

STRATEGIC PLAN

Board of Trustees

Soda Springs School District 150

Molly M. Stein, Ed. D.

2014-2017

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SECTION 1
EFFECTIVE SCHOOL RESEARCH

In Progress

CORRELATES OF EFFECTIVE SCHOOLS: THE FIRST AND SECOND GENERATION BY LAWRENCE W. LEZOTTE

A number of schools have been relying on effective schools research as the framework for their school improvement program. The concept of second generation correlates attempts to incorporate the recent research and school improvement findings and offers an even more challenging developmental stage to which schools committed to the Learning for All mission ought to aspire.

The Soda Springs School District relies on the effective schools research as the framework for their school improvement program. During the next 5 years we will go a step further and attempt to incorporate the recent research and school improvement findings from Lawrence W. Lezotte's book *Correlates of Effective Schools: The First and Second Generation*. In Lezotte's book we find that, first, teachers need to learn the "technologies" of teamwork. Second the school will have to create the opportunity structures for collaboration and finally, the staff will have to nurture the belief that collaboration, while requiring more time at first, will assist the schools to be more effective in the long run. As we review our effective schools correlates we will place into our plan the implementation of the second generation correlates.

1. Safe and Orderly Environment

The First Generation: In the effective school there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to Learning for All must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education.

2. Climate of High Expectations for Success

The First Generation: In the effective school there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this “equalization of opportunity,” though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them—yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as re-teaching and regrouping, to assure that all students do achieve mastery.

Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn’t expect the students to learn in the first place. If the school condones through silence that teacher’s behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be “launched” from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more “tools” to help them achieve successful Learning for All. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for “instruction” to institutions designed to assure “learning.”

3. Instructional Leadership

The First Generation: In the effective school the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes

that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a “community of shared values.” The mission will remain critical because it will serve to give the community of shared values a shared sense of “magnetic north,” an identification of what this school community cares most about. The role of the principal will be changed to that of “a leader of leaders,” rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner and cheerleader.

The broader concept of leadership recognizes that leadership is always delegated from the follower-ship in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

4. Clear and Focused Mission/Vision

The First Generation: In the effective school there is a clearly articulated school vision/ mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for students’ learning of the school’s essential curricular goals.

The Second Generation: In the first generation the effective school mission emphasized teaching for Learning for All. The two issues that surfaced were: Did this really mean all students or just those with whom the schools had a history of reasonable success? The focus was usually on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the “end in mind.” They will have to know and be comfortable with the concept of “backward mapping,” and they will need to know “task analysis.” These “tools of the trade” are essential for an efficient and effective “results-oriented” school that successfully serves all students. Finally, a subtle but significant change in the concept of school

mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for Learning for All. In the second generation the advocated mission will be Learning for All.

The rationale for this change is that the “teaching for” portion of the throughout the first generation, effective schools proponents advocated the vision/mission of teaching for Learning for All. In the second generation the advocated mission will be Learning for All. The rationale for this change is that the “teaching for” portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on “teaching” rather than “learning.” Finally, the new formulation of Learning for All opens the door to the continued learning of the educators as well as the students.

5. Opportunity to Learn and Student Time on Task

The First Generation: In the effective school teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward “covering curricular content” and more content was added, they knew their response should be to “speed-up.” Now teachers are being asked to stress the vision/mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice “organized abandonment.” They will have to be able to ask the question, “What goes and what stays?” One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive, by those who will have to fund it. These conditions will be a real challenge indeed!

6. Frequent Monitoring of Student Progress

The First Generation: In the effective school student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students’ learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students’ progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of

computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available “tools for assuring student learning.”

A second major change that will become more apparent in the second generation is already under way. In the area of assessment the emphasis will continue to shift away from standardized norm-referenced paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize “more authentic assessments” of curriculum mastery. This generally means that there will be less emphasis on the paper- pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators’ discourse in the second generation: “What’s worth knowing?” and “How will we know when they know it?” In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, “How will we know when they know it?” Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

7. Home-School Relations

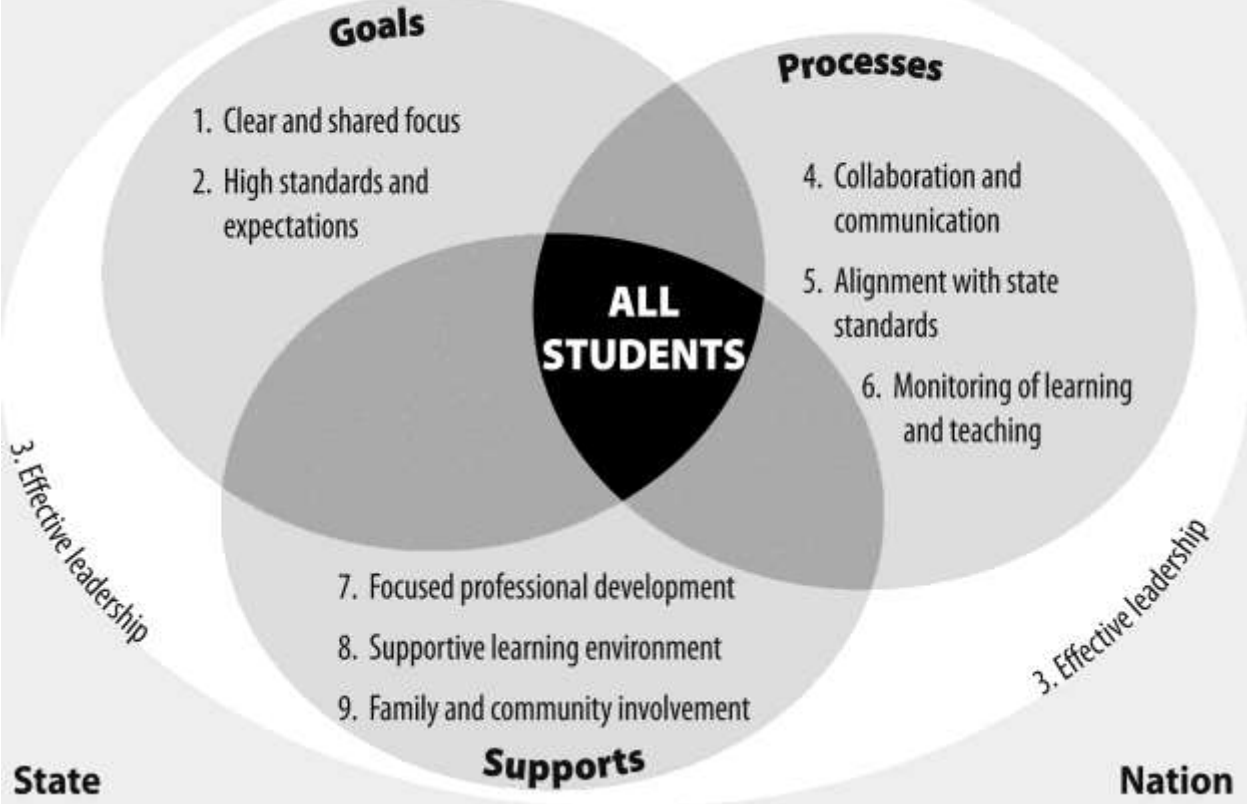
The First Generation: In the effective school parents understand and support the school’s basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave “lip service” to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem—and not each other—is to build enough trust and enough communication to realize that both teachers and parents have the same goal—an effective school and home for all children.

School/Community

District



IMPACT

SECTION 2
BOARD OF TRUSTEES

In Progress

SODA SPRINGS IDAHO SCHOOL DISTRICT VISION, MISSION AND GOALS

VISION (CREATED 4-2-2014)

The Soda Springs School District, in collaboration with the community, will provide a safe and supportive learning environment combined with educational opportunities wherein each student becomes an educated, responsible, contributing citizen.

MISSION (CREATED 4-30-2014)

The Soda Springs School District will:

- Promote success by advocating and sustaining a school culture conducive to student learning incorporating high expectations for teaching.
- Value uniqueness and diversity by fostering respectful relationships and engaging every student through varied learning strategies.
- Prepare students in developing character, physical, social/emotional maturity and a positive work ethic.
- Incorporate relevancy, technology, and critical thinking through rigorous academic learning experiences resulting in higher student achievement.
- Provide and maintain safe facilities which meet the current and future academic needs of the students and the community.
- Demonstrate fiscal accountability and responsible governance.

GOALS OVERVIEW

GOALS (CREATED 5-7-2014)

1. SAFETY

THE DISTRICT WILL CREATE A SAFETY OPERATIONS PLAN, PROVIDE EMERGENCY OPERATIONS AND SAFETY TRAINING FOR STAFF AND STUDENTS, AND COORDINATE SAFETY EFFORTS WITH CITY, COUNTY, AND STATE ENTITIES.

2. STUDENT ACHIEVEMENT

THE DISTRICT WILL MAINTAIN AN EFFICIENT DATA MANAGEMENT SYSTEM ALLOWING FOR FREQUENT PROGRESS MONITORING, COLLECT ALL PERTINENT ACHIEVEMENT DATA, ESTABLISH A STUDENT DATA MANAGEMENT PLAN, AND SET ACHIEVEMENT TARGETS AND EXPECTATIONS FOR ALL STUDENTS.

3. CURRICULUM AND INSTRUCTION

THE DISTRICT WILL MAINTAIN AND FOLLOW: THE REQUIRED SCHOOL IMPROVEMENT MONITORING TOOLS, TECHNOLOGY PLAN, AND ESTABLISH INSTRUCTIONAL PROGRAMS REQUIRED BY THE IDAHO STATE DEPARTMENT OF EDUCATION AND ALIGNED WITH STUDENT ACHIEVEMENT.

4. STAFF AND HUMAN RESOURCES

THE DISTRICT WILL MAINTAIN AND FOLLOW THE PROFESSIONAL DEVELOPMENT PLAN, CREATE AN EVALUATION PLAN ACCORDING TO STATUTE, HIRE AND MAINTAIN HQT STAFF, ALIGN ALL EVALUATIONS TO STUDENT ACHIEVEMENT, AND ESTABLISH LEADERSHIP PREMIUMS.

5. POLICY AND LEGAL RESPONSIBILITY

THE DISTRICT WILL MAINTAIN AND FOLLOW ALL BOARD POLICY TO PROTECT THE DISTRICT AND ITS STAKE HOLDERS.

6. FINANCIAL ACCOUNTABILITY

THE DISTRICT WILL ENSURE FISCAL RESPONSIBILITY OF ALL STAFF IN ALIGNING EXPENDITURES WITH STUDENT ACHIEVEMENT, MONITORING REVENUES AND EXPENDITURES, CREATING A FEASIBLE BUDGET, AND MANAGING FINANCES IN ACCORDANCE TO ACCOUNTING STANDARDS.

7. FACILITY PLANNING AND MAINTENANCE

THE DISTRICT WILL BE A GOOD STEWARD OF CAPITAL RESOURCES ENSURING ALL BUILDINGS MEET SAFETY REGULATIONS, SOLICITING A FACILITY STUDY, AND MAINTAINING A 5-YEAR PLAN FOR MAINTENANCE, REPAIRS AND FACILITY UPGRADES.

8. PARENTAL AND COMMUNITY INVOLVEMENT

9. MONITORING STRATEGIC PLAN

In Progress

SECTION 3
DISTRICT STRATEGIC PLAN

In Progress

GOALS AND OBJECTIVES

SAFETY

GOAL: THE DISTRICT WILL CREATE A SAFETY OPERATIONS PLAN, PROVIDE EMERGENCY OPERATIONS AND SAFETY TRAINING FOR STAFF AND STUDENTS, AND COORDINATE SAFETY EFFORTS WITH CITY, COUNTY, AND STATE ENTITIES.

OBJECTIVE 1: District and building level leadership teams will be established by the superintendent to create and monitor drill schedules and staff training by June 1, 2014.

OBJECTIVE 2: The District Safety Team will create and distribute an Emergency Operation Plan which incorporates new safety standards and emergency drill procedures by August 1, 2014

OBJECTIVE 3: The building level safety teams and building principal will train staff in safety procedures by September 15, 2014.

OBJECTIVE 4: Leadership team will review and establish assign SafeSchool Training for Staff August 2014

OBJECTIVE 5: Safety Leadership Team will coordinate with local law enforcement to practice safety procedures and attend county safety meetings.

STUDENT ACHIEVEMENT

GOAL: THE DISTRICT WILL MAINTAIN AN EFFICIENT DATA MANAGEMENT SYSTEM ALLOWING FOR FREQUENT PROGRESS MONITORING, COLLECT ALL PERTINENT ACHIEVEMENT DATA, ESTABLISH A STUDENT DATA MANAGEMENT PLAN, AND SET ACHIEVEMENT TARGETS AND EXPECTATIONS FOR ALL STUDENTS.

OBJECTIVE 1: Leadership teams will establish efficient data management structure and reporting system to assist in frequent monitoring of student progress: *Achievement Data: ISAT, IRI, EOC, Star Rating, ACT/SAT/Compass? Graduation Rate, Dual- Enrollment, growth etc. (C.L.)* by September 15th 2014

OBJECTIVE 2: The District will create a Student Data Plan according to Idaho State Board of Education within 2 months of the guidelines being distributed.

OBJECTIVE 3: All students of the Soda Springs School District will show growth in every course as assessed by pre and posttests and/or achievement testing and reported in the teacher evaluation procedure by May 30th annually.

OBJECTIVE 4: Leadership teams will establish district, school, and subgroup achievement targets on an annual basis with established bench marks to follow progress by September 15th.

CURRICULUM AND INSTRUCTION

THE DISTRICT WILL MAINTAIN AND FOLLOW: THE REQUIRED SCHOOL IMPROVEMENT MONITORING TOOLS, TECHNOLOGY PLAN, AND ESTABLISH INSTRUCTIONAL PROGRAMS AS REQUIRED BY THE IDAHO STATE DEPARTMENT OF EDUCATION (ISDE) AND ALIGNED WITH STUDENT ACHIEVEMENT.

OBJECTIVE 1: The School Improvement (Plan) WISE TOOL will be updated on an ongoing basis as required by the ISDE. Each principal, along with their building committees will review the plan quarterly (2014-2015).

OBJECTIVE 2: The Technology Plan, as it relates to curriculum and instruction will be updated annually (September 2014) to serve as a guide for hardware purchase, online textbook acquisitions, and curriculum expansion.

OBJECTIVE 3: Each curricular area and building level will have continue to establish curriculum committees which include multiple stake holders to review curricular materials to ensure alignment with the established Idaho Core Standards as well as ensure horizontal and vertical alignment. Instructional Programs and Materials

STAFF AND HUMAN RESOURCES

THE DISTRICT WILL MAINTAIN AND FOLLOW THE PROFESSIONAL DEVELOPMENT PLAN, CREATE AN EVALUATION PLAN ACCORDING TO STATUTE, HIRE AND MAINTAIN HQT STAFF, ALIGN ALL EVALUATIONS TO STUDENT ACHIEVEMENT, AND ESTABLISH LEADERSHIP PREMIUMS.

OBJECTIVE 1: The Professional Development Plan will be updated annually (September 2014-15) and driven by the Needs Assessment Survey.

OBJECTIVE 2: All staff will be determined Highly Qualified by methods approved by the ISDE.

OBJECTIVE 3: A Leadership Premiums Plan will be written by the leadership team with input from appropriate stake holders (September 2014). The Plan will be approved by the Board with monetary amounts established. (September 2014)

OBJECTIVE 4: Certified and Classified Evaluation Plan and Policy will be developed by Administrative Evaluation Lead and Approved by the Board of Trustees by September 2014. The plan will be aligned to student achievement as required by Idaho Code <insert code #>

POLICY AND LEGAL RESPONSIBILITY

THE DISTRICT WILL MAINTAIN AND FOLLOW ALL BOARD POLICY TO PROTECT THE DISTRICT AND ITS STAKE HOLDERS.

OBJECTIVE 1: The Board of Trustees will review, edit, and accept or decline all new and modified policies brought forth through the district's legal counsel.

OBJECTIVE 2: The Board will review, edit, and accept or decline all policy brought forth by administration.

OBJECTIVE 3: The Board will review one section of policy annually as recommended by the superintendent. (2014-15 Section 600)

OBJECTIVE 4: The Board will send 1-2 members to the spring law conference as Board travel funds permit.

FINANCIAL ACCOUNTABILITY

THE DISTRICT WILL ENSURE FISCAL RESPONSIBILITY OF ALL STAFF IN ALIGNING EXPENDITURES WITH STUDENT ACHIEVEMENT, MONITORING REVENUES AND EXPENDITURES, CREATING A FEASIBLE BUDGET, AND MANAGING FINANCES IN ACCORDANCE TO ACCOUNTING STANDARDS.

OBJECTIVE: 1 The Board of Trustees, superintendent, directors, and administrators will continue to monitor the budget and accounts payable to ensure the district is in compliance with accounting principles and follow the recommendation of the October 2014 Audit Report

OBJECTIVE: 2 The Leadership Team will identify achievement need and ensure funds are channeled to address deficits. **<Insert Audit Information and/or Expenditure Reports from State Report Card>**

FACILITY PLANNING AND MAINTENANCE

THE DISTRICT WILL BE A GOOD STEWARD OF CAPITAL RESOURCES ENSURING ALL BUILDINGS MEET SAFETY REGULATIONS, SOLICITING A FACILITY STUDY, AND MAINTAINING A 5-YEAR PLAN FOR MAINTENANCE, REPAIRS AND FACILITY UPGRADES.

OBJECTIVE 1: Conduct and evaluate the Facility Evaluation Study with Facility Community Committee

OBJECTIVE 2: Review Facility Safety Annual Inspections with all staff. Make recommended repairs and adjustments as outlined in reports.

OBJECTIVE 3: Complete 5-Year Facility Maintenance Plan.

PARENTAL AND COMMUNITY INVOLVEMENT

THE RELATIONSHIP BETWEEN PARENTS, THE COMMUNITY, AND THE SCHOOL WILL BE FOSTERED BY EXPANDED COMMUNICATION OPPORTUNITIES AND AVENUES FOR PARENTAL AND COMMUNITY INVOLVEMENT.

OBJECTIVE 1: Each required plan will have members of the community and/or parent representation as prescribed by each plan.

OBJECTIVE 2: Each building level will have a parent/community advisory group.

OBJECTIVE 3: Each building level will provide opportunity for parents to visit the school, meet with teachers and offer feedback on pertinent issues.

OBJECTIVE 4: Each building principal and director will provide monthly newsletters, use the Alert system, and provide articles to the newspaper, update the district website as needed.

In Progress

STRATEGIC PLAN PROGRESS MONITORING
2014-2017

THE DISTRICT WILL MONITOR, ASSESS, AND DOCUMENT PROGRESS OF OBJECTIVES OUTLINED IN THE STRATEGIC PLAN.

OBJECTIVE 1: Data (task, benchmarks, date completed) from this process will be collected for each goal by the superintendent or designee.

OBJECTIVE 2: Updates will be presented at monthly board meetings according to progress as part of the standing agenda.

In Progress

Safety

Goal(s):	THE DISTRICT WILL CREATE A SAFETY OPERATIONS PLAN, PROVIDE EMERGENCY OPERATIONS AND SAFETY TRAINING FOR STAFF AND STUDENTS, AND COORDINATE SAFETY EFFORTS WITH CITY, COUNTY, AND STATE ENTITIES.		
OBJECTIVE 1	District and building level leadership teams will be established by the superintendent to create and monitor drill schedules and staff training by June 1, 2014.		
	Accountability:	Stein, Daniel	
	Timeline:	2014-2015	District and school level teams are established and members identified and meet to establish roles
		2015-2016	District and school level teams continue to meet, evaluate members.
		2016-2017	Evaluate effectiveness of teams, add members
	Benchmark Reports:	Robert Daniel appointed as director of Safe and Secure schools. Establishes District Safety Team: Superintendent, policy/personnel trainer, director of maintenance, building principals, custodian.	July 1, 2014
Building administrators identify building level teams.		September 4, 2014	✓ Reported to Board September 22, 2014

Safety (con.)

OBJECTIVE 2	The District Safety Team will create and distribute an Emergency Operation Plan which incorporates new safety standards and emergency procedures by August 1, 2014			
	Accountability:	Daniel		
	Timeline:	2014-2015	Director Daniel will complete Emergency Operation Plan, submit it to the SDE, post overview to the website as appropriate. Includes procedures and distribution to stakeholders,(8/1/2014)	
		2015-2016	Director will revise EOP as needed.	
		2016-2017		
Benchmark Reports::	Director Daniel will complete draft of EOP to Board	September 21, 2014	✓	Reported to Board <insert date>
OBJECTIVE 3	The building level safety teams and building principal will train staff in safety procedures by September 15, 2014.			
	Accountability:	Building Principals, building team members		
	Timeline:	2014-2015	Train staff in safety protocol, drills and procedures	
		2015-2016	Train staff in safety protocol, drills and procedures	
		2016-2017	Train staff in safety protocol, drills and procedures	
Benchmark Reports:			✓	Reported to Board <insert date>

Safety (cont.)

OBJECTIVE 4	Leadership team will review and establish assign SafeSchool Training for Staff August 2014		
	Accountability:	Daniel, K. John, Administrative Team	
	Timeline:	2014-2015	Review coursework. Assign courses: Social Media, First Aide, other
		2015-2016	Review coursework. Assign courses:
		2016-2017	Review coursework. Assign courses
Benchmark Reports:			✓ Reported to Board
OBJECTIVE 5	Safety Leadership Team will coordinate with local law enforcement to practice safety procedures and attend county safety meetings.		
	Accountability:	Daniel, Stein	
	Timeline:	2014-2015	Meet with new police chief to establish protocols. Continue to meet with county safety team. Review current plans involving law enforcement.
		2015-2016	
		2016-2017	
Benchmark Reports:			✓ Reported to Board <insert date>

Student Achievement

Goal(s):	GOAL: THE DISTRICT WILL MAINTAIN AN EFFICIENT DATA MANAGEMENT SYSTEM ALLOWING FOR FREQUENT PROGRESS MONITORING, COLLECT ALL PERTINENT ACHIEVEMENT DATA, ESTABLISH A STUDENT DATA MANAGEMENT PLAN, AND SET ACHIEVEMENT TARGETS AND EXPECTATIONS FOR ALL STUDENTS.		
OBJECTIVE 1	Leadership teams will establish efficient data management structure and reporting system to assist in frequent monitoring of student progress: <i>Achievement Data: ISAT, IRI, EOC, Star Rating, ACT/SAT/Compass? Graduation Rate, Dual- Enrollment, growth etc. (C.L.)</i> by September 15th 2014		
	Accountability:	Administrators, testing coordinator, and staff.	
	Timeline:	2014-2015	Leadership teams will be appointed at buildings according to the needs of the students ie: PLCs etc. A data overview will be presented by the testing coordinator at the September meeting
		2015-2016	
		2016-2017	
	Benchmark Reports:	Testing Coordinator presents data overview to board member for review. Data is added to Strategic Plan.	
		✓ Reported to Board <insert date>	
Student Achievement (cont.)			
OBJECTIVE 2	The District will create a Student Data Plan according to Idaho State Board of Education within 2 months of the guidelines being distributed.		
	Accountability:	Board of Trustees	
	Timeline:	2014-2015	Board approves SBOE Student Data Management Policy
		2015-2016	
		2016-2017	
	Benchmark Reports::		

OBJECTIVE 3	All students of the Soda Springs School District will show growth in every course as assessed by pre and posttests and/or achievement testing and reported in the teacher evaluation procedure by May 30th annually.		
	Accountability:	Building Principals, leadership teams	
	Timeline:	2014-2015	Lacking SBAC/ISAT 2.0 data, each building will select data to be used to measure growth for the 2014-2015 school year. Including: EOCs, Star Math and Reading, IRI
		2015-2016	
		2016-2017	
	Benchmark Reports:		✓ Reported to Board September 23, 2014
OBJECTIVE 4	Leadership teams will establish district, school, and subgroup achievement targets on an annual basis with established bench marks to follow progress by September 15th.		
	Accountability:	Building Principals, lead teachers	
	Timeline:	2014-2015	Leadership teams will establish baseline data and targets
		2015-2016	
		2016-2017	
	Benchmark Reports:		✓ Reported to Board <insert date>

Curriculum and Instruction

Goal(s):	THE DISTRICT WILL MAINTAIN AND FOLLOW: THE REQUIRED SCHOOL IMPROVEMENT MONITORING TOOLS, TECHNOLOGY PLAN, AND ESTABLISH INSTRUCTIONAL PROGRAMS AS REQUIRED BY THE IDAHO STATE DEPARTMENT OF EDUCATION (ISDE) AND ALIGNED WITH STUDENT ACHIEVEMENT.		
OBJECTIVE 1	The School Improvement (Plan) WISE TOOL will be updated on an ongoing basis as required by the ISDE. Each principal, along with their building committees will review the plan quarterly (2014-2015).		
	Accountability:	Superintendent, Building Principal	
	Timeline:	2014-2015	The Wise Tool will be updated and submitted to the SDE by November 1, 2014
		2015-2016	
		2016-2017	
	Benchmark Reports:		✓ Reported to Board <insert date>
		✓ Reported to Board <insert date>	

Curriculum and Instruction (cont.)

OBJECTIVE 2	The Technology Plan, as it relates to curriculum and instruction will be updated annually (September 2014) to serve as a guide for hardware purchase, online textbook acquisitions, and curriculum expansion.			
	Accountability:	Technology Director		
	Timeline:	2014-2015	The Technology Director, with input from staff and administration, will update the current Technology Plan and submit it as required to the SDE. In addition, the plan will be added to the strategic plan.	
		2015-2016		
		2016-2017		
Benchmark Reports::			✓ Reported to Board <insert date>	
OBJECTIVE 3	Each curricular area and building level will have continue to establish curriculum committees which include multiple stake holders to review curricular materials to ensure alignment with the established Idaho Core Standards as well as ensure horizontal and vertical			
	Accountability:	Leadership Teams		
	Timeline:	2014-2015	Each faculty will coordinate to see what this should look like at each level. Core Leadership will be established at the District Level.	
		2015-2016		
		2016-2017		
Benchmark Reports:			✓ Reported to Board <insert date>	

Staff and Human Resources

Goal(s):	THE DISTRICT WILL MAINTAIN AND FOLLOW THE PROFESSIONAL DEVELOPMENT PLAN, CREATE AN EVALUATION PLAN ACCORDING TO STATUTE, HIRE AND MAINTAIN HQT STAFF, ALIGN ALL EVALUATIONS TO STUDENT ACHIEVEMENT, AND ESTABLISH LEADERSHIP PREMIUMS.		
OBJECTIVE 1	The Professional Development Plan will be updated annually (September 2014-15) and driven by the Needs Assessment Survey.		
	Accountability:	Professional Development Director.	
	Timeline:	2014-2015	Needs assessment is distributed to each staff member, PD needs will be established, PD 360 and Hub will be evaluated, mini-grants will be determined, building level PD monies will be established, PD Plan will be submitted to the state and posted on line as part of the strategic plan.
		2015-2016	
		2016-2017	
	Benchmark Reports:	The needs assessment has been distributed, current SDE PD offerings are being reviewed, along with Project Leadership and Idaho Leads.	✓ Reported to Board September 22, 2014
		✓ Reported to Board <insert date>	
OBJECTIVE 2	All staff will be determined Highly Qualified by methods approved by the ISDE.		
	Accountability:	Personnel office and administration	
	Timeline:	2014-2015	All hires will be HQ as determined by the ISDE.
		2015-2016	
		2016-2017	
	Benchmark Reports::	One teachers is on an alternative route as approved by the	✓ Reported to Board September 22, 2014

Staff and Human Resources (cont.)

OBJECTIVE 3	A Leadership Premiums Plan will be written by the leadership team with input from appropriate stake holders (September 2014). The Plan will be approved by the Board with monetary amounts established. (September 2014)			
	Accountability:	Board of Trustees		
	Timeline:	2014-2015	The Board will approve the Leadership Premium plan and the recommended staff for each position.	
		2015-2016		
		2016-2017		
Benchmark Reports:			✓ Reported to Board September 22, 2014	
OBJECTIVE 4	Certified and Classified Evaluation Plan and Policy will be developed by Administrative Evaluation Lead and Approved by the Board of Trustees by September 2014. The plan will be aligned to student achievement as required by Idaho Code <insert code #>			
	Accountability:	Director of Evaluation		
	Timeline:	2014-2015	The evaluation plan for Administrators and Teachers will be approved by the SDE. All current administrators will become Danielson certified.	
		2015-2016		
		2016-2017		
	Benchmark Reports:	The Evaluation plan has been submitted to the SDE and is awaiting revision/approval. Principals attended 4-6 days of training and are currently participating in 40-60 hours of online training.		✓ Reported to Board September 22, 2014
Benchmark Reports:			✓ Reported to Board	

Policy and Legal Responsibility

Goal(s):	THE DISTRICT WILL MAINTAIN AND FOLLOW ALL BOARD POLICY TO PROTECT THE DISTRICT AND ITS STAKE HOLDERS.		
OBJECTIVE 1	The Board of Trustees will review, edit, and accept or decline all new and modified policies brought forth through the district's legal counsel.		
	Accountability:	Board of Trustees, Superintendent, District Admin, Consult as needed	
	Timeline:	2014-2015	The board will review quarterly policies provided by the contracted legal firm
		2015-2016	The board will review quarterly policies provided by the contracted legal firm
		2016-2017	The board will review quarterly policies provided by the contracted legal firm
	Benchmark Reports:	2 nd Quarter Policies	
			✓ Reported to Board <insert date>
OBJECTIVE 2	The Board will review, edit, and accept or decline all policy brought forth by administration.		
	Accountability:	All	
	Timeline:	2014-2015	The board will review policies brought forth by building principals
		2015-2016	
		2016-2017	
	Benchmark Reports::	Graduation requirements, evaluation requirements.	

Policy and Legal Responsibility (cont.)

OBJECTIVE 3	The Board will review one section of policy annually as recommended by the superintendent. (2014-15 Section 600)		
	Accountability:	Board of Trustees	
	Timeline:	2014-2015	The board will review section 600 on their own time and bring issues back to the superintendent. The superintendent will in turn bring policy issues and concerns to the entire board.
		2015-2016	The board will review section ___ on their own time and bring issues back to the superintendent. The superintendent will in turn bring policy issues and concerns to the entire board.
		2016-2017	The board will review section ___ on their own time and bring issues back to the superintendent. The superintendent will in turn bring policy issues and concerns to the entire board.
Benchmark Reports:			✓ Reported to Board <insert date>
OBJECTIVE 4	The Board will send 1-2 members to the spring law conference as Board travel funds permit.		
	Accountability:	Chairman of the Board	
	Timeline:	2014-2015	Assign no more than two members to attend the law conference
		2015-2016	Assign no more than two members to attend the law conference
		2016-2017	Assign no more than two members to attend the law conference
Benchmark Reports:			✓ Reported to Board <insert date>

Financial Accountability

Goal(s):	THE DISTRICT WILL ENSURE FISCAL RESPONSIBILITY OF ALL STAFF IN ALIGNING EXPENDITURES WITH STUDENT ACHIEVEMENT, MONITORING REVENUES AND EXPENDITURES, CREATING A FEASIBLE BUDGET, AND MANAGING FINANCES IN ACCORDANCE TO ACCOUNTING STANDARDS.		
OBJECTIVE 1	The Board of Trustees, superintendent, directors, and administrators will continue to monitor the budget and accounts payable to ensure the district is in compliance with accounting principles and follow the recommendation of the October 2014 Audit Report		
	Accountability:	All	
	Timeline:	2014-2015	Audit report will be presented and discussed at the board meeting recommendations will be discussed and acted upon as necessary.
		2015-2016	
		2016-2017	
	Benchmark Reports:	Audit will be presented to the board.	
		✓ Reported to Board <insert date>	
OBJECTIVE 2	The Leadership Team will identify achievement need and ensure funds are channeled to address deficits. <Insert Audit Information and/or Expenditure Reports from State Report Card>		
	Accountability:	Board, Administrative Team	
	Timeline:	2014-2015	Using achievement data, building principals will identify areas of need for each building.
		2015-2016	
		2016-2017	
	Benchmark Reports::		

Facility Planning and Maintenance

Goal(s):	THE DISTRICT WILL BE A GOOD STEWARD OF CAPITAL RESOURCES ENSURING ALL BUILDINGS MEET SAFETY REGULATIONS, SOLICITING A FACILITY STUDY, AND MAINTAINING A 5-YEAR PLAN FOR MAINTENANCE, REPAIRS AND FACILITY UPGRADES.		
OBJECTIVE 1	Conduct and evaluate the Facility Evaluation Study with Facility Community Committee		
	Accountability:	Board of Trustees, Maintenance, Facility Committee	
	Timeline:	2014-2015	Facility Committee will evaluate facility report and make recommendations to the board of trustees
		2015-2016	
		2016-2017	
Benchmark Reports:	Facility committee reviewed report, asked for further cost analysis of recommendations and of possible building scenarios.		✓ Reported to Board September 23, 2014
			✓ Reported to Board <insert date>
OBJECTIVE 2	Review Facility Safety Annual Inspections with all staff. Make recommended repairs and adjustments as outlined in reports.		
	Accountability:	All	
	Timeline:	2014-2015	Repairs will be made according to recommendation of annual inspection.
		2015-2016	Repairs will be made according to recommendation of annual inspection.
		2016-2017	Repairs will be made according to recommendation of annual inspection.
Benchmark Reports::			✓ Reported to Board <insert date>
OBJECTIVE 3	Complete 5-Year Facility Maintenance Plan.		
	Accountability:	Superintendent, Business Manager, Maintenance Director, Board of Trustees	
	Timeline:	2014-2015	Complete 5 year facility maintenance plan
		2015-2016	Update 5 year facility maintenance plan
		2016-2017	Update 5 year facility maintenance plan
Benchmark Reports:			✓ Reported to Board <insert date>

Parental and Community Involvement

Goal(s):	THE RELATIONSHIP BETWEEN PARENTS, THE COMMUNITY, AND THE SCHOOL WILL BE FOSTERED BY EXPANDED COMMUNICATION OPPORTUNITIES AND AVENUES FOR PARENTAL AND COMMUNITY INVOLVEMENT.		
OBJECTIVE 1	Each required plan will have members of the community and/or parent representation as prescribed by each plan.		
	Accountability:	Directors of Title I, WISE Tool, Strategic Plan,	
	Timeline:	2014-2015	
		2015-2016	
		2016-2017	
	Benchmark Reports:		✓ Reported to Board <insert date>
		✓ Reported to Board <insert date>	
OBJECTIVE 2	Each building level will have a parent/community advisory group.		
	Accountability:	Building Principals	
	Timeline:	2014-2015	Establish parent advisory groups at each building level.
		2015-2016	Maintain parent advisory groups at each building level.
		2016-2017	Maintain parent advisory groups at each building level.
	Benchmark Reports::		✓ Reported to Board <insert date>

OBJECTIVE 4	Each building principal and director will provide monthly newsletters, use the Alert system, and provide articles to the newspaper, update the district website as needed.		
	Accountability:	Building administrators, District Office staff.	
	Timeline:	2014-2015	Continue to expand monthly electronic newsletters, implement Alert system of communication, provide timely updates in newspaper or by email, expand the district webpage, and Facebook page.
		2015-2016	
		2016-2017	
Benchmark Reports:			✓ Reported to Board

In Progress

SECTION 4

DEMOGRAPHIC DATA

<Insert Data Chart K.J.>

SECTION 5

ASSESSMENT DATA

ASSESSMENT MATRIX

Test	Purpose	K	1	2	3	4	5	6	7	8	9	10	11	12
NAEP assigned	Summative					✓								
ISAT 2.0					✓	✓	✓	✓	✓	✓	✓	✓	✓	
End of Course	Math Summative										✓	✓	✓	✓
	English Summative										✓	✓	✓	✓
	Science Summative										✓	✓	✓	✓
	Social Studies Summative										✓	✓	✓	✓
	Other?													
Star Reading Pre/Post	Diagnostic				✓	✓	✓	✓	✓	✓				
IRI	Summative	✓	✓	✓	✓									
Aimsweb	Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAT	Summative												✓	
ACT	Summative												✓	
PSAT (optional)	Summative											✓	✓	

STATE ASSESSMENTS

DISTRICT ASSESSMENTS

- **Screening assessments** should be used to determine student risk status, determine the need for further diagnostic assessments, and to provide information to help teachers differentiate instruction based on identified instructional needs.
- **Diagnostic assessments** should be used to provide information regarding program placement and to differentiate instruction.
- **Progress monitoring assessments** should be used to determine if students are making adequate progress within current instructional programs.
- **Summative assessments** should be used to monitor students' achievement towards grade level standards, to provide feedback and the overall effectiveness of instructional programs to inform school action plans, and to provide feedback about the overall effectiveness of curriculum to inform district action plans.

CURRENT ASSESSMENT DATA

Links for Up-To- Date Assessment Data

<https://apps.sde.idaho.gov/IRI/PublicReports/PublicReport.aspx> IRI

[HTTP://WWW.IDAHOEDTRENDS.ORG/](http://www.idahoedtrends.org/) GOON, READING, MATH

[HTTPS://APPS.SDE.IDAHO.GOV/ACCOUNTABILITY/REPORTCARD](https://apps.sde.idaho.gov/accountability/reportcard) STAR RATINGS, ISAT, GRAD RATES,

[HTTP://WWW.SDE.IDAHO.GOV/SITE/NAEP/IDAHORRESULTS.HTM](http://www.sde.idaho.gov/site/naep/idaهورesults.htm) NAEP STATE REPORTS

[HTTP://BDSPHD.TRIPOD.COM/NAEP/NAEP-INDEX.HTML](http://bdspbd.com/naep/naep-index.html), ADDITIONAL NAEP INFORMATION

[HTTP://WWW.SDE.IDAHO.GOV/SITE/ASSESSMENT/SCHOOLDAYREPORTS.HTM](http://www.sde.idaho.gov/site/assessment/schoolDayReports.htm)

IRI

ISAT

ACT

SAT/PSAT

GRADUATION RATES

ADVANCED OPPORTUNITIES

IRI Results - Spring 2014

	2010	2011	2012	2013	2014
					K
Kindergarten					75.34%
				K	1st
1st Grade				84.62%	85.29%
			K	1st	2nd
2nd Grade			91.11%	74%	85%
		K	1st	2nd	3rd
3rd Grade		80.28%	83.56%	82.89%	86.49%
	K	1st	2nd	3rd	No
4th Grade	84.62%	89.83%	87.10%	94.55%	Testing

Benchmark Goals

K	60%
1st	70%
2nd	80%
3rd	85%

GRADE 5

DISTRICT: SODA SPRINGS JOINT DISTRICT 150
SCHOOL: TIGERT MIDDLE SCHOOL 0078

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
Science						
A	>215					
P	206-215					
B	194-205					
BB	<194					
All Students		73	2.7	43.8	31.5	21.9
Male		41	2.4	41.5	31.7	24.4
Female		32	3.1	46.9	31.3	18.8
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		3	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		66	3.0	40.9	33.3	22.7
Hispanic or Latino Ethnicity		3	*	*	*	*
Two or More Races		1	*	*	*	*
Economically Disadvantaged		23	4.3	56.5	30.4	8.7
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		7	*	*	*	*

GRADE 7

DISTRICT: SODA SPRINGS JOINT DISTRICT 150
SCHOOL: TIGERT MIDDLE SCHOOL 0078

PAGE: 1

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
Science						
A	>218					
P	213-218					
B	206-212					
BB	<206					
All Students		65	7.7	18.5	21.5	52.3
Male		34	8.8	11.8	23.5	55.9
Female		31	6.5	25.8	19.4	48.4
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		1	*	*	*	*
Native Hawaiian / Other Pacific Islander		1	*	*	*	*
White		60	8.3	18.3	20.0	53.3
Hispanic or Latino Ethnicity		1	*	*	*	*
Two or More Races		2	*	*	*	*
Economically Disadvantaged		24	8.3	20.8	25.0	45.8
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		2	*	*	*	*

GRADE 10

DISTRICT: SODA SPRINGS JOINT DISTRICT 150
SCHOOL: SODA SPRINGS HIGH SCHOOL 0079

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>229					
P	219-229					
B	213-218					
BB	<213					
All Students		45	4.4	8.9	33.3	53.3
Male		26	7.7	15.4	26.9	50.0
Female		19	0	0	42.1	57.9
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		1	*	*	*	*
White		42	2.4	9.5	35.7	52.4
Hispanic or Latino Ethnicity		2	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		11	0	18.2	27.3	54.5
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		2	*	*	*	*

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated for 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

Total Students in Report: 31

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2009	55	10,228	58	72	45	45	60	60	33	30	25	24
2010	50	10,647	66	72	36	47	60	60	34	32	24	26
2011	41	11,321	63	72	41	47	54	59	34	32	24	26
2012	43	11,842	70	72	33	47	58	59	30	32	21	26
2013	31	8,624	77	74	35	52	42	54	32	43	16	32

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2009	55	10,228	19.4	20.9	21.4	21.3	22.3	22.3	21.3	21.4	21.2	21.6
2010	50	10,647	20.2	21.2	20.2	21.4	22.1	22.4	21.0	21.6	21.0	21.8
2011	41	11,321	19.8	21.1	20.8	21.3	20.1	22.2	21.2	21.5	20.6	21.7
2012	43	11,842	19.5	21.0	19.9	21.3	21.6	22.1	21.0	21.4	20.6	21.6
2013	31	8,624	21.4	21.5	20.3	21.8	21.0	22.7	20.5	21.8	21.0	22.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2009	1,480,469		20.6		21.0		21.4		20.9		21.1	
2010	1,568,835		20.5		21.0		21.3		20.9		21.0	
2011	1,623,112		20.6		21.1		21.3		20.9		21.1	
2012	1,666,017		20.5		21.1		21.3		20.9		21.1	
2013	1,799,243		20.2		20.9		21.1		20.7		20.9	

SAT Results Spring 2012-2014

	Critical Reading	Math	Writing	Testing Year
	2nd Quartile	3rd Quartile	2nd Quartile	
Class of 2013	430	432	440	2012
	2nd Quartile	2nd Quartile	2nd Quartile	
Class of 2014	448	445	440	2013
	2nd Quartile	2nd Quartile	2nd Quartile	
Class of 2015	451	461	430	2014

Benchmark Goals
College Readiness is 550

Miscellaneous Information

PSAT Scores

2012-2013 PSAT number of students tested
2012-2013 PSAT average score
2013-2014 PSAT number of students tested
2013-2014 PSAT average score

	Reading	Math	Writing	Composite
2012-2013 PSAT number of students tested	30	30	30	30
2012-2013 PSAT average score	46.7	47.1	46.7	140.5
2013-2014 PSAT number of students tested	82	82	82	82
2013-2014 PSAT average score	46.5	45	42.63	134.13

Benchmark scores

45	47	45
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Graduation Rates By Schools Historical Rates

Actual graduation rate based on the AYP formula

DistrictCode	DistrictName	Bldg	SchoolName	GRate12-13	GRate11-12	GRate10-11	GRate09/10	GRate0809	GRate0708	GRate0607	GRate0506	GRate0405	GradRate0304	GradRate0203
150	SODA SPRINGS JOINT DISTRICT	401	SODA SPRINGS HIGH SCHOOL	96.2%	96.90%	98.20	100.00%	94.59%	96.67	97.06	94.59	95.06	91.67	97.14

Advanced Opportunities
Dual Credit

	2012-2013	2013-2014	2014-2015 1st Semester
Sophomores	9	7	15
Juniors	14	16	28
Seniors	6	7	24
Total Students	29	30	67
Total # of College Credits	105	109	234

SECTION 6

DISTRICT PLANS

EXECUTIVE SUMMARY PROVIDED FOR MOST PLANS. ENTIRE PLAN AVAILABLE AT THE

EMERGENCY OPERATION PLAN

EXECUTIVE SUMMARY

INTRODUCTION

Disasters or emergencies can happen suddenly, creating a situation in which the normal staff support services for the School District can become overwhelmed. During crises, the School District requires special procedures to address the needs of emergency response operations and recovery management. To address such emergencies, the Soda Springs School District #150 (SD 150) has established an Emergency Operations Plan (EOP), which provides a guideline for the management of the immediate action and operations required to respond to an emergency or disaster.

PURPOSE

The plan establishes policies and procedures that allow SD 150 to save lives, minimize injuries, protect property, preserve a functioning administration, and maintain activities essential to their survival and recovery from natural and man-made hazards. It establishes the guidelines for conducting efficient, effective, coordinated emergency operations involving the use of all resources belonging to the Soda Springs School District or available to it.

SITUATION

SD 150 District enrollment is approximately 791 students, serving the residents of Caribou, Bear Lake, and Bonneville counties. With the current student population there are 102 full- and part-time employees. The campuses that serve the SD 150 students are located within the city of Soda Springs. Mutual-aid agreements exist with numerous public-safety agencies across Caribou County and the State, which can be implemented in the event of an emergency.

ASSUMPTIONS

SD 150 with its various campuses, resources, training, and mutual-aid agreements is well equipped to respond to any type of emergency that could potentially affect the operations of the school district.

CONCEPT OF OPERATIONS

The Superintendent of the Soda Springs School District is ultimately responsible for emergency management activities within the boundaries of SD 150. The High School Principal is responsible for maintaining and implementing the Emergency Operations Plan (EOP).

The EOP is based on the concept that the emergency functions assigned to the various groups, organizations, and individuals involved in this plan will parallel their normal day-to-day functions as closely as possible. The same personnel and material resources will be employed as much as possible in both normal and emergency functions. Those day-to-day functions that do not contribute directly to the emergency operations may be suspended for the duration of the emergency. The efforts that would normally be required for those functions may be redirected to the accomplishment of emergency tasks set forth by the policy, direction, and control staff.

OPERATIONAL TIME FRAMES

Mitigation - A period of time during which activities are undertaken by individuals/departments to improve their capabilities to respond to a potential emergency and fulfill assigned responsibilities. The purpose of mitigation is to identify potential hazards to engineer structures to minimize the potential for damage.

Preparedness - A period of time during which activities are undertaken by individuals/departments to increase their readiness posture during periods of heightened risk.

Response - A period of time during which activities are undertaken by individuals/departments to respond to an occurrence that threatens or harms faculty, staff, students and/or property.

Recovery - A period of time during which activities are undertaken by individuals/departments to provide for the welfare of the faculty, staff and students following a disaster and/or emergency.

ORGANIZATION

The Emergency Operations Plan is organized into a Basic Plan and Annexes. Each Annex addresses a specific functional area and outlines in a more detailed manner the responsibilities and operation of that function. Due to security concerns, the annex's are available to necessary personnel only

The Functional Areas with applicable Annexes are:

Annex A	Command and Control
Annex B	Communications & Warning
Annex C	Emergency Public Information
Annex D	Security
Annex E	Light Fire suppression & Rescue
Annex F	Facilities Management
Annex G	Evacuation
Annex H	Relocation
Annex I	Reverse Evacuation
Annex J	Hall Check
Annex K	Lock Down
Annex L	Shelter-in-Place
Annex M	Drop, Cover & Hold
Annex N	Reunification
Annex O	Health & Medical

DIRECTION AND CONTROL

The Superintendent of Schools is responsible for designating an Emergency Management Coordinator. The Emergency Management Coordinator is responsible for all emergency management activities including the implementation of the EOP and directing emergency response activities within school district boundaries.

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

CONTINUITY OF OPERATIONS

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

PLAN DEVELOPMENT AND MAINTENANCE

An annual review of the plan is conducted under the auspices of the High School Principal in conjunction with the school campuses and organizations assigned responsibility for implementation of the plan.

Frequent exercises of the plan are conducted throughout the year. These exercises provide practical controlled operations experience to those individuals who would have responsibilities in the emergency operations center should a real-life emergency occur. In addition, these exercises help facilitate the review of the emergency operation plan and its Annexes

WISE TOOL AND ACCREDITATION INFORMATION

THE WISE TOOL IS AN ONLINE SCHOOL IMPROVEMENT PLAN REQUIRED BY THE ISDE. SODA SPRINGS HIGH SCHOOL IS ACCREDITED BY ADVANED.

AN EXECUTIVE SUMMARY IS PROVIDED.

WISE TOOL SCHOOL IMPROVEMENT TOOL

Ways to Improve School Effectiveness or WISE Tool is the school improvement planning tool. The requirements are different depending on the school's STAR score. Thirkill Elementary is in Rapid Improvement as defined by the state. This means each year specific items must be planned, monitored, and assessed in the WISE Tool. After the state reviews the plan revisions are recommended. Thirkill and the District are in the process of making needed revisions and completing the requirements for the current year. The categories planned for are School Leadership and Decision Making; Curriculum Assessment and Instructional Planning; Classroom Instruction; and School Community. The recently formed School Improvement team at Thirkill will be meeting weekly to meet the November 1 deadline. The WISE tool is an electronic tool so all documents and requirements can be found in one place. The completed plan is submitted electronically to the State Department of Education.

ADVANED ACCREDITATION <insert executive summary>

TEXTBOOK AND CURRICULUM ADOPTION PLAN

[HTTP://WWW.SDE.IDAHO.GOV/SITE/CURRICULAR_MATERIALS/](http://www.sde.idaho.gov/site/curricular_materials/)

PROFESSIONAL DEVELOPMENT PLAN

Soda Springs School District 150
Three-Year District Professional Development Plan
2013-2016

Common Core	
Goal(s):	<ul style="list-style-type: none"> Teachers will continue developing and implementing the Common Core standards as they create formal unit plans. (Aligned with individual, school, district and state goals.) Teachers will coordinate with one another to ensure literacy across subject area and building levels. Teachers and Teacher Leaders will participate and coordinate in Discovery Education PD Modules Teachers will participate with ELA/Literacy Core Coaches and Math Coaches (ISU)
Action #1:	District wide Core workshop completed Spring 2013. Professional Development will be planned at each building level and /or scaffold to other buildings. Teachers will submit individual proposals to work in professional learning community to develop unit plans. The PD will be held on Fridays. Mentors will be available for consultation. Teams will have access SDE Core Coaches. \$200.00 grants are available.
	Accountability: Principals are responsible for approve building level professional learning community plans
	Timeline: Grants ready for approval October 15, limit two grants per individual, grants must be submitted for payment by May 15 2013-2016.
	Budget: 2013-2014: \$14,000.00 available for (70) grants through Differential Pay allotment 2013-2016: \$2,000.00 available for (10) grants Title II funds, \$6000.00 available for (30) grants State PD funds (pending)
	Resources Needed: Teachers currently forming PLC or other grouping. Access to CC documents, learning management system. Existing technology
	Milestones: Principals will monitor, evaluate, document and communicate progress of building level PLC/groups Teachers will submit proposals to principals for approval, DO for payment. Teachers will share success at weekly faculty meetings and district-wide PD meetings
Action #2:	Discovery Education Professional Development Modules 1 and 2
	Accountability: Superintendent/Professional Development Coordinator is responsible for district-wide and leadership professional development
	Timeline: 2013-14 School year, pending contact with Discovery Education for scheduling

	Resources Needed:	Curriculum and training provided by Discovery Education
	Budget:	15,000.00
	Milestones:	15-25 administrators and teacher leaders will participate in Modules 1 and 2 Administrators and teacher leaders will evaluate each of the 1 st two modules. Discovery Education Modules have evaluation tools as well.
Action #3	Teachers participating in Core Coaches Training. Teacher representative will be trained in each building to serve as Common Core Coach. Teachers not chosen to be Coaches will have the opportunity to participate through the ELA/Literacy Coach training or through the Math Core training out of ISU. SDE training will be recommended.	
	Accountability:	SDE provides Core Coaches to train the trainer. SD 150 has 2 ELA Core Trainees. Principals monitor training, trainees will be required to present to district faculty as part of the program. Math Core trainers from ISU working with math personnel. Superintendent/PD Director will arrange funding.
	Timeline:	2013-14 Two official coaches, 6-15 participants in training by SDE Coaches; Schoolnet or Core Coaches instruction at local level. 2014-2016 Four additional coaches strained by SDE Coaches; 15-50 participants in SDE provided training, Schoolnet or Core Coaches instruction at local level.
	Budget:	2013 2 @ \$1000.00 stipends match for Core Coach participants. Expand as need in the future. Funding for substitute pay and travel for teachers to attend Core Coach's subsequent training, or other SDE training: \$120.00 per/participant. 2014-2016 4@ \$1000.00 stipend match for new Core Coach participants. Funding for substitute pay and travel for teachers to attend Core Coach's subsequent training, or other SDE training. \$120.00/participant
	Resources Needed:	<ul style="list-style-type: none"> The Idaho Dept. of Ed. has provided the funding for the coaches to attend professional development. SD 150 will match stipend for participants SD 150 will use the Idaho Common Core Coaches to train our district coaches. SD150 will provide the time for the coaches to train the teachers within the school district during district time.
	Milestones:	Core coaches are selected and provided training. Other teachers attend PD provided by ELA/Literacy and Math Core Coaches Our trained Core Coaches present to faculty. Share ideas at in-service.

Balanced Assessment

Goals:	<ul style="list-style-type: none"> Evaluate current district assessment plans at each building Use practice tests to better understand the abilities of the online Smarter Balanced Assessment Understand the content and item specifications and incorporate that content into daily instructional practice. Evaluate and revise current EOC's at high school level 	
Action #1:	The administration and teacher leaders will participate in Professional Development to understand the characteristics of a balanced assessment system and the content and item specifications of balanced assessment.	
	Accountability:	Administrator/ Teacher Leaders
	Timeline:	Fall 2013 Spring 2014
	Budget:	\$1000.00 for 20 substitute days
	Resources Needed:	<ul style="list-style-type: none"> Discovery Education Module 5 for assessment Computers Practice tests, Schoolnet?
	Milestones:	Complete evaluation of current assessment practices Faculty understanding of Smarter Balanced Assessment EOC completions at high school level.
Action #2:	Building level staff will finalize EOC's where appropriate at each level	
	Accountability:	Teachers/Principals
	Timeline:	Fall 2014
	Budget:	10 days @ \$2000.00 for non-contract collaboration time
	Resources Needed:	Summer meeting times, afterschool, Friday?

	Milestones:	Building level plans are incorporated into district plan Review current EOC's at secondary level EOC's are aligned with State Core
Action #3:	Determine technology needs related to online assessments.	
	Accountability:	Technology Coordinator/Test Coordinator
	Timeline:	August 2013-2014, Assessing hardware, bandwidth needs, Revise after field test, Upgraded labs to 1 G memory at Middle School, Revise May 2014 SDE Completes Fiber to High School December 2013? 2013 Purchase: Elementary: Earbuds, New OS, 1 additional Ipad Lab, keyboards, Middle School: OS, 9 computers replaced, (1) additional mobile lab, High School: Additional Lab, Bandwidth issues at all buildings? Evaluate: Plan purchases for 2014-2016
	Budget:	\$150,000.00 Increased Supplemental Levy, Activated Emergency Levy
	Resources Needed:	additional keyboards for elementary, laptop labs for secondary, headsets where needed, bandwidth
	Milestones:	Wireless meet standards, bandwidth meets need Purchase Headsets Field test successful Personnel and hardware adequate for needs
Action #4:	Determine Professional Development for first round of the Smarter Balanced Assessment. Teachers will prepare students for understanding the new assessment as the field study is employed.	
	Accountability:	Leadership Team/Professional Development Committee
	Timeline:	2014-2016
	Budget:	N/A
	Resources Needed:	As determined

	Milestones:	Evaluate each faculty members current understanding of Smarter Balance Procure training through Core Coaches, Local Core Coaches, Procure next step SDE Schoolnet training
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Leadership Capacity

Goals:	<ul style="list-style-type: none"> Building principals and lead teachers gain knowledge on leadership strategies as they relate to implementing the Core Standards, facilitating the new assessment, as well as organizational best practices 	
Action #1:	9 Member team participates in Idaho Leads training	
	Accountability:	Superintendent, Principals, Teacher Leaders, School Board
	Timeline:	2013-2016
	Budget:	N/A
	Resources Needed:	Substitute teachers, time for collaboration after training
	Milestones:	Completion of year one 2014 Completion of year two 2015 Completion of year three 2016
Action #2:	3 principals participate in Project Leadership	
	Accountability:	Building Principals
	Timeline:	2013-2016
	Budget:	Travel and lodging for 3 principals to Sun Valley, 3 regional meetings \$1500.00

	Resources Needed:	Cost of travel and lodging Self-Assessment Tool for School Leaders, Danielson based Admin Evaluation
	Milestones:	Report back from first meeting Fall 2013 Change strategies implemented per building, by principals Evaluation Tool Approved by board
Action #3	Teachscape Certification for certified administrators and evaluators.	
	Accountability:	Superintendent
	Timeline:	November 2013-November 2014
	Budget:	N/A
	Resources Needed:	Time for collaboration working through Teachscape Training
	Milestones:	Pass Teachscape test Receive Certification

Technology Integration

Goals:	<ul style="list-style-type: none"> Technology is successfully integrated into classroom instruction. In addition, tools are in place to evaluate effectiveness and usefulness of technology strategies and equipment. 	
Action #1:	Introduce Clarity Software Assessment if what we are doing is effective	
	Accountability:	Building principal
	Timeline:	2013 Free Trial 2013-2016 Pending evaluation of software and funding
	Budget:	N/A
	Resources Needed:	Clarity Software
	Milestones:	1 st Phase of introduction to teachers Monitor
Action #2:	Discovery Learning Modules 3, 4, and 6	
	Accountability:	Superintendent, Building Principals, Teacher Leaders
	Timeline:	2013-2014
	Budget:	\$15,000.00
	Resources Needed:	Discovery Education Modules, Daily stipends if not on Fridays, Computer Lab

Action #3:	Milestones:	Completion of Modules 3-6 Train the trainer model used to extend to other teachers
	Online component for high school classes: Moodle, Google Sites, and Edmodo	
	Accountability:	High School Counselor, Tech Coaches, Tech Director, Building Principal
	Timeline:	2013 Continue creation of online components for each class at secondary level. 2014-2016 Procure Financing for continual technology integration in the classroom
	Budget:	\$10,000 Go On Grant Monies
	Resources Needed:	Go On Grant Stipends for teachers after year of technology in the classroom pilot
Action #4	Milestones:	Purchase Ipad Cart, Laptop cart to determine best practices, teacher preference Additional mobile labs purchased
	Personnel access ISU's Workforce Training Modules through Schoolnet.	
	Accountability:	Teachers
	Timeline:	2013-2016
	Budget:	N/A
	Resources Needed:	Access to ISU Workforce Training through Schoolnet
	Milestones:	Teachers register for classes as needed

Safe Schools		
Goals:	<ul style="list-style-type: none"> All employees, including Paraprofessionals, participate in selected module trainings: Boundaries, Online safety, First Response, Intruders, Shelter in Place, First Aide, DE fib, Suicide Awareness, Weather Emergencies, Active Shooter and facility safety evaluation. 	
Action #1:	Employees complete assigned Safe School Modules	
	Accountability:	District Office Personnel
	Timeline:	2013-2016
	Budget:	N/A
	Resources Needed:	SafeSchool Modules
	Milestones:	Completion of assigned module.
Action #2:	Complete risk assessment/danger assessment and complete Emergency Operation Plan	
	Accountability:	District Office, Law enforcement, director of county safety
	Timeline:	2014 Complete Plan 2015 – 2016 Annual evaluation of plan, update personnel assignments
	Budget:	N/A
	Resources Needed:	Resources from SDE, FEMA, Caribou County Safety Committee, CC Sheriff, SS Police
	Milestones:	Plan Completion Annual reviews.

EVALUATION PLAN

<INSERT PLAN D.D.>

TECHNOLOGY PLAN

EXECUTIVE SUMMARY

Soda Springs District #150 Technology

2013-2017

Goal 1: Students will utilize technology to be actively engaged in learning

Goal 2: Students and staff will have access to technology resources to support educational processes.

Goal 3: Staff will use technology to improve decision-making

Goal 4: Staff will continually improve technology and integration skills

Goal Objectives and Strategies:

Goal 1: Students will utilize technology to be actively engaged in learning					
Objective 1.1 Integrate technology for transformational learning to enhance curriculum and instruction					
	Strategies	Status	Timeline	Responsibility	Evidence
1.1.1	Provide technology resources for teachers, students and parents aligned with district initiative to enhance student learning of the Idaho Core State Standards	In Process	Ongoing	Curriculum specialists, Technology staff, Teachers, Administrators	Annual review of teacher technology wants and needs.
1.1.2	Support student achievement through delivery of online and blended courses	In Process	Ongoing	Curriculum, Tech staff, Teachers, Administrators	Documented in student records
Goal 2: Students and staff will have access to technology resources to support educational processes.					
Objective 2.1 Provide communication resources for staff and students					
2.1.1	Utilize and keep current the district website to allow efficient access to district-wide information and resources	In Process	Annual employment updates, monthly lunch postings and employment opportunities as needed	District Admin Staff	Monthly Review
2.1.2	Maintain and update filtering and security solutions to provide safe and secure technology access	In Process	Ongoing	Technology staff	
2.1.3	Provide network administration services, maintenance and support for efficient utilization of resources	In Process	Ongoing	Technology staff	
2.1.2	Begin the implementation of wireless technologies	2013: Staff-completed Students – Beginning with classroom sets	2013: Update to Infrastructure Ongoing to purchase classroom sets	District Technology Staff	Available use with secure connections
Objective 2.2 Create an environment that fosters meaningful collaboration between the Soda Springs School District and post-secondary institutions (i.e. public and private colleges, universities, technical schools) and other virtual learning environments (i.e. IDLA).					
2.2.1	Utilize IEN equipment and opportunities	3 units Installed, coordinate schedules with other districts	12 staff members trained; proctors will be trained as needed	Principal, Tech staff	Number of courses or activities
2.2.2	Encourage faculty to be trained and utilized as dual-enrollment teachers	1 teacher	Ongoing	Superintendent	Number of dual-enrollment courses offered
Goal3: Staff will use technology to improve decision-making					

3.1 Continuously use and improve student information systems for data integrity to be used for data-driven decisions					
3.1.1	Use PowerSchool to communicate academic standing and classroom activity	In Process	Ongoing	Teachers, Administrators, Students, Parents	PowerSchool Reports
3.1.2	Utilize Mileposts and Schoolnet for data points about each student to personalize teaching	In process	Ongoing	Administrators, Tech Staff, Teachers	Mileposts reports
3.1.3	Cross-check ISEE data to evaluate accuracy and align with administrative policies	In Process	Ongoing	Superintendent ISEE Coordinator	State Reports
Goal 4: Staff will continually improve technology and integration skills					
Objective 4.1 Provide professional development aligned with district initiatives to all school district professionals to further the transformational use of educational technology.					
4.1.1	Train staff and students in cyber citizenship to ensure safe and appropriate use of technology	In Process	Ongoing	Administrators, Tech Staff, Teachers	Observation and Lightspeed Reports
4.1.2	Teachers will petition for staff development time to develop lessons integrating technology for transformational learning	In Process	2013-2017	Teachers Administrators Tech Staff	Request Forms
4.1.3	Provide needed training for technologies that would enhance transformation technology integration according to SAMR ¹	As Needed	2013-2017	Tech Staff Teachers Administrators	Lesson Plans and Roll of Attendees

Transformation

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Enhancement

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

¹SAMR Four Stages of Technology Integration Model

Two Stages of Enhancement:

- 1) Substitution – Technology acts as a direct tool substitute, with no functional change such as a word processor used like a typewriter.
- 2) Augmentation – Technology acts as a direct tool substitute, with functional improvement such as spell checking, cut and paste, grammar check

Two States of Transformation:

- 1) Modification – Technology allows for significant task redesign (Example: Collaborate with experts about the design and results of lab work. From feedback make changes to lab design.)
- 2) Redefinition – Technology allows for the creation of new tasks, previously inconceivable (Example: Use online tools to display results. Blog and get others repeat lab. Compare results.)

ANNUAL SAFETY INSPECTIONS

<INSERT INSPECTIONS J.B.>

5-YEAR FACILITY MAINTENANCE PLAN

<INSERT PLAN J.B.>

FACILITY STUDY OVERVIEW

SODA SPRINGS JOINT SCHOOL DISTRICT NO. 150 EXISTING CONDITIONS EVALUATION EXECUTIVE SUMMARY

HOWARD THIRKILL ELEMENTARY

ARCHITECTURAL

Thirkill Elementary School is in good condition. The facility and its systems have been well maintained and cared for over their 48 years. Many of the finishes, fixtures, and equipment (FF&E) and other building components, such as door hardware, have been updated and replaced, but many are the original installed products and have exceeded their useful life. Based on our visual observation, it is our opinion that with continued regular maintenance and FF&E and component upgrades and replacements as necessary, the useful life of this facility will exceed an additional 30 years.

As configured, with the administration centrally located and classroom wings extending in three directions, the school's core learning areas and administration suite are easily expandable. Expanding other core functions, such as the multi-purpose room, may pose a challenge. As required by the 2012 International Building Code, the facility has ample plumbing fixtures to accommodate the current enrolment and more. Thirkill Elementary lacks modern security features, some of which can be easily added. As improvements are made, a new secure main entry near the administration could provide the administration staff with security while providing the ability to observe all visitors prior to allowing access into the building. Additional features can also be retrofitted to enable the facility to enter a lock-down mode with the touch of a button.

Most of the doors and doorways throughout the building do not meet ADA Accessibility Guidelines or current building code requirements in terms of door hardware and clear floor area around the doors. Toilet rooms also fail to meet these requirements. ADA Accessibility Guidelines did not exist at the time of the original construction or the 1984 addition. As doors, door frames, toilet fixtures, etc. are replaced with routine maintenance; consider reconfiguring components, such as changing door swings or reconfiguring plumbing fixtures, to comply with ADA Accessibility Guidelines and accessibility provisions in the building code. Based on the review of the original construction drawings, none of the exterior perimeter walls contain building insulation.

STRUCTURAL

The structural systems are in good to very good condition. The building is as safe to occupy now as it was when it was constructed. Based on our visual observation and relative to the original structural systems, it is our opinion that the existing structure has an additional 30+ years of service-life. The structure has resisted moderate sized earthquakes in the past, but has not experienced a large magnitude earthquake that the area is capable of producing. In a large seismic event, damage would likely occur.

MECHANICAL

The HVAC systems serving the elementary school are in relatively good condition. They have outlasted their life expectancy since the systems were installed in 1966. We recommend the following modifications to the HVAC systems: Replace old pneumatic control system with new, Install duct in the air tunnels, install more permanent AC units in front offices (rooftop unit or DX heat pump units). Clean and seal all ductwork and air handling units. Replace air handling unit fans and/or motors with high efficiency systems and install VFD's on fans.

The following additional recommendations will apply in a more energy efficient aggressive approach and will require more significant capital costs: Replace steam boiler with high efficiency hot water boiler and upgrade piping and coils as required. Replace entire HVAC system.

PLUMBING

We do not recommend major renovations or upgrades to the plumbing systems. All hot water piping should be insulated. Fixtures should be replaced with high efficiency fixtures as they fail. Perform testing on piping to ascertain condition and life of piping.

ELECTRICAL

The electrical systems serving the elementary school are in relatively good condition and are still functioning with spare ampacity. We recommend the following modifications to the electrical systems: repairing rusting service drop conduits, increasing the number of receptacles and branch circuits in the classrooms, and upgrading the intercom system. As the lamp and ballasts typically are replaced every 5 to 7 years, we recommend at this time looking at the cost of replacing fluorescent lights with LED lights in lieu of replacing lamps and ballasts. We anticipate the cost of LED lights to be considerably lower at this time and LED lights have energy savings.

TIGERT MIDDLE SCHOOL

ARCHITECTURAL

Tigert Middle School is in good condition. The facility and its systems have been well maintained and cared for over their 20 years. Many of the finishes, fixtures, and equipment (FF&E) and other building components, such as door hardware, appear to be the original installed products and appear to be in good condition. Based on our visual observation, it is our opinion that with continued regular maintenance and FF&E and component upgrades and replacements as necessary, the useful life of this facility will exceed an additional 30 years.

Tigert Middle School is separated with a 2 hour fire wall into two fire areas effectively separating the classrooms from core functions. This separation will provide the district with many opportunities for expansion should the need arise. As configured, with the administration located at the main entrance and classrooms configured around the building's core on the south, west, and north sides, the facility could easily be expanded. Although adding classroom wings on the west would likely eliminate some classroom windows on the southwest and northwest corners of the building. As originally intended, a gymnasium could easily be added. As required by the 2012 International Building Code, the facility has ample plumbing fixtures to accommodate the current enrolment and more.

Tigert Middle School lacks modern security features, some of which can be easily added. As improvements are made, a new secure main entry near the administration could provide the administration staff with security while providing the ability to observe all visitors prior to allowing access into the building. Additional features can also be retrofitted to enable the facility to enter a lock-down mode with the touch of a button.

It appears that the building was designed and constructed with ADA Accessibility Guidelines in mind in terms of door hardware, clear floor area around the doors and fixtures, and toilet rooms. As well as access to elevated areas with a lift provided on the north side of the stage.

STRUCTURAL

The structural systems are in good to very good condition as it relates to the original construction. Based on our visual observation, it is our opinion that the existing structure has an additional 30+ years of service-life.

MECHANICAL

The HVAC systems serving the middle school are in relatively good condition. They are approaching their life expectancy. We recommend the following modifications to the HVAC systems:

Replace equipment as it fails with high efficiency systems. Upgrade the existing control system.
Replace PVC water lines serving heat pumps with copper lines.

The following recommendations will apply in a more energy efficient aggressive approach and will require more significant capital costs, but will save operation budget costs: Replace all boilers, cooling tower, and heat pumps with new systems.

PLUMBING

We do not recommend major renovations or upgrades to the plumbing systems.
All hot water piping should be insulated. Fixtures should be replaced with high efficient fixtures as they fail.
Perform testing on piping to ascertain condition and life of piping. Upgrade hot water recirculation system.

ELECTRICAL

The electrical systems serving the middle school are in relatively good condition and are still functioning with spare ampacity. We don't have recommendations of equipment that needs to be replaced. As the lamp and ballasts typically are replaced every 5 to 7 years, we recommend at this time looking at the cost of replacing fluorescent lights with LED lights in lieu of replacing lamps and ballasts. We anticipate the cost of LED lights to be considerably lower at this time and LED lights have energy savings.

TIGERT MIDDLE SCHOOL ANNEX

ARCHITECTURAL

Although the facility and its systems have been maintained and cared for over its lifetime, the Tigert Middle School Annex is in failed condition. There are portions of the annex facility that appear to be in good condition, namely the district offices, where replacements and upgrades have been made. With extensive repairs and FF&E and component upgrades and replacements, the useful life of this facility could be extended; however, the structural systems could prove otherwise.

As configured, the annex is located at the east and southeast of the main building. To access these portions of the middle school complex, the students and staff must exit and reenter facilities, obviously not ideal for core school functions.

With multiple buildings and multiple entrances and exits, this complex creates security concerns. With students required to enter and exit the facilities on a regular basis to attend classes and other core functions, it is difficult to secure the property.

With the configuration of the different facilities, there is not convenient access to each of the buildings as many of the entrances and access ways do not meet ADA Accessibility Guidelines or requirements of the current building code. Nearly all of the doors fail to meet these guidelines in terms of door hardware and clear floor area around the doors. Most of the toilet rooms also fail to meet these requirements. These facilities obviously predate the ADA Accessibility Guidelines.

Given the age of the building and based on the review of the other buildings in the district, we assume that none of the exterior perimeter walls contain building insulation, unless it has been retrofitted during renovations.

STRUCTURAL (Gymnasium and Classroom Building)

The gym, the locker rooms and the boiler room structural systems are in very poor condition. Due to the evident deterioration and severe structural problems throughout, we cannot recommend its continued use.

The annex building's structural systems appear to be in poor condition. It is our opinion that it is approaching its expected service-life. If it is desired to keep the building in use, we recommend further analysis be done. This will require wall and ceiling finishes to be removed to better observe the existing conditions. It is our opinion that with the recommended upgrades listed in the report, we estimate the structure to have an additional 20 years of service-life remaining.

MECHANICAL (Gymnasium and Classroom Building)

The HVAC systems serving the annex and gymnasium do not provide long term solutions. We recommend the following modifications to the HVAC systems: Install packaged rooftop units or split heat pump units and ducting for annex building with thermostat control. Remove the steam boiler. Replace steam duct heaters with high efficiency gas fired duct heaters in the gymnasium with thermostat control. Install energy recovery ventilator units and ducting for men's locker room and women's locker room to provide adequate exhaust and makeup air. Install DDC controls based on district's controls program.

PLUMBING (Gymnasium and Classroom Building)

We do not recommend major renovations or upgrades to the plumbing systems. All hot water piping should be insulated. Fixtures should be replaced with high efficient fixtures as they fail. Perform testing on piping to ascertain condition and life of piping. Upgrade hot water recirculation system. Re-route water lines from potential freezing locations or repair building envelope.

ELECTRICAL (Gymnasium and Classroom Building)

The electrical service serving the gym, middle school annex, and administration building is newer and in relatively good condition with spare ampacity. The lighting for the annex and gym is older technology that is not energy efficient and is in poor condition. We recommend upgrading the light fixtures to high efficiency linear fluorescent light or LED lighting. The middle school annex building branch circuiting is in poor condition and needs to be replaced with more receptacles and all cables should be in raceways.

STRUCTURAL (Administration/Head Start)

The head start and administration building is in moderate to good condition. Without the structural upgrades listed in the report, we estimate that the structure to have approximately an additional 15 to 20 years of service-life remaining. Although, in a large seismic event, moderate to severe damage would likely occur. With the upgrades listed in the report, we estimate that the structure has an additional 30+ years of service-life remaining. The structure has resisted moderate sized earthquakes in the past, but has not experienced a large magnitude earthquake that the area is capable of producing.

MECHANICAL (Administration/Head Start)

The systems seem to be fairly new and in good working condition. New packaged rooftop units or forced air furnaces may be installed with associated ductwork to provide improved zoning as well as cooling for the head start.

PLUMBING (Administration/Head Start)

We do not recommend major renovations or upgrades to the plumbing systems. All hot water piping should be insulated. Fixtures should be replaced with high efficient fixtures as they fail. Perform testing on piping to ascertain condition and life of piping. Upgrade hot water recirculation system.

ELECTRICAL (Administration/Head Start)

The electrical systems serving the Head Start and Administration building are in relatively good condition and are still functioning with spare ampacity. We recommend the following modifications to the electrical systems: increasing the number of receptacles and branch circuits in the classrooms, improve wireless internet coverage, replace/repair exterior lighting, and upgrading the intercom system. We recommend upgrading the light fixtures to high efficiency linear fluorescent light or LED lighting.

SODA SPRINGS HIGH SCHOOL**ARCHITECTURAL**

Soda Springs High School is in unsatisfactory to satisfactory condition. The facility and its systems have been fairly well maintained and cared for over its 55 years. Some of the finishes, fixtures, and equipment (FF&E) and other building components, such as doors and hardware, have been updated and replaced, however, many are the original installed products and have exceeded their useful life. Based on our visual observation, it is our opinion that with extensive repairs and FF&E and component upgrades and replacements, the useful life of this facility could approach an additional 30 years, however, these upgrades and replacements will be costly. Without these repairs, it is our opinion that the useful life remaining in this facility is approximately 10 years.

As configured, with the administration located at the southwest, the classroom wing extends to the east, and other core functions, such as the auditorium, media center, and gymnasium, line the north side of the building on the ground level. The facility's administration suite is easily expandable in its current location. If needed additional classroom space or other core functions, such as a commons, could be added to the west. As required by the 2012 International Building Code, the facility has ample plumbing fixtures to accommodate the current enrolment and more, however, these plumbing fixtures do not meet ADA Accessibility Guidelines.

Soda Springs High School lacks modern security features, some of which can be easily added. A new secure main entry near the administration could provide the administration staff with security while providing the ability to observe all visitors prior to allowing access into the building. Additional features can also be retrofitted to enable the facility to enter a lock-down mode with the touch of a button.

The elevator in the building does not provide convenient access to all of the floors as it is accessed on two levels through classrooms. Most of the doors and doorways throughout the building do not meet ADA Accessibility Guidelines or current building codes in terms of door hardware and clear floor area around the doors. Toilet rooms also fail to meet these guidelines and code requirements. ADA Accessibility Guidelines did not exist at the time of the original construction or the 1984 addition. As doors, door frames, toilet fixtures, etc. are replaced with routine maintenance; consider reconfiguring components, such as changing door swings or reconfiguring plumbing fixtures, to comply with ADA Accessibility Guidelines and current codes.

Based on the review of the original construction drawings, none of the exterior perimeter walls contain building insulation.

STRUCTURAL

The high school is in poor to moderate condition as it relates to the original construction. Based on our visual observation and relative to the original structural systems, it is our opinion that the existing structure has an additional 10 to 15 years of service-life. The big concern is future seismic events, which cannot be predicted. The structure has resisted moderate sized earthquakes in the past, but has not experienced a large magnitude earthquake that the area is capable of producing. It is our opinion that the high school would suffer extensive damage with high possibility of collapse in a large seismic event. With the upgrades listed in the report, we estimate the structure to have an additional 25 to 30 years of service-life remaining.

MECHANICAL

The HVAC systems serving the high school do not provide long term solutions. We recommend the following options for the new HVAC systems: Remove existing HVAC system. Provide new high efficiency hot water boiler plant and piping. New ventilation units and duct work. Perimeter finned tube chilled beam heat/ cool units in each space. Cooling tower, pumps, and piping. Provide hydronic heat pump units for each space. Central boiler and cooling tower with two pipe hydronic loop. Central ventilation units and ductwork. Provide fan coil units for each space. Central boiler and chiller with four pipe hydronic loops. Central ventilation units and ductwork. Replace pneumatic control system with new DDC control system.

PLUMBING

We do not recommend major renovations or upgrades to the plumbing systems.

All hot water piping should be insulated.

Fixtures should be replaced with high efficient fixtures as they fail. Perform testing on piping to ascertain condition and life of piping. Upgrade hot water recirculation system.

ELECTRICAL

The electrical systems serving the high school are in relatively good condition and are still functioning with spare ampacity. We recommend the following modifications to the electrical systems: increasing the number of receptacles and branch circuits in the classrooms, improve wireless internet coverage, replace/repair exterior lighting, and upgrading the intercom system. As the lamp and ballasts typically are replaced every 5 to 7 years, we recommend at this time looking at the cost of replacing fluorescent lights with LED lights in lieu of replacing lamps and ballasts. We anticipate the cost of LED lights to be considerably lower at this time and LED lights have energy savings.

HOOPER ELEMENTARY SCHOOL

ARCHITECTURAL

Hooper Elementary School is in unsatisfactory condition. The facility and its systems have been well maintained and cared for over its 64 years. There are portions of the facility that appear to be in good condition where renovations have been made. Generally speaking the finishes, fixtures, and other components have outlived their useful lives. With extensive repairs and FF&E and component upgrades and replacements, the useful life of this facility could be extended; however, the structural systems could prove otherwise.

With the configuration of the facility, usable space in the basement, there is not convenient access to each area as many of the entrances and access ways do not meet ADA Accessibility Guidelines. Nearly all of the doors fail to meet these guidelines in terms of door hardware and clear floor area around the doors. All of the toilet rooms also fail to meet these guidelines. This facility obviously predates the ADA Accessibility Guidelines and the current building codes, but a change in use triggers compliance.

Based on the review of the original construction drawings, none of the exterior perimeter walls contain building insulation.

STRUCTURAL

Hooper Elementary is in poor condition as it relates to the original construction. It is our opinion that the multi-purpose wing has reached its service-life and we cannot recommend it for continued use.

Regarding the remainder of the building, its condition is similar to the high school; it is our opinion that the existing structure has an additional 5 to 10 years of service-life. The big concern is future seismic events, which cannot be predicted. The structure has resisted moderate sized earthquakes in the past, but has not experienced a large magnitude earthquake that the area is capable of producing. It is our opinion that the building would suffer extensive damage with high possibility of collapse in a large seismic event. With the upgrades listed in the report, we estimate the structure to have an additional 15 to 20 years of service-life remaining.

MECHANICAL

The existing HVAC systems are adequate for a temporary solution at the Hooper facility. In order to upgrade to a more appropriate office or school environment we recommend the following options for the new HVAC systems:

Install fluid cooler and piping to provide cooling to existing hydronic loop. Install ventilation units and ductwork to each space.

Remove all abandoned equipment in basement and radiators in each space.

To replace the entire system with a system for a nicer class of office spaces provide hydronic heat pump units for each space. Central boiler and fluid cooler with two pipe hydronic loop. Central ventilation units and ductwork. Units will be concealed or located in closet spaces and all duct work will be concealed or exposed spiral ductwork.

PLUMBING

We do not recommend major renovations or upgrades to the plumbing systems.

All hot water piping should be insulated. Fixtures should be replaced with high efficient fixtures as they fail. Perform testing on piping to ascertain condition and life of piping. Upgrade hot water recirculation system.

ELECTRICAL

The electrical distribution system serving the elementary school appears to be old and some of the equipment is rusty. However the equipment is still functioning with spare ampacity. We recommend the following modifications to the electrical systems: refurbish/replace rusted electrical equipment, increasing the number of receptacles and branch circuits in the classrooms, replace fire alarm system, replace/repair exterior lighting, and upgrading the intercom system. We recommend upgrading the light fixtures to high efficiency linear fluorescent light or LED lighting.

2013-2014 AUDIT

THE COMPLETE AUDIT IS AVAILABLE AT THE SODA SPRINGS DISTRICT OFFICE

[HTTP://WWW.SDE.IDAHO.GOV/SITE/FISCALREPORTCARD/](http://www.sde.idaho.gov/site/fiscalreportcard/)

SODA SPRINGS SCHOOL DISTRICT NO. 150
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
Year Ended June 30, 2013

	General Fund	Federal Forest Fund
Revenues		
Local sources		
Property taxes	\$ 854,915	\$ -
Earnings on investments	6,645	-
Lunch sales	-	-
Other	139,152	-
State sources		
State apportionment	4,065,470	-
Other	261,002	-
Federal sources		
Educational programs and other	22,354	57,083
Total Revenues	<u>5,349,538</u>	<u>57,083</u>
Expenditures		
Current		
Instructional	3,544,225	-
Pupil support	256,550	-
Staff support	156,651	-
General administration	165,139	-
School administration	388,117	-
Business services	76,357	-
Operations	511,965	-
Transportation	307,317	-
Non-instructional	-	-

Child Nutrition Fund	Plant Facility Fund	Other Governmental Funds	Total Governmental Funds
\$ -	\$ 506,267	\$ -	\$ 1,361,182
16	209	-	6,870
76,228	-	-	76,228
-	59,123	-	198,275
-	-	-	4,065,470
-	-	-	261,002
166,218	-	288,499	534,154
242,462	565,599	288,499	6,503,181
-	-	288,910	3,833,135
-	-	-	256,550
-	-	-	156,651
-	-	-	165,139
-	-	-	388,117
-	-	-	76,357
-	447,830	-	959,795
-	-	-	307,317
250,094	-	-	250,094
-	382,777	-	382,777
250,094	830,607	288,910	6,775,932
(7,632)	(265,008)	(411)	(272,751)
6,961	40,079	3,887	50,927
-	-	(3,887)	(50,927)
(671)	(224,929)	(411)	(272,751)
11,576	818,141	30,862	1,633,423
\$ 10,905	\$ 593,212	\$ 30,451	\$ 1,360,672

The Accompanying Notes are an Integral Part of the Financial Statements

LEADERSHIP PREMIUM PLAN

LEADERSHIP PREMIUMS

The ISDE will fund Leadership Premium Awards as part of the first steps in creating Tiered Licensure which will replace the current state teaching scale. Tiered Licensure is being created at the state level as recommended by the Governor's Task Force. Idaho Statute 33-1004J established Leadership Premiums as the first part of the Governor's Task Force recommendation to create a Tiered Licensure format for teacher salaries. Leadership Premium Awards are not subject to negotiations.

ESTABLISHING LEADERSHIP NEED

The state outlines acceptable use for the funds. In addition, the board may approve areas of leadership need. The district leadership team will identify areas of need on an annual basis. Positions must be clearly needed, objectives outlined, and required tasks completed. The plan and the premium distributions will be audited.

AWARD AMOUNTS

These awards will be designated by the district leadership team in amounts from \$850.00 – \$5,838.50. The awards and the amounts will change annually. A Leadership Premium is distributed on an annual basis with no expectation of either continuing each position or the amount funded thereof. Leadership premiums will carry a supplemental contract. For the 2014-15 school year, the district will receive approximately \$40,000. Hire-the-retire may receive leadership incentives at the discretion of the building principal.

AWARD PAYMENT

The award payments will be divided into two equal payments with one payment in November and one in May. The building principal or superintendent must ensure the leadership duties have been performed. Premiums will not be given to staff members who do not complete the assigned duties of each position. Premium funds must be used in the year designated. If no qualified applicants apply or more Leadership Premium money is received than anticipated, any leftover monies will be equally distributed to the existing leadership position holders.

2014-2015 SDE Approved Leadership Premium Possibilities

Possible Leadership Positions	Estimated Positions	Notes, Descriptions, & Possibilities	Assigned or Apply	Amount	Total
Teaching a dual credit course	2		Apply	\$1,200	\$2,400
Teaching a course to middle school students in which the student earns both middle and high school credit	2	Teacher must be Highly Qualified	Apply	\$850	\$1,700
Providing mentoring, peer assistance or professional development pursuant to Section 33-512(17), I.C.	2	New Teacher Mentor, Providing District or Building Level PD	Apply	\$1,000	\$2,000

2014-2015 District Designated Leadership Premium Possibilities

Possible Leadership Positions	Estimated Positions	Notes, Descriptions, & Possibilities	Assigned or Apply	Amount	Total
Grade Level Lighthouse Leaders @ Thirkill	6	Leadership positions rotated every year if maintained	Apply	\$1,000	\$6,000
Technology Integration Building Level Leader: Discovery Ed, Moodle, Canvas, etc. (1/ building). Possible grade level in the future	3	Serve as Teacher Resource, Evaluate and Provide PD for building	Apply	\$1,500	\$4,500
PLC Team Leaders	12	Lead Professional Learning Communities	Apply/Assign	\$1,200	\$14,400
Advanced Opportunities Coordinator Building Level	1	Parent / Student / College Liaison, IDLA Certified, Coordinate with Counselor and Principal, 6-8 @ Middle School, Summer School Sign-Up	Apply	\$850	\$850

Advanced Opportunities Coordinator District Level	1	Parent / Student / College Liaison, IDLA Certified, Coordinate with Counselor and Principal, 6-8 @ Middle School, Summer School Sign-Up	Apply	\$1,200	\$1,200
District ELA Core Coach K-12	1	Align District Level instruction	Apply	\$1,000	\$1,000
District Math Core Coach K-12	1	Align District Level instruction	Apply	\$1,000	\$1,000
Grand Total	31				\$39,050