

South Lemhi School District #292

Leadore, Idaho

Continuous Improvement Plan
2016-2017

Board Approved 10/10/2016

Each school district and public charter school in Idaho shall develop and maintain a strategic plan that focuses on improving the student performance of the district or public charter school. The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The strategic plan shall: Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and Include key indicators for monitoring performance. Idaho Code 33-320

School District #292

Mission Statement

South Lemhi School District will educate well-rounded, capable, goal-oriented citizens who are problem solvers with strong foundations in reading, math, science, technology and written and oral communication. These individuals will be prepared for the opportunity to be a positive influence to themselves, their families, and to society, both locally and nationally.

Vision Statement

Plant.....Knowledge

Nurture.....Desire

Harvest.....Success

Message from the Superintendent

South Lemhi School District 292 strives to provide a safe and exceptional learning experience for all students. Our mission statement is very simple: Plant knowledge, nurture desire, harvest success. We believe that all students are capable of becoming contributing members of society who can demonstrate good citizenship at all times.

Our school district has strived to close the technology gap by providing every junior high and high school student with a laptop beginning in 2014 and we will continue to strive to provide access to technology for all our students. In the upcoming years we will focus on effectively implementing technology to increase student achievement, participating in field trips to facilitate place-based learning, and striving to incorporate blended learning into our curriculum.

By cultivating school citizenship, self-discipline, individual responsibility, and appreciation for the worthiness of hard work, physical fitness, and broad knowledge in a range of subjects, we will produce capable, industrious, responsible, efficient, knowledgeable, healthful, and emotionally stable citizens who read well, write legibly and effectively, understand and use mathematics capably, and appreciate the customs and history of our nation and the world.

By focusing on technology and increased student engagement, we will prepare students for career and college options upon graduation.

School Board Trustees

Wes MacKay

Bryant Beyeler

Jessie Peterson

Cory Bird

Aubree Herbst

South Lemhi School District #292

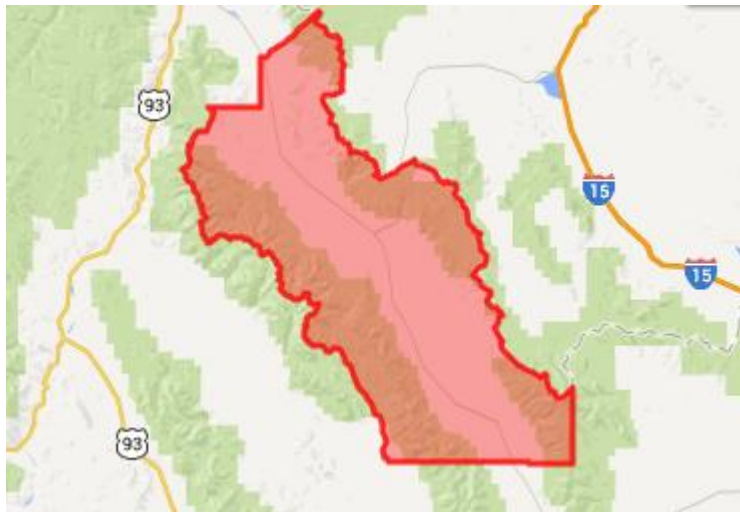
Overview of District

South Lemhi School District has two schools, Tendoy Elementary School and Leadore School. Tendoy is a remote elementary school, which sends students to Leadore School beginning in 7th grade. Leadore serves students grades Pre-Kindergarten to 12th grade. The school district is about the size of Rhode Island with a sparse ranch population sprinkled across valley bottoms in a high elevation Rocky Mountain environment.

Tendoy Elementary School has one full time teacher and one full time aide for grades K-6. While the population of Tendoy fluctuates, generally it serves anywhere from 15-22 students a year. Leadore School has 12 full time teachers, a ½ Pre-K and Kindergarten teacher and several aides. The district serves a small student population, with graduating class sizes varying from 3 to 12. Students in the district are mostly White, with less than 3% Hispanics. Local adoption has brought several multi-racial students to the lower grades of the district.

Map of District

South Lemhi School District #292 is located in the Upper Lemhi Valley of Eastern Idaho and has 1,386.81 square miles of land area and 0.39 square miles of water area. As of 2010, the total population of our school district is 625 citizens.



Schools

Name	Grades	Address
Leadore School	Pre K – 12	111 S. 3 rd Street, Leadore, ID 83464
Tendoy Elementary School	K – 6	2217 Lemhi Road, Tendoy, ID 83468

South Lemhi School District #292

Facility Summary

School	Year Built/age	Sq. Ft	Acres	#Classrooms	Enrollment
Leadore School	1957	33,580	20.365	12	Avg. 70-80
Tendoy Elem. School	1912	900	1.08	1	Avg. 15-22

Student and Teachers

	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Total Students (K-12)	85	79	94	86	87	96	95
English Language Learners	2	2	1	1	1	1	0
Total Teachers	13	13	13	13	13	13	13
Kindergarten	1	1	1	1	1	1	1
Elementary	4	4	4	4	4	4	4
Secondary	8	8	8	8	8	8	8
Student Teacher Ratio	6.53	6.08	7.23	6.62	6.69	7.38	7.31
Total other Staff	14	15	16	16	14	14	14
Instructional Aids	2	3	4	4	3	3	3
District/School Administrators	1	1	1	1	1	1	1
District/School Admin Support	3	3	3	3	2	2	2
Other Support Services	8	8	8	8	8	8	8

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Test Performance

ISAT DATA

	2015-16	2014-15	No Data	2011-12	2010-11	2009-10
ISAT ELA % Proficient/Advanced						
Leadore School	75.8%	59.5%	NA	95.7%	96.3%	95.7%
Tendoy School	50.0%	57.1%	NA	96.9%	95.1%	96.9%
District	71.8%	59.1%	NA	96.3%	95.7%	96.3%
State	53.0%	51.0%	NA	93.2%	92.7%	92.1%
ISAT Math % Proficient/Advanced						
Leadore School	35.3%	24.3%	NA	90.0%	90.7%	90.3%
Tendoy School	16.7%	42.9%	NA	93.0%	92.9%	88.3%
District	32.5%	27.3%	NA	91.5%	91.8%	89.3%
State	42.0%	39.0%	NA	87.9%	88.4%	88.2%

Idaho discontinued ISAT testing after the 2012 school year and began preparing for SBAC testing or otherwise known as ISAT 2.0. There is no ISAT data available for the 2012-13 and 2013-14 school year. ISAT 2.0 began testing again during the 2014-15 school year.

The ISAT summative assessment is an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT tests are administered to students in grades 3-11 to provide ongoing monitoring of individual, school, district, and state progress. One component of the ISAT required for high school graduation is the 10th grade assessment in English Language Arts / Literacy and Mathematics. Proficiency on the 10th grade ISATs verifies that an Idaho student has met Idaho Core Standards in these content areas. Academic proficiency is more than test scores. Competency in all academic areas is the goal for every child.

IRI

Percentage of kids grades K-3 who achieved a 3 on their IRI which indicates a child's reading skills are at or above grade level.

IRI Performance Totals for School Year: 2012-2013				
School Name	Grade	Fall	Spring	Target Goal
LEADORE SCHOOL (0137)	K	83.33%	60.00%	60%
	1	100.00%	60.00%	70%
	2	75.00%	75.00%	80%
	3	100.00%	100.00%	85%
TENDROY ELEMENTARY SCHOOL (0765)	K	66.67%	50.00%	60%

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	1	75.00%	100.00%	70%
	2	66.67%	66.67%	80%
	3	75.00%	75.00%	85%
IRI Performance Totals for School Year: 2013-2014				
School Name	Grade	Fall	Spring	Target Goal
LEADORE SCHOOL (0137)	K	75.00%	75.00%	60%
	1	57.14%	50.00%	70%
	2	33.33%	40.00%	80%
	3	75.00%	75.00%	85%
TENDROY ELEMENTARY SCHOOL (0765)	K	50.00%	25.00%	60%
	1	100.00%	100.00%	70%
	2	66.67%	50.00%	80%
	3	33.33%	33.33%	85%
IRI Performance Totals for School Year: 2014-2015				
School Name	Grade	Fall	Spring	Target Goal
LEADORE SCHOOL (0137)	K	20.00%	33.33%	60%
	1	50.00%	66.67%	70%
	2	40.00%	60.00%	80%
	3	60.00%	62.50%	85%
TENDROY ELEMENTARY SCHOOL (0765)	K	25.00%	50.00%	60%
	1	40.00%	60.00%	70%
	2	100.00%	100.00%	80%
	3	50.00%	100.00%	85%
IRI Performance Totals for School Year: 2015-2016				
School Name	Grade	Fall	Spring	Target Goal
LEADORE SCHOOL (0137)	K	75.00%	50.00%	60%
	1	42.86%	42.86%	70%
	2	42.86%	57.14%	80%
	3	40.00%	60.00%	85%
TENDROY ELEMENTARY SCHOOL (0765)	K	100.00%	100.00%	60%
	1	100.00%	100.00%	70%
	2	75.00%	75.00%	80%
	3	100.00%	100.00%	85%

South Lemhi School District #292

Literacy proficiency for South Lemhi School District Board of Trustees, Administration, Teachers, Staff, Parents, and Students is a high priority. We are seeing some steady improvements and will continue to work on improving IRI scores for our students. Some strategies we have in place are:

- Blended Learning in each classroom (ability grouping)
- Waterford reading program for early learners
- New BethTommy Read to Read program
- One on one pullouts

Through these efforts, we are confident we will see improvement in IRI scores. In addition, we will continue to monitor our scores and identify what is working and not working to continue to make improvements.

School District Fiscal Information

	2015-16		2014-15		2013-14		2012-13		2011-12	
	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total
Federal	141,051	8.6%	\$159,923	9.7%	\$ 163,625	10.9 %	\$ 173,207	12.1 %	\$ 191,356	13.5 %
State	1,353,882	82.4%	1,350,598	82.2%	\$ 1,221,603	81.4 %	\$ 1,181,825	82.9 %	\$ 1,138,922	80.5 %
Local	148,685	9.0%	133,154	8.1%	\$ 116,340	7.7 %	\$ 71,091	5.0 %	\$ 83,988	6.0 %
Total Revenue	1,643,618	100.0%	1,643,675	100.0%	\$ 1,501,568	100.0 %	\$ 1,426,123	100.0 %	\$ 1,414,266	100.0 %
Total Revenue Per Student	\$20,805		\$17,486		\$ 17,460		\$16,392		\$ 14,732	
Instruction	\$878,295	57.4%	\$855,291	58.8%	\$ 859,956	57.8 %	858,890	61.7 %	821,525	61.2 %
Support Service	\$528,793	34.6%	\$462,712	31.8%	\$ 471,620	31.7 %	467,023	33.6 %	462,495	34.4 %
Non Support Service	\$121,767	8.0%	137,645	9.5%	\$ 156,117	10.5 %	65,169	4.7 %	59,292	4.4 %
Total Expenditures	\$1,528,855	%100.0	1,455,648	100.0%	\$ 1,487,693	100.0 %	1,391,082	100.0 %	1,343,312	100.0 %
Total Expenditures Per Student	\$19,353		\$15,486		\$ 17,299		\$ 15,989		\$ 13,993	

Percentage of Students on Free or Reduced Lunches

	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
District	60.6%	66.7%	66.7 %	66.1 %	65.19 %	61.9 %	73.9 %

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College and Career Readiness

Graduation Rate

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Total Graduating Students	4	9	3	10	6	6
Graduation Rate	80%	100%	100%	100%	100%	100%

ACT Scores

	# of Students Tested		Percent who met Benchmarks									
			English		Mathematics		Reading		Science		Met all 4	
Year	School	State	School	State	School	School	State	State	School	State	School	State
2012	5	11,842	100	72	40	47	60	59	40	32	20	26
2013	7	8,624	100	74	71	52	100	54	71	43	71	32
2014	0	8,095	-	75	-	53	-	55	-	45	-	34
2015	9	7,362	44	77	44	55	67	60	44	48	33	37
2016	4	7,181	0	77	0	54	25	60	0	46	0	36

SAT Scores

		2016-17*	2015-16	2014-15	2013-14	2012-13
SAT Scores	Average	1040*	1150	1613.3	1085	1463.3
	High	1320*	1480	2060	1110	1790
	Low	840*	930	1180	1060	930

*Do not use 2016-17 SAT data to compare to previous year results. This is a new SAT test.

Advanced Opportunities and Go On Rate

	2016-17	2015-16	2014-15	2013-14	2012-13
# of High School Students	16	18	22	18	25
Number of Students Enrolled in AP, DC, Tech, or overload coursework	10	6	6	6	8
% taking AP, DC, Tech, or overload courses	63%	33%	27%	33%	32%
# of Seniors	5	5	9	3	10
% of Seniors who took AP, DC, Tech, or overload course in high school.	80%	60%	67%	0%	80%
Go On Rate (2 or 4 year College, Technical School, Military, or LDS Mission)	TBD	60%	100%	0%	100%

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Career Advising

Performance Measure	Baseline Data (2016-17)	Benchmark
Number of secondary students	27	
Number of Students Served from the College and Career & Mentoring Plan	27	100% of all secondary students will be served
Number of Learning Plans developed during Grade 8 and number of learning plans reviewed annually by grade level	27	100% of all secondary students will have a education plan on file
Number of Students Graduating High School with a Career Technical Certificate	0	
Number of Students Graduating High School with an Associate's Degree	0	

Strategic Committee

Michael Jacobson, Superintendent first met Susan Scherz, contract trainer for the Idaho School Board Association, in Idaho Falls, ID on Thursday December 11, 2014. Susan provided Michael with a Strategic Plan template and asked that he send her a brief overview of South Lemhi School District #292. Training was arranged for School Board members for the evening of Thursday January 15, 2015 and for all full time district staff for the morning of Friday January 16, 2015. The purpose of the training was to educate board members and staff the process of the Strategic Plan, the purpose, and how to effectively use it to guide the district.

A follow up meeting between staff members was conducted during the course of several staff meetings after school. During this time staff members reviewed the SWOT conducted with Susan Scherz, conducted a PEST, gathered necessary and relevant data, and formulated goals for the school year. A draft of the Strategic Plan was presented to the school board on Monday March 9, 2015 for feedback.

Members of the Strategic Planning Committee include all full time teachers of Leadore and Tendoy Schools, South Lemhi School District school board members, Superintendent Michael Jacobson, and any other participants that wished to offer input.

SWOT Analysis

Strengths

- Community & family involvement
- Technology
- Location leads to low crime rate, safety, and healthy living.
- Five star school
- Student involvement and educational motivation
- Acceptance; acceptance of individuality
- Financially conservative
- High expectations
- High quality educators

- Low student-teacher ratio
- Positive rural values and work ethic

Weaknesses (We prefer challenges)

- Teaching of multiple subjects & professional roles
- Lack of content collaborative support
- Stereotyping of school due to size
- Cash flow
- Grant opportunities limited due to size of school
- Lack of services due to remoteness
- Limited number of elective classes able to be offer to students
- Lack of housing
- Recruitment of personnel and students
- Data #s (skewed by size)
- Communication of our expectations
- Lack of student access to professional resources, people and finances

Opportunities

- To affect the whole child
- To grow (within the community)
- Staff willing to broaden student experiences through field trips; place based learning, inquiry learning, and extracurricular activity.
- To be immersed in classroom technology and able to move to job-based and online education
- More place-based community projects
- Individual student interests catered to
- Student involvement in all activities
- Lifestyle – small town, rural culture and community involvement
- More autonomy
- Grants impact high percentage of students and community

Threats

- Weather
 - Internet
 - Snow days
 - Unsafe travel
- Changing demographics of community
- Online education (capacity for pulling kids away from school)
- Distances
- Data-driven finances
- Perceptions of our community
- Fluctuation of staff/administration affects performance
- ****Competing for students and ADA/athletes

PEST Analysis

Political

- 93% of county owned by government
- Stereotyped community
- Population too small for consideration of grants and other funding
- Predominantly conservative values
- Environmental issues perceived as threats to livelihood
- State officials overlook small rural schools concerning educational manners

Economic

- Lemhi County highest welfare county in Idaho
- Non local ownership decreases houses, population, and employment opportunities
- Remote area complicates deliveries and purchasing power, increasing cost of living
- Legally difficult to open small businesses

Social

- Limited avenues of advertising and publicity
- Negative outside perception
- No major events
- Students attending college serve as possible role models
- Accepting – sense of community
- Ranching, forestry, & agricultural influences
- One dominate religious view

Technology

- Difficult to acquire reliable and affordable technology services
- School relies on state technology fund

Clear and Measureable Targets

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

See more at: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html#sthash.VhnirE6J.dpuf>

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As such the South Lemhi School District #292 sets the following goals:

1. Each student will complete and document service hours for the year: 5 hours for grades 7-9 and 10 hours for grades 10-12.
2. Two-thirds of each graduating class will have taken an AP, Tech Prep, and/or Dual Credit course by the end of their senior year.
3. 75% of all teachers will use technology in their classroom 50% of the time.
4. 75% of elementary students will be in tier one of Reading and Math as measured by AIMS or proficient in IRI or Accelerated Reading and Math by the end of the school year.

Report of Progress

South Lemhi School District saw a slight decline in enrollment of about 15 students or about 16% of the school population for the 2015-16 school year. While many school districts are seeing significant increases in their student populations. This is a cause for concern for the Superintendent and Trustees.

The second item identified was a decrease in IRI scores during the course of the 2014-15 school year. South Lemhi School District just recently adopted a new reading curriculum called Beth Tommy Read to Read. This was made possible through the Albertson Foundation grant in partnership with Upper Carmen Charter School. Through this curriculum implementation along with an implementation of laptops, Waterford Reading program, and Accelerated Reader/Math we hope to see improvements in our IRI scores. Accelerated Reader/Math and Waterford allows our teachers to obtain real time data that allows them to address the issues immediately.

The third item identified was College and Career Readiness. There was a significant drop in the ACT and SAT scores for the 2015-16 graduating seniors. This is in part due to a smaller class size of about half the number of students compared to the previous year. In addition, while a drop from 10 students to 5 students who are taking AP, DC, or Tech coursework may seem alarming, it still reflects that about 1/3 of our students take upper level courses in high school. This year 5 of our 7 or about 70% of our juniors and seniors are taking upper level courses. Changes to secondary curriculum have been implemented to continue to encourage kids to take upper level courses and challenge themselves. This year we have expanded our AP course offerings and we will continue to expand for next year.

We are happy to report that all of our teachers have laptops and are being used regularly in the classroom. This is evident at the elementary level because many of our teachers are participating in blended learning by creating stations and rotating students through stations. One station will allow kids time to participate in online programs such as Waterford or Accelerated Reader/Math. At the secondary level all of our students have a laptop checked out for the year in which they are responsible for. All of our teachers and students use technology regularly.

The big area we fell short in was service hours for secondary students. When we created our Strategic Plan we felt this was important to promote well rounded citizens but we have failed to follow through with this requirement thus far. This will continue to be evaluated in the near future.

Appendix A

Legislative Goal: Every student reads at or above grade level by the end of grade 3

South Lemhi School District 292 will offer a K-3 Reading Plan for every student in kindergarten through grade 3 who exhibits a reading deficiency on the statewide reading assessment to ensure students can read at or above grade level at the end of grade 3.

The reading interventions will be provided in addition to the core reading instruction all students receive in the general education classroom and will align with the Idaho Literacy Intervention Plan. It will:

- Provide intensive development in phonemic awareness, phonics, fluency, vocabulary and text comprehension, as applicable to the grade level;
- Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs;
- Be documented in a K-3 Reading Plan; and
- Provide 60 hours of supplemental instruction to students who receive a one (1) on the IRI and 30 hours of supplemental instruction to students who receive a two (2) on the IRI.

South Lemhi School District 292's Implementation of K-3 Reading Plans Once a child qualifies for the Literacy Intervention Program, the district will initiate the following five actions:

Parent Notification

The parent of any student in kindergarten through grade 3 who exhibits a deficiency in reading will be notified in writing and a K-3 Reading Plan will be established no later than thirty (30) days after the identification of the reading deficiency by the teacher, principal, other applicable school personnel and the parent(s) or guardian(s).

The notification will include the following information:

- A description of the current services provided to the student;
- A description of the available reading intervention and supplemental instructional services and supports designed to address the identified areas of reading deficiency that could be provided to the student; and
- An invitation to provide input on the development of the student's K-3 Reading Plan.

The K-3 Reading Plan, created and housed in Mileposts, will include the following elements:

- A description of the reading intervention and supplemental instructional services and support designed to address the identified areas of reading deficiency that will be provided to the student;
- Strategies for parents to use at home to help their student succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

Instruction

Students will participate in rigorous core instruction fine-tuned to address skill deficits identified through the IRI, STAR, and CORE Phonics screeners.

The following strategies will be implemented during intervention instruction:

- Targeted instruction using supplemental intervention resources aligned to address skill deficits;
- Strategies to actively engage students in reading and build motivation to read;
- Additional opportunities to read, write, and speak.

Students will receive intensive reading intervention until the student is determined to be proficient in reading for their grade level and schools will notify the parents or guardians in advance of exiting students off their reading plan.

Assessment

Progress monitoring, recorded in Mileposts, will be used to determine additional instruction or the regrouping of students according to their needs. The spring IRI will be used to measure student reading growth.

Accountability

Student progress will be documented in the following ways:

- Teachers will provide specific feedback to students;
- Parents will receive progress reports in parent-friendly language that may include data from IRI or other resources;
- Each K-3 Reading Plan will be evaluated using spring IRI data as successful or not successful and documented in Mileposts

Professional Development

Teachers and para educators will be provided with ongoing professional development and training on all K-3 Reading Plan implementation action areas.

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Appendix B

Legislative Goal: to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

South Lemhi School District 292 will offer a College and Career Ready Plan for every student and will primarily focus on grades 6-12.

Grade 6

- Prepare students to attend Leadore secondary school.
- Students given the opportunity to start taking middle school courses

Grade 7

- Students enrolled in career occupations course to gain exposure to future careers
- Begin educating students and parents on Advanced Opportunities Program

Grade 8

- High School pre registration in the spring
- Students given the opportunity to start taking high school courses
- Continue to educate students and parents on Advanced Opportunities Program
- Begin educating students and parents on CTE program in Idaho

Grade 9

- Ensure that students are supported in their transition to high school
- Students update their high school 4 year plan

Grade 10

- Ensure each student takes the PSAT's
- Invite all 10th grade students to take the ASVAB
- Check and update high school 4 year plan

Grade 11

- Ensure each student has test prep resources for SAT's or ACT's
- Ensure each student takes the SAT's or ACT's
- Invite student's to begin touring local colleges
- Check and update high school 4 year plan
- Arrange work experience education for students if applicable

Grade 12

- Arrange for opportunities to attend regional college fairs
- Submit college applications
- FAFSA workshops
- Scholarship workshops

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College and Career Advising and Mentoring Plan – Proposed Budget 2016-17

Personnel		
Position / Item	Details	Total Cost
Guidance Counselor Salary	Pay a teacher for going above and beyond classroom duties	3,000.00
Guidance Salary Persi		374.00
Employer Share FICA		230.00
Insurance Benefits		500.00
Subtotal		4,104.00
Supplies/Equipment		
Item	Details	Total Cost
Guidance Supplies	Career and College Fairs	346.00
Subtotal		346.00
Professional Development/Training		
Item	Details	Total Cost
Guidance Purchased Services	Conferences	550.00
Subtotal		550.00
TOTAL COSTS		\$5,000.00