%
Other special populations (homeless)	11	8%
<b>Staff Make Up:</b>	<b>Number</b>	
Head of School/ Principal	1	
Asst. to the Principal	0	
Business Mgr		
Certified teachers	8	
Non-certified teachers/Education Assts.	4	
Office/Administrative staff	1.5	

## INTRODUCTORY REMARKS

We submit this report to Wings Charter School (Wings) and the Idaho Charter School Network (ICSN) as a summary of our observations. We recognize that in our brief visit, covering two days, we were only able to see a cross-section of the school's full program. During this visit the team focused its attention on all four of the goals of the accountability plan. In all areas, the team endeavored to triangulate data from several sources to provide evidence of discrete performance indicators. The team focuses on validating the self-study conducted by the school and provide evidence of agreement or variance from the self-study.

We wish to express our gratitude to Wings Charter School for extending hospitality and openness to us during our visit. They provided the team with an array of organized documents and artifacts as evidence of their progress in the areas identified in the Accountability Plan. We commend Administrator Letha Blick and her team for their attention to organization of all documents in preparation for this site visit. Additionally we would like to thank all members of the school community - students, parents and board members - who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their classrooms or providing interviews.

To validate the performance of Wings Charter School in all areas of school administration and performance relevant to the Accountability Plan, the site team conducted interviews and observations and reviewed school documents and records. The ICSN Accountability Plan for Idaho Public Charter Schools has four goals related to quality indicators for the operation of a charter school. Wings Charter School invited an outside team to the school to assess the school's performance on the four goals of the Accountability Plan; namely,

- 1) Governance and Administrative Obligation
- 2) Quality academic program,
- 3) Stakeholder support, involvement and satisfaction, and
- 4) Continuous school improvement.

Our general impression is that Wings successfully fulfills all governance and administrative obligations as provided in the state and federal law in fulfillment of their charter and in the execution of a learner-centered educational program. The team worked to validate the self-study provided by Wings and expresses the consensus of the team in the following documents. The stakeholders, including the board, parents, students and the school staff and leadership are very optimistic about the future of Wings. We found that Goal 3: Stakeholder Support and Engagement is the strongest area of performance for the school. This charter is clearly serving a very critical need in the community for the student population and it is recognized by the parents through their high satisfaction and engagement. Our team is grateful for the opportunity to visit and we submit our report in a spirit of collegiality and in the quest for educational excellence.

**Leadership Team at Wings Charter School:**

**Wings Director:**

Letha Blick

**Wings Board of Directors:**

Claire Major, Chair  
Susanne Cooper, V. Chair  
Tony Adkins, Secretary/Chair  
Jerry Doggett, Member  
Vera Redman, Member  
Bren Mollerup, Member  
Kathy Tanaka, Member  
Dr. Cory Alexander, Member

1 vacant board position

# Wings Charter School

VISIT CONDUCTED March 31 – April 1, 2011

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## EXECUTIVE SUMMARY

*The Wings Charter School's mission 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.*

It is clear to the site team that Wings Charter School (Wings) is a school both committed to and actualizing its vision of establishing a school philosophy, embraced by teachers, the administrator, students, and parents which holds an emphasis on targeting struggling learners by building on their strengths and by providing instructional intervention to close their academic gaps while also addressing the social and emotional needs of the student. It stresses the education of the whole child. The character education plan strives for a safe and supportive learning environment with a focus on community service.

It was very evident to the site visit team that Wings Charter School is working to live fully in its mission - *"To provide an appropriate educational experience for middle school students with language-based and/or math-based learning differences"*. We summarize for Wings the following commendations:

*The board has strong board make up of members with great experience and depth of knowledge. There is a good working relationship between the board and administration of the school. ISBA model policies are being adopted.*

*There is a diverse staff with a wealth of experiences which aides in the communication and collaboration among staff. There is a strong knowledge of special education that is well integrated throughout the school as well as training opportunities. The school is effectively creating an environment that supports students as an 'intervention' through a great awareness of differentiated instruction and behavioral supports.*

*Parents are thrilled with the opportunity that Wings provides for their children. Students are happy to be here, really love their teachers and feel they really care about them. Parents mention the wonderful welcome that their students received from other students. Student leadership opportunities build self esteem and skills. Student and parent surveys throughout the year are commendable. Counselor has exciting plans for parent education and support. Strong collaboration with Twin Falls district and community collaborations are evident.*

Based on observations and research conducted over two days, the team had an opportunity to learn a great deal about the school; however, the group is also keenly aware that such a visit, while informative, offers a limited view of the school's characteristics. The collection of this data provides the basis for the recommendations to the board and educational leaders that are summarized below:

*The Board needs to make the completion of policies & procedures a priority. They should also consider additional parent input on board or as advisors to the board. Revisit charter and make*

*revisions to reflect the program and its student demographics. Follow through on financial audit and consider all advice of the professional counsel in establishing future direction/procedural operations.*

*Be sure to organize baseline data for maximum efficiency in monitoring academic progress. Continue to support the professional learning community with dedicated time for collaboration and research on bringing additional resources to the school. Document personal growth and behavioral gains of students to demonstrate the added value of the program.*

*The school should revisit parent instructions and orientation for distributing information and guiding the use of the website. Use student newspaper to provide another great venue for communication. Include formal opportunities for parent involvement (board, advisory committee, volunteer coordinator, parenting classes) and look for family social opportunities to continue to build the community.*

A team consisting of the administrator, board chair, and business manager completed the self-study for the school. The visit team gathered a variety of data to validate the school's self-study and offer the following commendations and recommendations. The team was unanimous in its optimism that Wings is well positioned to continue the important work of implementing its mission. There is evidence that school leaders and staff are constantly seeking more effective ways of implementing their school mission and realizing goals set forth in the school charter. Their vision, while an ambitious one, has strong support among their stakeholders.

**Goal One: The charter school will fulfill all governance and administrative obligations as provided in state and federal law and in the school's charter.**

**Purpose/Intent of Goal:** Ensure that the charter is currently meeting all legal requirements including being aware of and abiding by current and relevant state and federal statutes, creating and maintaining an effective governance structure, filling required reports in a timely and accurate manner, maintaining a fiscally sound budget and practices, and providing strong administrative leadership for the school.

Six areas of governance were reviewed including: documents, relevant federal and state laws and procedures, governance structure, financials, administrative leadership and federal and state reporting and testing requirements. Overall Wings Charter School can be described as meeting the standard; however, a rating is assigned for each of the six areas of governance and administrative obligation so that strengths and opportunities are more readily discerned.

OBJECTIVES	SELF STUDY SCORE	TEAM SCORE	COMMENT
<b>a) School retains all legal documents pertaining to opening, operating, and reporting progress on the charter. These documents are accessible to or held by all people who would likely use them to perform their job duties.</b>			
1. Access to legal documents	4	4	<i>All documents were well organized and readily available to the team.</i>
2. Personnel files	4	4	<i>The school showed improvement in their organization of files</i>
3. School filing system for student data	4	4	<i>School began using the Skyward data system to ensure all information is included in student files and that they are current.</i>

<b>b) School is aware of and in compliance with current relevant state and federal laws.</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter is knowledgeable about newly passed and existing legislation and state procedures	3	3	Board has adopted ISBA policies and procedures and is being updated at monthly meetings through the Board manual and newsletters regarding legislation.
2. Leadership has a reliable way to address legal obligations.	4	3	School follows ISBA advice on updating policies. Limited use of school attorney; conscientious of cost.

<b>c) School maintains effective governance structure.</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter has bylaws that include major obligations, procedures regarding governing structure, guidelines for	4	3	<i>Continue to keep reviewing charter and bylaws to ensure that they are aligned with the program at the</i>

elections, dismissals, and other changes in the governing structure			<i>school.</i>
2. School has a policy or procedure manual of their own or an adopted version from another district with waivers if necessary	3	3	<i>ISBA manual was adopted and the school continues to review policies and adjust them as necessary.</i>
3. Conflicts of interest policy in place.	4	4	
4. Charter has strategic goals that align with the mission or vision of the school.	N/A	N/A	<i>School has been operating for less than three years and uses its charter as its strategic plan.</i>
5. Governing Board of directors are well trained for their responsibilities.	4	3	<i>The board has engaged ISBA for some limited training. A plan for ongoing training and induction of new board members would be advisable. Develop a comprehensive board manual specific to the school.</i>
6. Roles of the administrator and the Board	4	3	<i>Roles need to be specified and delegated.</i>
7. Board conducts self-evaluations	4	3	<i>Board is aware of its skill sets as it recruits new members. Schedule board self-eval for February but no documents reflecting last year's evaluation.</i>
8. Board holds administrator accountable to its mission or vision.	4	4	<i>Teacher and student data is presented to the Board monthly using AIMS web and ISAT information. Administrator is evaluated each February.</i>
9. Board positions are systematically filled.	4	4	<i>Board members sign oath upon filling positions and recruit new members with diverse skill sets.</i>

<b>d) School is financially solvent and stable in the use of its resources</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	3	2	<i>School added a new business manager but needs to work on a 3-5 year plan for a balanced budget as they add new students with continued budget cuts. High cost of lease impacts current budget. Board needs to step up its fiscal oversight and consideration of sustainability.</i>
2. Enrollment is stable.	4	4	<i>Enrollment is rising and it is expected that 8<sup>th</sup> grade will be added and filled with students currently enrolled.</i>
3. Financial Obligations (loans)	3	2	<i>School does not have loans but also does not have a contingency reserve fund. High rent on facility that is not adequate for needs of growing student body is concern.</i>
4. Facility Plan: The school leases or owns a facility that meets the needs of their student body and program and is within their means.	4	2	<i>School needs to revisit the cost of the lease on the facility and how it will accommodate the growing number of students.</i>
5. Management and reporting of the budget	4	3	<i>Skyward Financial and addition of a</i>

			<i>skilled business manager have helped provide accurate reports of the budget.</i>
6. Active Fundraising Plan supports school operations and sustainability.	3	2	<i>Difficult population to fundraise due to FRL but creative opportunities continue to be pursued, including in the greater community.</i>
7. Staff benefits (health insurance, increasing salaries to retain teachers, less discipline problems than public schools, workman's compensation, flexible instructional design, life insurance, etc.)	4	4	<i>Certified and classified staff fully covered with medical, dental, and vision benefits.</i>
<b>e) School has strong administrative leadership</b>			
<b>1. The administrator is aware of and actively engaged in implementing the mission or vision of the school</b>	<b>Self Study Score</b> 4	<b>Team Score</b> 3	<b>Comment</b> <i>Board needs to clearly articulate duties of administrator and business manager. Board can also assist administrator in delegating duties.</i>
<b>2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.</b>	4	4	
<b>3. Administrator is aware of areas that need improvement within the school and reports these needs to the Board along with strategies on how to fulfill these needs</b>	3	3	<i>The administrator is working to develop a strategic plan that incorporates areas needing improvement with possible solutions.</i>
<b>4. Administrator is actively engaged in school-community relations that benefit the school</b>	4	4	<i>Administrator engages with stakeholders regularly through Skylert.. Great working relationship with Twin Falls District.</i>
<b>5. Administrator shows strong leadership skills that connect the Board to the school and its staff.</b>	4	3	
<b>6. Administrator effectively evaluates school personnel</b>	3	3	<i>Administrator is working on providing greater formal feedback in addition to the more regular informal feedback provided to staff.</i>

<b>g) School files all required state and federal reports and completes required state tests in a timely and accurate manner</b>	<b>Self Study Score</b>	<b>Team Score</b>	<b>Comment</b>
1. Compliance with Idaho State Department of Education reporting and testing dates	4	4	
2. Compliance regarding grants received	4	4	
3. Accreditation	N/A	N/A	
4. Implementation of school improvement or strategic plan	NA	NA	<i>Still using charter as their strategic plan. Updates have been recently completed.</i>
<b>Total Points</b>	105	92 Avg Score 3.2	<b>Percent Agreement: 88%</b>

The team found a 88% level of agreement between the self-study and the programmatic visit and an average score of 3.2 for the areas covered in Goal One. There are a number of recommendations by the team that may improve the performance of the school in the area of governance. Additionally, a comprehensive self-evaluation by the entire board and increased strategic planning for sustainability would be recommended.

**Goal One Commendations:**

- The school has strong board member background with great experience and knowledge.
- Review of board minutes indicate they are following open meeting rule, posting etc.
- ISBA model policies are being adopted with a plan for monthly review.
- There is a good working relationship between board and administration.
- Board has a clear understanding about their role and the role of administration.
- There is a common vision about what the board and administration hope to accomplish as well as a long term vision for the possibilities for the school.

**Goal One Recommendations:**

- The board will make the completion of policies & procedures a priority as they review and approve ISBA policies.
- Consider additional parent input on board or as advisors.
- Revisit charter to make revisions that reflect the academic program and student demographic focus.
- Consider separating the duties of clerk of the board and business manager.
- Follow through on financial audit and consider all of the advice given by the professional counsel in terms of establishing future direction of procedural operations.
- Formalize your vision for the school into a strategic plan that will guide future decisions affecting academic and social outcomes with the effective use of resources.
- Get clarification on the flow of Title 1 funds and FRL program.
- Construct an effective five-year budget and facility plan.

**Goal Two: The charter school will demonstrate a successful academic program.** Goal 2 includes the areas of school culture, curriculum & instruction, and assessment and reporting.

**INFRASTRUCTURE (School Culture):** The intent of this portion of Goal 2 is to ensure that the charter has proper infrastructure to enable students and staff to achieve educational goals.

- a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.

- b) School has clearly stated measurable program-related goals that reflect high expectations for students and staff; the academic program aligns with the charter document. Charter staff demonstrates reflective teaching practices

**Observations:** Based on teacher, parent and student interviews, and classroom observation episodes, it is apparent that the teachers and leadership of the school are working hard to implement the intentions of the charter. Wings Charter School has a robust program and highly engaged teaching staff.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.</b>			
1. Facility adequacy	3	2	<i>Facility is leased through 2014 at a high rate. There needs to be a plan for a longer term facility as enrollment increases, the school will need to add portables.</i>
2. Attendance requirements	4	4	<i>Attendance is above 90% with tracking through Skyward database.</i>
3. School-wide academic plan	4	4	<i>Educational assistants used well in classrooms. Accommodations for students made throughout the day and teachers collaborate about students' needs.</i>
4. Educational Goals	4	4	<i>AIMS web data and information tracked for math, language arts and behavioral interventions.</i>
5. Assessment of Progress	4	3	<i>Increase attention to change in student attendance, behavioral improvement and consider use of 40 Developmental Assets (Search Institute) to describe change in these students who are at very high risk for dropping out or other at-risk behaviors.</i>
6. Methods of Evaluation and Communication of Progress	4	3	<i>AIMS web data shared at weekly staff meetings. Parents have the opportunity to access data on student performance through Skyward and student-led conferences. Insure that teachers are data informed regarding ISAT results</i>
7. Professional Development	3	3	<i>Trainings have been provided but could be more targeted given goals from yearly evaluations. Principal should increase follow through on individual teacher evaluations and engage teachers in creating yearly plan for PD.</i>

8. School Safety	4	4	<i>Security cameras provide surveillance of all areas and kids have incentive for good behavior through the school-wide CLUB plan.</i>
9. School Climate/Culture	4	4	<i>Positive behavior is recognized and rewarded through CLUB.</i>
10. Research-based Instructional Strategies	4	4	<i>Staff works to differentiate instruction for the needs of all students and learning styles. SPED director meets with teachers to discuss individual students and/or strategies to support learning.</i>
11. School progress with Idaho State Achievement Standards	3	3	<i>School monitors progress through ISATs but has not met AYP.</i>

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>b) Charter staff demonstrates reflective teaching practices</b>			
1. Curriculum: : Reading, Writing, Math, Science, History, Geography	3	3	<i>School has curriculum for all core subjects. Long term sub in one math class need additional support. Change in teachers next year will need considerable support for new staff.</i>
2. Evaluation: Teachers	3	2.5	<i>Training in Danielson framework has occurred for administrator and some teachers but has not been carried out in formal evaluations at this point.</i>
3. Teacher Collaboration	4	4	<i>Commendable team work! Common subjects share prep periods to encourage collaboration and extra time for SPED teachers due to the high case load.</i>
<b>Total Points</b>	<b>51</b>	47.5 Avg score 3.4	<b>Percent Agreement 93%</b>

**GOAL 2** represents the strongest area for Wings in the programmatic audit. The team reached a 93% agreement with the school's self study and the average score was 3.4. Evidence of a strong academic program and commendable teacher collaboration. Teachers and support staff all use Wise Plan to insure consistent behavioral interventions. The student population with nearly 35% of students on IEPs, 10% with 504s and 8% with homeless situations provides extreme challenges to attendance and academic performance. In spite of these conditions, the staff at Wings is maintaining 90%+ attendance and is seeing improved academic performance as indicated on AIMS web tracking. The team offers the following commendations to the school:

**Goal 2 Commendations:** The team would like to commend Wings in the following areas:

- Wings has a diverse staff with a wealth of experiences
- Communication and collaboration among staff appears to be excellent and supported by administration.
- A strong knowledge of special education exists and is well integrated throughout the school.
- Teachers have all completed training on behavioral interventions
- Staff is looking forward to developing transition strategies for students on academic and behavior plans.
- Parents are very pleased with how teacher contact is in a proactive manner.
- Exciting that students are all included in field trips and community service opportunities.
- Robust, shared mission and vision of the school program and its students among teachers. They are fully engaged and feel empowered to help shape the school.
- You are effectively creating an environment that supports students as an ‘intervention’
- A variety of teaching strategies were observed as well as engaged students. There was a visible awareness of differentiated instructional strategies.
- Teachers and staff are working hard to meet the needs of a very diverse and challenging population.
- There is a strong awareness of special education procedures and law.

**Recommendations:** The team respectfully recommends to Wings that they:

- Establish clear routines and procedures for movement in the building – this challenge will increase with adding another grade next year.
- Be sure to organize baseline data for maximum efficiency in monitoring academic and social/emotional progress.
- Continue to support the professional learning community of the staff with designated time for collaboration.
- Create a strategic plan for support service and building space to help guide program.
- Administrator needs additional time and support to help teachers be data informed.
- Be alert to the needs of all students, including some who would benefit from enrichment activities.
- Document personal growth and behavioral gains to demonstrate the added value of the program using CLUB program data or consider the Search Institute’s [40 Developmental Assets](http://www.search-institute.org) which provide a common lexicon to identify and build skills and attitudes that encourage healthy youth development especially among high risk teens. (www.search-institute.org)

<p><b>Goal Three: The charter school will show and plan for strong stakeholder support, involvement and satisfaction</b></p>
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Purpose/Intent of this Goal: Ensure the charter has stakeholders who are supportive, well informed and involved in the charter school. Stakeholders: def. Board, administration, teachers, students, parents, PTA, community

	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>The charter school will show and plan for strong stakeholder support, involvement, and satisfaction</b>			
1. Stakeholders participate and contribute to school mission	4	3	<i>Increase parent participation on board and capital campaign.</i>
2. Communication with stakeholders	4	4	<i>Website offers a range of information. Skylert system provides emails and newsletters to parents weekly.</i>
3. Stakeholder satisfaction and engagement.	4	4	<i>High stakeholder participation in surveys and student-led conferences.</i>
4. Plan for Improvement	3	3	<i>School continues to look for ways to include stakeholders in events and opportunities at the school. Formalize this role and delegate to appropriate staff person.</i>
<b>Total Scores</b>	15	15 Avg Score 3.75	<b>Percent Agreement: 100%</b>

**Goal Three** assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of Wings are very satisfied and engaged. The level of agreement between the self-study and the visit for Goal 3 was 100% with an average score of 3.75. The team does not view this as a weakness for Wings, but does see opportunity for expanding the involvement of stakeholders from the community as well as parents in the governance and support of the school. Small focus groups of parents, teachers and students indicated high levels of satisfaction. Parents had favorable comments on the student lead conference though some would like traditional parent-teacher conference as well. Annual surveys are conducted also reflecting high satisfaction.

**Commendations:** The team would like to commend Wings in the following areas:

- Parents are thrilled with the opportunities that Wings provides for their children.
- Students are happy to be at the school and really love their teachers. They feel they really care about them academically and socially/emotionally.
- Parents mention the wonderful welcome that their students received from other students.
- Student leadership opportunities and community service build self esteem and skills.

- Student and parent surveys throughout the year are commendable.
- Counselor has exciting plans for parent education and support.
- Strong collaboration with Twin Falls district and community collaborations are evident.
- School shows sensitivity to the limited resources of many of the families (accommodate supplies).

**Recommendations:** The team respectfully recommends:

- Revisit parent instructions for getting on the website quarterly, in handbook, website, etc.
- Drive traffic to the website as it is a useful resource.
- Continue to evaluate the effectiveness of the student lead conferences. May want to consider offering different structure for each conference depending on the student and parent needs.
- Continue annual surveys for measuring parent satisfaction.
- Formalize opportunities for parent involvement (board, advisory committee, volunteer coordinator, parenting classes).
- Continue to work on your public image – already aware of issues.
- Consider offering parent orientation in smaller groups.
- Student newspaper will provide another great venue for communication.
- Plan for family social opportunities to continue to build the community.

**Goal Four: The charter school will plan for short and long term continuous improvement.**

Purpose/Intent of this Goal: Ensure the charter clearly recognizes where growth is essential.

<b>The charter school will plan for short and long term continuous school improvement</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The school has a five-year <b>Strategic Plan</b> and actively uses it to direct its efforts and measure its progress.	1	1	<i>School is using their charter at this point in time. Need to create plan for the expansion of student body and facility.</i>
2. School leadership is reflective and uses data to drive improvement.	2.5	2.5	<i>Aimsweb is good data source as well as CLUB data related to student behavior. Continue to use</i>

			<i>academic outcome data to inform practice.</i>
3. Continuous Improvement is planned, monitored and accomplished.	2.5	2.5	<i>WISE tool is effective strategy for monitoring progress. Board should be fully aware of the areas identified for improvement and the results achieved.</i>
<b>Total Scores</b>	6.0	6.0 Avg Score 2.0	<b>Percent Agreement: 100%</b>

GOAL 4 refers to the school's efforts for continuous improvement.

The administrator and the teachers are very aware of the need for continuous improvement. They are currently very focused at the student level. Additional data analysis will help the team assess overall improvement at the classroom and school levels. The growing student body and addition of some new teachers will challenge the system which is still getting on its feet. The team encourages the board to take an active role in supporting the administration in identifying the plan for continuous improvement and monitoring progress. Clearly identified indicators for results will be imperative.

**Commendations:** The team would like to commend Wings in the following areas:

- High level of awareness related to continuous performance improvement.
- High levels of collaboration to improve overall operation of the school.
- Addition of the new business mgr will help share responsibilities to support continuous improvement.
- Annual programmatic audit help to monitor improvement.
- Updated charter adds to alignment and identification of indicators.

**Recommendations:** The team respectfully recommends:

- Complete the WISE tool and monitor quarterly.
- Focus the board on continuous improvement as well as staff.

Goal	Score Level of Agreement	Commendations	Recommendations
<p><b>1. Governance:</b> <i>The Charter School will fulfill all governance and administrative obligations as provided in state &amp; federal law and in the school's charters.</i></p>	<p>88% Agreement  3.2 Average Score</p>	<ul style="list-style-type: none"> <li>• The school has strong board member background with great experience and knowledge.</li> <li>• Review of board minutes indicate they are following open meeting rule, posting etc.</li> <li>• ISBA model policies are being adopted with a plan for monthly review.</li> <li>• There is a good working relationship between board and administration.</li> <li>• Board has a clear understanding about their role and the role of administration.</li> <li>• There is a common vision about what the board and administration hope to accomplish as well as a long term vision for the possibilities for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The board will make the completion of policies &amp; procedures a priority as they review and approve ISBA policies.</li> <li>• Consider additional parent input on board or as advisors.</li> <li>• Revisit charter to make revisions that reflect the academic program and student demographic focus.</li> <li>• Consider separating the duties of clerk of the board and business manager.</li> <li>• Follow through on financial audit and consider all of the advice given by the professional counsel in terms of establishing future direction of procedural operations.</li> <li>• Formalize your vision for the school into a strategic plan that will guide future decisions affecting academic and social outcomes with the effective use of resources.</li> <li>• Get clarification on the flow of Title 1 funds and FRL program.</li> <li>• Construct an effective five-year budget and facility plan.</li> </ul>

<p><b>2. Academic Program:</b> <i>The charter school will demonstrate a successful academic program</i></p>	<p>93% Agreement</p> <p>3.4 Average Score</p>	<ul style="list-style-type: none"> <li>• Wings has a diverse staff with a wealth of experiences</li> <li>• Communication and collaboration among staff appears to be excellent and supported by administration.</li> <li>• A strong knowledge of special education exists and is well integrated throughout the school.</li> <li>• Teachers have all completed training on behavioral interventions</li> <li>• Staff is looking forward to developing transition strategies for students on academic and behavior plans.</li> <li>• Parents are very pleased with how teacher contact is in a proactive manner.</li> <li>• Exciting that students are all included in field trips and community service opportunities.</li> <li>• Robust, shared mission and vision of the school program and its students among teachers. They are fully engaged and feel empowered to help shape the school.</li> <li>• You are effectively creating an environment that supports students as an ‘intervention’</li> <li>• A variety of teaching strategies were observed as well as engaged students. There was a visible awareness of differentiated instructional strategies.</li> <li>• Teachers and staff are working hard to meet the needs of a very diverse and challenging population.</li> <li>• There is a strong awareness of special education procedures and law.</li> </ul>	<ul style="list-style-type: none"> <li>• Create plan for orienting new teachers and students.</li> <li>• Establish clear routines and procedures for movement in the building – this challenge will increase with adding another grade next year.</li> <li>• Be sure to organize baseline data for maximum efficiency in monitoring academic and social/emotional progress.</li> <li>• Continue to support the professional learning community of the staff with designated time for collaboration.</li> <li>• Create a strategic plan for support service and building space to help guide program.</li> <li>• Administrator needs additional time and support to help teachers be data informed.</li> <li>• Be alert to the needs of all students, including some who would benefit from enrichment activities.</li> <li>• Document personal growth and behavioral gains to demonstrate the added value of the program using CLUB program data or consider the Search Institute’s <a href="#">40 Developmental Assets</a> which provide a common lexicon to identify and build skills and attitudes that encourage healthy youth development especially among high risk teens. (www.search-institute.org)</li> </ul>
<p><b>3. Stakeholder Support:</b> <i>The charter school will show and plan</i></p>	<p>100%</p>	<ul style="list-style-type: none"> <li>• Parents are thrilled with the opportunities that Wings provides for their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit parent instructions for getting on the website quarterly, in handbook, website, etc.</li> </ul>

<p><i>for strong stakeholder support, involvement and satisfaction</i></p>	<p>Agreement 3.75 Average Score</p>	<ul style="list-style-type: none"> <li>• Students are happy to be at the school and really love their teachers. They feel they really care about them academically and socially/emotionally.</li> <li>• Parents mention the wonderful welcome that their students received from other students.</li> <li>• Student leadership opportunities and community service build self esteem and skills.</li> <li>• Student and parent surveys throughout the year are commendable.</li> <li>• Counselor has exciting plans for parent education and support.</li> <li>• Strong collaboration with Twin Falls district and community collaborations are evident.</li> <li>• School shows sensitivity to the limited resources of many of the families (accommodate supplies).</li> </ul>	<ul style="list-style-type: none"> <li>• Drive traffic to the website as it is a useful resource.</li> <li>• Continue to evaluate the effectiveness of the student lead conferences. May want to consider offering different structure for each conference depending on the student and parent needs.</li> <li>• Continue annual surveys for measuring parent satisfaction.</li> <li>• Formalize opportunities for parent involvement (board, advisory committee, volunteer coordinator, parenting classes).</li> <li>• Continue to work on your public image – already aware of issues.</li> <li>• Consider offering parent orientation in smaller groups.</li> <li>• Student newspaper will provide another great venue for communication.</li> <li>• Plan for family social opportunities to continue to build the community.</li> </ul>
<p><b>4. Continuous Improvement:</b> <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>Agreement 100% Average Score 2.0 Progressing Evidence</p>	<ul style="list-style-type: none"> <li>• High level of awareness related to continuous performance improvement.</li> <li>• High levels of collaboration to improve overall operation of the school.</li> <li>• Addition of the new business mgr will help share responsibilities to support continuous improvement.</li> <li>• Annual programmatic audit help to monitor improvement.</li> <li>• Updated charter adds to alignment and identification of indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the WISE tool and monitor quarterly.</li> <li>• Focus the board on continuous improvement as well as staff.</li> </ul>