

# **ONEIDA SCHOOL DISTRICT #351**

## **CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2016 – 2017**

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### **Mission:**

To provide opportunities to ensure success for every student while in school and readiness for success in an ever-changing world.

### **Vision:**

**Preparing for the Future – A Team Approach**

### **Values:**

- Education is the foundation for success.
- All students have a unique capacity to learn.
- Effective teaching is essential.
- Personal responsibility of the students is a factor in their success.
- Quality teachers make a difference.
- Schools provide a caring, safe, and respectful learning environment.
- Our guiding value will be “What is best for students?”
- We believe education is a collaborative effort involving the school, home and community.

### **Percentage of Students on Free or Reduced Lunches**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>District</b>	46.9%	47%	43.68%	45.59%	41.06%	43.44%

## Schools in Oneida School District

Name	Grades	Address	Year Built	Classrooms	Enrollment for 2016-2017
<b>Malad Elementary School</b>	Preschool – 5 <sup>th</sup>	250 W. 400 N. Malad, ID 83252 208-497-5220	1953	20	407
<b>Stone Elementary School</b>	K – 3 <sup>rd</sup>	10808 S. 23000 W. Malad, ID 83252 208-497-2644	1952	2	08
<b>Malad Middle School</b>	6 <sup>th</sup> – 8 <sup>th</sup>	175 Jenkins Ave Malad, ID 83252 208-497-5877	1997	12	217
<b>Malad High School</b>	9 <sup>th</sup> – 12 <sup>th</sup>	181 Jenkins Ave. Malad, ID 83252 208-497-2588	1981	18	298
<b>Oneida High School</b>	9 <sup>th</sup> – 12 <sup>th</sup> grade	300 W. 450 N. Malad, ID 208-497-5220 ext. 106	1953	2	19
<b>Idaho Home Learning Academy</b>	K - 8	25 E. 50 S. Suite A Malad, ID 208-534-6080 ex 1	NA	Virtual	155

## Analyses of Demographic Data

	2015-2016	2016-2017
<b>TOTAL STUDENTS</b>	946	949
<b>Male</b>	475	486
<b>Female</b>	470	463
<b>White</b>	902	909
<b>Black/African American</b>	9	6
<b>Asian</b>	13	13
<b>Native American</b>	22	21
<b>Hispanic/Latino</b>	32	34
<b>Received Special Education (IEP Students)</b>	94 – 10%	87 – 9.1%
<b>Free/Reduced Lunch Program</b>	445 – 47.0%	445 – 46.9%

## **GOALS & OBJECTIVES FOR ONEIDA SCHOOL DISTRICT #351**

<b>Goal</b>	<b>2016-2017 Objectives</b>
1. Student attendance will be at levels that will facilitate school success.	<ul style="list-style-type: none"> <li>a. Each individual student's school attendance will be tracked.</li> <li>b. Each student will have an attendance intervention when they fall below 90%.</li> <li>c. All students will maintain a 95% attendance rate as measured through a daily roll.</li> </ul>
2. All students will be prepared academically and behaviorally to transition from home to elementary; from elementary to middle school; and from middle school to high school.	<ul style="list-style-type: none"> <li>a. Orientation and indication meetings will happen at each transition level.</li> <li>b. Formative assessments will be used to guide academic intervention efforts.</li> <li>c. Students will use PBIS (Positive Behavior Interventions and Support) efforts at each level to ensure continuity on behavior expectations from school to school.</li> <li>d. Students will show a 10% increase in ISAT (Idaho Standards Achievement Test) proficiency scores.</li> </ul>
3. We will maintain our current standards of excellence in technology and continue to be a leader by providing our students with instructional excellence.	<ul style="list-style-type: none"> <li>a. Infuse technology into teaching and learning using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model to support and enable teachers to design and develop digital learning experiences that utilize technology.</li> <li>b. Continually review and update technology policies to meet current needs of our district.</li> <li>c. Maintain a District Technology Plan using approved budgets to provide needed equipment, software, and professional development while making sure resources are distributed equitably.</li> </ul>
4. All teachers will improve behavioral and academic outcomes with all students through full implementation of Tier I differentiation strategies, Multi-Tiered Support Systems, and Positive Behavior Interventions and Support.	<ul style="list-style-type: none"> <li>a. All teachers will receive training on PBIS.</li> <li>b. All teachers will receive multiple trainings on Tier 1 differentiation strategies.</li> <li>c. All teachers will participate in data driven PLC (Professional Learning Community) and use MTSS (Multi-Tiered Support Systems) to meet student learning needs.</li> <li>d. All non-tenured teachers will receive instructional coaching support.</li> <li>e. Indicators of success in reaching this goal will be formative assessments and a 10% increase in ISAT proficiency scores.</li> </ul>
5. The Oneida School District students will be college and career ready.	<ul style="list-style-type: none"> <li>a. Each grade level will have an increase of 10% in the number of students scoring the proficient level over the previous year.</li> <li>b. Students not yet at proficient levels will have access to MTSS (Multi-Tiered Support Systems) teachers meeting regularly to assess skill set.</li> <li>c. Use all available resources within our district, state/federal agencies and community to create a team to support student success.</li> <li>d. Continually have students meet with a guidance counselor to ensure they are where they need to be with credits for graduation.</li> </ul>

e. Have all students fill out FAFSA (Free Application for Federal Student Aid) applications

**Report of Progress**

<b>Goal</b>	<b>Performance Measure/Indicator</b>	<b>SY 2015</b>	<b>SY 2016</b>	<b>SY15-SY16 Improvement</b>	<b>Benchmark/Performance Target</b>
Student attendance will be at levels that will facilitate school success.	Each individual student's school attendance will be tracked.	NA	NA	NA	Monitor all teacher's student attendance entries
	Each students will have an attendance intervention when they fall below 90%.	NA	NA	NA	Attendance data will be reported and intervention designed in teacher PLC
	The average daily attendance aggregate for each school will be 95% or above.	95.03%  *See table 1 below	At least 95%	Focus on improving Attendance at the High School	Average Daily attendance will be at or above 95%
All students will be prepared academically and behaviorally to transition from home to elementary; from elementary to middle school; and from middle school to high school.	Orientation and indication meetings will happen at each transition level.	1	4 meetings one at each level	Increase of 3 meetings	Principals will report having transition meetings at the end of the year.
	Formative assessments will be used to guide academic intervention efforts.	NA	Grades 3 - 10	Formative data will be collected and used in PLC	As measured by the interim ISAT tests - Will monitor each teacher team using interim data
	Students will use PBIS (Positive Behavior Interventions and Support) efforts at each level to ensure continuity on behavior expectations from school to school.	NA	All Schools collecting data	Data will be collected to monitor number of interventions, where, when, type of incidents	Data will be shared with superintendent
	The number of students proficient on the ISAT will increase by 10% per year	See Table 2 Below	See Table 2 Below	10%	

We will use technology to support students learning.	Infuse technology into teaching and learning using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model to support and enable teachers to design and develop digital learning experiences that utilize technology.	NA	NA		End of the year each principal will provide a list of professional development and IT support that has been provided to their faculty and staff.
	Continue to use one on one student devices at the high school	All HS students had devices	All HS students to have devices	All have a device	Funding provided to maintain each student having a device
	Update the District Technology Plan	NA	NA	Revised and updated	The technology plan document will be updated revised and shared with all teachers
All teachers will improve behavioral and academic outcomes with all students through full implementation of Tier I differentiation strategies, MTSS (Multi-Tiered Support Systems), and PBIS (Positive Behavior Interventions and Support).	All teachers will receive training on PBIS (Positive Behavior Intervention and Supports).	1 school trained	3 schools trained	All teachers provided opportunity for training	Principals provide evidence of PBIS implementation
	All teachers will receive multiple trainings on Tier 1 differentiation strategies.	0 teachers trained	55 teachers will attend 4 trainings during year	100% increase over last year	Role taken to reflect how many teachers participated in the training
	All teachers will participate in data driven PLC (Professional Learning Communities) and use MTSS (Multi-Tiered Support Systems) to meet student learning needs.	20 teachers using MTSS in PLC	40 teachers using MTSS in PLC	100% increase over last year	Principals will monitor, track and report the number of teachers participating in regular PLC (minutes of meeting collected)

	All non-tenured teachers will receive instructional coaching support.	NA	14	14	All coaches are trained and assigned to all non-tenured teachers
	Indicators of success in reaching this goal will be formative assessments and a 10% increase in ISAT proficiency scores.	See Table 2 Below	See Table 2 Below	10%	
The Oneida School District students will be college and career ready.	Each grade level will have an increase of 10% in the number of students scoring the proficient level over the previous year.	See Table 2 Below	See Table 2 Below	10%	
	Continually have students meet with a guidance counselor to ensure they are where they need to be with credits for graduation.	NA	All 8 – 12 grade students have a SEP		Counselors will submit a list of students they have met with to develop a Student Education Plan
	Use all available resources within our district, state/federal agencies and community to create a team to support student success.	NA	NA		Principals will submit a list of community, state and federal partnerships that are used in supporting student success
	Students not yet at proficient levels will have access to MTSS (Multi-Tiered Support Systems) teachers meeting regularly to assess skill set.	See Table 2 Below	See Table 2 Below	10%	Interventions will be seen as per minutes of the PLC meetings.
	Have 50% students fill out FAFSA applications	50%	60%	10%	

**Table 1**

<b>Average Daily Attendance</b>			
	<b>2015-2016</b>	<b>Projected 2016-2017</b>	<b>% Increase</b>
<b>Malad Elementary</b>	95.24%	95%	
<b>Malad Middle School</b>	95.13%	95%	
<b>Malad High School</b>	93.03%	95%	1.97%
<b>Stone Elementary</b>	96.83%	96%	
<b>ONEIDA SCHOOL DISTRICT</b>	<b>95.05%</b>	95%	
<b>Oneida High School</b>	76%	95%	19%

**Table 2**

	<b>Number of students tested</b>	<b>Percent Proficient</b>	<b>Number of students tested</b>	<b>Percent Proficient</b>
	<b>2015-2016 ELA</b>		<b>Projected 2016-2017 ELA</b>	
<b>3<sup>rd</sup> Grade</b>	66	44%	86	54%
<b>4<sup>th</sup> Grade</b>	64	44%	64	54%
<b>5<sup>th</sup> Grade</b>	75	43%	63	53%
<b>6<sup>th</sup> Grade</b>	66	42%	77	52%
<b>7<sup>th</sup> Grade</b>	64	38%	69	48%
<b>8<sup>th</sup> Grade</b>	80	51%	71	61%
<b>9<sup>th</sup> Grade</b>	76	51%	81	61%
<b>10<sup>th</sup> Grade</b>	64	47%	78	57%
	<b>2015-2016 Math</b>		<b>Projected 2016-2017 Math</b>	
<b>3<sup>rd</sup> Grade</b>	66	53%	86	63%
<b>4<sup>th</sup> Grade</b>	64	31%	64	41%
<b>5<sup>th</sup> Grade</b>	75	32%	63	42%
<b>6<sup>th</sup> Grade</b>	66	30%	77	40%
<b>7<sup>th</sup> Grade</b>	64	30%	69	40%
<b>8<sup>th</sup> Grade</b>	80	38%	71	48%
<b>9<sup>th</sup> Grade</b>	76	45%	81	55%
<b>10<sup>th</sup> Grade</b>	64	27%	78	37%