

## ONEIDA SCHOOL DISTRICT

# CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2017 – 2018

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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.

### Purpose:

To maximize the learning potential of every student in a safe, nurturing environment.

### 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

	2017-18	2016-17	2015 - 16	2014-15	2013-14	2012-13
<b>District</b>	41.7%	46.9%	44.22%	43.68%	45.59%	41.06%

## Schools

Name	Grades	Address	Name	Year Built	Classrooms	Enrollment for 17-18
Malad Elementary School	Preschool – 5 <sup>th</sup>	250 W. 400 N. Malad, ID 83252 208-497-5220	Malad Elementary School	1953	20	407
Stone Elementary School	K – 3 <sup>rd</sup>	10808 S. 23000 W. Malad, ID 83252 208-497-2644	Stone Elementary School	1952	2	12
Malad Middle School	6 <sup>th</sup> – 8 <sup>th</sup>	175 Jenkins Ave Malad, ID 83252 208-497-5877	Malad Middle School	1997	12	210
Malad High School	9 <sup>th</sup> – 12 <sup>th</sup>	181 Jenkins Ave. Malad, ID 83252 208-497-2588	Malad High School	1981	18	296
Oneida High School	9 <sup>th</sup> – 12 <sup>th</sup> grade	300 W. 450 N. Malad, ID 208-497-5220 ext. 106	Oneida High School	1953	2	16
Idaho Home Learning Academy	K - 8	25 E. 50 S. Suite A Malad, ID 208-534-6080 ex 1	Virtual	NA	Virtual	560

## Analyses of Demographic Data

	2015-2016	2016-2017	2017 - 2018
TOTAL STUDENTS	946	949	1501
Male	475	486	765
Female	470	463	736
White	902	909	1450
Black/African American	9	6	6
Asian	13	13	12
Native American	22	21	8

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Hispanic/Latino	32	34	25
Free/Reduced Lunch Program	445 – 47.0%	445 – 46.9%	392 – 41.7% <small>*does not include IHLA students</small>
Received Special Education (IEP Students)	94 – 10%	87 – 9.1%	135 – 9.0%

## **GOALS**

### **Oneida School District #351 sets the following Goals & Objectives:**

<b>Goal</b>	<b>2017-2018 Objectives</b>
1. Student attendance will be at levels that will facilitate school success.	<ul style="list-style-type: none"> <li>a. Each individual students school attendance will be tracked.</li> <li>b. Each students 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 induction 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 efforts at each level to ensure continuity on behavior expectations from school to school.</li> <li>d. There will be a 10% increase of the number of students at proficient levels as measured by the ISAT</li> </ul>
3. We will increase our one to one electronic device initiative through expanding one to one in the 3 – 8 <sup>th</sup> grades.	<ul style="list-style-type: none"> <li>a. Train all 3 – 8 teachers in the use of chromebooks in their classrooms</li> <li>b. 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>c. Throughout the year give additional support and training to teachers using one to one devices.</li> <li>d. Implement the new 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 <ul style="list-style-type: none"> <li>- k – 5 reading program</li> <li>- K – 12 math program</li> </ul>	<ul style="list-style-type: none"> <li>a. All teachers will receive training on a structured PLC format.</li> <li>b. All targeted teachers will receive multiple trainings the new math and reading curriculums.</li> <li>c. All teachers will participate in data driven PROFESSIONAL LEARNING COMMUNITY and use MULTI - TEIRED SUPPORT SYSTEM to meet student learning needs.</li> </ul>

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<ul style="list-style-type: none"> <li>- 3 – 12 one to one chromebooks</li> <li>- PLC implementation</li> </ul> <p>Behavior Interventions and Support.</p>	<ul style="list-style-type: none"> <li>d. All non-tenured teachers will receive instructional coaching support.</li> <li>e. Targeted teachers will receive ongoing support through district specialist</li> <li>f. Indicators of success in reaching this goal will be formative assessments and a 10% increase in ISAT proficiency scores.</li> </ul>
<p>5. The Oneida School District students will be college and career ready.</p>	<p>Key Indicators:</p> <ul style="list-style-type: none"> <li>a. Add a .5 FTE to our counseling department targeting college and career readiness.</li> <li>b. Each grade level will have an increase of 10% in the number of students scoring the proficient level over the previous year.</li> <li>c. Students not yet at proficient levels will be targeted through PLC meetings to assess learning needs.</li> <li>d. Use all available resources within our district, state/federal agencies and community to create a team to support student success.</li> <li>e. Continually have students meet with a guidance counselor to ensure they are where they need to be with credits for graduation.</li> <li>f. Have all students fill out FAFSA applications</li> </ul>

**Report of Progress (2016-2017)**

Goal	Performance Measure/Indicator	SY 2016	SY 2017	SY17-SY18 Improvement	Benchmark/ Performance Target
Student attendance will be at levels that will facilitate school success.	Each individual student’s school attendance will be tracked.		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 professional learning communities

	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 induction meetings will happen at each transition level.	1	4 orientation meetings one at each level	Increase of 3 meetings	Principals will report having transition meetings at the end of the year.
	Summative and Formative assessment data will be used to guide academic intervention efforts.	NA	Grades 3 - 10	Formative data will be collected and used in professional learning communities	As measured by the interim ISAT tests - Will monitor each teacher team using interim data
	Schools / employees will use Positive Behavior intervention 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 severe behavior incidence will decrease by 10%			10%	As measured by Power School behavior reports
We will increase student learning through our one to one electronic device initiative by expanding one to one in the 3 – 8 <sup>th</sup> grades.	Infuse one to one technology in grades 3 – 8 using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model to support and enable teachers to design and develop digital learning experiences that utilize technology.	Grades 9 - 12	Grades 9 - 12	Grades 3 - 12	A report will compile professional development and support given for device implementation.
	Continue to use one on one student devices at the high school	All HS student had devices	All HS students to have devices	All have a device	Funding provided to maintain each student having a device

	Implementation of the new District Technology Plan	NA	NA	Revised and updated	The technology plan will be implemented as shown by meeting implemented target dates found in the plan
All teachers will improve behavioral and academic outcomes with all students through full implementation of PLC meetings, Multi-Tiered Support Systems, and Positive Behavior Interventions and Support.	All teachers will receive training on professional learning communities.	1 school trained	3 schools trained	All teachers provided opportunity for training	Principals will monitor, track and report the number of teachers participating in regular professional learning community (minutes of meeting collected)
	targeted teachers will receive multiple trainings on new LMS	25 teachers trained	25 teachers will participate in 4 trainings during year	100% increase over last year	Role taken to reflect how many teachers participated in the training
	Targeted teachers will participate professional development on new reading and math curriculums	NA	All elementary teachers in reading and all math teachers k-12	100% increase over last year	Roles will be taken at training. Teachers are provided opportunity to have independent learning time to get familiar with the curriculum
	All non-tenured teachers will receive instructional coaching support.	14	7	7	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%	As measured by the ISAT report
	Continually have students meet with a	All 8 – 12 grade students	All 8 – 12 grade		Counselors will submit a list of students they have met with to

	guidance counselor to ensure they are where they need to be with credits for graduation.	have a SEP	students have a SEP		develop a Student Education Plan
	Hire an additional .5 FTE to support / track college and career readiness.	1.5 FTE	2.0 FTE	.5 FTE counselor increase	The district will hire .5 FTE increase
	Superintendent will hold meetings with the counselors to outline efforts to improve college and career readiness	NA	4 quarterly meetings	Meetings held	The guidance team will have minutes of meetings and follow up on assignments..
	Have 50% students fill out FAFSA applications	50%	60%	10%	

Table 1

<b>AVERAGE DAILY ATTENDANCE</b>				
	2016-2017		Projected 2017-2018	% Increase
Malad Elementary	95.24%		95%	
Malad Middle School	95.13%		95%	
Malad High School	93.03%		95%	1.97%
Stone Elementary	96.83%		96%	
ONEIDA SCHOOL DISTRICT	95.05%		95%	
Oneida High School	76%		95%	19%

Table 2

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	2015-2016 ELA		2016-2017 ELA		State ave. difference	2017 -18 percent proficient goal
	Number of students tested	Percent Proficient	Number of students tested	Percent Proficient		
3 <sup>rd</sup> Grade	66	44%	86	43%	-4	47%
4 <sup>th</sup> Grade	64	44%	64	51%	+3	47%
5 <sup>th</sup> Grade	75	43%	63	60%	+6	57%
6 <sup>th</sup> Grade	66	42%	77	58%	+7	66%
7 <sup>th</sup> Grade	64	38%	69	47%	-7	63%
8 <sup>th</sup> Grade	80	51%	71	45%	-7	51%
9 <sup>th</sup> Grade	76	51%	81	60%	+5	49%
10 <sup>th</sup> Grade	64	47%	78	54%	-5	65%
	2015-2016 Math		Projected 2016-2017 Math			
3 <sup>rd</sup> Grade	66	53%	86	43%	-7	47%
4 <sup>th</sup> Grade	64	31%	64	59%	+12	47%
5 <sup>th</sup> Grade	75	32%	63	37%	-4	64%
6 <sup>th</sup> Grade	66	30%	77	40%	0	41%
7 <sup>th</sup> Grade	64	30%	69	40%	-2	44%
8 <sup>th</sup> Grade	80	38%	71	33%	-6	44%
9 <sup>th</sup> Grade	76	45%	81	34%	+4	36%
10 <sup>th</sup> Grade	64	27%	78	31%	-1	37%