

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. Continue to keep the public informed throughout the school year of progress to improve the district	1. None On-going	1. Superintendent	1. Business Manager/ Technology Director/ Superintendent	1. Pass the levy. Public support and lack of negative comments in the

	infrastructure and budgetary concerns.				press and at Board meetings.
B. Gathering stakeholder opinion	<p>1. Gather information from stakeholders at school board meetings and community organizations.</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. ongoing</p>	<p>1. Board Members</p> <p>2. Building administrators</p>	<p>1. Superintendent/ Board Clerk/Board of Trustees/ Strategic Planning committees Student Council/ Class advisors</p> <p>2. Building administrators</p>	<p>1. Feedback from all stakeholders (community, staff, students, parents)</p> <p>2. Reports to the superintendent and Board of Trustees.</p>
C. Strengthening relationships	<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. Ongoing</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/Shelley Brooks</p> <p>3. Board Members</p>	<p>1. All administrators report presentations to the Board</p> <p>2. Newsletters being distributed via website, 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	Method of evaluation
A. Curriculum/ Instruction/ Assessment	1. Continue to establish new career pathways at the secondary level.	1. Ongoing	1.High School Principals	1. All staff	1. Report to the Board 5/1/2017
	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 Standards, SWISS (monthly)
	3. College and Career Advising and Mentoring Plan	3. Ongoing	3. High School Administration,	3. HS Counselors, Career Counselors	3. Increase in students involved in Post-Secondary Education.

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.
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. Elementary keyboarding program	1. On-going 2. Ongoing 3. May 2017	1. Technology Coordinator/ Superintendent 2. Tech Coord./ Superintendent 3. Elementary Administrators	1. teachers administrators 2. Tech Coord./ Administrators/ Superintendent 3. Staff to be developed	1. Annually reviewed and revised. 2. Increased variety of devices available to teachers with 3. Input from teachers and students about the value of digital textbooks.
D. Staff Development	1. Implement technology professional development plan.	1. Ongoing	1. Super./ Technology Coordinator/ Building Administrators	1. Mentor Teachers & Administrators	1. 85% participation from teacher evaluation plan
E. Student Recognition	1. Recognize Positive student involvement within the district and community.	1. Ongoing	1. Building Principals	1. All Staff	1. Reports to the Board/posted on the web site and noted in the news media.

	2. Student leadership classes and or organization at three grade levels (Elem./Jr. High/ High School)	2. Ongoing	2. Building Administrators	2. Counselors/ Administrators	2. Classes established in all schools.
	3. Mastery Based Report Cards piloted at OES	3. June 2017	3. Building Administrator	3. Teachers	3. Mastery grading is either established or discontinued within the district.

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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<p>A. Develop a Maintenance and Operating levy.</p>	<p>1.Each administrator will establish their own budget for 201718 year using a uniform model to establish well-informed income and expenses.</p>	<p>1.Ongoing</p>	<p>1.Superint.</p>	<p>1.Superint., School Board Building Administrators</p>	<p>administrator completes project</p>
<p>B. Build public support for the M & O Levy.</p>	<p>1. Expectations for teaching staff to utilize funding available to enhance classroom experience and student learning</p>	<p>1. Ongoing</p>	<p>1. Teachers</p>	<p>1. Superint., Administrators</p>	<p>1. Classroom engagement, as identified in post class surveys, is increased.</p>
<p>C. Print a monthly budget outline that is easy to read for public consumption.</p>	<p>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.</p>	<p>1. On-going</p>	<p>1.Business Mgr.</p>	<p>1.Business Manager and Super.</p>	<p>1.Completion of task on a monthly basis.</p>

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
A. Develop and maintain a comprehensive updated Ten Year Facilities Plan	1. Identify and prioritize maintenance/repair/upgrade/replacement needs per building	1. Annual Update	1. Super.	1. Super., Board, Administrators	1. Plan completed and needs assessment done each spring annual with annual reports of progress
	2. Develop short (5 year) and long (10 year) term timeline for maintenance/repair/upgrade/replacement	2. Ongoing	2. Super.	2. Superint., Custodians Administrators	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 Levy pass

Annual Report of District Maintenance	1. Report to the Board at September Board meeting	1. Ongoing	1.Superint.	1.Superint.	1. Report details all maintenance for the past school year.

Building Level Continuous Improvement Plans

Idaho Youth Challenge Academy 2017

Goals/ Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
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
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

Orofino Junior/Senior High School 2016-17

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
Improve performance on Common Core Standards Math- Decrease # of students below proficiency by 10%	1. Full staff PD on research-based strategies for higher level thinking in all disciplines	1. Nov. 11, 2016	1. Ryan Dent	1. All Staff	Analyze spring ISAT 2.0 results and compare to previous year's results. Grade # of stud. > to proficient 7th 8 8th 8 9th 8 10th 10
	2. Continue using multi-step problem solving tasks monthly in all math classes.	2. ongoing	2. Principal, Counselor, and math teachers.	2. Math Curriculum Team	
	3. Include writing in math classes where students must explain their math process.	3. ongoing	3. Principal, Counselor, and math teachers.	3. Math Curriculum Team	
	4. Use interim ISAT twice a year before the final assessment to monitor student progress.	4. Jan. 2017	4. Principal, Counselor, and math teachers.	4. Math Curriculum Team	
	5. Explicitly teach use of tools used on ISAT 2.0	5. Ongoing	5. Principal, Counselor, and math teachers.	5. Math Curriculum Team	
	6. Math dept. will participate in the regional math center's lesson study program.	6. June 8, 2017	6. Math teachers and administrators	6. Math teachers	

<p>Improve performance on Common Core Standards ELA- Decrease # of students below proficiency by 10%</p> <p>1.All staff will receive research-based Professional Development training on integrating ELA standards within all disciplines</p> <p>2.Each teacher will prepare and teach a unit utilizing new learning strategies 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>1. Oct. 7, 2016</p> <p>2. By Dec. 15, 2016</p> <p>3. Feb. 3, 2016</p>	<p>1.District and Building administration</p> <p>2. Building administration</p> <p>3.Building administration</p>	<p>1.All Certified staff</p> <p>2. All Teachers</p> <p>3. All Teachers</p>		<p>Analyze spring ISAT 2.0 results and compare to previous year's results.</p> <table border="0"> <tr> <td>Grade</td> <td># of stud. > to proficient</td> </tr> <tr> <td>7th</td> <td>7</td> </tr> <tr> <td>8th</td> <td>6</td> </tr> <tr> <td>9th</td> <td>7</td> </tr> <tr> <td>10th</td> <td>7</td> </tr> </table>	Grade	# of stud. > to proficient	7th	7	8th	6	9th	7	10th	7
Grade	# of stud. > to proficient														
7th	7														
8th	6														
9th	7														
10th	7														

Improve Content Competency in All Disciplines	<p>1.All teachers will utilize content-based pre and post exams</p> <p>2.Grade-Band Teams will design lessons/units to remediate deficiencies</p>	<p>1.Pre-exam within first three weeks of the first quarter. Post exam during finals week. (Spring 2017)</p> <p>2.June 2017</p>	<p>1.Principal, Individual Teachers</p> <p>2.Principal, Individual Teachers</p>	<p>1.All Staff</p> <p>2.All Cert. Staff</p>	<p>Submit results for EoC's to Mr. Hull.</p> <p>At least 20% proficiency on End of Course Exams in each content area.</p>
Positive Behavior Instructional Supports will support Attendance Initiative.	<p>Student Conferences</p> <p>directive intervention system for all students</p> <p>revisit senior project expectations</p> <p>Back to School Night</p> <p>PBIS</p>	June 8, 2017	1.Principal, Individual Teachers	1.All Staff	Goal: Attendance above 90%

	Rewards, Assemblies ASB leadership, Student of month LLP, Peer Tutors, Grade Checks, Student Tracking, Progress Monitoring, PTC, on line grades				
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Special Education

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
<p>1. Refining the 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>1a Develop a more streamlined RTI process and training for teachers K-6</p> <p>2 a. Increase community knowledge of early development screenings.</p> <p>2.b. Continue the Orofino Community Early Childhood Advisory Committee.</p>	<p>1a. Ongoing</p> <p>2 a. June 2017</p>	<p>1a. Special Programs' Director and Title 1 Teacher</p> <p>2a. Special Programs' Director</p>	<p>1a. Elementary Math coach, Instructional Coach, Program's Director, Principals, and Title I teacher</p> <p>2a. Special Program's Director, Speech and Language Pathologist, Kindergarten Teachers, Head Start Teachers,</p>	<p>Continue working with RTI and refining tier 2 with interventions and researching the use of goal book for goal and intervention planning.</p> <p>Posters on screenings in the community *Advertise on school FB</p>

<p>3. Maintain State and Federal 100% compliance according to the 13 identified indicators</p>	<p>2c Screenings at private daycares/preschools</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 2017</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>Day Care Owners</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>*Continue the Orofino Community EC Advisory panel</p> <p>*Schedule screenings at daycare centers</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 shows 100% compliance with rules and regulations.</p> <p>4a.Parent attending meetings</p>
<p>4. Promote parent involvement in special education.</p>	<p>4 a. quarterly parent information meetings. (I-PUI Trainings)</p>	<p>4a. Feb. 2017</p>	<p>4a Special Programs Director</p>	<p>4a Director and staff</p>	

	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
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Orofino Elementary School SY 16-17

Goals/ Strategies	Actions	Completion date	Responsible Person	Evaluation Method
<p>1. Reading/ELA Literacy Goal <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>	<p>a. Continue Reading Mastery (Intervention) for students at Strategic & Intensive Levels Grades K-6th. b. Implement Mondo Reading Program as Core Program aligned to Idaho Core Standards & ISAT 2.0 assessment for students at Benchmark/Advance in Grades 1-5th and Mondo Phonics at Grade K.</p> <p>c. Cont. Sopris Rewards Intermediate Reading Program for 6th Grade Cont. staff training in Mondo instruction 3 dates during SY and send team to Guided Rdg conference.</p> <p>d. Cont. grade level weekly collaboration & cont. lesson development & alignment to meet student learning needs. Cont. monthly grade level data meetings to track student progress.</p>	<p>a. Sept-June, 2017 b. Aug/June, 2017 <input type="checkbox"/><input type="checkbox"/></p> <p>c. Sept-June, 2017 d. Sept-May, 2017 <input type="checkbox"/><input type="checkbox"/></p> <p>Jan., 2017</p> <p>Dec./March, 2017</p> <p>Oct./May, 2017</p>	<p>Principal , Title I Reading Specialist & Teaching & Support Staff 1st-5th Grade Teachers, Reading Specialist, & Principal K teachers, Rdg Specialist 6th Grade Teachers, Reading Specialist & Principal, Mondo Trainer 2nd-6th Teachers & Principal Teachers K-6 & Principal K-6th grade teachers, principal</p>	<p><u>Measurable</u> – IRI Results Aimsweb Plus Benchmark Assessment ISAT 2.0 Measurable – To increase benchmark & decrease intensive level students including economically disadvantaged students by 3%. This will be represented by number of scoring Intensive & Benchmark on the Spring IRI assessment: <u>On Fall 2016 IRI</u> K- % Benchmark 1st - % Benchmark 2nd - % Benchmark 3rd - % Benchmark And to decrease the Below Basic &/or Basic Level of fourth, fifth, and sixth grade students, including economically disadvantaged</p>

	<p>Cont. frequent Progress Monitoring Cont. fall & Spring Benchmark Assessment & IRI for all students. Cont. winter benchmark for all for intensive and strategic & IRI.</p> <p>Implement the Interim Assessment in Winter in reading and math for grades 3-6th. Implement Reading Fluency Intervention & ERI (extending reading intervention) for Intensive and Strategi students..</p>		<p>Reading Specialist, Grade Level Teachers, Principal K-6th Teachers, Title Para,& Reading Specialist 3rd-6th Grade Teachers, Dist. Testing Coor, Principal Title I Paras, K-6th Teachers, Reading Specialist</p>	<p>students, by 3% <u>Spring 2017 ISAT 2.0:</u> 2016 ISAT 2.0 Results 4th Grade = % <i>Basic Level</i> 57% <i>Proficient</i> 5th Grade = % <i>Basic Level</i> % <i>Proficient</i> 6th Grade = % <i>Basic Level</i> % <i>Proficient</i></p>
<p>2. Mathematics Goal <i>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 sixth grade students, including students with disabilities and economically disadvantaged students, in the area of math concepts.</i></p>	<p>Cont. the development of Mathematic lesson aligned to Idaho Core Standards, Eureka Math for instruction of students grades K-6 Cont. professional development on Eureka math and the shift of Std based instruction within the school and in regional, state, and national workshops & conferences to promote & support mathematic instruction & learning aligned to the ISAT assessment & Idaho Core Standards. Provide K-6th teachers coaching/mentoring support in mathematic instruction and lesson design throughout the current school year</p>	<p>Aug-June, 2017 Sept. –May, 2017</p>	<p>K-6th Teachers & Principal K-6th Teachers & Principal & trainers OES Math Coaching team, Principal & K-6th grade teachers & support staff K-6th Teachers & Principal Math Coaches, Principal & K-6th Grade Teachers K-6th Grade teachers, Math Coaches,</p>	<p><u>Measurable</u> – The goal will be measured by comparing the Fall, 2016 (MCAP) assessment % of students in gr. 1st -6th including students with disabilities and economically disadvantaged students, at the Strategic & below with Spring, 2017 eb (MCAPS) results. A decrease of 3% Strategic & below to a 3% increase on benchmark. <u>MCAPS Benchmark Assessment:</u> 1st Grade = decrease intensive from 10% to 7% from fall to spring.</p>

	<p>Grade Level weekly collaboration on lesson development and alignment to meet student learning needs</p> <p>Quarterly (or more as needed) grade level data meetings to track student progress in reading</p> <p>Frequent Progress Monitoring for intensive & strategic level</p> <p>Fall and Spring Benchmark Assessment</p> <p>Interim Assessment in Winter in mathematics</p> <p>Weekly Mathematics Intervention Program</p>	<p>Nov. –Mar, 2017</p> <p>Oct-May, 2017</p>	<p>Support Staff & Principal</p> <p>3-6th Grade teachers, Test Coord. & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p>	<p>2nd Grade = decrease intensive from 31% to 27% from fall to spring.</p> <p>3rd Grade = decrease intensive from 9% to 6% from fall to spring..</p> <p>4th Grade = decrease intensive from 27% to 21% from fall to spring.</p> <p>5th Grade = decrease intensive from 19% to 14 from fall to spring..</p> <p>6th Grade = decrease intensive from 11% to 8% from fall to spring.</p> <p>OES Math goal will also be measured by comparing the Spring 2016 ISAT 2.0 mathematic results to the results from the Spring 2016 ISAT 2.0 for students in grades 4th- 6th to decrease the number of 4th- 6th grade students, including SWD & SED students, who scored below at Basic or below by 3%:</p> <p>4th Grade = 46%</p> <p>5th Grade = 43%</p> <p>6th Grade = 56%</p>

<p>3. Writing/Language Arts Goal: <i>Improve Language skills by requiring all students, including Economically Disadvantaged and Students with Disabilities, to complete formative 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>Continue the development of writing probes & samples aligned to reading, social studies, & science & aligned to Id. Core Stds, grades K-6. Implementation of PLCs with instructional staff to promote, make the shift & implement sound writing practices & writing samples aligned to Id Core Stds. & ISAT. 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 in writing and Language Arts. Interim Assessments to measure growth & prepare for writing component on ISAT in grade 3rd-6th.</p>	<p>Aug-June, 2017 Oct.-June, 2017 Sept-May, 2017 Nov - Feb, 2017</p>	<p>K-6th Teachers & Principal K-6th Teachers & Principal OES Idaho Core/Mondo Teachers, PLCs, Principal & K-6th grade teachers K-6th Teachers & Principal 3rd-6th Grade teachers, Test Coor. & principal</p>	<p><u>Measurable</u> – Teachers compare writing samples from fall, winter, spring to measure growth. Student completion of classroom writing assignments, tasks, and assessments and marks given to measure mastery & growth. .</p>

<p>4. Improve Family and Community Relations and communication</p>	<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 Literacy Family night, open house, PTS conferences semiannual during the school year -Invite parents and community members to visit school, have lunch and visit classrooms during school year -implement student lead conferences for grades 4-6 in fall PTS Conferences -Provide parents information on mastery learning, grading & reporting; migrate grading and reporting into a Std based mastery reporting form. -Teacher home contacts 2-3 positives per week using Dojo, text, phone calls, emails, notes, back & forth logs & school visits -Send team of OES staff Idaho SDE Family Engagement & Improve Family School Relations training in Boise when scheduled -Give and review results of parent input survey 	<p>Monthly (Sept-May) Monthly (Sept-May) Weekly (Sept-June) Weekly (Sept-June) Each Quarter or semester of School Year Nov conferences 1st semester and 2nd semester of 2016-17 SY Each marking period Dec or Jan Date TBD by State Nov- Feb, 2016</p>	<p>Principal & specific staff members LStufflebeam TGilmer, MBonner, Lisa Hanna School leadership team Principal & Teachers</p> <p>Teachers</p> <p>Admin., IT, teachers Teachers Principal</p> <p>Teachers</p>	<p><u>Measurable:</u> Artifacts & Evidence of newsletters, news articles, webpage, Facebook & calendar and minutes of BLT meetings that identify dates and times of activities and events. Document student/parent, family attendance Teacher contact logs and survey results for school year 2015.</p>
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5. Attendance Improve & maintain School-wide attendance K-6 will meet 93%	Frequent parent communication and student communication. Semester incentives, awards & recognition	6/9/16	Principal, counselor, and teachers, attendance secretary.	School attendance exceeded 93% for the year.
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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) Literacy Plan Implementation, Parent communication, additional support for interventions	Spring IRI	Principal, RTI leader, and Grade Level Teacher	Principal, RTI leader, Grade Level Teacher, Para-Pro	Spring IRI results for k-3.
IRI	85% of non-proficient students (fall) will show growth from one level to the next.	Spring IRI	Principal, RTI leader, and Grade Level Teacher	Principal, RTI leader, Grade Level Teacher, Para-Pro	Spring IRI results for k-3.
ISAT Individual Goals/Grade Level (see below)	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	Spring ISAT	Principal and Grade Level Teacher	Principal and 3-8, 10th Teachers, and Paras.	Spring ISAT

	AIMS Benchmark and PM for strategic and intensive.				
Grade	ELA 16	ELA 17 Goal	Math 16	Math 17 Goal	
3	N/A	50%	N/A	50%	
4	47%	55%	54%	60%	
5	54%	60%	50%	60%	
6	64%	70%	58%	65%	
7	57%	65%	29%	50%	
8	50%	55%	19%	50%	
9	38%	50%	31%	50%	
10	66%	75%	22%	50%	
Attendance Overall attendance will meet or exceed 93% 16-17	Frequent parent communication and student communication. Semester incentive programs, Rigorous course work. Regular posting of attendance % in announcements. Celebrations of success	6/1/17	Principal	Principal, office staff, teachers, paras	Skyward School wide attendance calculation.

<p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p>	<p>Increase elective offerings 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>	<p>6/1/17</p>	<p>Principal, Counselor, Dual Credit Teacher(s)</p>	<p>Principal, Counselor, Dual Credit Teacher(s)</p>	<p>Dual Credit Calculations/student.</p>
<p>Dropout Prevention Timberline will have no students drop out of school during the 16-17 school year.</p>	<p>Relevant coursework, improved schedules, regular progress monitoring of grades, increased communication, intervention for struggling students.</p>	<p>6/1/17</p>	<p>Principal</p>	<p>All Staff.</p>	<p>Skyward drop out records.</p>
<p>Post-Secondary Readiness 80% of senior students will enroll in postsecondary training (including military)</p>	<p>4 year planning, CIS implementation 6-12, college and career field trips, parent meetings, FAFSA support, SAT/ACT prep/test support.</p>	<p>6/1/17</p>	<p>Principal</p>	<p>Principal, Counselor, Teachers</p>	<p>Enrollment records</p>