

STRATEGIC PLAN 2015-16

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

Outcomes

| Strategy | Actions | Completion date | Responsible Person | People involved in getting the work done | Method of evaluation |
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| A. Public information plan | 1. Establish information systems to justify levies and bonds using easy to | 1. 2 months prior to elections | 1. Superintendent | 1. Business Manager/ Technology Director/ | 1. Pass the levy. |

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| | understand and user friendly reports. | | | Superintendent | Levy Passed 59.8% - 40.2% with a \$400,000 increase |
| B. Gathering stakeholder opinion | <p>1. Poll the stakeholders by surveys distributed through all methods of communication</p> <p>2. Utilize student leadership groups to solicit input from peers and contribute to ideas.</p> | <p>1. Annually/ report once complete</p> <p>2.6/1/2016</p> | <p>1. Danielle Hardy</p> <p>2. Building Administrators</p> | <p>1. Superintendent/ Board Clerk/Board of Trustees/ Strategic Planning committees</p> <p>2. Building Administrators/ Student Council/ Class advisors</p> | <p>1. Feedback from all stakeholders (community, staff, students, parents) Surveys are conducted at Parent Nights at our three major schools.</p> <p>2. Quarterly student presentation to board. Students presented at SB meetings.</p> |
| C. Strengthening relationships | <p>1. Administrators each present to different community group.</p> <p>2. Create building Newsletters</p> | <p>1. Annually</p> <p>2. on going</p> | <p>1. All administrators</p> <p>2. Building Adm.</p> | <p>1. All administrators</p> <p>2. District Office staff/ Dan Hull/Jason Hunter/Shelley Brooks</p> | <p>1. All administrators report presentations to the Board Mrs. Brooks has spoken before the Garden Club and Kiwanis. Mr. Hull has presented to the OHS Parents Club.</p> <p>2. Newsletters being distributed via e-mail and hard copy. Administrators use their websites to distribute information.</p> |

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| | 3. Each board member will attend one district event and one school meeting/activity | 3. 2015-2016 | 3. Board Members | 3. Board Members | 3. Report to Board Members Not completed |
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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 | Method of evaluation |
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| A. Curriculum/ Instruction/ Assessment | 1. Establish career pathways at the secondary level. | 1. ongoing | 1. High School Principals | 1. All staff | 1. Report to the Board 5/1/2016 Mr. Hull has presented to the Board on career pathways at OHS. |
| | 2. Use data to establish goals for improvement and to inform decision making | 2. ongoing | 2. Administrators | 2. Teachers | 2. Secondary-SAT, ASVAB. Dual enrollment rates, SBAC, SWISS (monthly) Elementary-IRI, Aimsweb, NAEP MAPS Standards, SWISS (monthly) |

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| | | | | | All administrators are using data to make informed decisions for improving education and making decisions at the building level. |
| B. Special Services | 1. Revise paraprofessional evaluations | 1. On Going | 1. Special Ed. Director/ administrators/ Superintendent | 1. Special Education Director/ Administrator/ superintendent | 1. Evaluation is provided to board for approval as District Policy. Not completed |
| C. Technology | 1. Explore different options for devices to serve differing constituencies 2. Integrate technology in all classrooms with a variety of devices to fit each curriculum 3. Digital textbook "trials" | 1. On-going 2. Ongoing 3. May 2016 | 1. Technology Coordinator/ Superintendent 2. Tech Coord./ Superintendent 3. Tech Coordinator | 1. teachers administrators 2. Tech Coord./ Administrators/ Superintendent 3. Technology, Admin, teachers | 1. Annually reviewed and revised. Technology Coordinator has brought several new devices into the district for evaluation as learning tools. 2. Increased variety of devices available to teachers with Teachers having new technology that serves their curriculum needs. Teachers have been given access to several new technologies to evaluation as learning tools. 3. Input from teachers and students about the value of digital textbooks. Superintendent delayed start of program due to potential change in District Admin. |

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| 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>2. June 2015 May 2016</p> | <p>1. Super./ Technology Coordinator/ Building Administrators</p> <p>2. Super/Adm.</p> | <p>1. Teachers/ Administrators</p> <p>2. Teachers</p> | <p>1. 85% participation from teacher evaluation plan.</p> <p>Failed to reach 85%, participation is over 70%</p> <p>2. All teachers will have a minimum of four CC lessons which deal with math or ELA CC Standards.</p> <p>Partial implementation has been achieved and work continues to broaden the number of CC lessons taught.</p> |
| E. Student Recognition | <p>1. Recognize Positive student involvement within the district and community.</p> <p>2. Student leadership classes and or organization at three grade levels (Elem./Jr. High/ High School)</p> <p>3. Elementary Schools to recognized "effort and hard work" in students on a regular basis</p> | <p>1. Nov 2015</p> <p>2. 2015/16</p> <p>3. 2015-16 school year</p> | <p>1. Building Principals</p> <p>2. Building Administrators</p> <p>3. Building Administrators</p> | <p>1. All Staff</p> <p>2. Counselors/ Administrators</p> <p>3. Teachers</p> | <p>1. Reports to the Board/posted on the web site and noted in the news media.</p> <p>Student achievement has been reported the the media and on websites.</p> <p>2. Classes established in all schools.</p> <p>Orofino High School has continued to expand their student leadership class and student training.</p> <p>3. Programs as a part of PBIS established at TS and OES.</p> <p>OES Complete TS not complete</p> |

III. Business and Operations

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

- A. Develop a Maintenance and Operating 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 | Method of evaluation |
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| 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 | 1. administrator completes project Building administrators have been given greater control of their building budgets. |
| 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 | 1. Classroom engagement, as identified in post class surveys, is increased. Surveys indicate students enjoy classes and teachers. |

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| 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. | 1. Completion of task on a monthly basis. Mrs. Snyder published a monthly budget update most months as time allowed. |
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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

| Strategy | Actions | Completion date | Responsible Person | People involved in getting the work done | Method of evaluation |
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| A. Develop and maintain a comprehensive updated Ten Year Facilities Plan | 1. Identify and prioritize maintenance/repair/upgrade/replacement needs per building | 1. 11/2015 | 1. Super. | 1. Super., Board, Administrators | 1. Plan completed and needs assessment done each spring annual with annual reports of progress Administrative team makes recommendations on need repairs and maintenance issues monthly at |

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| | 2. Develop short (5 year) and long (10 year) term timeline for maintenance/repair/upgrade/replacement | 2. Ongoing | 2. Super. | 2. Super., Custodians Administrators | <p>Leadership meetings.</p> <p>2. Plan completed for consideration by Budget Committee. Ten year plan was completed, updated, and sent to the state of Idaho.</p> |
| 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 | <p>1. Budget accurately reflects needs Facilities Levy pass Voters supported the latest two year levy with funds appropriated for roofs at Timberline and OJSHS by 60%</p> |
| Annual Report of District Maintenance | 1. Report to the Board at September Board meeting | 1. Ongoing | 1.Super. | 1.Super. | <p>1. Report details all maintenance for the past school year. Complete</p> |

Buildings' Continuous Improvement Plans

Orofino Junior/Senior High School

| Goals | Actions | Completion Date | Responsible Person | People Involved | Evaluation Method |
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| <p>math Goals Decrease percentage of students in each grade level who are non-proficient in Math ISAT 2.0</p> | <p>1. Implement multi-step problem solving tasks monthly in all math classes.</p> | <p>1. Spring 2016</p> | <p>1. Principal, Counselor, and math teachers.</p> | <p>1. Math Curriculum Team</p> | <p>1-4. Analyze spring ISAT 2.0 results and compare to previous year's results. Students completed the interim ISAT test prior to taking the Spring ISAT. During the interim ISAT test, students were taught to use the calculator and had experience in using the graphing and other tools used on the test. Met our goal of decreasing the percentage of students who were not proficient on the ISAT and hope to do the same in the upcoming year. Achieved the goal of decreasing the number of non-proficient students in ELA.</p> |
| | <p>2. Included writing in math classes where students must explain their math process.</p> | <p>2. June 2016</p> | <p>2. Principal, Counselor, and math teachers.</p> | <p>2. Math Curriculum Team</p> | |
| | <p>3. Use interim ISAT twice a year before the final assessment to monitor student progress.</p> | <p>3. Jan. 2016</p> | <p>3. Principal, Counselor, and math teachers.</p> | <p>3. Math Curriculum Team</p> | |
| | <p>4. Explicitly teach use of tools used on ISAT 2.0</p> | <p>4. Ongoing</p> | <p>4. Principal, Counselor, and math teachers.</p> | <p>4. Math Curriculum Team</p> | |

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| <p>ELA Goals Decrease percentage of students in each grade level who are non-proficient in ELA 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 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>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, 2016, March 5, 2016</p> | <p>1.District and Building administration</p> <p>2.Building administration</p> <p>3.Building administration</p> <p>4.Building administration</p> | <p>1..All Certified staff</p> <p>2. All Teachers</p> <p>3. All Teachers</p> <p>4. All Teachers</p> | <p>1. OJSHS participated in two in-service sessions focusing on selected ELA reading and writing standards.</p> <p>2.Teachers worked in age-band PLCs to generate, develop, and implement lesson plans aligned to standards selected by low scores on previous ISAT 2.0 assessments.</p> <p>3. PLCs met after each training to share results of their new lesson plans and classroom implementation.</p> <p>4.Strategies include Cornell notes, cooperative learning, setting objectives and specific feedback- all research-based strategies for effective teaching and learning. Carol Robinson presented Inquiry Learning models to provide further strategies for effective learning and teaching.</p> |
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| <p>Attendance School-wide attendance k-12 will exceed 93%</p> | <p>Positive Behavior Instructional Supports will support attendance initiative.</p> | <p>ongoing</p> | <p>All Staff</p> | <p>All Staff</p> | <p>2016-17- OJHS has already begun addressing standards that our ISAT data show to be low. April Nemila, Region 2 ELA rep., provided a directed inservice with structured practice to address deep reading and writing from research on 10/7/2016. Math training is planned with regional rep, Ryan Dent, so we can continue to address our OJSHS goal of raising competency on Idaho State Standards. 91% attendance rate</p> <p>Attendance Records at end of school year Created a leadership class that involves every student at OJSHS</p> <p>Conducted 4 PBIS events and that promoted positive behavior activities.</p> <p>Summer leadership camp for ASB officers</p> <p>Celebration and affirmations to keep students involved and engaged.</p> |
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| <p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p> | <p>1.Scholarship program 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: Added new dual credit course offerings for each grade level. Starting with 9th grades students can take Spanish I for 3 credits. 10th graders can take Spanish II for 3 credits, Survey of Art for 3 credits and Interactive Media for 3 credits. This brings OHS to 15 face to face DC classes for a total of 52 DC credits available to students. Two new teachers were added to the Dual Credit teaching ranks.</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. 87% *If the preventive would not have been implemented, 7 students would not have graduated on schedule. *These students were monitored frequently to keep them on track to complete the graduation requirements needed for on time graduation. *Four Core teachers worked outside of their school day to develop and plan credit recovery programs for our at risk students-grade level 12.</p> |

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| | | | | | <p>*Meetings with each senior for graduation progress.</p> <p>*Parent meetings with individual students and teachers.</p> <p>*Learning lunch.</p> <p>*Teacher contact with parents through parent teacher conferences, students below below a C average open house.</p> |
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Special Education

| Goals | Actions | Completion Date | Responsible Person | People Involved | Evaluation Method |
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| 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. | 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. Develop effective practices for promoting development and learning of children with developmental disabilities. | 2 a. Increase community knowledge of early development screenings. 2.b. Develop an Orofino Community Early Childhood Advisory Committee. | 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 | <p>Tier 1 notebooks given to elementary teachers (Completed (OES 9/10/15, TES 9/22/2015)</p> <p>*New Posters on screenings in the community</p> <p>*Advertise on school FB</p> |

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| <p>3. Maintain State and Federal 100% compliance according to the 13 identified indicators</p> | <p>3.a. Develop and evaluate specific interventions/programming for children with particular types of disabilities.</p> <p>3.b. attending Professional Development provided by the SDE and LEA</p> <p>3c . peer review of files, and. Special Program's Director review of files</p> | <p>3a June 2016</p> <p>3b Ongoing</p> <p>3c Ongoing</p> | <p>3a.Special Programs Director</p> <p>3b Special Programs Director</p> <p>3c Special Programs Director</p> | <p>3a.Special Program's Director, Special Education teachers, SLP's, OT's, and PT's.</p> <p>3b Director and staff</p> <p>3c Director and staff</p> | <p>*Advertise in Newspaper & online paper</p> <p>* Start an Orofino Community EC Advisory panel (first meeting October 16, 2015)</p> <p>*Schedule 3 screenings (October 9 & 23)</p> <p>3 a State Audit is clean and shows 100% compliance with rules and regulations. State audit was 100% compliant</p> <p>3b. Teachers and Paras attend staff development meetings 95% of the time Attendance was 100%</p> <p>3c. State Audit is clean and shows 100% compliance with rules and regulations. Audit was clean and 100% in compliance with rules.</p> |
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| 4. Promote parent involvement in special education. | 4 a. quarterly parent information meetings. (I-PUI Trainings) | 4a. Feb. 2016 | 4a Special Programs Director | 4a Director and staff | 4a.Parent attending meetings Parents attended a high percentage of informational meetings. |
| | 4 b. Parent IEP/eligibility surveys after meetings. | 4b. ongoing | 4b. SPED Certified staff | 4b. SPED Certified Staff | 4b.Parents attending trainings returned parent surveys. Completed. |

Idaho Youth Challenge Academy

| Goals/ Strategies | Actions | Completion date | Responsible Person | People Involved | Evaluation Method |
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| Math Growth | 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 Students showed growth of 2.2 years after 20 weeks. |
| ELA Growth | 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 Growth of 1.8 years after 20 weeks |

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| | <p>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>Oct-May, 2016</p> | | | <p>3rd - 79% Benchmark</p> <p>And to decrease the Intensive or Basic Level of fourth, fifth, and sixth grade students, including economically disadvantaged students, by 5% on the Spring 2016 ISAT 2.0:</p> <p><u>4th Grade = 52% to 47% Basic Level at 44%/57% Proficient 50%; equal to state. ave.</u></p> <p><u>5th Grade = 55% to 50% Basic Level at 43% /57% Proficient 57%; 3 pts above state. ave.</u></p> <p><u>6th Grade = 52% to 47% Basic Level at 37% / 63% Proficient 63%; 12 pts above state. ave.</u></p> |
| <p>2. Mathematics Goal <i>to improve academic performance outcomes for kindergarten, first, second, and third grade students, including students with disabilities and economically disadvantaged students, in</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 | <p>Aug-June, 2016</p> <p>Aug-June, 2016</p> | <p>K-6th Teachers & Principal K-6th Teachers & Principal OES Math Coaching team, Principal & K-6th</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,</p> |

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| <p><i>the area of number sense and math concepts and to improve performance outcomes for fourth, fifth and sixth grade students, including students with disabilities and economically disadvantaged students, in the area of math concepts.</i></p> | <p>instruction of students grades K-6</p> <ul style="list-style-type: none"> Implementation of Professional Learning Communities within the school to promote and support mathematic instruction & learning aligned to the ISAT assessment & Idaho Core Standards 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 | <p>Aug-June, 2016</p> <p>Sept-June, 2016</p> <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>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, Support Staff & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p> <p>4th-6th Grade Teachers, Dist Test Coord. & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p> | <p>*See Previous Column</p> | <p>2016 Aimsweb (MCAPS) assessment. <u>A decrease in the percentage of students in grades 1st-6th in the Strategic or below level by 4% and 5%:</u></p> <p>MCAPS Benchmark Assessment:</p> <p><u>1st Grade</u> = 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.</p> <p><u>2nd Grade</u> = 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.</p> <p><u>3rd Grade</u> = 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.</p> <p><u>4th Grade</u> = 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><u>5th Grade</u> = 12 of 51 students (23%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 51 students (19%) or a 4% decrease on the Spring, 2016 Aimsweb MCAP assessment.</p> <p><u>6th Grade</u> = 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> |
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| | <ul style="list-style-type: none"> · Fall Winter and Spring Benchmark Assessment · Interim Assessment in Winter in mathematics · Weekly Mathematics Intervention Program | | | | <p>OES Math goal will also be measured by comparing the Spring 2015 ISAT 2.0 mathematical 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><u>4th Grade = 62% to 57% 5% reduction</u></p> <p><u>5th Grade = 64% to 59% 5% reduction</u></p> <p><u>6th Grade = 76% to 71% 5% reduction</u></p> <p>Proficient or above</p> <p><u>4th Grade 46%; 1 pt. Below state ave.</u></p> <p><u>5th Grade 45%; 5 pts above state ave.</u></p> <p><u>6th Grade 46%; 7 pts above state ave.</u></p> |
| <p>3. Writing/Language Arts Goal: <i>Improve Language skills by requiring all students, including Economically Disadvantaged and Students with Disabilities,</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 | <p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Aug-June, 2016</p> | <p>K-6th Teachers & Principal</p> <p>K-6th Teachers & Principal</p> <p>OES Idaho Core/Mondo Teachers, Write</p> | <p>*See Previous Column</p> | <p>Measurable -</p> <p><i>This goal was not completely met. Teachers in grades 1-6 found the Aimsweb writing probes non applicable. Students</i></p> |

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| <p><i>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> | <p>Program for instruction of students grades K-6</p> <ul style="list-style-type: none"> · 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 · Frequent Progress Monitoring · Fall, Winter, and Spring Benchmark Writing Assessments to measure growth | <p>Sept-June, 2016</p> <p>Oct-June, 2016</p> <p>Oct-June, 2016</p> | <p>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><i>did weekly writing assignments.</i></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 (Aimsweb) 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 Aimsweb writing probe with the Spring, 2016 Aimsweb writing probe.</p> |
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| <p>4. Improve Family and Community Relations and communication</p> | <p>-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</p> <p>-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 -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</p> | <p>Monthly (Sept-May) Monthly (Sept-May) Weekly (Sept-June) Weekly (Sept-June) Each Quarter of School Year Quarterly through Newsletter Weekly (Sept-June) December or January; Date TBD by State Date TBD by State November, 2015</p> | <p>Principal & specific staff members Principal & specific staff members LStufflebeam TGilmer, MBonner, KMorris, LHanna, SCurry BLT, Math & Reading Teams Principal & Teachers Teachers Principal & teachers Principal Principal & BLT</p> | <p>*See Previous Column</p> | <p>Measurable: <u><i>This goal was met by evidence of newsletters, news articles, webpage update, minutes of school meetings, and calendar of scheduled school events and activities.</i></u> 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> |
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| | Relations training in Coeur d' Alene -Give and review results of parent input survey | | | | |
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Timberline Schools

| Goals/ Strategies | Actions | Completion date | Responsible Person | People Involved | Evaluation Method |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IRI K-3 All grade levels will meet or exceed 85% proficiency on the Spring IRI | AIMS Benchmarking, CORE assessment for all non-proficient Reading Mastery Curriculum Lindamood Bell Clinics for intervention Winter IRI (PM) | Spring IRI | Principal and Grade Level Teacher | Principal and K-3 Teachers, and Paras. | This goal was not met. Spring IRI data. K - 83% 1 - 80% 2- 63% 3- 67% |
| 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. | Common Core Curriculum -Eureka Math, PLC quarterly CC lessons with an emphasis on reading in the content. ISAT practice test for select groups (determine weaknesses). Leveled 6-8 ELA and Math courses Math Lab Intervention Course AIMS Benchmark and PM for strategic and intensive. | Spring ISAT | Principal and Grade Level Teacher | Principal and 3-8, 10th Teachers, and Paras. | The goal was not met. ISAT Comparison Data This data shows there was significant improvement in average scale scores in most grades from 15-16. The data also shows that the proficiency rates decreased in several grades from 15-16. Overall, student scores went up, but at an insufficient rate |

Science Biology EOC
identify weakness from last
year, modify curriculum to
fill gaps

to meet expected proficiency
rates.

ELA Average Scale Score
Improvement.

| 4th | Grade | ELA |
|-----|-------|-------|
| 4 | | 71.84 |
| 5 | | 40.79 |
| 6 | | 27.72 |
| 7 | | 62.69 |
| 8 | | 50.53 |
| 9 | | 38.89 |
| 10 | | 32.90 |

| Grade | Math |
|-------|-------|
| 4 | 60.21 |
| 5 | 68.28 |
| 6 | -4.88 |
| 7 | 51.88 |
| 8 | 38.86 |
| 9 | 58.78 |
| 10 | 11.78 |

Proficiency Improvement

ELA

Grade

| | |
|---|--------|
| 4 | 14.29% |
| 5 | -3.03% |
| 6 | -4.17% |
| 7 | 23.53% |
| 8 | 0.00% |

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|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | <p>9 0.00%</p> <p>10 23.08%</p> <p>Proficiency Improvement Math</p> <p>4 4.76%</p> <p>5 -3.79%</p> <p>6 -22.50%</p> <p>7 -5.88%</p> <p>8 6.25%</p> <p>9 25.00%</p> <p>10 7.69%</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 | <p>Goal Met</p> <p>School attendance exceeded 93% for the year.</p> <p>Elementary 95% Secondary 93%</p> |
| <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. Promote offerings. College field trips to emphasize credits in HS</p> | 6/9/16 | Principal, Counselor, Dual Credit Teacher(s) | Principal, Counselor, Dual Credit Teacher(s) | <p>Goal Met</p> <p>12 Secondary Students earned 84 college credits last year. This is equivalent to 1.58/student</p> |

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|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|---------------------------------------|-------------------------------------------------------------|
| <p>Graduation 100% of HS seniors will graduate</p> | <p>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.</p> | <p>6/3/16</p> | <p>Principal/Counselor</p> | <p>Principal, Counselor, Teachers</p> | <p>Goal Met All seniors graduated last year.</p> |
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