



North Gem
School District

School District #149

Continuous Improvement Plan

2016-2017

Vision Statement

Relationships, rigor, and relevance are the key elements of the North Gem School District's vision. We will develop strong relationships of trust between the students, parents, community, faculty, staff, administrators, and school board. With those relationships established, we will be able to more effectively provide learning experiences that are appropriately rigorous for each individual student. With proper relationships of understanding, we will also be able to provide relevant opportunities for growth that lead to lifelong learning.

Mission Statement

The mission of the North Gem School District is to build character, competence, and confidence in our students. We believe that for our students to be able to truly contribute to society in a positive way, they must develop solid moral character. We believe that the competence that our students develop through effective teaching and learning will help them provide a sustainable future. We believe that students who are confident in their preparation and ability to learn from new experiences will be able to enjoy continuous lifelong growth.

Simply stated, the combined vision and mission of the North Gem School District is "Relationships, rigor, and relevance yield character, competence, and confidence". Simpler still, " $R^3 \rightarrow C^3$ ".

Continuous Improvement Plan Introduction

The North Gem School District #149 is a small rural school district located in Bancroft, Idaho. During the current school year, the school district serves 168 kindergarten through 12th grade students. Although all 168 of these students attend school in the same building, the district is divided into North Gem Elementary School, which has 66 kindergarten through fifth grade students; North Gem Middle School, which has 39 sixth through eighth grade students; and North Gem High School, which has 63 ninth through twelfth grade students. The school district also provides half-day preschool classes for students who have been identified with special needs. The students that attend the North Gem School District reside primarily in Bancroft, Chesterfield, and Lava Hot Springs. According to reporting from two years ago, 89.5% of the students in grades pre-K through 6 are white, the other 10.5% did not report their ethnicity, and 94.1% of the students in grades 7 through 12 are white, the other 5.9% did not report their ethnicity. 36% of the students in grades pre-K through 6 and 26% of the students in grades 7 through 12 were identified as economically disadvantaged. The number of

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students who were identified as economically disadvantaged was determined through our application process for free and reduced school lunches.

The students of the North Gem School District are taught by 16 certificated teachers. They are also supported at the district level by a counselor/teacher, special programs director, business manager/clerk, and superintendent/principal. Of these 20 school district employees, nine have worked in the district for 10 or more years, two have been with the district two to nine years, and nine have worked in the district for one year or less. The superintendent/principal is one that is new to the district this school year. Oversight of the district is the responsibility of a school board of five elected trustees.

Continuous Improvement Planning Committee and Process

The following individuals served on a committee to create this continuous improvement plan and gathered input from the groups that they represent:

- David Sotutu - Superintendent/Principal
- Suzanne Barfuss - Elementary Teacher
- Emily Apgood - Middle School Teacher
- Dana Strong - High School Teacher
- Heather Knowles - Special Programs Director
- Justin Williams - Athletic Director
- Jill Askew - Food Services Director
- Kevin Neese - Transportation/Maintenance Supervisor
- Brayden Jensen - Student
- Jenny Cooper - Parent
- Carl Hatch - School Board Trustee
- Tanya Delbridge - School Board Trustee
- Dennis Reed - School Board Trustee
- George Millward - School Board Trustee
- Rondo Crossley - School Board Trustee

To create this continuous improvement plan, the district leadership team (composed of the first nine individuals listed above) met to discuss goals. The superintendent then summarized that discussion into three main goals. Members of the district leadership team then met with those that they represent to determine strategies that would help the district goals. Those strategies were then compiled into a draft of the continuous improvement plan. That draft was then distributed to all of the members of the continuous improvement planning committee listed above. After all members of the committee had the opportunity to review and recommend any needed changes, the final draft of the North Gem School District Continuous Improvement Plan was created.

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Our Goals

In order to achieve our vision of building up students who have solid moral character, competence to become successful, and confidence in their ability to be lifelong learners, the North Gem School District has established these three goals:

- 1. Create a positive school climate where students and staff feel valued and supported, parents and the community members feel welcomed, and everyone feels safe.***
- 2. Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.***
- 3. Supply teachers and staff with the training and resources necessary to provide effective instruction.***

Our Strategies to Achieve Each Goal

The following items are actions that the North Gem School District will take in order to achieve the three established district goals.

Goal 1: Create a positive school climate where students and staff feel valued and supported, parents and the community members feel welcomed, and everyone feels safe.

Strategy 1.1: Distribute surveys at the beginning of the school year, in the middle of the school year, and at the end of the school year to measure the stakeholders' (students, teachers, parents, community members, and other parties with interest in our school) perceptions of the school district's climate.

Strategy 1.2: Hold a Back to School Night. This event will allow teachers to introduce themselves, their plans, and their expectations to the students and their families. We will also invite organizations that serve the community to present information at the event.

Strategy 1.3: The district will distribute a monthly newsletter to communicate to the community information about the school, upcoming events, and highlight achievements.

Strategy 1.4: The elementary school will spotlight two students each week to recognize their interests, strengths, and contributions to the school. This will allow for each of the elementary

Strategy 1.5: The middle school will set Cowboy Quarterly goals for the student and recognize the students who reach those goals.

Strategy 1.6: The high school's Student Council will lead a "Can't Hide That Cowboy Pride" campaign. This campaign will address respect for the school and each other, treating others with kindness, dealing with emotional issues, and self confidence.

Strategy 1.7: The superintendent/principal will use a bulletin board in the main office to highlight "bright spots" within the district.

Strategy 1.8: The district maintenance department will create and carry out a schedule for monthly school emergency drills.

Goal 2: Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.

Strategy 2.1: Distribute surveys at the beginning of the school year, in the middle of the school year, and at the end of the school year to measure the stakeholders' perceptions of the school district's ability to meet student needs.

Strategy 2.2: Acquire formative assessment tools that indicate students' individual strengths and weaknesses, which will guide teacher instruction.

Strategy 2.3: Acquire an instructional management system that will track students' mastery of learning standards and any needed interventions.

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Strategy 2.4: The district will implement a Response to Intervention (RtI) team that will meet weekly to discuss the academic and/or behavioral needs of students. Decisions made by the RtI team will be data driven.

Strategy 2.5: The district will test all students at least three times throughout the school year to determine their levels of performance in reading and math. Students in grades 3 through 12 will also be administered assessments for writing.

Strategy 2.6: The district will work towards a mastery-based education model by working with state resources and incubator districts.

Strategy 2.7: The district will work with state resources, participate in trainings, and take advantage of other opportunities in order to be in compliance with all Special Education and Federal Programs regulations.

Strategy 2.8: The district will create and implement a Literacy Intervention Program to support students who do not score proficient on the fall Idaho Reading Indicator. A copy of the current year's Literacy Intervention Program Plan is in the appendix of this Continuous Improvement Plan.

Strategy 2.9: The district will provide college and career advising for the high school students using a traditional counselor model.

Goal 3: Supply teachers and staff with the training and resources necessary to provide effective instruction.

Strategy 3.1: Distribute surveys at the beginning of the school year, in the middle of the school year, and at the end of the school year to measure the stakeholders' perceptions of the school district's quality of instruction.

Strategy 3.2: Provide mentor teachers to support all teachers who have been with the district for less than three years.

Strategy 3.3: Provide Teachscape Focus licenses and other Framework for Teaching resources for the administrator, grade level team leaders, and mentor teachers.

Strategy 3.4: Superintendent/principal will formally observe all teachers at least twice per school year and provide teachers with feedback. Superintendent/principal will also conduct mini-observations of classrooms and provide feedback to teachers for growth and mentors for topics of discussion.

Strategy 3.5: In grade level team meetings, mentors and grade level team leaders will guide training and discussions as to how to implement components of the Framework for Teaching in their different classroom contexts.

Strategy 3.6: Teachers will be trained in developing their own Individual Professional Learning Plans (IPLPs) and supported through resources, observations, professional development opportunities, etc. in meet the goals of their IPLPs.

Strategy 3.7: District will provide training for teachers as to how to use the instructional management system (IMS) and assessment programs effectively.

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Key Indicators for Monitoring Progress towards Each Goal

In the table below, “lead indicators” are the practices or inputs that are more easily planned for and influenced by the district and its employees. The “lag indicators” are the outputs that can be measured, but are more difficult for the district to directly influence. Ideally, selected lead indicators will lead to increased performance on the selected lag indicators.

Goal	Lead Indicator	Lag Indicator
1. Create a positive school climate where students and staff feel valued and supported, parents and the community members feel welcomed, and everyone feels safe.	Did the district distribute surveys to stakeholders at the beginning, middle, and end of the school year?	Was there an increase in the number of survey respondents who said that the district provides a safe and welcoming environment from the beginning of the year to the end of the year?
	Did the district hold a Back to School Night?	
	Did the district send monthly school newsletters?	
	Did the student council implement a school pride campaign?	
	Did the maintenance department hold monthly emergency drills?	
	Did the elementary spotlight two students each week?	Was there an increase from student and employee survey respondents that indicated they felt recognized and valued?
	Did the middle school recognize students who met the Cowboy Quarterly Goals?	
	Did the student carry out a school pride campaign?	
	Did the superintendent regularly recognize bright spots in the district?	
	Did the maintenance department plan and carry out emergency drills at least once a month?	Did response and evacuation times for emergency drill diminish throughout the school year?
	Did the district provide formative assessment programs for teachers to assess their students throughout the school year and train the teachers how to use those programs?	<ul style="list-style-type: none"> Was there an increase in the number of students who scored proficient on the IRI from the fall to the spring?

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<p>2. Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.</p>	Did the district implement an instructional management system and provide training for teachers as to how it should be used?	<ul style="list-style-type: none"> Does the percentage of North Gem students who scored proficient in Math and ELA on the ISAT exceed the state average at all grade levels? Is the percentage of North Gem students who scored proficient in Math and ELA on the ISAT higher than in the previous school year? Is the percentage of North Gem students who scored advanced in Math and ELA on the ISAT higher than in the previous school year? Was there an increase from survey respondents that indicated they felt that the North Gem School District meets the academic needs of its students?
	Did the district hold regular Rtl meetings throughout the school year to address the needs of individual students?	
	Did the Rtl use data to determine which interventions to provide for different students?	
	Did the district benchmark test all students in reading and math at least three times during the school year?	
	Did the district benchmark test all third through twelfth grade students in writing three times during the school year?	
	Did the district create and follow a Literacy Intervention Program plan?	
	Did the district with the state and other districts to determine how a mastery-based model would work at North Gem?	
	Did the district, through the counselor, provide college and career advising for all of the high school students?	
<p>3. Supply teachers and staff with the training and resources necessary to</p>	Did the special education and federal programs staff participate in state provided trainings?	<p>Is the North Gem School District in compliance with all Special Education and Federal Programs regulations?</p>
	Did the special programs director work with the State Department of Education to resolve noncompliance issues?	
<p>3. Supply teachers and staff with the training and resources necessary to</p>	Did the district provide mentors for the teachers who have worked less than three years in the district?	<ul style="list-style-type: none"> Did all teachers score proficient in all areas of the Framework for Teaching during their formal evaluations? Was there an increase from employee survey
	Did the district provide Framework for Teaching resources for administrators, team leaders, and	

provide effective instruction.	mentors?	respondents that indicated they felt supported in their efforts to provide relevant and effective instruction?
	Did the administrator formally and informally observe teachers and provide them feedback throughout the school year?	
	Did the grade level teams regularly discuss the Framework for Teaching throughout the school year?	
	Did the district train teachers on how to create and follow an IPLP?	Have all teachers created an IPLP and are they making progress towards the goals of that IPLP?
	Did the district provide training for the IMS and assessment programs?	Are all teachers using the IMS and appropriate assessments?

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Appendix

Baseline Survey Data

The following data is from a survey that was distributed to stakeholders, via the US Postal Service and online on our district website, two weeks prior to the beginning of the 2016-17 school year.

Survey Item	% of respondents that agreed with the statement
The North Gem School District provides a welcoming, safe, and positive school environment.	67.7%
I trust the leadership of the North Gem School District.	45.2%
I am well informed about the things that are going on at North Gem.	41.9%
The academic work that the students at North Gem are expected to complete is appropriate for their grade levels. (i.e. not too hard or not too easy)	45.1%
When students struggle at North Gem, the school provides suitable, individualized support to help these students become successful.	42.0%
When students excel at North Gem, the school provides opportunities for these students to advance their learning beyond standard expectations.	32.2%
The faculty and staff at North Gem are provided with adequate training, instructional materials, and other resources to help students become successful.	38.7%
The North Gem School District provides an academic curriculum (core classes and electives) and extracurricular activities that promote well-rounded student development.	29.1%
The North Gem School District prepares its graduates to be successful in college, vocational training, and/or a career.	38.7%

The following are comments that were added by respondents at the end of the survey:

- School lunches could use a lot of improvement
- When you walk into the school the school no one even notices you. The work at North Gem is too hard. When a student goes up a grade they never get enough time to do their work in their regular class.
- Teachers need to use modern curriculum and teaching material
- I don't have a student that struggles academically so far, so my neutral answer is more a N/A. When I had a student that did excell, I had to make a suggestion to the teacher to help challenge my child so based on my experience that I'd say not all the teachers know what to do. I don't think N.G. offers electives that promote well rounded students but core classes seem to be covered.

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- N.G. should consider chartering the National Honor Society. The Ed. Foundation could pay the fee each year.

There were 31 total respondents to the survey. Three of the respondents were students. 20 of the respondents were parents of students at North Gem. Eight were employees of the school district. 13 indicated that they lived in the community of the North Gem School District. One respondent was a grandparent of students at North Gem and another was a former teacher in the district.

Previous Year ISAT Data

Below is a summary of the students' performance on the ISAT for the North Gem School District for the 2015-16 school year, which tests math and English language Arts (ELA) skills:

- 104 third through tenth graders in North Gem were administered the ISAT.
 - 41% of the students scored proficient (3 or 4 score) in math.
 - 55% of the students scored proficient (3 or 4 score) in ELA.
 - 9.6% of the students scored advanced (4 score) in math.
 - 17% of the students scored advanced (4 score) in ELA.
- The following table compares the percentage of students who scored proficient for each grade level in North Gem for math and ELA and it's relation to the state average. Percentages for North Gem that exceed the state average are indicated in purple.

Grade Level	NG % Prof. math	State Avg. math	NG % Prof. ELA	State Avg. ELA
3rd grade	45%	52%	45%	49%
4th grade	80%	47%	60%	50%
5th grade	33%	40%	55%	54%
6th grade	45%	39%	55%	51%
7th grade	67%	42%	73%	53%
8th grade	6%	38%	39%	54%
9th grade	36%	29%	55%	54%
10th grade	38%	31%	63%	62%

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Literacy Intervention Program (2016-2017)

School District	North Gem School District #149	
Contact	Name: David Sotutu	Phone: 208-648-7848
	E-mail: dsotutu@sd149.com	

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
 - Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.

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C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?

D. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

Program Summary (2015-2016)

The North Gem Extended Reading Program is going to consist of individual and small group reading interventions based on the individual needs of each student. This will consist of using remediation from The Scott Foresman Reading Street 2008, and A-Z reading.

Program Summary (2016-2017)

North Gem Elementary School is the only elementary school in North Gem School District. Grades kindergarten through third grade, in order to support all students in literacy will implement a literacy intervention program that begins with screening all students to determine specific deficiencies in letter recognition, letter sound recognition, phonics, phonemic awareness, vocabulary, and fluency.

All grades will then separately group according to Fall IRI scores and skill deficiencies. For example, a kindergarten student that scored a 1 will be receiving a total of 60 hours in 30 weeks of intensive example with a group of peers that are also deficient in the same skill area, such as letter recognition.

Kindergarten students that scored a 2 on their 2016 Fall IRI are receiving direct instruction in a small group in order to work on letter recognition with their teacher. This takes place after the core reading instruction for 15 minutes, 4 days a week. There were no kindergarteners that scored a 1 on the Fall IRI.

First grade students that scored a 1 on the 2016 Fall IRI will receive 15 minutes per day of instruction with Waterford Literacy Program on computers. In small groups, they will then receive 15 minutes of direct instruction from their teacher that includes phonics and fluency review, using the research-based lessons provided in the *Teaching Reading Sourcebook*, compiled by Core Literacy Library.

First grade students that scored a 2 on the 2016 Fall IRI will receive 15 minutes per day of instruction with Waterford Literacy Program on computers in addition to their core reading instruction.

Second grade and third grade students that scored a 1 on the 2016 Fall IRI will receive 15 minutes per day, 4 days per week of instruction from the literacy based computer program, HearBuilders, which provides practice and diagnostics for phoneme identification, segmenting, phoneme blending, syllable blending and syllable segmentation among other literacy instruction. An additional 15 minutes per day, 4 days per week will be spend using sight word recognition and fluency activities taken from the research based, *Teaching Reading Sourcebook* that is compiled by the CORE Literacy Library.

Second grade and third grade students that scored a 2 on the 2016 Fall IRI will receive 15 minutes per day, 4 days per week of sight word and fluency activities from the research based, *Teaching Reading Sourcebook*.

Using the early literacy computer programs, including Hearbuilder and Waterford is in response to parent input of computers being a motivating experience for students, as well as the research behind their effectiveness and diagnostic abilities.

In all classes, progress monitoring will be implemented in order to assess the effectiveness of the literacy interventions being used. Intervention groups will remain fluid, so students' can be moved according to their progress reports. Progress monitoring will be done every three weeks using the TPRI Inventory Section, Hearbuilder Student Summary Reports, or data compiled by the classroom teacher. Student progress will be used to adjust instruction in response to lack of progress and adequate progress.

TRPI was used as a beginning screener in order to identify current skill levels of students in the areas of book and print awareness, phonemic awareness, graphophonemic knowledge, word reading, reading accuracy, fluency, listening and reading comprehension. TRPI Inventory will also be used at the conclusion of the Literacy Intervention Plan to measure exact growth on exact concepts.

The cost of the Webber's Hearbuilders license program will be \$199. The Waterford Early Learning Reading Curriculum is approximately \$300.

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Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Comprehensive Literacy Plan Alignment

North Gem's Literacy Intervention Program is designed to assist in the developing reading skills to those students in K-3 that showed a need through a less than proficient score of 1 or 2 on the 2016 Fall IRI. These students were not proficient at their current grade level due to deficiencies that will be address through intense and supplemental to core instruction in the basics of literacy, exceeding 40 hours of instruction. Effectiveness of the Intervention Program will be measured and validated through reading skill inventory assessment, continued progress monitoring during implementation, and a final reading skill inventory assessment.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

Parent Involvement

Parents gave input that students' motivation levels increase when they are allowed to work on computers. Due to this input, the Literacy Plan includes the research-based computer curriculum programs of Waterford and Webber's Hearbuilders. Parents will be informed of their student's progress through oral reports and written reports given every 9 weeks during the plan's implementation.

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of

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Education's research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric	SY 2015-20 16	SY 2016-20 17	Benchmark
# of students who scored "proficient" on the Kindergarten Spring IRI	11		Fall 2016 Benchmark: 3
% of students who scored "proficient" on the Kindergarten Spring IRI	69%		Fall 2016 Benchmark: 43%
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	-1		
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI	-7%		
# of students who scored "proficient" on the Grade 1 Spring IRI	6		Fall 2016 Benchmark: 5
% of students who scored "proficient" on the Grade 1 Spring IRI	67%		Fall 2016 Benchmark: 33%
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	-3		
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	-23%		
# of students who scored "proficient" on the Grade 2 Spring IRI	9		Fall 2016 Benchmark: 3
% of students who scored "proficient" on the Grade 2 Spring IRI	69%		Fall 2016 Benchmark: 38%
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI	1		
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI	7%		

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# of students who scored "proficient" on the Grade 3 Spring IRI	10		Fall 2016 Benchmark: 7
% of students who scored "proficient" on the Grade 3 Spring IRI	83%		Fall 2016 Benchmark: 54%
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	2		
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	10%		

Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

Last year the North Gem received \$132 for the Early Reading Intervention program. These funds were used to support students who scored 1's on the fall IRI by purchasing The Scott Foresman Reading Street 2008, and A-Z reading.

For the 2016-2017 school year, funds will be used at follows:

- Webber's Hearbuilders license - \$199
- Waterford Early Learning Reading Curriculum - \$300
- Part-time Reading Interventionist - \$2,800