Appendix A: Innovation High School Interdistrict Cooperative Agreement

INNOVATION HIGH SCHOOL INTERDISTRICT COOPERATIVE AGREEMENT

This Agreement is by and between the Valley School District No. 70 (hereinafter referred to as "host district") and the following districts (hereinafter referred to as "partner districts"), all of which are collectively hereinafter referred to as "partner districts," and provides for the operation of the Innovation High School Interdistrict Cooperative (hereinafter referred to as "Innovation High School") in accordance with ESHB 2913, the provisions of Chapter RCW 28A.340 as amended by ESHB 2913, and Chapter 39.34 RCW:

Orient School District
Loon Lake School District
Summit Valley School District
Orondo School District

Additional partner districts may be added during the term of this Agreement. Partner districts may withdraw according to the terms of this agreement and, should any of the anticipated districts listed above choose not to enter this agreement, the Agreement will remain in full force and effect for those that do.

It is agreed by and between the parties hereto as follows:

I. High School Name

It is understood and agreed between the parties that the term "Innovation High School" is being used for planning purposes only, and that a formal name for the Innovation High School will be developed with input from all the parties to this Agreement. The formal name will be officially adopted by a resolution to be signed by all parties to this Agreement prior to the beginning of the 2010/2011 school year.

II. Purpose of Operation

Pursuant to ESHB 2913, non-high school districts in Washington State may join together through an interdistrict agreement to offer programs to high school students in their districts through an Innovation High School. The Innovation High School created herein will enable students to have access to unique high school level programs and experiences to earn credits and a high school diploma.

The Innovation High School will minimize costs of operation for small, rural districts seeking to provide these opportunities to high school age students residing within their boundaries.

III. Program Structure

The Innovation High School will provide courses of study in an innovative and flexible array of options consistent with those detailed in WAC 392-121-107. Generally, however, the program will operate predominately under WAC 392-121-107 (1) (a) "Instruction" and (b) "Alternative learning experience."
A. Instruction

The Innovation High School will operate a comprehensive high school with its main physical campus located in the host district. This high school will be guided by and operate within the innovations described in Mortimer J. Adler’s Reforming Education (1977), The Paideia Proposal (1982), Paideia Problems and Possibilities (1983), and The Paideia Program (1984). Students served within the general geographic area covered by the Summit Valley, Valley, and Loon Lake School Districts will be able to attend school on the Valley campus. Students who reside in the Orient and Orondo School Districts, as well as those in other non-high districts that may join the partnership at a later date, will be able to attend branch campus locations in their school districts. Delivery of the Paideia Program will be accomplished innovatively using space, personnel, and technology at both the host and branch campus locations.

B. Alternative Learning Experience

The Innovation High School will also offer both the Paideia Program and a fully customizable program through Alternative Learning Experience (ALE) courses of study (see WAC 392-121-107 (1)(b) and WAC 392-121-182). This option will allow students to: (1) enroll predominately in the Paideia Program and supplement their program with ALE courses, (2) participate in the Paideia Program as an Alternative Learning Experience from any location, and (3) work with staff to fully customize a high school program suitable to the student’s individual needs and circumstances outside the Paideia Program.

IV. Terms of the Agreement

The initial term of this Agreement shall be for a period of one (1) year on a fiscal year basis, commencing on September 1, 2010. This Agreement shall renew annually thereafter unless the partner districts, by board resolution, unanimously elect to dissolve the high school. In addition, a partner district may withdraw in accordance with the terms of this Agreement.

V. Administrative Structure

A. Innovation High School will be administered by Mark Selle, Ph.D. (“Innovation High School Superintendent” or “Superintendent”), who also currently serves as superintendent of the host district.

B. Innovation High School is designed to serve not only the unique needs of each student, but also the unique needs of each partner district. To this end, the superintendent or designee of each partner district will work with the Innovation High School superintendent to ensure the suitability of the program to circumstances of his or her local school district.
C. The Superintendent will administer the Innovation High School under the policies and procedures of the host district. These policies will be available online and by request. Innovation High School programs unique to the individual circumstances of a partner district will be administered under the policies and procedures of the partner district.

D. Innovation High School will be managed by the host district Superintendent or designee, who shall be responsible for carrying out administrative functions in accordance with the rules and regulations approved by the host district Board of Directors including, but not limited to, the following:

(a) high school enrollment paperwork
(b) recommendation of programs and course offerings
(c) transcript and credit recordkeeping
(d) high school counseling/course planning
(e) graduation administration
(f) high school diplomas
(g) maintaining adequate and legally compliant staffing ratios

VI. Financing the Innovation High School

A. Capital Construction and Major Equipment.

Innovation High School has no need for capital construction or major equipment expenditures at the outset of this agreement. In all instances of outlay of capital construction and major equipment now or in the future, the purchase of such capital construction or major equipment shall determine ownership, and no other district partner to this Agreement has any right of ownership to another district’s assets. The host district will provide to the partners all technology and equipment necessary to participate in the Paideia Program.

B. Annual Operations

1. Operational Costs

a. As required by ESHB 2913, the host district shall report enrolled students for funding purposes and receive state apportionment. The cost of operating the Innovation High School shall be met through the use of any federal, state, local or private allotments, grants, or contract payments received expressly for Innovation High School.

b. Partner Districts shall be entitled to submit to the host district all reasonable requests for reimbursement of local costs associated with the Innovation High School. Such costs may include the provision of supervision at the participating district campus for on-site classes, and projections should be provided to the host district no later than May 1st of each year for inclusion in
the host district budget. Reasonable requests directly relevant to the operation of Innovation High School in a partner district either for the “Instruction” or “Alternative Learning Experience” options or for unique local circumstances shall not be denied by the host district. Any disputes shall be subject to the conflict resolution provisions of this agreement.

c. Students shall not be charged tuition for participation in Innovation High School.

2. Procedures

a. An annual program budget shall be developed by the Innovation High School Superintendent and submitted to the host district Board of Directors for approval. A program budget account and format shall be maintained for auditing, accounting and reporting purposes; it shall be available upon request to each partner district superintendent or designee.

b. The host district shall report enrollment and claim state apportionment for all students enrolled in the Innovation High School. Each partner district will be entitled by request to a list of any Innovation High School students who reside within their boundaries.

c. The host district shall control, monitor, and audit all financial transactions of the Innovation High School by following procedures of the State Accounting Manual and report regularly to the host district Board of Directors on the financial status of Innovation High School. All public records are available to partner districts upon request.

d. Employees of Innovation High School working at the host district are the employees of the host district. Partner Districts shall be responsible to provide supervision of High School students at their Districts via their own employees. Partner districts remain solely responsible for their own employees, agents and volunteers. Each party assumes exclusive responsibility for any and all acts of its officers, agents, employees or volunteers and shall indemnify, defend and hold the other parties harmless in full for any and all acts or failures to act giving rise to any claims arising from the acts or omissions of its officers, agents, employees or volunteers.

e. Pursuant to RCW 28A.400.303, any employee of either party who will have unsupervised access to children pursuant to this Agreement shall be required to successfully pass a background record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-.834, RCW 10.97.30 & .50, and through the Federal Bureau of Investigation, prior to hiring and prior to unsupervised access to children. When necessary,
applicants and employees may be employed on a conditional basis pending completion of the background record checks.

f. All Parties shall prohibit any employee from having any contact with students pursuant to this Agreement during the course of his or her employment, if such individual has plead guilty or been convicted of any felony crime involving the physical neglect of a child under RCW Chapter 9A.42, the physical injury or death of a child under RCW Chapters 9A.32 or 9A.36 (except motor vehicle violations under RCW Chapter 46.61), sexual exploitation of a child under RCW Chapter 9.68A, sexual offenses under RCW Chapter 9A.44, where a minor is the victim, promoting prostitution of a minor under RCW Chapter 9A.88, the sale or purchase of a minor child under RCW 9A.64.030, or violation of similar laws of another jurisdiction. Both Parties shall engage in due diligence to learn whether any of its employees have plead guilty or been convicted of any such crime and shall require its employees to self report to any such plea or conviction. Any failure to comply with this section shall be grounds for immediate termination of this Agreement by either Party, notwithstanding any other provision in this Agreement.

g. Innovation High School services include reasonable protections for student records in compliance with State and Federal requirements. Partner districts retain sole responsibility for the protection of any records of their students produced for Innovation High School.

h. Ownership of Products.

i. All parties acknowledge that use of the curriculum developed or offered through Innovation High School is limited to the specific terms of the licenses associated with such curriculum. In order to enhance the purchasing and bargaining power of the cooperative, partner districts agree to access online curriculum available through Innovation High School ALE Program exclusively from Innovation High School.

j. The host district will be the serving district. Such responsibility includes, but is not limited to, students' performance, graduation progress, State assessments, Special Education, Section 504 accommodations, disciplinary action, and truancy matters.

k. The partner districts agree to facilitate communication of this high school option to their residents by providing Innovation High School with contact information for all families within its boundaries whose child or children are in 8th through 12th grade and to provide other information as may be reasonably requested by the host district.
l. By adopting the partnership resolution, the partner district Board of Directors agrees to be bound by the host district policies and procedures necessary for the legal, smooth, and efficient operation of Innovation High School Program. Procedures include both formal procedures relating directly to policies and Innovation High School Handbooks. Innovation High School agrees to provide access to these documents to all partner districts. All host district policies relevant to Innovation High School are available by request and electronically through the host district.

m. In the spirit of cooperation for the performance of this Agreement, the partner district agrees to provide names, phone numbers, and email addresses of its staff members who will perform the following functions:

i. Primary administrative point of contact (superintendent or designee),

ii. Business Manager;

iii. Technology staff;

iv. Locally employed staff working in or related to a program of the Innovation High School;

v. Other contacts reasonably required for the smooth and efficient operation of Innovation High School;

The person designated as the primary administrative point of contact, in addition to serving that role, will be responsible to attend or have a representative attend all required Innovation High School summits and virtual meetings.

VII. Program Scope, Eligibility and Retention

A. Program.

The program of course offerings of the Innovation High School Program shall be determined by the Innovation High School Superintendent or designee within the statutory framework for Innovation High School Cooperatives. In addition, the initial application and program agreement are subject to review by the Office of the Superintendent of Public Instruction. The host district Instructional Materials Committee shall serve Innovation High School for each partner district. Any instructional materials used in the Innovation High School Program will be subject to the applicable laws governing instructional materials in public school programs and related policies and procedures of the host district. Partner districts operating any unique programs under this agreement shall be responsible for compliance with the law and its related policies and procedures relevant to Instructional Materials not in common use by Innovation High School.
The Innovation High School Program will include both onsite and virtual instruction. Onsite instruction shall be staffed by certificated employees of the host district. The campus for the Program is the space provided in the host district, or any such space as may be provided by the partner district, which space is at their sole cost and control. Students will be able to access the site via shared transportation from partner districts. Students participating in the Program will be provided space and supervision by any partner district to maximize access for students who may be geographically dispersed. Reasonable supervision costs are reimbursable to such partner district, but the student work space will not be a reimbursable cost. For onsite instruction, the host district will provide highly qualified teachers, instructional materials and interactive technology support.

As to ALE instruction, the High School will comply with all requirements for Alternative Learning Experience programs under WAC 392-121-182. The ALE Program will similarly be fully staffed and delivered by the host district.

B. Eligibility

Any resident student of the host or partner district and any student eligible by law to choice into a host or partner district is eligible to attend Innovation High School subject to the following:

(a) General admission requirements as established by the Innovation High School Superintendent or designee;
(b) Availability of space and programs suitable to the student’s needs;

C. Continuing Enrollment

Continued enrollment of students in Innovation High School Shared Program shall be governed by the policies and procedures of the host district and additional consistent rules and regulations as now or hereafter developed by the host district.

VIII. Resolution of Conflict

A. A majority vote of the host district Board of Directors shall govern in all matters.

B. Due Process Procedures.

Mediation and due process procedures may be established by the host district Board of Directors.

C. A district defaulting in its obligations to Innovation High School shall be given written notice and a 45-day opportunity to cure the default. Failure to cure shall be deemed a withdrawal notice.

D. The Host District and Partner Districts shall be entitled to pursue all legal remedies should mediation efforts be ineffective.

IX. Withdrawal
It is hereby agreed that any partner district signatory to this Agreement may withdraw, provided that it shall be done in an orderly basis and pursuant to the following provisions:

A district partner to this agreement commits to complete a school year which it has begun. In the event that a district desires to withdraw from the program in the subsequent year, the withdrawing district shall give notice in writing to the Innovation High School Superintendent no later than April 30th of the membership year. Failure to provide such notice by the due date will be deemed a renewal of the partner district’s participation in the upcoming school year.

X. Dissolution Provisions

The cooperative operation of the Innovation High School under this agreement can be dissolved only by a unanimous vote of the member districts and any assets shall be distributed to the district owning same.

XI. Admission of New District

Whenever a district wishes to become a member of Innovation High School, it shall submit to the Innovation High School Superintendent a request for such membership. Any non-high district in the State of Washington wishing to participate in the Innovation High School and which agrees to sign the Resolution and Agreement, upon approval of the host district Board of Directors, will be admitted to the Innovation High School cooperative.

XII. Gifts

Innovation High School may receive gifts, cash, equipment, or services from any source whatsoever, contingent upon acceptance by the Innovation High School Superintendent and the host district’s board of directors.

XIII. Amendment

This Agreement may be amended by consensus of all partner districts’ superintendent or designee authorized in the participation resolution to do so. Nothing contained herein shall restrict individual partner districts from negotiating separate addenda to this Agreement, which addenda need not be adopted by all signatories to this Agreement.

Effective this 17th day of August, 2010.

VALLEY SCHOOL DISTRICT #070

SUMMIT VALLEY SCHOOL DISTRICT #202

[Signature]
Superintendent

[Signature]
Superintendent
Paideia High School Annual Report 2011–12

The purpose of the Paideia High School Annual Report is to provide a detailed account of the success, progress and implementation of the second year of Paideia High School.

In the report that follows, there is: a list of works studied, a summative reflection on skills introduced and developed, general topics covered, a detailed list of performances that students participated in, (both seminars and concerts) and a description of field trips.

LANGUAGE ARTS

Overview
The Paideia High School Language Arts Department is comprised of studies in Latin, English, and history. Through integrated instruction and coaching in liberal art studies, students worked to develop reading, writing, speaking, and listening skills. Students developed an understanding of the ideas and values explored in their language arts studies by active participation in Paideia seminars.

2011 Cohort

Imaginative Literature

- Arnold, “Dover Beach”
- Dickinson*
  - “1 Years Had Been From Home”
  - “The Props Assist the House”
- Fitzgerald, “Diamond as Big as the Ritz”*
- Frost,
  - “Birches”*
  - “The Path Not Taken”
  - “The Pasture”
  - “Stopping by the Woods on a Snowy Evening”
- Hugo, “The Fight with the Cannon”*
- Lee, To Kill a Mockingbird*
- McManus,
  - “The Gift”
  - “Skunk Dog”
  - “The Tenner”
  - “If You Don’t Mind I’ll Do It Myself”
- Poe, “The Tell-Tale Heart”*
- Shakespeare,
  - Julius Caesar*
  - “Sonnet 18”
  - “Sonnet 130”
- Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde*
- Twain, The Man Who Corrupted Hadleyburg*
Critical Essays
- Hutchins & Adler, “The Ways—and Whys—of Reading”*
- Lamb, “My First Play”*
- Erskine, “The Moral Obligation to Be Intelligent”

Historical Documents
- Columbus, “Letter on the Discovery of the New World”*
- Federalism and Constitutional Government
  - The Declaration of Independence
  - American State Papers: U.S. Constitution
- Pledge of Allegiance*
- Jefferson, “Biographical Sketches”
- King, Jr., “A Letter from a Birmingham Jail”*
- Lincoln, “The Gettysburg Address”*
- Paine, The Crisis
- Pliny the Younger, “The Eruption of Vesuvius”*
- Washington, “Civil Discourse”*

Latin Texts
- Orberg, Lingua Latina I “Familia Romana”
- Orberg, Exercitia Latina I

In reading the works listed above, students worked to develop specific reading skills: annotating, surveying, outlining, analyzing, parsing, summarizing, interpreting, and comprehending.

Students wrote, edited, and refined a number of writing pieces encompassing the expository, narrative, and poetic forms. Expository works included: persuasive, explanatory, research, and analytical essays. Narrative works included description, dialogue, memoir, and full stories. Poetry included blank verse and sonnets. Students grew in their understanding of English grammar and sentence structure, based on their acquisition of Latin and were able to ably construct sentences in Latin as well.

All students developed their speaking skills this year. They spoke extemporaneously in classes and seminars and formally through activities such as prepared readings and poetry recitations in front of the class. They read aloud both on the spur of the moment in class and in a more formally scheduled manner through acting out paraphrased and original language versions of scenes from Julius Caesar. Students labored and improved in their ability to pronounce and speak Latin and can answer questions based on their readings.

Students have developed their listening skills. This happened in seminars as well as in the classroom where they took notes and focused on material presented orally. They exercised listening, reading, and writing skills in looking for reader errors in recorded presentations of texts such as To Kill a Mockingbird and “The Man that Corrupted Hadleyburg.”
2010 Cohort

Imaginative Literature
- Crane, “The Open Boat,”*
- Eliot, *Silas Marner*
- Homer, *The Odyssey*
- Hughes,*
  - “Mother to Son”
  - “Theme for English B”
- Kipling, “Mowgli’s Brothers”*
- McManus,
  - “The Gift”
  - “Skunk Dog”
  - “The Tenner Shoes”
  - “If You Don’t Mind I’ll Do It Myself”
- Poe, “The Masque of the Red Death”*
- Renaissance Poets: (Student each chose one of these poems to read aloud and explain in class.)
  - Jonson, “To Celia,” “Hymn to Diana,” “The Triumph”
  - Donne, “The Good-Morrow,” “Song,” “Sonnet X,” “Sonnet XIV,” “A Hymne to God the Father”*
  - Webster, “The Duchess of Malfi,” “Funeral Dirge for Marcello”
  - Wither, “Shall I, Wasting in Despair”
  - Herbert, “The Pulley”
  - Shirley, “A Dirge”
  - Herrick, “Night Piece to Julia,” “Upon Julia’s Clothes,” “His Winding Sheet”
  - Milton, “Sonnet XVI”
- Shakespeare, “The Taming of the Shrew”*
- Virgil, *The Aeneid, Books II-III*

Critical Essays
- Woolf, “How Should One Read a Book?”*

Historical Documents
- Augustine of Hippo- *City of God (excerpt)*
- Benedict of Nursia- *Rule of St. Benedict (excerpt)*
- Eusebius of Caesarea- “Martyrdom of Polycarp”
- King Jr.- “Give us the Ballot”*
- Lincoln- “Second Inaugural Address”*
- Plutarch- “Life of Alexander,”
- Plutarch- “Life of Julius Caesar”*
- Washington-“Rules of Civility”
- Xenophon- *March to the Sea*
**Latin Texts**
- Orberg, Lingua Latina I “Familia Romana”
- Neumann, Lingua Latina “A College Companion”

In reading the works listed above, students worked to further develop specific reading skills: annotating, surveying, outlining, analyzing, parsing, summarizing, interpreting, and comprehending.

Students wrote, edited, and refined a number of writing pieces encompassing the expository, narrative, and poetic forms. Expository works included: persuasive, explanatory, research, and analytical pieces. Narrative works included description, memoir, fables, sketches, script writing, and full stories. Poetry included traditional verse. Students improved their reasoning skills in relation to writing through translating portions of their textbook to English with appropriate grammar and sentence structure.

All students developed their speaking skills this year. They have spoken extemporaneously in classes and seminars and formally through activities such as prepared readings and poetry recitations in front of the class. They read aloud both on the spur of the moment in class and in a more scheduled manner through acting out original language versions of scenes and memorized monologues from *The Taming of the Shrew*. They also produced a reader’s theatre version of “Mowgli’s Brothers” and performed it for fourth grade students.

Students have developed their listening skills. This happened in seminars as well as in the classroom where they took notes and focused on material presented orally. They exercised listening, reading, and writing skills in looking for reading errors in recorded presentations of texts such as *The Aeneid* and "The Open Boat.”

**FINE ARTS**

**Overview**
The Fine Arts at Paideia High School was comprised of two music performance classes, including Vocal Ensemble and Individual Piano Lessons. Each course was designed to enhance student appreciation and understanding for the elements of music contained in both choral and piano literature.

Vocal Ensemble was a large group class with all students from the 2010 and 2011 cohort, with two instructors who worked with students to develop their skills and proficiencies as applied to the study of choral music. All students participated in three choir concerts presented to the public in the fall, winter, and spring. Skills developed in the course were concentrated in the following areas:

- Note reading
- Rhythm reading
- Ear training
- Intonation
- Phrasing
• Articulation
• Vocal Projection
• Performance etiquette
• A broad survey of the main stylistic eras in music history including:
  o Baroque
  o Classical
  o Romantic
  o Twentieth-Century
• Singing in two, three and four part harmony
• A cappella singing
• Working cooperatively in an ensemble
• Performance of select genres of music including
  o Classical
  o Baroque
  o Romantic
  o Pop
  o Rock
  o Soul
  o Patriotic
  o Christmas
  o Twentieth-Century

Works studied in Vocal Ensemble during the 2011-2012 year included the following:
• “An American Salute” (“My Country ‘Tis of Thee,” “America the Beautiful,” “The Star Spangled Banner”), Arr, by Roger Emerson
• “Ave Maria,” Franz Schubert
• “Beautiful Day,” U2
• “Carol of the Bells,” Arr. By Peter J. Wilhousky
• “Christmastime,” Michael W. Smith
• “Do Wah Diddy Diddy”
• “Jingle Bell Rock,” James Ross Boothe
• “Lacrymosa,” Wolfgang Amadeus Mozart
• “Lean on Me,” Bill Withers
• “The Longest Time,” Billy Joel
• “O Come O Come Emanuel,” Arr. By Allan Robert
• “O Holy Night,” Adolphe Adam Petker
• “Panis Angelicus,” César Franck
• “Rolling in the Deep,” Adele Adkins
• “Sing We Now of Christmas,” Traditional French Carol Arr. By John Leavitt
• “Silent Night,” Franz Gruber
Piano Lessons at Paideia High School were a weekly, thirty minute individual course that provided each student an opportunity to develop proficiency on a solo instrument. Beginning students were introduced to the elements of music, including rhythm reading, note reading on the staff, interpretation and technique. Intermediate and advanced students were assigned works by composers who represented the four main stylistic periods of music history including Baroque, Classical, Romantic, and Twentieth-Century. Piano literature used included the following:

- Alfred’s Premier Piano Course, Lesson 1A, Alfred Publishing
- Basic Adult Piano Course Level One, Alfred Publishing
- The Music Tree: A Plan for Musical Growth at the Piano Part I, Francis Clark
- Masterwork Classics Levels 1-4, Alfred Publishing
- Two Part Inventions, J.S. Bach, Neil A. Kjos Music Company
- Selections from the Notebook for Anna Magdelena Bach, J.S. Bach, Neil A. Kjos Music Co.
- Sixty Progressive Piano Pieces You Like to Play, G. Schirmer Inc.
- 15 Children’s Pieces Op. 27, Book I, Dimitri Kabelevsky
- Royal Conservatory of Music Level 6, Frederick Harris Music Company
- Fresh Impressions, Jeanine Yeager, Neil A. Kjos Music Company
- Yellowstone Suite, Jennifer A Linn
- Journey of Memories, Barbara Alan, Neil A. Kjos Music Company

SCIENTIFIC ARTS

Overview
Scientific Arts was comprised of two foundational courses of study, one in Geometry and the other in Chemistry. Both the 2010 and 2011 Paideia cohorts were immersed in the same curricula within the Scientific Arts, with time being evenly split between the two courses of study.

Works Studied
- Apex Learning, Online Algebra II & Precalculus
- Bacon, “The Sphinx”*
- Eisley, “On Time”*
- Euclid, Euclid’s Elements Book I
- Jacobs, Geometry: Seeing, Doing, Understanding
- Polya, How To Solve It*
- Smith, Agnesi to Zeno* (excerpt)
- Wiker, The Mystery of the Periodic Table*
In Geometry, students worked in two primary texts, Jacobs Geometry and Euclid’s Elements.

**Geometry Skills Developed**
Skills introduced and developed pertaining to Euclid’s geometric constructions included the use of a straight edge and compass. Such constructions were assessed with respect to precision of the drawing, marking, and labeling of all pertinent vertices, intersections, lines, and angles, and also with respect to data analysis and conclusions reached.

Students developed their understanding of what it means to prove a geometric statement mathematically. Students studied basic properties of parallel and perpendicular lines, and proved theorems and corollaries about two and three dimensional geometric figures, both formally and informally. Students applied basic algebra to solve problems with respect to shape and space on the Cartesian coordinate system. Students continued their study of geometric transformations with respect to congruency and similarity. They extended their work with geometric formulas and developed their inductive and deductive reasoning skills.

One student approached her math studies as an independent learner, utilizing Apex Learning's online Algebra II and Precalculus curricula.

All students received individual coaching on their lesson materials and quizzes, and worked on their own to complete both computer- and teacher-scored unit exams. In all cases, students were provided multiple opportunities to correct mistake and strengthen skills before advancing to new material.

**Chemistry Skills Developed**
Students investigated fundamental chemistry goals while working to hone their laboratory skills. Students were provided over 35 opportunities to conduct hands-on investigations which paralleled the theoretical topics covered in class. The level of mastery for the learning targets below was determined by formal assessments that included: quizzes, labs reports, project reports, oral examination, journal writing, and presentations.

**Chemistry goal areas for the 2011–12 school year**
- Apply the scientific mode of reasoning
- Understand how scientific thought in the past has implications for the present and the future
- Identify individuals from the past who have made significant contributions to the field of Chemistry and describe the nature of their discoveries
- Portray the fundamental components of matter
- Characterize matter based on its unique properties
- Identify the nature and occurrence of polyatomic ions
- Describe the physical nature of any atom
- Illustrate how atoms bond together to form molecules
- Complete a seminar performance using a great work and scientific demonstration
- Describe the nature of chemical reactions
- Apply the principles of stoichiometry
- Explain how the processes of nuclear fission and nuclear fusion transform elements
- Interpret the information found on the Periodic Table for any given element
- Explain the significant relationships among elements as they are arranged on the Periodic Table
- Communicate the details and process of a scientific investigation orally and in writing
- Quantify observations using technology in both the English and metric systems of measurement
- Construct and balance chemical equations
- Understand how ions and ionic bonds are formed

Field Trips
Students took several field trips during the 2011-12 school year. The following is a list and summary overview for each offsite experience.

Chewelah Peak Learning Center
Students participated in multiple ropes course activities that helped build unity amongst the two cohorts.

The Museum of Arts and Culture
Students interacted with multiple exhibits at the Leonardo Da Vinci exhibition.

49 Degrees North
Students spent seven Mondays at 49 Degrees North as part of a Physical Education unit. As part of this program each student received ski or snowboard lessons according to their preference.

Camas Wellness Center
Students spent seven half-days at the Camas Wellness Center as part of a Physical Education unit. They experienced swimming, rock wall climbing, weight training, basketball, and pickleball.

Chewelah Golf Course
Students spent five half-days at the Chewelah Golf Course as part of a Physical Education unit. They practiced golf-related skills and experienced a full 9-hole round of golf as a culminating activity.


Student Achievement
Paideia High school student achievement results were partially available. Below is a list of available results.

High School Proficiency Exam (HSPE)
Reading—Thirteen students took the reading HSPE and twelve passed. (92.3 percent pass rate)
Writing—Twelve students took the writing HSPE and ten passed. (83.3 percent pass rate)

End of Course Assessment (EOC)
Algebra—Eleven students took the Algebra EOC and four passed. (36.4 percent pass rate) It should be noted that Geometry was the sole course offering for mathematics during 2011–12.
Geometry—Scores were not available as of July 10, 2012.
Biology—Scores were not available as of July 10, 2012.

Staff Development
Paideia High School staff was provided opportunities to earn 100 clock hours. This time came from a week in August 2011 prior to the start of school, 90 minutes after school on most Mondays throughout the school year, and a week in June following the release of school.

Langford Tools
The focus of this training was 2-fold. First, staff learned to identify the Langford Plan-Do-Study-Act (PDSA) cycle for problem solving. The second aspect of this training involved the application of specific PDSA tools relative to the Paideia High School specific “probletunities”. Some of these include:
- Adoption of a classroom based management system. (Fred Jones)
- Development of a school wide back-up discipline system.
- Student ‘Behavior Plan’ process.

Fred Jones, Tools For Teaching
Teachers actively participated in group work that will be continued throughout the 2012-13 school year. Products that were the result of this training include:
- Course syllabus for each class and teacher.
- Revisions to the Student Handbook.
- Revisions to the school wide intervention plan

National Paideia Center
All teachers completed membership applications to the ‘Paideia Educator Network’. In order to be eligible for membership, teachers needed to show evidence of application for preparing and facilitating Seminars.
PURPOSE AND IDENTIFYING INFORMATION

A. Purpose
The purpose of this School Improvement Plan (SIP) is to improve student learning in Paideia High School consistent with the mission of Paideia High School and the Valley School District. This is done in compliance with the requirements of WAC 180-16-220.

B. School and Personnel Identification and Signatures
Valley School District # 070
Paideia High School
3043 Huffman Road
Valley, WA 99181
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Matt Cox, Principal       Mark Selle, Superintendent       William Wilson, Board President

School Enrollment: 43 (as of Oct. 1, 2011)

The signatures below certify this School Improvement Plan is in accordance with all applicable requirements of WAC 180-16-220.

Mark Selle, Superintendent,  Matt Cox, Principal

William Wilson, Board Chair

Effective Date: 2012 – 2013 School Year
SUPPLEMENTAL INFORMATION:
A. Current and Valid Certificate.
Paideia High School is staffed by teachers who all hold a current and valid certificate. Certificated staff possess endorsements appropriate to their primary teaching responsibility, and are highly qualified according to the definitions of the law.

B. Background.
Paideia High School will be in its third year of operation during the 2012-13 school year. Paideia High School is a unique and innovative program that was approved by OSPI as an Innovative Inter-district Cooperative High School for the 2010-2011 school year in response to the passage of ESHB 2913. Several changes have and will be occurring relative to facilities, course structure, staffing, and systemic infrastructure. The foundation associated with facilitating the decision making process largely falls on direction provided by the following documents:

- Valley School District Mission Statement
- The Paideia Proposal, Mortimer J. Adler
- “Nine Characteristics of High Performing Schools,” OSPI
- Tools for Teaching, Fred Jones

The process for reaching established goals will include frequent and diverse communication between all stakeholders. This will include parent meetings/surveys, weekly email letters, staff meetings, narrative progress reports, and an effective website.

SCHOOL IMPROVEMENT PLAN
A. Summary of goals for 2012-2013.
1. Continued development and implementation of the classroom and school wide behavior management systems.
2. Continued development of the systemic infrastructure that supports the Paideia instructional model and philosophy.
3. Improved school climate as measured through student, parent and staff involvement in system management improvement activities and results.
4. Continued curriculum development to enhance the Paideia Philosophy and ensure student mastery of Washington State Essential Learning Requirements and successful performance on High School Proficiency Exam (HSPE) and End Of Course (EOC) state assessments.

B. Expanded details for 2012-2013 goals.
1. Continued development and implementation of the classroom and school wide behavior management systems. This goal correlates to the following components within the Nine Characteristics of High Performing Schools: High Standards and Expectations for All Students, Focused Professional Development, and a Supportive Learning Environment.

2nd Order Changes:
- Revisions to the student handbook.
- Revisions to Infraction Slip discipline recording document.
- Changes to the school wide back up student behavior management system.
- Staff development focused on application and implementation of the principles and techniques associated with Tools for Teaching, by Fred Jones.
- Presentation of changes and solicitation of feedback at Parent Night meetings.

**Assessment:**
Assessment for this goal area will be centered on several documents and actions. These include:
- Revised Student Handbook.
- Revised Infraction Slip.
- Analysis of Infractions written during the 2012-13 school year.
- Professional goals written by staff members and the artifacts showing accomplishments.

2. **Continued development of the systemic infrastructure for the school that supports the Paideia philosophy and instructional model.** This goal correlates to the Clear and Shared Focus component within the *Nine Characteristics of High Performing Schools.*

**2nd Order Changes:**
- Develop an onsite Physical Education program.
- Develop a 4 year course outline.
- Modify procedures and curriculum to accommodate the use of technology in the classroom.
- Initiate the ‘Jumpstart’ program in Language Arts class as part of the IT Academy learning goals.
- Develop a 7th period activity program that serves as an intervention period for struggling students, release time for students participating in sport programs with neighboring high schools, and includes 2-3 week mini activity blocks that are diverse and targeted at student interests.
- Conduct an experimental math adoption using Saxon Math.
- Develop the process for “Four Year and Beyond” plans.
- Continue the development of a bank of seminars.
- Finalize the “Culminating Project” timeline and specifications.

**Assessment:**
Assessment for this goal area will be based on stakeholder feedback. Feedback will be routinely solicited for each program. Suggestions and concerns will be reviewed and considered relative to their impact on PHS school improvement goals. HSPE and Algebra EOC scores will also be reviewed with the purpose of determining a correlation between the 2nd order changes and student achievement.

3. **Improved school climate as measured through student, parent and staff involvement in system management improvement activities and results.** This goal correlates to the following two components within the *Nine Characteristics of High Performing Schools:* “High Levels of Collaboration” and “Communication and High Levels of Family and Community Involvement”.

**2nd Order Changes:**
- Evening parent meetings scheduled five times throughout the school year.
- PHS Website development.
- Back to school BBQ.
- Implementation of two Parent-Teacher conferences during the school year.
- Graduation ceremonies and accompanying events.

**Assessment:**
Assessment for this goal will be centered on continuous feedback from all stakeholders. The levels of parent involvement will be monitored and recorded for the various activities and programs.
4. **Continue curriculum development to ensure student mastery of Washington State Essential Learning Requirements and successful performance on High School Proficiency Exam (HSPE) and End Of Course (EOC) state assessments.** This goal correlates to the “Curriculum, Instruction and Assessment Aligned” with Standards component within the *Nine Characteristics of High Performing Schools.*

**2nd Order Changes:**
- Curriculum mapping for math, language, and science courses
- MAP testing for all students.
- Math placement tests for placing students.
- Staff collaboration working to incorporate cross curricular standards.
- Students will be given feedback on their previous work and growth from prior work.
- Narrative grades.
- Interventions such as 7th period study hall or after school tutoring.

**Assessment:**
Assessment for this goal area will be based on individual student data from HSPE and EOC Spring tests.

**C. Data driven decision making.**
Paideia High School uses data to drive the decision making process on multiple levels. These data driven exercises have not only shaped the focus of this SIP, but have had a direct influence on systemic changes made throughout the school year. The techniques and tools found in the Langford continuous improvement system were used at four different evening parent meetings. The SIP goal that focuses on parental involvement is a product of the data at came from these meetings. One example of system change during the 2011-12 school year involves procedures relative to technology use by students. Previously, students were check out a netbook which they took with them from class to class and then home each day. It was determined that this practice created multiple barriers to learning and was disruptive to the learning environment. As a result of the data collected from various stakeholders, procedures are being changed for the 2012-13 school year. Specifically, computers will no longer be checked out to students. Instead, banks of computers, enough for each student, will be housed in three separate classrooms. Student will have access to these computers when working on academic activities. The SIP goals relative to school climate and systemic infrastructure are the result of over 75 inservice hours of work with staff using the Langford tools and school wide discipline statistics. Finally, the Paideia High School SIP goal that encompasses EOC and HSPE performance relies heavily on state assessment reports.

**D. Recognizing nonacademic student learning and growth.**
Paideia High School, in recognition that every student is a different person with differing needs, integrates within the program offered to all students a physical education program based upon a desire to provide all of our students with a foundation in lifetime activities. Within the area of Fine Arts our students get a variety of growth opportunities based in vocal music but extending to include individual piano lessons. Our students are also provided with opportunities to participate in the extracurricular activities offered in neighboring schools.

**E. Educational equity.**
Paideia maintains a philosophy that promotes equity. Take the following excerpt from the book *The Paideia Program:*

> The Paideia Program seeks to establish a course of study that is general, not specialized; liberal, not vocational; humanistic, not technical. Only in this way can it fulfill the meaning of the words “Paideia” and “humanitas,” which signify the general learning that should be in the possession of every human being (page 6).
Another example of this belief is found in the framework document titled “The Paideia Proposal”; "The best education for the best, is the best education for all" (page 6). Paideia High School works diligently to provide all children with the same quality of education. Evidence of this practice is seen in the master course schedule, and the cohort system.

F. Stakeholder review.
The Paideia High School SIP has had significant input from Paideia High School staff, parents, Board members from Valley, Loon Lake, and Summit Valley, and students throughout the 2011-12 school year. Review of this plan will occur on a regular basis through faculty meetings and inservice, as well as through the six Parent Night meetings throughout the 2012-13 school year.

G. Technology
Technology has been an integral component of the instructional model for Paideia High School. Technology is readily used in the science and fine arts courses. In addition, every classroom on campus has been retrofitted with wireless internet, and students regularly use computers and the internet to complete academic coursework. Paideia High School is also committed to student mastery of the Microsoft IT Academy learning goals and has developed curriculum and the infrastructure to support this technology related program.

H. Conclusion.
Paideia High School is a unique high school program, the only one of its kind in the state. It sets high standards for its students through a rigorous program that helps students develop their intellectual skills and knowledge base so that they can begin the journey to becoming productive, well-educated citizens and lifelong learners.