

STRATEGIC PLAN

This is a working document and subject to change

MISSION: To provide a safe and exceptional learning environment to prepare and inspire each student to reach their full potential.

MOTTO: Excellence in Teaching and Learning

VISION:

The school district will be a model of innovation and initiative, leading the state in excellence.

Imagine schools that:

- Create excitement in the learning environment.
- Appreciate the value in each child and build upon their strengths.
- Allow all students, staff, parents and community members to work together toward common goals.
- **Focus Areas:**
 - I. Communication
 - II. Student Achievement
 - III. Business and Operations
 - IV. Facilities

I. Communication

GOAL: The District will create a coordinated and effective communication process, which operates in an atmosphere of trust and respect, throughout the District and community.

- A. Public Information Plan
- B. Gathering stakeholders opinion
- C. Strengthening relationships

Communication Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Public information plan	1. Establish information systems to justify levies and bonds using easy to understand and user friendly reports.	1. 2 months prior to elections	1. Superintendent	1. Business Manager/ Technology Director/ Superintendent	1. Pass the levy.
B. Gathering stakeholder opinion	1. Poll the stakeholders by surveys distributed through all	1. Annually / report once	1. Danielle Hardy	1. Superintendent/ Board Clerk/ Board of Trustees/	1. Feedback from all stakeholders

	<p>methods of communication</p> <p>2. Utilize student leadership groups to solicit input from peers and contribute to ideas.</p>	<p>complete</p> <p>2.6/1/2016</p>	<p>2. Building Administrators</p>	<p>Strategic Planning committees</p> <p>2. Building Administrators/ Student Council/ Class advisors</p>	<p>(community, staff, students, parents)</p> <p>2. Quarterly student presentation to board</p>
<p>C. Strengthening relationships</p>	<p>1. Administrators each present to different community group.</p> <p>2. Create building Newsletters</p> <p>3. Each board member will attend one district event and one school meeting/activity</p>	<p>1. Annually</p> <p>2. on going</p> <p>3. 2015-2016</p>	<p>1. All administrators</p> <p>2. Building Adm.</p> <p>3. Board Members</p>	<p>1. All administrators</p> <p>2. District Office staff/ Dan Hull/Jason Hunter/Shell ey Brooks</p> <p>3. Board Members</p>	<p>1. All administrators report presentations to the Board</p> <p>2. Newsletters being distributed via e-mail and hard copy.</p> <p>3. Report to Board Members</p>

II. Student Achievement

GOAL: Our students will be provided the finest education in the nation, so that each student will become lifelong learners.

- A. Curriculum/Instruction/Assessment-
- B. Special Services
- C. Technology
- D. Learning Environment
- E. Student Recognition
- F. Post Secondary Education

Student Achievement Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	M
A. Curriculum/ Instruction/ Assessment	<p>1. Establish career pathways at the secondary level.</p> <p>2. Use data to establish goals for improvement and to inform decision making</p>	<p>1. ongoing</p> <p>2. ongoing</p>	<p>1.High School Principals</p> <p>2. Administrators</p>	<p>1. All staff</p> <p>2. Teachers</p>	<p>1. Rep 5/1/20</p> <p>2. Sec ASVA rates, (month Eleme NAEP SWIS</p>
B. Special Services	<p>1. Revise paraprofessional evaluations</p>	<p>1. On Going</p>	<p>1. Special Ed. Director/ administrators/ Superintendent</p>	<p>1. Special Education Director/ Administrator/ superintendent</p>	<p>1. Eva board Distric</p>
C. Technology	<p>1.Explore different options for devices to serve differing constituencies</p> <p>2. Integrate technology in all classrooms with a variety of devices to fit each curriculum</p> <p>3. Digital textbook “trials”</p>	<p>1. On-going</p> <p>2. Ongoing</p> <p>3. May 2016</p>	<p>1. Technology Coordinator/ Superintendent</p> <p>2. Tech Coord./ Superintendent</p> <p>3. Tech Coordinator</p>	<p>1. teachers administrators</p> <p>2. Tech Coord./ Administrators/ Superintendent</p> <p>3. Technology, Admin, teachers</p>	<p>1. Annu revise</p> <p>2. Inc device teache having serves needs</p> <p>3. Inp studer digital</p>
D. Staff Development	<p>1. Implement technology professional development plan</p> <p>2. Professional Learning Communities established for all grade levels.</p>	<p>1. May 2016</p>	<p>1.Super./ Technology Coordinator/ Building Administrators</p>	<p>1.Teachers/ Administrators</p> <p>2. Teachers</p>	<p>1. 85% teache</p> <p>2. All t minim lesson</p>

		2. June 2015 May 2016	2. Super/Adm.		math o Stand
E. Student Recognition	1. Recognize Positive student involvement within the district and community. 2. Student leadership classes and or organization at three grade levels (Elem./Jr. High/ High School) 3. Elementary Schools to recognized "effort and hard work" in students on a regular basis	1. Nov 2015 2. 2015/16 3. 2015-16 school year	1. Building Principals 2. Building Administrators 3. Building Administrators	1. All Staff 2. Counselors/ Administrators 3. Teachers	1. Rep Board site an media 2. Clas all sch 3. Pro PBIS e and O

III. Business and Operations

GOAL: The district will establish a long-term financial support system by November 2015

- A. Develop a Maintenance and Operating (M & O) Levy.
- B. Build public support for the M & O Levy
- C. Print a monthly budget outline that is easy to read for public consumption.

Business and Operations Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done
A. Develop a Maintenance and Operating levy.	1. Each administrator will establish their own budget for 2016/17 year using a uniform model to establish well-informed income and expenses.	1. Ongoing	1. Superint.	1. Superint., School Board Administrators
B. Build public support for the M & O Levy.	1. Expectations for teaching staff to utilize funding available to enhance classroom experience and student learning	1. Ongoing	1. Teachers	1. Superint., Administrators

C. Print a monthly budget outline that is easy to read for public consumption.	1. Business Manager will produce a budget outline with department budgets in major categories, amount expended, and the percentage of the budget year that is represented in the budget.	1. On-going	1. Business Mgr.	1. Business Manager and Super.

IV. Facilities

GOAL: The District will upgrade district facilities and maintain them so that they are a source of pride for our community and continue to be usefulness to the citizens of the district.

- A. Develop and maintain a comprehensive updated Ten Year Facilities Plan
- B. Annual budget identifies needs that will be met each year
- C. Annual Report of District Maintenance Project

Facilities Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Develop and maintain a comprehensive updated Ten Year Facilities Plan	1. Identify and prioritize maintenance/repair/upgrade/replacement needs per building 2. Develop short (5 year) and long (10 year) term timeline for maintenance/repair/upgrade/replacement	1. 11/2015 2. Ongoing	1. Super. 2. Super.	1. Super., Board, Administrators 2. Superint., Custodians Administrators	1. Plan completed and needs assessment done each spring annual with annual reports of progress 2. Plan completed for consideration by

					Budget Committee.
B. Annual budget identifies needs that will be met each year.	1. Identify yearly maintenance priorities based on Ten Year Plan and yearly assessment identifying projects deemed urgent and include them in the budget	1. Ongoing	1. Super.	1. Super., Board/ Strategic Planning Committee	1. Budget accurately reflects needs Facilities bonds pass
C. Annual Report of District Maintenance	1. Report to the Board at September Board meeting	1. Ongoing	1. Superintendent.	1. Superintendent.	1. Report details all maintenance for the past school year.

Buildings' Continuous Improvement Plans

Orofino Junior/Senior High School

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
Math Goals Decrease percentage of students in each grade level who are non- proficient in Math ISAT 2.0	1. Implement multi-step problem solving tasks monthly in all math classes. 2. Included writing in math classes where students must explain their math process.	1. Spring 2016 2. June 2016	1. Principal, Counselor, and math teachers. 2. Principal, Counselor, and math teachers.	1. Math Curriculum Team 2. Math Curriculum Team 3. Math Curriculum Team	1-4. Analyze spring ISAT 2.0 results and compare to previous year's results.

<p>ELA Goals Decrease percentage of students in each grade level who are non- proficient in Math ISAT 2.0</p>	<p>3.Use interim ISAT twice a year before the final assessment to monitor student progress.</p> <p>4.Explicitly teach use of tools used on ISAT 2.0</p> <p>1.All staff, excluding Math teachers, will receive consistent Professional Development training on deep reading and persuasive writing processes.</p> <p>2.Each teacher will prepare and teach a unit utilizing deep reading processes while using a “standard vocabulary” which align to the Idaho Common Core and will be shared with other teachers in a PLC.</p> <p>3.Teachers will meet in grade levels PLCs to share and</p>	<p>3.Jan. 2016</p> <p>4. Ongoing</p> <p>1.Ongoing</p> <p>2.Oct. 2, 2015, Jan. 8, 2016, Feb. 5, 2016, March 5, 2016</p> <p>3.2.Oct. 2, 2015, Jan. 8, 2016, Feb. 5, 2016, March 5, 2016</p> <p>4.Oct. 2, 2015, Jan. 8, 2016, Feb. 5,</p>	<p>3.Principal, Counselor, and math teachers.</p> <p>4.Principal, Counselor, and math teachers.</p> <p>1.District and Building administration</p> <p>2.Building administration</p> <p>3.Building administration</p> <p>4.Building administration</p>	<p>4.Math Curriculum Team</p> <p>1.All Certified staff</p> <p>2. All Teachers</p> <p>3. All Teachers</p> <p>4. All Teachers</p> <p>All Staff</p>	<p>1-4. Analyze spring ISAT 2.0 results and compare to previous year’s results.</p>
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<p>Attendance School-wide attendance k-12 will exceed 93%</p>	<p>evaluate the process using a common rubric.</p> <p>4.The deep reading strategies and lessons will align directly with major standards in Idaho ELA Common Core.</p> <p>Positive Behavior Instructional Supports will support attendance initiative.</p>	<p>2016, March 5, 2016</p> <p>ongoing</p>	<p>All Staff</p>		<p>Attendance Records at end of school year</p>
<p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p>	<p>1.Scholarship program</p> <p>2. Counselors will advocate Dual Credit Classes.</p>	<p>ongoing</p>	<p>Administrators and Counselor</p>	<p>Dual Credit teaching staff</p>	<p>Report card summaries for each graduating class</p>
<p>Graduation 100% of HS seniors will graduate</p>	<p>Counselor will track progress toward graduation and keep staff, parents, and students up to date on students who are in danger of not graduating on time.</p>	<p>Ongoing</p>	<p>Principal and Counselor</p>	<p>Principal, counselor, and teachers</p>	<p>Graduation rate summary at end of school year.</p>

Special Education

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
<p>1. Develop a Response to Intervention process at the elementary level that is streamlined and meets the academic and behavioral needs of all students in the district.</p> <p>2. Develop effective practices for promoting development and learning of children with developmental disabilities.</p> <p>3. Maintain State and Federal 100% compliance according to the 13</p>	1a Develop a more streamlined RTI process and training for teachers K-6	1a. Ongoing	1a. Special Programs' Director and Title 1 Teacher	1a. Elementary Math coach, Instructional Coach, Program's Director, Principals, and Title I teacher	Tier I Training given to elementary teachers K-6 grades. (Completed (OES 9/10/15, TES 9/22/2015)
	2 a. Increase community knowledge of early development screenings.	2 a. June 2016	2a. Special Programs' Director	2a. Special Program's Director, Speech and Language Pathologist, Kindergarten Teachers, Head Start Teachers, Day Care Owners	Tier 1 notebooks given to elementary teachers (Completed (OES 9/10/15, TES 9/22/2015)
	2.b. Develop an Orofino Community Early Childhood Advisory Committee.	3a June 2016	3a. Special Programs Director	3a. Special Program's Director, Special Education teachers, SLP's, OT's, and PT's.	*New Posters on screenings in the community *Advertise on school FB *Advertise in
	3.a. Develop and evaluate specific interventions/programming for children with particular types of disabilities.	3b Ongoing	3b Special	3b Director and staff	
	3.b. attending Professional Development provided by the SDE and LEA				

<p>identified indicators</p> <p>4. Promote parent involvement in special education.</p>	<p>3c . peer review of files, and. Special Program's Director review of files</p> <p>4 a. quarterly parent information meetings. (I-PUI Trainings)</p> <p>4 b. Parent IEP/eligibility surveys after meetings.</p>	<p>3c Ongoing</p> <p>4a. Feb. 2016</p> <p>4b. ongoing</p>	<p>Programs Director</p> <p>3c Special Programs Director</p> <p>4a Special Programs Director</p> <p>4b. SPED Certified staff</p>	<p>3c Director and staff</p> <p>4a Director and staff</p> <p>4b. SPED Certified Staff</p>	<p>Newspaper & online paper * Start an Orofino Community EC Advisory panel (first meeting October 16, 2015) *Schedule 3 screenings (October 9 & 23)</p> <p>3 a State Audit is clean and shows 100% compliance with rules and regulations</p> <p>3b. Teachers and Paras attend staff development meetings 95% of the time</p> <p>3c. State Audit is clean and</p>
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					<p>shows 100% compliance with rules and regulations</p> <p>4a. Parent attending meetings</p> <p>4b. Parents attending trainings returned parent surveys</p>
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Idaho Youth Challenge Academy

Goals/Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
Math Goals	100% of enrolled Cadets will demonstrate growth in Applied Math, Math Computation and total Math.	By week 21 of each cycle	Principal	All IDYCA Teachers- Mike Brocke lead	TABE 9 and TABE 10
ELA Goals	100% of enrolled Cadets will demonstrate growth in Reading, Language, Vocabulary, Language Mechanics and Spelling	By week 21 of each cycle	Principal	All IDYCA Teachers- Kathy Therien lead	TABE 9 and TABE 10

Orofino Elementary School

Goals/ Strategies	Actions	Completi on date	Responsible Person	People Involv ed	Evaluation Method
<p>1. Reading/ELA Literacy Goal</p> <p><i>To improve academic performance outcomes for kindergarten, first, second, and third grade students, including economically disadvantaged students in the area of reading fluency and comprehension and to improve academic performance outcomes for fourth, fifth and sixth grade students, including economically disadvantaged students, in the area of reading comprehension.</i></p>	<ul style="list-style-type: none"> Continue Reading Mastery (Intervention) for students at Strategic & Intensive Levels Grades K-6th and for K & 1st Benchmark students. Implement Mondo Reading Program as Core Program aligned to Idaho Core Standards & ISAT 2.0 assessment for students at Benchmark/Advance in Grades 2-5th Implement Sopris Rewards Intermediate Reading Program for 6th Grade Completion of Staff Training by Mondo Trainer four times during school year Grade Level weekly collaboration on 	<p>Sept- June, 2016</p> <p>Sept- June, 2016</p> <p>Oct- June, 2016</p> <p>Sept- April, 2016</p> <p>Sept- May, 2016</p> <p>Sept- June, 2016</p> <p>Oct- June, 2016</p> <p>Sept., Jan., & May, 2016</p> <p>Feb., 2016</p> <p>Oct- May, 2016</p>	<p>Principal , Title I Reading Specialist & Teaching & Support Staff 2nd-5th Grade Teachers, Reading Specialist, & Principal</p> <p>6th Grade Teachers, Reading Specialist & Principal</p> <p>Reading Specialist, Mondo Trainer 2nd-5th Teachers & Principal</p> <p>Teachers K-6 & Principal</p> <p>Reading Specialist, Grade Level Teachers, Principal</p> <p>K-6th Teachers, Title Paras</p> <p>K-6th Teachers, Title Para, & Reading Specialist</p> <p>4th-6th Grade Teachers, Dist. Testing Coor, Principal</p> <p>Title I Paras, K-6th Teachers, Reading Specialist</p>	<p>*See Previous Column</p> <p>*See Previous Column</p>	<ul style="list-style-type: none"> IRI, Aimsweb Benchmark Assessment ISAT 2.0 Reading Program Assessments <p>Measurable – To decrease the intensive range of kindergarten, first, second, and third grade students, including economically disadvantaged students, by 5%. This will be represented by number of scoring Intensive on the Spring IRI assessment:</p> <ul style="list-style-type: none"> ü Kindergarten = 2 students or less ü 1st Grade = 4 students or less ü 2nd Grade = 4 students or less ü 3rd Grade = 3 students or less <p>And to decrease the Intensive or Basic Level of</p>

	<p>lesson development and alignment to meet student learning needs</p> <ul style="list-style-type: none"> · Monthly grade level data meetings to track student progress in reading · Frequent Progress Monitoring · Fall Winter and Spring Benchmark Assessment & IRI · Interim Assessment in Winter in reading · Reading Fluency Intervention 				<p>fourth, fifth, and sixth grade students, including economically disadvantaged students, by 5% on the Spring 2016 ISAT 2.0:</p> <ul style="list-style-type: none"> ü 4th Grade = 52% to 47% ü 5th Grade = 55% to 50% ü 6th Grade = 52% to 47%
<p>2. Mathematics Goal</p> <p><i>to improve academic performance outcomes for kindergarten, first, second, and third grade students, including students with disabilities and economically disadvantaged students, in the area of number sense and math concepts and to improve performance outcomes for fourth, fifth and</i></p>	<ul style="list-style-type: none"> · Continue the development of Mathematic lesson aligned to Idaho Core Standards, Engage New York (Eureka) Math Program for instruction of students grades K-6 · Implementation of Professional Learning Communities within the school to promote and support mathematic 	<p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Sept-June, 2016</p>	<p>K-6th Teachers & Principal</p> <p>K-6th Teachers & Principal</p> <p>OES Math Coaching team, Principal & K-6th grade teachers & support staff</p> <p>K-6th Teachers & Principal</p> <p>Math Coaches, Principal & K-6th Grade Teachers</p> <p>K-6th Grade teachers, Math Coaches,</p>	<p>*See Previous Column</p>	<p>Measurable – The goal will be measured by comparing the Fall, 2015 Aimsweb (MCAP) assessment % of students in gr. 1st -6th grade students, including students with disabilities and economically disadvantaged students, at the Strategic and below levels on the Spring, 2016 Aimsweb (MCAPS) assessment. <u>A</u></p>

<p><i>sixth grade students, including students with disabilities and economically disadvantaged students, in the area of math concepts.</i></p>	<p>instruction & learning aligned to the ISAT assessment & Idaho Core Standards</p> <ul style="list-style-type: none"> · Provide K-6th teachers staff development & coaching/mentoring opportunities in mathematic instruction and lesson design throughout the current school year · Grade Level weekly collaboration on lesson development and alignment to meet student learning needs · Monthly grade level data meetings to track student progress in reading · Frequent Progress Monitoring <ul style="list-style-type: none"> · Fall Winter and Spring Benchmark Assessment · Interim Assessment in Winter in mathematics · Weekly Mathematics Intervention Program 	<p>Sept- June, 2016</p> <p>Oct- June, 2016</p> <p>Sept- May, 2016</p> <p>Feb., 2016</p> <p>Oct- June, 2016</p>	<p>Support Staff & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p> <p>4th-6th Grade Teachers, Dist Test Coor. & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p>	<p>*See Previous Column</p>	<p><u>decrease in the percentage of students in grades 1st-6th</u> in the Strategic or below level by 4% and 5%: MCAPS Benchmark Assessment:</p> <ul style="list-style-type: none"> ü 1st Grade = 18 of 57 students (31%) scoring at Strategic or below level on the Fall, 2015 Aimsweb Ten assessment to 15 of 57 (26%) or a 5% decrease on the Spring, 2016 Aimsweb Ten assessment. ü 2nd Grade = 18 of 63 students (28%) scoring at Strategic or below level on Fall, 2015 Aimsweb MCAP assessment to 15 of 57 (23%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment. ü 3rd Grade = 13 of 58 students (22%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 58 (18%) or a 4% decrease on the Spring, 2016 Aimsweb MCAP assessment. ü 4th Grade = 13 of 50 students (26%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 50 (21%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment. ü 5th Grade = 12 of 51 students (23%) scoring at Strategic or below level on the Fall, 2015 Aimsweb
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					<p>MCAP assessment to 11 of 51 students (19%) or a 4% decrease on the Spring, 2016 Aimsweb MCAP assessment.</p> <p>ü 6th Grade = 13 of 50 students (26%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 50 (21%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment.</p> <p>OES Math goal will also be measured by comparing the Spring 2015 ISAT 2.0 mathematic results to the results from the Spring 2016 ISAT 2.0 for students in grades 4th, 5th & 6th and decrease the number of 4th, 5th & 6th grade students, including students with disabilities and economically disadvantaged students, who scored below at Basic Level or below by 5%:</p> <p>ü 4th Grade = 62% to 57%</p> <p>ü 5th Grade = 64% to 59%</p> <p>ü 6th Grade = 76% to 71%</p>
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<p>3. Writing/Language Arts Goal: <i>Improve Language skills by requiring all students, including Economically Disadvantaged and Students with Disabilities, to complete a formal writing assessment in the fall, winter and spring. The writing assessment will be aligned with the Idaho Core Standards and the ISAT 2.0 in response to either literature, science inquiry, social studies, and/or mathematics.</i></p>	<ul style="list-style-type: none"> · Continue the development of writing/Language Art lessons aligned to Idaho Core Standards, Write Steps &/or Mondo Program for instruction of students grades K-6 · Implementation of Professional Learning Communities within the school to promote and support writing instruction & learning aligned to the ISAT assessment & Idaho Core Standards · Provide K-6th teachers staff development & coaching/mentoring opportunities in writing instruction and lesson design throughout the current school year · Grade Level weekly collaboration on lesson development and alignment to meet student learning needs 	<p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Sept-June, 2016</p> <p>Oct-June, 2016</p> <p>Oct-June, 2016</p>	<p>K-6th Teachers & Principal</p> <p>K-6th Teachers & Principal</p> <p>OES Idaho Core/Mondo Teachers, Write Steps Trainers, Principal & K-6th grade teachers & support staff</p> <p>K-6th Teachers & Principal</p> <p>K-6th Grade teachers, Support Staff & Principal</p> <p>K-6th Grade teachers, Support Staff & Principal</p>	<p>*See Previous Column</p>	<p><u>Measurable</u></p> <p>- Student completion of weekly writing assignments, tasks, and assessments will be monitored through a writing pacing chart and calendar and measurement (baseline) of a specific writing probe (Aimswab) from fall to spring using OES writing rubric criteria and grade level standards based criteria. This goal will be measured by comparing the Fall, 2015 Aimswab writing probe with the Spring, 2016 Aimswab writing probe.</p>
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	<ul style="list-style-type: none"> · Frequent Progress Monitoring · Fall, Winter, and Spring Benchmark Writing Assessments to measure growth 				
4. Improve Family and Community Relations and communication	<ul style="list-style-type: none"> -Publish Bi-monthly Student Newsletter & send home in Wed. Folders -Publish Bi-monthly news article in local papers. -Update and maintain school webpage as needed -Update and maintain school Facebook as needed -Host Family nights and openhouses four times during the school year -Invite parents and community members to visit school, have lunch and visit classrooms during school year -teacher home contacts 2-3 positives per week using Dojo, text, phone calls, emails, notes, back & forth logs & school visits 	<p>Monthly (Sept-May)</p> <p>Monthly (Sept-May)</p> <p>Weekly (Sept-June)</p> <p>Weekly (Sept-June)</p> <p>Each Quarter of School Year</p> <p>Quarterly through Newsletter</p> <p>Weekly (Sept-June)</p> <p>December or January; Date TBD by State</p>	<p>Principal & specific staff members</p> <p>Principal & specific staff members LStufflebeam</p> <p>TGilmer, MBonner, KMorris, LHanna, SCurry BLT, Math & Reading Teams</p> <p>Principal & Teachers</p> <p>Teachers</p> <p>Principal & teachers</p> <p>Principal</p> <p>Principal & BLT</p>	*See Previous Column	<p>Measurable</p> <p>⋮</p> <p>Artifacts & Evidence of newsletters, news articles, webpage, facebook & calendar and minutes of BLT meetings that identify dates and times of activities and events. Teacher contact logs and survey results for school year 2015.</p>

	<ul style="list-style-type: none"> -Complete Family Engagement Tool Self Assessment Survey and review results -Send team of OES staff to ½ day Idaho SDE Family Engagement & Improve Family School Relations training in Coeur d' Alene -Give and review results of parent input survey 	<p>Date TBD by State</p> <p>November, 2015</p>			
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Timberline Schools

Goals/Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
<p>IRI K-3 All grade levels will meet or exceed 85% proficiency on the Spring IRI</p>	<p>AIMS Benchmarking, CORE assessment for all non-proficient Reading Mastery Curriculum Lindamood Bell Clinics for intervention Winter IRI (PM)</p>	Spring IRI	Principal and Grade Level Teacher	Principal and K-3 Teachers, and Paras.	Spring IRI data.
<p>ISAT Grades 3-8, 10 (Math/ELA/Science) All grade levels will show 10% or greater growth from the Spring 15 to Spring 16 test.</p>	<p>Common Core Curriculum - Eureka Math, PLC quarterly CC lessons with an emphasis on reading in the content. ISAT practice test for select groups</p>	Spring ISAT	Principal and Grade Level Teacher	Principal and 3-8, 10th Teachers, and Paras.	ISAT Comparison Data

	<p>(determine weaknesses).</p> <p>Leveled 6-8 ELA and Math courses Math Lab Intervention Course AIMS Benchmark and PM for strategic and intensive.</p> <p>Science Biology EOC identify weakness from last year, modify curriculum to fill gaps</p>				
<p>Attendance School-wide attendance k-12 will exceed 93%</p>	<p>Frequent parent communication and student communication. Semester Incentives programs Rigorous Courses Rogers Toyota Incentive</p>	6/9/16	Principal, Counselor, and teachers.	All Staff	School attendance data as reported to ISEE
<p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p>	<p>Increase elective offerings Add one VTC course Spring 16 Increase PT course offerings Enroll students into dual credit offerings Emphasize 8 in 6. Communicate with parents. Promo</p>	6/9/16	Principal, Counselor, Dual Credit Teacher(s)	Principal, Counselor, Dual Credit Teacher(s)	Powerschool data of earned dual credits.

	te offerings. College field trips to emphasize credits in HS				
Graduation 100% of HS seniors will graduate	Frequent communication with students and parents Review 5 year plans. Emphasize graduation Provide intervention for at risk students to recover credits and get back on track to graduate.	6/3/16	Principal/Counselor	Principal, Counselor, Teachers	Graduation rate data.

Adopted 12/17/2012 Amended 12/12/13, 6/13/14, 9/25/14, 10/19/2015