

SHOSHONE SCHOOL DISTRICT STRATEGIC PLAN 2019-2024



*“Excellence is the gradual result of always striving to do better!”
Pat Riley*

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DISTRICT VISION

Explanation of Vision: The vision is a realistic, credible, attractive future for the district.

The Shoshone School District vision is to be a district whose schools exhibit each of the “Nine Characteristics of High Performing Schools.”

Research has shown that there is no silver bullet-no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

1. **Clear and Shared Vision and Purpose** - Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.
2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
3. **Effective School Leadership** - Effective leadership is required to implement change processes within the school. This leadership takes on many forms. In the most effective schools, leaders are found throughout the school and in all job classifications. Leadership is not seen as an official title. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
4. **High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected to solve problems and create solutions.
5. **Curriculum, Instruction and Assessment Aligned with the Standards** - Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
6. **Frequent Monitoring of Teaching and Learning** - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.
7. **Focused Professional Development** - Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.
8. **Supportive Learning Environment** - The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected

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with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. **High Level of Community and Parent Involvement to Support Learning-** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Efforts are focused on student learning.

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DISTRICT MISSION

Explanation of Mission: The Mission expresses the purpose for which we exist and the function we perform.

The mission of Shoshone School District is to work together to maximize all available resources to create a learning environment that ensures student have the knowledge, skills and character to effectively prepare them to successfully enter the workforce or pursue additional education.

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DISTRICT BELIEFS

Explanation of Beliefs: Belief statements express our fundamental convictions and character. They are the underlying foundation of the entire Strategic Plan.

We believe in the value of students sharing learning with parents and other family members.

We believe parents should know how their children are doing in the classroom.

We believe parents should know if children are meeting the grade level standards.

We believe communication with parents should be done in an open, honest and professional manner.

We believe in reporting to parents what can be done at home to support student learning.

We believe instruction and support needs are different for each student.

We believe in district level assessment designed to individualize and improve instruction.

We believe a strong district works to develop leadership throughout the organization.

We believe in collaborative decision making.

We believe district resources should be used wisely to support student learning.

We believe in investment in recruitment and retention of the best teachers and staff.

We believe evaluation systems can and should lead to continuous improvement.

We believe the teacher is essential to the learning process.

We believe in individual goals for students.

We believe in a positive, safe and productive school environment.

We believe budgets should be aligned to district goals.

We believe in a continuous school improvement process based upon research, district-wide collaboration, data-driven instruction and best practices.

We believe all policies, administrative directives and instructional support should be aligned with district values and beliefs.

We believe education and learning are a shared responsibility of the school district, home and community; we recognize parents are their child's first and most important teacher.

We believe that a strong K-12 educational system is a critical building block for the economic viability of the total community.

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DISTRICT VALUES

Explanation of Values: The specific attitudes, behaviors and commitments that must be demonstrated in order to advance the district's vision.

We value communicating with the public factual information about the districts goals, objectives, focus and actions.

We value highly committed educators who show a passion for the profession and a commitment to helping students.

We value the resources available to the district.

We value collaboration, consultation and partnerships.

We value staff training as a key component of continuous improvement.

We value parental and student input designed to increase student learning.

We value the use of technology as a tool to increase instructional effectiveness.

We value district and classroom level assessment to monitor progress of student learning.

We value assessment that helps us determine if students are learning.

We value the classroom teacher and the leader of the classroom.

We value spending resources in an efficient manner and being good stewards of the public money.

We value and encourage being proactive in the effort to amend or establish procedures and programs to improve schools and student learning.

We value a school board that is committed to educating all students.

We value staff participation in quality professional development.

We value sharing, mentoring, training and leading for staff, students and the community.

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DISTRICT STRATEGIES

Explanation of Strategies: Strategies are the means for achieving our mission. They tell us that to be successful in fulfilling our mission we need to accomplish these specific actions.

CURRICULUM IMPROVEMENT

Align and document the K-12 curriculum and assessment process in all subject areas; provide staff training and development while recognizing that students learn in different ways with different teaching methods. Standardize curriculum and enhance professional development to significantly enhance services to students.

ORGANIZE RESOURCES

Organize responsibilities to ensure students are getting the most out of personnel, finances, and community resources in support of instructional improvements. Ensure effective and efficient use of all resources.

COMMUNICATION AND COLLABORATION

Implement district groups and teams to systematically make data driven decisions based on strategic plan. Develop and implement an effective communication plan both within the district and external to the district that is comprehensive and serves the community and the district. Ensure that the community has a clear understanding of the district's Strategic Plan and implementation efforts.

To be clear, this includes communication with parents and the community on a regular basis. The community is involved in this process. As outlined in other places, the following steps will be ongoing: survey parents regarding this plan at least once a year, review the plan at all community meetings, review with parents at conferences, and including parents on committees. In each of these meetings, surveys and committees input was requested and used, and will continue to be requested and used.

CONTINUOUS IMPROVEMENT

Use a process of "continuous improvement." Assess, plan and design, implement, evaluate, and then reassess. This process will be data driven and the question "what is best for student learning?" will be at the core.

WORKING TOGETHER

Trust is the essential element of school improvement. Our most effective strategy is to continuously build trust upward (up the organizational ladder), downward (those below on the

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organizational ladder) and sideways (eliminate pretense and fakeness amongst everyone and encourage open and honest dialogue).

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DISTRICT ACTION PLANS

Explanation of Action Plans: The following action plans were developed with input from all aspects of the school community. Using the Values and Beliefs, District Vision and District Mission, a set of action plans for each strategy was developed. The goal is to have the action plans implemented within the next three to five years, using district strategies. Prioritization and sequencing will relate to complexity, time requirements, and financial constraints.

Most importantly, the strategic plan is not static. First and foremost, each building, committee, team, group and classroom will develop action plans designed to support the district wide action plan. All plans will be reviewed regularly and revised as needed. The plan will be updated yearly, and shared with the community at community events such as PTO, conferences, and other gatherings. The community will be surveyed at least yearly during conferences, and the information will be used in the yearly updates. Excellence requires total concentration of effort, not confused dissipation. Strategic planning has given our district the opportunity to clarify its values and beliefs, mission, and vision and to establish strategic initiatives that if given concentration of our efforts, will lead to an even higher level of excellence

CURRICULUM IMPROVEMENT

1. Align to current state standards and publish k-12 curriculum for each content area.
2. Develop and publish for students and parents a written course scope and sequence for each class.
3. Develop and implement district level assessments to measure progress.
4. Formally review curriculum yearly using student data results.
5. Formally monitor curriculum implementation in the classroom.

ORGANIZE RESOURCES

1. Utilize a budget committee comprised of staff, Board members, and community members to develop a proposed budget.
2. The mission statement for the budget committee is to develop a proposed budget that uses district resources to most effectively implement district goals.
3. Begin each budget session of the Board or Budget committee meeting with a discussion of school goals.
4. Encourage budget suggestions, ideas and thoughts from all stakeholders.

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COMMUNICATION AND COLLABORATION

1. The district will implement a calendar and daily schedule with built in collaboration time for teachers.
2. The district will utilize committees to evaluate student progress, and support student learning.
3. The School Board will be trained on effective communication and collaboration strategies during board meetings at least four times per year.
4. The district will formally survey parents, students and staff at least once a year.
5. Committees will be developed and used for “major” district initiatives.

CONTINUOUS IMPROVEMENT

1. Each student will have an individualized growth plan for the school year, using measureable objectives.
2. Each school and grade level will set yearly goals for the number of students meeting the individual growth goals.
3. Every classroom will gather data to determine if students learned during the course of the year.
4. Each teacher will set data goals for the year as part of the approved evaluation system.
5. “School Goal Review” will be a regular agenda item for school board meetings with the design of ensuring the board is focused on our top district priority: student achievement.

WORKING TOGETHER

1. The school board will review progress towards full implementation of the “Board Communication Plan” at least once a year.
2. Individualized “intervention” plans will be developed for students in need, using a developed system to identify those needs.
3. “Intervention” plans will include information designed to help communicate needs to all parties involved with the student.
4. The district will form a committee to review facility needs at least once every 5 years.
5. The district will review success of the implementation of a “systems thinking” model for decision making where no decision is made in a vacuum and each decision affects all aspects of the organization.

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LOCALLY SELECTED STUDENT ACHIEVMENT METRICS

Goal 1 for students at Advanced or Proficient level:

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|---|---|---|---|---|---|
| 90% of students whose previous Selected student achievement test was “advanced or proficient” maintain that level | 85% of students whose previous Selected student achievement test was “advanced or proficient” maintain that level | 80% of students whose previous Selected student achievement test was “advanced or proficient” maintain that level | 75% of students whose previous Selected student achievement test was “advanced or proficient” maintain that level | Below 75% of students whose previous Selected student achievement test was “advanced or proficient” maintain that level | Students previously at “advanced or proficient” fail to maintain level during school year |

2015-2016 Results: 75% 3

2016-2017 Results:79.3% 3

2017-2018 Results: 68% 2

2018-2019 Results: 83% 4

2019-2020 Results: COVID

2020-2021 Results:85% 5

2021-2022 Results: 76% 3

2022-2023 Results: 70% 3

Goal 2 for students at Basic level:

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|---|---|---|--|---|--|
| 50% of students whose previous Selected student achievement test was “Basic” move to “advanced or proficient level” | 37% of students whose previous Selected student achievement test was “Basic” move to “advanced or proficient level” | 25% of students whose previous Selected student achievement test was “Basic” move to “advanced or proficient level” or the average growth of the “basic” group is at least the “cut score” growth amount plus 10% | 15% of students whose previous Selected student achievement test was “Basic” move to “advanced or proficient level” or the average growth of the “basic” group is at least the “cut score” growth amount | Less than 15% of students whose previous Selected student achievement test was “Basic” move to “advanced or proficient level” | No noticeable movement up on SELECTED STUDENT ACHIEVEMENT TEST for students previously at level of “Basic” |

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2015-2016 Results: 35% 4
2016-2017 Results: 24% 3
2017-2018 Results: 14% 3
2018-2019 Results: 20% 3
2019-2020 Results: COVID
2020-2021 Results: 31% 4
2021-2022 Results: 31.5% 4
2022-2023 Results: 34% 4

Goal 3 for students at Below Basic level:

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|---|---|---|--|---|--|
| 50% of students whose previous Selected student achievement test was "Below Basic" move to at least "Basic" | 37% of students whose previous Selected student achievement test was "Below Basic" move to at least "Basic" | 25% of students whose previous Selected student achievement test was "Below Basic" move to at least "Basic" or the average growth of the "below basic" group is at least the "cut score" growth amount plus 10% | 15% of students whose previous Selected student achievement test was "Below Basic" move to at least "Basic" or the average growth of the "basic" group is at least the "cut score" growth amount | Less than 15% of students whose previous Selected student achievement test was "Below Basic" move to at least "Basic" | No noticeable movement up on SELECTED STUDENT ACHIEVEMENT TEST for students previously at level of "Basic" |

2015-2016 Results: 30% 4
2016-2017 Results: 29% 4
2017-2018 Results: 14% 2
2018-2019 Results: 22% 3
2019-2020 Results: Covid
2020-2021 Results: 25% 3
2021-2022 Results: 31.5% 4
2022-2023 Results: 32% 4

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Goal 4 High School Completers

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|----------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
| 100% completion rate | 90% completion rate | 85% completion rate | 80% completion rate | 75% completion rate | ➤ 75% completion rate |

2015-2016 Results: 93% completion 5

2016-2017 Results: 94.5% 5

2017-2018 Results: 100% 6

2018-2019 Results: 100% 6

2019-2020 Results: 92% 5

2020-2021 Results: 96% 5

2021-2022 Results: 98% 5

2022-2023 Results: 100% 6

Goal 5 The percentage of students that complete the readiness measure administered by the counselor that also completes a college credit course during the school year.

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|
| 92% complete a class | 85% complete a class | 80% complete a class | 75% complete a class | 70% complete a class | ➤ 70% complete a class |

2015-2016 Results: 97% 6

2016-2017 Results: 100% 6

2017-2018 Results: 100% 6

2018-2019 Results: 92% 6

2019-2020 Results: 100% 6

2020-2021 Results: 100% 6

2021-2022 Results: 92% 6

2022-2023 Results: 100% 6

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Goal 6 The percentage of students involved in at least one extra-curricular activity. (National average is 57%)

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|----------------------------------|--------------------------------|--------------|-----------------|--------------|----------------|
| At least 75% of student involved | Above 57% of students involved | 57% involved | 47% involved | 35% involved | ➤ 35% involved |

2015-2016 Results: 57.9% 5

2016-2017 Results: 57.5% 5

2017-2018 Results: 59.4% 5

2018-2019 Results: 57% 4

2019-2020 Results: COVID (spring activities cancelled)

2020-2021 Results: 62% 5

2021-2022 Results: 80% 6

2022-2023 Results: 60% 5

Goal 7 Maintain classroom hours

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|------------------------------------|-----------------------------------|-----------------------------------|-----------------|--------|-------------------------------------|
| 100% of classroom hours maintained | 95% of classroom hours maintained | 90% of classroom hours maintained | | | ➤ 90% of classroom hours maintained |

2015-2016 Results: 100% maintained 6

2016-2017 Results: 97.6% maintained 5

2017-2018 Results: 100% maintained 6

2018-2019 Results: 100% maintained 6

2019-2020 Results: 1 (COVID)

2020-2021 Results: 100% maintained 6

2021-2022 Results: 100% maintained 6

2022-2023 Results: 100% maintained 6

Goal 8 Increase job embedded professional development time

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| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|---|---|---|-----------------|--------|---|
| Professional development time is increased from previous year | 100% of professional development time is maintained | 90% of professional development time maintained | | | ➤ 90% of professional development time maintained |

2015-2016 Results: Increased 6

2016-2017 Results: Increased 6

2017-2018 Results: Maintained 5

2018-2019 Results: Maintained 5

2019-2020 Results: 1 (Covid)

2020-2021 Results: 6 Increased

2021-2022 Results: 6 Increased

2022-2023 Results: 6 Increased

Goal 9 Students needing help will be identified and have RTI intervention plans developed

| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
|---|--|--|-----------------|--------|--|
| 100% of students in need will be identified and have plan developed | 95% of students in need will be identified and have plan developed | 90% of students in need will be identified and have plan developed | | | ➤ 90% of students in need will be identified and have plan developed |

2015-2016 Results: 93% 4

2016-2017 Results: 95% 5

2017-2018 Results: 95% 5

2018-2019 Results: 95% 5

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2019-2020 Results: 1 (we believe many kids did not get identified due to COVID)

2020-2021 Results: 95% 5

2021-2022 Results: 95% 5

2022-2023 Results: 100% 6

Goal 10: State testing results, the percentage of students Advanced or Proficient in comparison to state averages

| | | | | | |
|--|--|---|-----------------|--------|---|
| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
| State test results are at equal to or greater than the state average | State test results are within 5% points of the state average | State test results are within 10% points of the state average | | | State test results are not within 10% points of state average |

2015-2016 Results: 10% below State average 4

2016-2017 Results: 10% below State average 4

2017-2018 Results: 10.16% below State Average 1

2018-2019 Results: 14.1% below State Average 1

2019-2020 Results: COVID

2020-2021 Results: 8.7% below State Average 4

2021-2022 Results: -6.6% ISAT, -4.4 IRI below State Average 4.5

2022-2023 Results: 13.6% below

Goal 11: (New for 2019-2020) State testing results, the percentage of students Advanced or Proficient in comparison to state averages for students that are economically disadvantaged.

| | | | | | |
|---------------------------------------|----------------------------------|-----------------------------------|-----------------|--------|-----------------------------------|
| Excellent 6 | Above average 5 | Average 4 | Below average 3 | Poor 2 | Unacceptable 1 |
| State test results are at equal to or | State test results are within 5% | State test results are within 10% | | | State test results are not within |

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| | | | | | |
|--------------------------------|-----------------------------|-----------------------------|--|--|-----------------------------|
| greater than the state average | points of the state average | points of the state average | | | 10% points of state average |
|--------------------------------|-----------------------------|-----------------------------|--|--|-----------------------------|

2020-2021 Results: 4.75 below State Average 5

2021-2022 Results: TBD

2022-2023 Results: Shoshone ELA 35.9 to 35.05, Math 30.6 to 24.15

| Goal # | Score | Total Possible |
|--------------|-------------|----------------|
| 1 | 3 | 6 |
| 2 | 4 | 6 |
| 3 | 4 | 6 |
| 4 | 6 | 6 |
| 5 | 6 | 6 |
| 6 | 5 | 6 |
| 7 | 6 | 6 |
| 8 | 6 | 6 |
| 9 | 6 | 6 |
| 10 | 1 | 6 |
| 11 | 6 | 6 |
| Total | 49.5 | 60 |

| Goal # | Last Year | Total Possible |
|--------------|-----------|----------------|
| 1 | 3 | 6 |
| 2 | 4 | 6 |
| 3 | 4 | 6 |
| 4 | 5 | 6 |
| 5 | 6 | 6 |
| 6 | 6 | 6 |
| 7 | 6 | 6 |
| 8 | 6 | 6 |
| 9 | 5 | 6 |
| 10 | 4.5 | 6 |
| 11 | | 6 |
| Total | 54 | 66 |

STUDENT ACHIEVMENT METRICS

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STATE OF IDAHO INFORMATION

HERE IS THE LINK TO STATE OF IDAHO METRICS AS SPELLED OUT IN THE SCHOOL REPORT CARD

<https://idahoschools.org/schools/0295/achievement>

HERE IS THE LINK TO SCHOOL DEMOGRAPHIC INFORMATION

<https://idahoschools.org/schools/0295/profile>

HERE IS THE LINK TO THE STATE REPORT CARD FOR ALL SCHOOLS

<https://www.shoshonesd.org/index.php/en/district/school-report-card>

| ELA ISAT | Spring 23 ISAT Percentage Proficient | Goal for ISAT 24 Percentage Proficient | |
|----------|---|---|--|
| Grade 3 | 44 | 54 | |
| Grade 4 | 32 | 42 | |
| Grade 5 | 34 | 44 | |
| Grade 6 | 31 | 41 | |
| Grade 7 | 23 | 33 | |
| Grade 8 | 38 | 38 | |
| | Test changes from 9-10 to 11 | 50 | |

| Math ISAT | Spring 2023 ISAT Percentage Proficient | Goal for ISAT Spring 2024 Percentage Proficient | |
|-----------|---|---|--|
| Grade 3 | 49 | 59 | |
| Grade 4 | 47 | 57 | |
| Grade 5 | 41 | 51 | |
| Grade 6 | 39 | 49 | |
| Grade 7 | 40 | 50 | |
| Grade 8 | 36 | 46 | |
| | Test changes from 9-10 to 11 | 55 | |

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ISAT RESULTS AND GOALS FOR SHOSHONE ELEMENTARY

| Kindergarten | | 22/23 | 23/24 goal |
|--------------|--------|--------|------------|
| | Tier 1 | 33.00% | 37.00% |
| | Tier 2 | 33.00% | 37.00% |
| | Tier 3 | 33.00% | 26.00% |
| | | | |
| First | | | |
| | | 22/23 | 23/24 goal |
| | Tier 1 | 56.00% | 62.00% |
| | Tier 2 | 25.00% | 23.00% |
| | Tier 3 | 19.00% | 15.00% |
| | | | |
| | | | |
| Second | | 22/23 | 23/24 goal |
| | Tier 1 | 49.00% | 54.00% |
| | Tier 2 | 32.00% | 33.00% |
| | Tier 3 | 19.00% | 15.00% |
| | | | |
| | | | |
| Third | | 22/23 | 23/24 goal |
| | Tier 1 | 62.00% | 68.00% |
| | Tier 2 | 24.00% | 18.00% |
| | Tier 3 | 14.00% | 14.00% |