

GOAL 1: OUR STUDENTS GRADUATE PREPARED TO PURSUE POST-SECONDARY OPTIONS.

- **State IRI Proficiency Benchmarks** areas follows: Kindergarten- 60% , 1st Grade - 70%, 2nd Grade - 80%, 3rd Grade - 85%.
- Spring 2014 IRI Proficiency Levels:** Kindergarten - 76%, 1st grade - 72%, 2nd grade - 81%, 3rd grade - 81%.
- **Math Benchmarks** are as follows: **K-** OCM 21%/NIM-40%, **1st** - MCOMP 42%/OCM 44%/NIM 48%/QDM 62%/MNM 49%, **2nd** - MCAP 42%/MCOMP 45%, **3rd** - MCAP 49%/MCOMP 36%, **4th** - MCAP 33%, MCOMP 46%.
- **Spring 2014 IELA Proficiency:** 30.4% Fluent, 35.7% Early Fluent, 28.6% Intermediate, 5.4% Advanced Beginning, 0% Beginning.

STRATEGY 1.1: Meet and exceed state proficiency expectations as our foundation for student preparation in reading, language arts, math, science.

- Raise reading, math, and language scores of our At-Risk students to the level of their peers as measured by the ISAT 2.0, IRI, and IELA, showing Growth to Achievement in each grade level and Growth to Achievement in subgroups on the ISAT 2.0.
- Grades 1-4 have hour-long reading workshop/intervention classes for remediation with assistance from paraprofessionals. Grades 1 and 2 utilize the Reading Mastery program and Grades 3 and 4 use Corrective Reading. Kindergarten has a 75-minute workshop/intervention. The remaining classrooms will teach students who are working at or above grade level while providing opportunities for students to be challenged at higher levels. Resource Room has small groups for SWD.
- LEP students will be serviced in the workshop/intervention classes as well as with LEP staff utilizing a Pull Out model for small group or individual instruction and in the classroom for additional support.
- Each grade has a Math remedial room or group with additional para-educator support. SWD in Resource Room in small groups. Migrant students have a specialized math and reading intervention class with migrant staff to help remediate those Migrant students who have fallen behind.
- Struggling students are invited to Student Support Fridays for extra help in Math and Reading.

STRATEGY 1.2: Establish explicit attainment expectations for elementary, middle, and high school that contribute to college and career preparation.

- Expectations for IRI will be Kindergarten - 60%, 1st Grade - 70%, 2nd grade - 80%, and 3rd grade - 85%.
- Expectations for ISAT 2.0 are undetermined at this time, but we will strive to meet set proficiencies.
- Working toward preparing students for Common Core State Standards and the ISAT 2.0 Assessment.

STRATEGY 1.3: Utilize technology to optimize educational opportunities for students.

- Provide computer classes for K-4 to teach basic computer skills: keyboarding, word processing, spreadsheet, power point, email attachment.
- Utilize the lab for programs to extend learning opportunities (Think Through Math, Easy CBM).
- Classroom computers and iPads used for extension of daily lessons.
- Utilize document cameras to present information instead of workbooks and/or worksheets.
- Smart Boards/Bright Links for interactive class lessons.
- Clicker technology for assessing student responses immediately.
- Year-long technology professional development for staff.
- Utilize the library computers for research, AR, and other reading programs to extend learning opportunities.
- Use the IEN system to extend learning opportunities in daily lessons.

GOAL 2: OUR K-12 PROGRAMS ARE ALIGNED TO COLLEGE AND CAREER EXPECTATIONS.**STRATEGY 2.1: Implement the new Idaho standards as our core program.**

- Staff is currently engaged in writing unit plans, and continuing to align curriculum with Common Core standards.
- Elementary Math Team leads grade-level colleagues in alignment and unit studies.
- English/Language Arts Team leads alignment of *Imagine It* curriculum with Common Core standards, and determining deficiencies in the curriculum and need for additional resources.
- Technology Team leads grade-level colleagues in aligning ITSE (International Society for Technology in Education) standards with unit s
- IEPs are being written using Common Core standards on the student objectives.
- PE and Music lessons created to include numeracy and literacy to meet CCSS goals.

STRATEGY 2.2: Utilize the RTI 3-Tier Model to design sound instructional practices and programs for each tier.

- Assessment data used to level students for Reading and Math instruction: remediation, on level, above level.
- Flexible movement into/out of leveled Reading and Math classes as determined by new assessment data.
- Weekly Student Assistance Team meetings to identify students who are struggling and develop plans of action.

STRATEGY 2.3: Develop comprehensive assessment practices K-12 that inform daily instruction as well as program effectiveness.

- Weekly lesson assessments, unit benchmarks, and mastery tests will be used to drive instruction.
- Monthly, bi-weekly, and/or weekly AIMSweb Reading and Math probes used to determine student growth.
- Weekly grade level collaboration to view data and plan instruction with specialists and administrator.

GOAL 3: WE RECRUIT, RETAIN AND EQUIP PERSONNEL TO MEET EXPECTATIONS FOR QUALITY IN THEIR WORK.**STRATEGY 3.1: Use instructional practices expected in the Homedale K-12 Instructional Model, based on Danielson's framework and SIOP in all of our instructional programs.**

- Train new staff in SIOP, include SIOP in lesson plans: goals, objectives, vocabulary, instructional strategies, differentiation .
- Create Common Core unit and lesson plans using Universal Design for Learning, Bloom's Revised taxonomy, and the Danielson Framework.

STRATEGY 3.2: Engage in on-going professional development to continuously improve out instruction aligned to our district and building focus.

- Technology, SIOP, WIDA (World-Class Instructional Design and Assessment)Standards for English Language Development, and Total Instructional Alignment Idaho Core Standards are in the works for this year and beyond.

STRATEGY 3.3: Develop work cultures of professional learning communities in our schools.

- Weekly hour-long collaboration times have been established for each grade level in order for the grade level teams to meet and discuss data, plan lessons, readjust student groups, and conference with specialists and administration.
- Elementary Teams formed to lead in areas of Math, Reading, and Technology. They meet monthly and bring ideas from their grade-level teams and share our new skills and knowledge with their grade-level teams.
- Leadership Team formed to review performance data and make data-driven decisions about school improvement and professional develc

GOAL 4: THE COMMUNITY IS AN ACTIVE PARTNER IN OUR WORK TOWARDS OUR VISION.**STRATEGY 4.1: Create programs/organizations to include parents and community in school activities.**

- PTO
- Family Math Night
- Family Literacy Night
- Double Token Walking Days
- Meet the Teacher Night
- Fire Safety Programs
- Kindergarten Graduation
- Hoop Shoot
- Volunteers and Volunteer Tea
- Parent/Teacher Conferences
- Christmas Parade
- Jump Rope for Heart
- Field Day
- Music Programs
- Field Trips
- Santa Brunch
- Migrant Liaison/Parent Meetings
- Annual Title One Meeting
- LEP Parent Nights
- Book Fair

STRATEGY 4.2: Notify community of upcoming events and opportunities to volunteer.

- School website
- Reader board
- School and classroom newsletters
- Owyhee Avalanche
- PTO Facebook Page
- School email/text messages

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