

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Ms. Nancy Hatch (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Joseph K. Lumsden Bahweiting Public School Academy (As it should appear in the official records)

School Mailing Address 1301 Marquette Avenue (If address is P.O. Box, also include street address)

Sault Ste. Marie MI 49783-9533 City State Zip Code+4 (9 digits total)

Tel. (906) 635-5055 Fax (906) 635-3805

Website/URL Email

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tel. ()

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II – DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: **1**
2. District Per Pupil Expenditure: **\$ 7,032**
Average State Per Pupil Expenditure: **\$ 7,381**

SCHOOL

3. Category that best describes the area in where the school is located:
 - a. **Small city or town in a rural area.**
4. Number of years the principal has been in his position at this school: **5**
5. Number of students enrolled at each grade level:

Grade	# of Males	# of Females	Grade Total
K	14	12	26
1	18	17	35
2	19	18	37
3	10	11	24
4	18	17	35
5	11	12	23
6	7	8	15
7	7	5	12
8	2	7	9
TOTAL STUDENTS ENROLLED IN THE APPLYING SCHOOL			213

6. Racial / ethnic composition of students in the school:
 - 17% - White**
 - 1% - Black or African American**
 - 82% - American Indian**
7. Student turnover, or mobility rate, during the past year: **8.51%**
8. Limited English Proficiency students in the school: **36%**
Total Number of Limited English Proficient: **75**
Number of languages represented: **1**
Specify language: **Ojibwe**
9. Students eligible for free/reduced-priced meals: **82%**
Total Number Students Who Qualify: **166**

10. Students receiving special education services: **16%**
 Total number of students served: **33**

11. Indicate number of full time and part time staff in each category below:

CATEGORY	FULL-TIME	PART-TIME
Administrators	3	-0-
Classroom Teachers	13	-0-
Special Resource Teachers	10	-0-
Paraprofessionals	13	-0-
Support Staff	13	-0-
Total Number	52	-0-

12: Student “classroom teacher” ration: **1:20**

13. Teacher and Student Attendance Patterns.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily Student Attendance	94.15%	92.23%	93.64%	91.12%	92.43%
Daily Teacher Attendance	96%	93%	94.5%	92%	89%
Teacher Turnover Rate	0%	10%	10%	20%	30%

PART III SUMMARY: SCHOOL OVERVIEW

Joseph K. Lumsden Bahweting School (JKL), located at 1301 Marquette Avenue in Sault Sainte Marie, MI, is a relatively new school with high ambitions and expectations for student achievement.

The School is the result of the long held dreams of the Sault Ste. Marie Tribal Community to provide a more effective, culturally sensitive program for tribal youth who were failing to thrive in the local educational system. Our guiding philosophy, as included in our Mission Statement, is “We believe all students can learn and master basic skills”. Our Mission directs us to “Educate all students with high levels of expectation in academic performance and thinking skills, while fostering growth in social and emotional behaviors and attitudes.” JKL opened as a Bureau of Indian Affairs School in 1995 and became chartered as a Public School Academy through Northern Michigan University in 1996.

JKL is a kindergarten through eighth grade system situated on Trust Land of the Sault Sainte Marie Tribe of Chippewa Indians and is within one mile of the Tribe’s Reservation. Our enrollment fluctuates between 200-220 per year, with our current enrollment at 213. We serve a primarily high poverty, minority student population. Our Native American enrollment ranges from 73 –85% and annually our poverty rates range from 75% - 85%. Thirty three percent (33%) of our students are identified as LEP (Limited English Proficiency) and approximately 17 % of the students receive Special Education Services. We follow the State Model Curriculum and participate in the State Assessment and Accreditation systems.

Annual goals are established through our Consolidated School Reform and Improvement Plan, developed with school-wide participation. Our daily operations, resource allocation decisions, instructional practices, and support systems are all designed and coordinated to meet the goal of assisting students to meet and exceed challenging curriculum standards and benchmarks. The student / teacher ratio is 13:1. Each classroom teacher is assisted by a Paraprofessional. Additionally, the school has two Special Education teachers, two full-time Title I teachers (one holding a Master’s degree in Reading), a Gifted and Talented teacher, two Ojibwe Culture teachers, a full-time Social Worker, an Intervention Specialist, a computer teacher and computer technician, full-time teachers for music and art, a full-time librarian and a full-time nurse. The school offers a range of student extracurricular, athletic, after-school, and summer programs and activities. Our Library houses an inventory in excess of 10,000 holdings. We have a state of the art computer technology lab, and a Science lab.

A Board of Directors comprised of members from the Tribal Board of Directors, school parents, and community members, oversees school policy and procedures. We have an active Parent Advisory Committee that makes recommendations for school programs and procedures and promotes parent involvement in academic and extracurricular programs.

Our success in progressing toward meeting our Mission is evidenced by our high student retention and attendance rates, improved standardized test scores, low teacher turnover, and high ratings on parent satisfaction surveys. Community parents want their children to attend JKL. Each year our classes are filled for the following year by late spring or early summer.

PART IV – INDICATORS OF ACADEMIC SUCCESS

2. Use of assessment data to understand and improve student and school performance.

Student achievement data informs decisions at all levels of school operations. Teachers employ multiple assessment measures to determine student mastery of core content material in addition the MEAP (Michigan Education Assessment Program) and MAT 8 (Metropolitan Achievement Test) scores. This data determines our annual Consolidated School Reform and Improvement Plan goals and guides our school wide decisions on improvements in instructional methods and materials, allocation of resources, staffing plans, student placement, remediation and enrichment needs, and professional development.

Instructional staff utilize the Abante Curriculum/Standards Tracking System to track the proficiency levels of students, individually and as a class, on core curriculum benchmarks. This provides valuable information to teachers for determining the information retained and mastered by students, and areas that require re-teaching or individual remediation.

Our Principal and teaching staff are trained to read standardized test score analyses to determine areas requiring additional instruction to improve student mastery of core content areas. Classroom teachers assess the basic competency levels of every student in core content areas at the beginning of each year so early intervention, referrals, and instructional adjustments may be incorporated to promote learning and mastery for all students.

3. Communicating student performance and data.

Student performance is communicated through weekly reports to parents and students, report cards, parent/ teacher conferences, newspaper announcements and educational publications, and student achievement recognition events.

Academic progress reports are sent home weekly to parents, and are given to students in class. The reports are generated from *Making the Grade* computer software, which informs the parents and students by subject, the title of the lesson, whether the work was an assignment, test or project, as well as the percentage and grade received. Report cards are given to parents at the end of each nine-week marking period, as well as a computer generated report from the curriculum tracking system, *Abante*.

The school reports various student accomplishments to the local city newspaper, *The Evening News*, and the Tribal newspaper, *Win Awenin Nistitong*, such as honor roll, perfect attendance, citizenship awards, standardized test scores, athletic and extra curricular accomplishments. Standardized test scores and school achievements are also published in the local ISD (the Sault Sainte Marie, MI Intermediate School District) and the OIEP, Midwest Region *Weekly Post*.

Students are recognized at the end of marking period award assemblies and School Board functions for honor roll, perfect attendance, and citizenship activities. Parents and community members are invited to these functions.

4. Describe how the school will share its successes with other schools.

JKL shares its resources and success with other schools by offering summer school programs to students from other schools, by offering computer training through the Intermediate School District (ISD) on the Abante Curriculum Tracking Program, participating with area teachers at ISD workshops, and attending BIA conferences. JKL staff have been asked on several occasions to serve as presenters at national BIA conferences on student achievement. The school also donates desks, textbooks, teaching supplies and computers that are not in use to St. Mary's Parochial School, and shares its certified gym teacher with St.

Mary's School. To assist community early childhood education programs, JKL seeks grants to provide funding to the Tribal Head Start Program, includes Head Start staff in professional development activities where appropriate, and makes donations of equipment and supplies to Head Start when available.

Teachers from JKL have an opportunity to share teaching strategies, knowledge and experience with teachers from the area schools at ISD workshops, and with teachers from around the country at BIA conferences. This also allows JKL's teachers to benefit from new ideas.

In the event that the school receives this award, the principal will contact the ISD to arrange for JKL representatives to speak to the school's successes at the District-wide Fall Professional Development Conference, providing area teachers with meaningful information on how to meet the State of Michigan's challenging benchmarks.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.

Our belief that ‘all students can learn and master basic skills’ mandates that we develop and implement researched based and ‘best practice’ models and strategies to assist all children to meet proficient and advanced levels of performance.

JKL Bahweting PSA has designed a school-wide curriculum to meet and exceed the State of Michigan’s Standards and Benchmarks. After deliberation on available strategies and models, the staff chose an Information-Driven Instruction Approach to teaching that aligns instruction with State standards, and implements instruction, assessment, and tracking of standards and benchmarks based on both individual student and class performance.

This method, as mentored by Northern Michigan University Education faculty, incorporates State curriculum standards into unit lesson plans, determines instructional strategies that correspond to the principles of best practice and authentic instruction, and develops authentic assessments using all assessment information to improve instruction methods and materials. School-wide curriculum is aligned to essential standards necessary for progression, and curricular matrices map the grade in which a concept is introduced and the later grade in which the concept is to be mastered.

Students receive instruction in all core content areas of language arts, mathematics, science, social studies, as well as technology, health, art, music, life skills and career preparation, and Native American history and language. Teachers use a variety of innovative and traditional methods to enhance instructional delivery. Teachers are encouraged to create learning experiences that engage students in the Authentic Instruction Standards of Higher Order Thinking, Deep Knowledge, Substantive Conversation, and Connections to the World Beyond the Classroom.

Students who are not make progress in meeting curriculum objectives are referred for remedial services including Title One, Lightspan, Accelerated Reader, After School Tutoring and Summer School Enrichment. Students who demonstrate advanced levels of proficiency are referred to the Gifted and Talented Program where they receive individualized and accelerated instruction beyond grade level standards.

The foreign language component is the Ojibwe language. Ojibwe, a variant of the Algonquian language stock, is the Native language of a broad area of the U.S. northern Midwest and Southern Ontario. The dialect of the Ojibwe Language taught at JKL is Anishinaabemowin, which is particular to Michigan’s eastern Upper Peninsula and the Algoma region of Ontario. Students in kindergarten through eighth grade are required to take Ojibwe language classes. The Anishinaabemwin Language Standards are based on the National and State Foreign Language Standards and include cultural components.

The primary learners (K-2) begin with recognizing pictures, such as shapes, colors, animals, numbers, etc., learn the days, weeks, months, simple responses, and songs. The intermediate learners (3-5) progress into written responses and engage in conversation. Advanced students (6-8) translate from English to Anishinaabemowin, and the reverse. Each class sings holiday songs in Anishinaabemowin at the Holiday Concert.

2. Describe the school's reading curriculum program and why it was chosen.

The JKL Reading curriculum for all grades is based on the Michigan Curriculum Framework and was chosen and developed specifically to meet those criteria.

In kindergarten through third grade, the Michigan Literacy Progress Profile (MLPP) is used to meet the State's benchmarks. This comprehensive program addresses Phonemics Awareness, Oral Language, Oral Reading Fluency, Running Records, Sight Word Proficiency, Comprehension, and Writing. This system provides ready information to share with parents and also provides staff with a clear picture of student ability levels, growth, and direction for instruction. First grade also use the Orton Gillingham reading strategy, Modern Curriculum Press for phonetic instruction, the Silver-Burdett-Ginn Reading Series, *Literature Works*, and kindergarten integrates the *Letter People Program* into the reading curriculum. Grades one through three also use the Houghton-Mifflin *Spelling + Vocabulary*. Also, Third grade uses the Houghton-Mifflin *English Series* as well as the computer writing program, *Inspiration 7.0*.

Grades 4-8 use a variety of Reading strategies to meet the State benchmarks, including the Houghton-Mifflin Reading Series, *Literature Works*, the Houghton-Mifflin Series, *Spelling + Vocabulary* and the Houghton Mifflin *English Series*. Teachers use a variety of novels for cross-curricular integration, primarily with Social Studies. This allows for more critical analysis of reading texts, including the theme, story grammar, author's purpose, cause and effect, real-world connections, contextual decoding, and personal reflection. The use of multiple reading texts and strategies was adopted to address the variety of State benchmarks, which no single text or strategy offered.

3. Describe one other curriculum area and how it relates to the school's mission.

Our student educational outcomes, included in our Mission, direct us to provide services so students 'can establish and pursue additional educational goals and seek to learn continuously using appropriate informational resources.'

Our technology curriculum focuses on providing skills students will use to pursue additional learning and meet the real world needs of an information-based society. Typing skills are taught and practiced beginning in kindergarten. Curriculum standards intensely expose students to Word Processing in second grade, spreadsheets and electronic presentation software in third grade, database and html creation in sixth grade, and graphic editing, design and layout in seventh and eighth grade. Our entire technology curriculum is heavily research-based providing students with a high degree of ability in seeking and manipulating data obtained from the Internet.

With a variety of technologies available, educators are able to better address the varied learning styles and multiple abilities of each student. Networking and Internet access, including a portable Internet lab with 25 laptops, provides students with curriculum, specific to local and worldwide information, relevant to academic studies. Student-to-student and teacher-to-teacher communication provides an environment of immediate feedback and collaboration on projects and curriculum issues. Administrators, teachers, students and community organizations are able to share information and work in partnership through these networks.

4. Describe the different instructional methods the school uses to improve student learning.

JKL employs a variety of instructional strategies to ensure that all students master core curriculum subjects. For Language Arts instruction, lower elementary students engage in Structured Linguistics, phonemic awareness, and Writer's Workshop. Students in grades three through eight focus on the writing process including brainstorming, mind-mapping, prewriting, drafting, peer and self-editing and the

publishing process. These grades also focus on researched-based writing including the aforementioned, as well as paraphrasing, critical thinking and analysis, citing all source types, and formatting.

Both Elementary and Middle school students engage in “hands on guided practice” for math instruction. Each mathematical concept is introduced with model-based construction using counter beads, counter blocks, fraction pies, fraction bars, base-ten blocks, geo boards, protractors, etc., and then students transfer this knowledge into practical math application including the use and understanding of algorithms. Reading comprehension within mathematical expressions in conjunction with written responses to story problems and number sentences are stressed within the delivery of the curriculum.

The science program is based on the Michigan Curriculum Framework, and is Inquiry Based: “Minds On, Hands On.” Students engage in the Scientific Process through challenging experiments and theory-based writing. Students learn through engagement, rather than direct instruction.

5. Describe the school’s professional development program.

Ongoing staff development is essential to student performance and is strongly supported by JKL administrators and School Board. Annual staff development goals and activities are a collaborative process and are driven by student achievement results on teacher constructed and standardized achievement tests, teacher input on self identified areas of need, and administrative identified needs. School wide professional development needs are determined through the School Improvement and Reform process that includes professional development required of teachers and support staff to improve student performance, and a timeline for implementation.

Professional development activities occur in four ways: bringing presenters to the school, encouraging teachers to attend district workshops, financially supporting out-of-town professional development trips, and teacher-to-teacher professional development.

New teachers and those with less than three years of experience are assigned a ‘veteran’ teacher mentor to provide close and on-going assistance. All teachers are allowed planning days each marking period to develop unit plans, analyze student data, review instructional materials, and develop assessment activities.

JKL has a Teaching Conference Policy wherein the teacher submits a Conference Request Form stating how the conference will enhance student learning and reinforces the State benchmarks, as well as all the details of the conference. Upon the return from conferences, staff instructs other staff for sustainable professional development. This may be done at weekly staff meetings, grade-level meetings, or done in small groups with teachers receiving release time to teach or attend, respectively.

**SUMMARY OF STUDENT DATA
STATE CRITERION-REFERENCED TEST**

TEST: Michigan Educational Assessment Program (MEAP)

TEST DESCRIPTION: The MEAP tests are aligned with the State Board of Education adopted academic standards and curriculum framework. The tests determine what students know and what students are able to do, as compared to these standards. All public schools in Michigan test students in the same grades, at the same time.

TESTING MONTH: January

GROUPS EXCLUDED FROM TESTING AND WHY: The only students excluded from testing are special education students who have IEP's that specify alternate assessment methods.

READING AND MATHEMATICS TESTS: These tests are administered to all fourth and seventh grade students. The tests are based on the Michigan Essential Goals and Objectives for Reading and Mathematics. The Reading Test assesses students' abilities in three categories: constructing meaning, knowledge about reading, and attitudes and self-perceptions. Constructed meaning questions address inter-sentence items, text items, and beyond text items. The Knowledge about Reading items measure students' knowledge about how reader, text, and contextual factors influence their comprehension, and about strategy usage in different reading situations. The Mathematics Test emphasizes problem solving and process as well as content.

SCORING: Scores are reported as Satisfactory, Moderate, and Low.

MATHEMATICS

Satisfactory	520 or above	Student understands important mathematical concepts and can select and apply mathematical operations presented in both number sentences and word problems.
Moderate	500 to 519	Student's mathematical understanding is slightly below the test standard set for students at this grade level.
Low	499 and below	Student does not demonstrate grade level understanding.

READING

Satisfactory	300 or above on both reading sections.
Moderate	300 or above on either the story or the informational selection, not both.
Low	299 or below on both reading selections.

MEAP GRADE FOUR MATHEMATICS

Scores are reported as percentages of all students who achieved at test score levels.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
JKL PERCENTAGES					
% Satisfactory	76.3	61.9	87.5	80.0	66.7
% Moderate	22.7	23.8	12.5	13.3	22.2
% Low	0	14.3	0.0	6.7	11.1
% of students tested	92	92	94	98	90
% Poverty Status (Reduced/Free lunch)	79	76	81	80	69
% Minority Status (Native American)	90	86	89	98	100
STATE PERCENTAGES					
% Satisfactory	64.5	72.3	74.8	71.7	74.1
% Moderate	25.1	16.9	16.2	17.7	17.7
% Low	10.4	10.8	9.0	10.6	8.2

MEAP GRADE FOUR READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCORES					
JKL Percentages					
% Satisfactory	45.5	40.0	54.2	73.3	33.3
% Moderate	36.4	5.0	20.8	6.7	6.7
% Low	18.2	55.0	25.0	20.0	20.0
% of students tested	92	92	94	98	90
% Poverty Status (Reduced/Free lunch)	79	76	81	80	69
% Minority Status (Native American)	90	86	89	98	100
State Percentages					
% Satisfactory	56.8	60.5	58.2	59.4	58.6
% Moderate	23.4	22.6	23.8	25.5	26.0
% Low	19.8	16.9	18.1	15.1	15.4

MEAP GRADE SEVEN / EIGHT MATHEMATICS *

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCORES					
JKL Percentages					
% Satisfactory	100	**	27.3	50.0	50.0
% Moderate	0	**	72.7	33.3	35.7
% Low	0	**	0	16.7	14.3
% of students tested	100	0	95	100	100
% Poverty Status (Reduced/Free lunch)	73	77	85	81	88
% Minority Status (Native American)	100	94	82	86	87
State Percentages					
% Satisfactory	53.8		62.8	63.2	61.4
% Moderate	22.6		23.5	23.0	24.1
% Low	23.6		13.7	13.8	14.5

* Beginning in 2002, grade eight is tested in Mathematics instead of grade seven.

* State did not administer a Mathematics Test to seventh grade in 2001

MEAP GRADE SEVEN READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCORES					
Total School Percentages					
% Satisfactory	75.0	42.9	54.5	42.9	28.6
% Moderate	16.7	42.9	9.1	14.3	42.9
% Low	8.3	14.3	36.4	42.9	28.6
% of students tested	95	90	95	100	100
% Poverty Status (Reduced/Free lunch)	73	77	85	81	88
% Minority Status (Native American)	100	94	82	86	87
State Percentages					
% Satisfactory	50.9	57.9	48.4	53.0	48.8
% Moderate	26.5	23.5	30.4	26.6	27.9
% Low	22.7	18.7	21.2	20.4	23.4

**SUMMARY OF STUDENT DATA
NATIONAL NORMS ASSESSMENT
MAT 7 & 8**

TEST: **Metropolitan Achievement Test 7th and 8th Editions**
2000 Scores are based on 7th Edition (1993 Normative Data)
2001 and 2002 Scores based on 8th Edition (2000 Normative Data)

PUBLISHER: Harcourt Brace and Company

GROUPS EXCLUDED FROM TESTING: Special Education students with IEP's that mandated an alternate assessment, or exclusion from standardized assessment testing.

TESTING PERIOD: Spring

READING AND MATHEMATICS: The Reading tests are consistent with the goals of the new Language Arts Standards of the International Reading Association and the National Council of Teachers of English, as well as the National Assessment of Educational Progress. The Early Literacy component documents students' progress in phonemic awareness, concepts of print, letter recognition, word recognition and sentence reading. The Reading Vocabulary test at all levels measures student knowledge of grade appropriate general and content area vocabulary. The Reading Comprehension tests measures reading achievement with informational selections and functional texts. The Mathematics test assesses appropriate mathematics content and process skills at every level. The test is aligned with the National Council of Teachers of Mathematics Standards 2000 and assesses Problem Solving, Mathematical Procedures, Language and Symbols, Mathematical Connections, and Tools and Models.

SCORES REPORTED AS: Percentages of students who scored at or above the National 50th percentile in the total content area. Scoring at or above the 50th percentile indicates solid academic performance and readiness for progression to the next grade.

MAT-8 READING

GRADE LEVEL SCORES	2001-2002	2000-2001	1999-2000
First Grade	71	85	*
Second Grade	100	78	*
Third Grade	85	79	*
Fourth Grade	50	33	25
Fifth Grade	50	59	39
Sixth Grade	56	58	23
Seventh Grade	64	65	20
Eighth Grade	50	57	50
% Poverty Status (Reduced/Free Lunch)	77	83	84
% Minority (Native American)	81	84	90
% of Students Tested	98	94	98

* Test was not administered.

MAT-8 MATHEMATICS

GRADE LEVEL SCORES	2001-2002	2000-2001	1999-2000
First Grade	83	83	*
Second Grade	100	88	*
Third Grade	89	88	*
Fourth Grade	33	34	60
Fifth Grade	33	35	39
Sixth Grade	44	45	31
Seventh Grade	82	54	20
Eighth Grade	67	43	50
% Poverty Status (Reduced/Free Lunch)	77	83	84
% Minority (Native American)	81	84	90
% of Students Tested	98	94	98

* Test was not administered