SHOSHONE SCHOOL DISTRICT STRATEGIC PLAN 2019-2024

"Excellence is the gradual result of always striving to do better!"
Pat Riley

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

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.

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.

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 our 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.

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.

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." Access, 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

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

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.

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.

SHOSHONE SCHOOL DISTRICT STRATEGIC PLAN 2019-2024

Link to State Report Card with more Data (note that

Shoshone SD uses local metrics for achievement data):
https://idahoschools.org/districts/312/profile

* We unable to provide staff performance report due to not having groups of 5 or more staff that use the same assessment.

Shoshone School District Strategic Plan Goals

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

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	37% of students whose previous Selected student	25% of students whose previous Selected student	15% of students whose previous Selected student	Less than 15% of students whose previous Selected	No noticeable movement up on SELECTED

achievement test was "Basic" move to "advanced or proficient level"	achievement test was "Basic" move to "advanced or proficient level"	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%	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	student achievement test was "Basic" move to "advanced or proficient level"	STUDENT ACHIEVEMENT TEST for students previously at level of "Basic"

2015-2016 Results: 35% 4

2016-2017 Results: 24% 3

2017-2018 Results: 14% 3

2018-2019 Results: 20% 3

2019-2020 Results: COVID

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

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

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

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)

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)

Goal 8 Increase job embedded professional development time

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)

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

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

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

<u>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.</u>

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

Summary-2015-2016, 2016-2017, 2017-2018

Goal #	Score (15-16, 16-17, 17-18, 18-19)	Total Possible
1	3, 3, 2, 4	6
2	4, 3, 2, 3	6
3	4, 4, 2, 3	6
4	5, 5, 6, 6	6
5	6, 6, 6, 6	6
6	5, 4, 5, 4	6
7	6, 5, 6, 6	6
8	6, 6, 5, 5	6
9	4, 5,5, 5	6
10	4, 4,1,1	6
Total	47, 45, 40, 43	60

SHOSHONE SCHOOL DISTRICT STRATEGIC PLAN 2019-2024

Required Demographic Information

	2017-2018	2018-2019	2019-2020
Male	264	253	264
Female	258	249	226
White	253	238	248
Black/African American	2	1	0
Asian	0	1	1
Native American	2	4	0
Hispanic/Latino	263	256	237
Free/Reduced Lunch Program	336	296	369
Received Special Education (IEP Students)	45	42	48

ISAT DATA (2017-2018)

	Advanced	Proficient	Basic	BelowBasic
Shoshone All Students Tested	7.19%	17.81%	29.11%	45.89%
Shoshone All Students Tested	8.87%	22.87%	30.03%	38.23%
State of Idaho	19.79%	23.90%	27.71%	28.60%
State of Idaho	20.58%	33.11%	23.82%	22.49%

ISAT DATA (2018-2019)

	Advanced	Proficient	Basic	BelowBasic
Shoshone All Students Tested M	9.5%	17.4%	31.4%	41.7%
Shoshone All Students Tested E	10.1%	23%	26.8%	40.1%
State of Idaho M	20.7%	23.7%	27.6%	28.1%
State of Idaho E	22.2%	32.8%	22.9%	22.2%

Restatement of Goal 10 for 2018-2019 Year: Increase Advanced and Proficient percent for all students by 10%. 5.7% increase for 2018-2019.

Shoshone School District Strategic Plan Goals (2021-2022 Update)

SHOSHONE SCHOOL DISTRICT STRATEGIC PLAN 2019-2024

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

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"

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

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

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

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

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

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

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

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

Goal 8 Increase job embedded professional development time

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

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

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

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

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 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

2020-2021 Results: 4.75 below State Average 5

2021-2022 Results: TBD

Goal #	Score	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	TBD	6
Total	49.5	60

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

COLLEGE AND CAREER READINESS PLAN

School District	Shoshone SD. Dr. Rob Waite, Superintendent, rob.waite@shoshonesd.org	
Contact	Name: Shelli Schroeder	Phone:208.886.2381
	E-mail: Shellischroeder@shoshonesd.org	

Use additional space or pages as needed.

College and Career Advising Model used by the LEA (if using research based model not identified in Section 33-1212A, Idaho Code, site research used):

The Shoshone School District is using the "Traditional School Counselor Model" as our main model. However, we also employ other staff members as mentors for college and career readiness. However, our plan for career and college readiness involves the following aspects.

The district believes in and supports the idea of more students going on to college. Our community has held numerous discussions about the right way to approach the overall goal. It is our strong belief that considering our student and parent population that we as a local district needs to focus on not just a go on rate, but also preparing our students to enter the workforce upon graduation. Many, if not most of our students will begin work upon HS graduation. Therefore, we strongly feel we should prepare them for that and not solely focus on attending college. It is one reason why the hands on internship is such an important part of our plan. We believe if a student feels strongly they want to go to college, we should support and encourage that path. If a student is preparing to enter the workforce, we should also support and encourage that path and prepare them for it. We have dual goals.
The actual metrics that our district will focus on are:

Description of college and career advising and or mentoring plan, break out plan by grade level (if variable by grade):

Freshman year students begin the "Senior Project" aspect of our graduation requirements. In a semester course, they study and visit careers, develop academic plans, and develop "involvement plans." A key component of the class is the field trips. Group college visits take place during this class. The involvement plans will be implemented in the next 2-3 years and will include components of school involvement, community involvement, and career preparation. The mentor will confer with each student to monitor progress and prepare for the culmination during the senior year. This mentoring includes preparing for college if that is part of the students selected academic plan. This leads to the senior year.

As a follow up to the group college visits during the freshman class, during the junior and/or senior year the district offers logistical and financial support for small group or individual college visits. We encourage and pay for visits, including parents, school advisor, or other willing chaperones. We firmly believe that one of the keys to encouraging students to attend college is to help to get them on campus, to tour the dorms, to go to classes, to see what college has to offer.

During the senior year, each student is required to do hands on internship. The internship is off campus hours spent on the job site mentored by someone involved in that career. At the conclusion of the internship, students will report out to a panel of school and community leaders. Frankly speaking, some of our students do not intend to go to college. We believe the internship is an opportunity for our students to prepare for "career readiness." However, some of our students will be going to college. Our internship helps them to determine what to major in or what classes to take.

As part of the academic plans, student that might be interested in dual credit programs are encouraged to pursue those courses. In order to not just take the course, but to be successful our school counselor has a preparation process. This preparation process involved parents and students in development of a plan that helps to ensure success in the classes. Our goal is to first identify students that should be taking college credits and then meet with parents to ensure it is a right fit, and then once they qualify, support to ensure success.

Summary of method used to notify parents of available resources:

In the 9th grade level class, student prepare an academic plan for HS based on individual goals. A component of this is to present the plan to parents. During the 10th grade and 11th grade years, student work on implementing the plan including school involvement, community service, and career preparedness. Parents are aware and sign off on these plans. For students whose plans include college courses in HS, and individual meeting is held per policy, to explain to them the program, the courses recommended and how the course will be delivered. As a Senior, for the internship, that is also required to be presented to parents.

In addition, the "individual" attention detailed in the above paragraph, we also hold numerous group meetings to outline the career plan, to meet with students and parents to explain opportunities, and to encourage them to take the college visits our plan allows them to take. We also do group advertising of our plans via the traditional communication means school use.

Provide effectiveness measures chosen by the school district/charter school, required metrics, previous year or years data and benchmarks chosen by LEA:

The prelude is the metrics Shoshone uses:

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

2016-2017 90% 5
2017-2018 100% 6
2018-2019 90% 5

The percentage of students that completes the career and academic plan by the end of the Freshman year.

Excellent 6	Above average 5	Average 4	Below average 3	Poor 2	Unacceptable 1
95% complete an approved plan	90% complete an approved plan	80% complete an approved plan			➢ 80% complete a class

2016-2017 95% 6
2017-2018 100% 6
2018-2019 100% 6

The percentage of seniors that completes the hands on internship.

Excellent 6	Above average 5	Average 4	Below average 3	Poor 2	Unacceptable 1
100% completes internship	90% complete internship	80% complete internship			➢ 80% complete a class

2016-2017 100% 6
2017-2018 100% 6
2018-2019 100% 6

The percentage of students that completes at least 40 hours of career preparation, 40 hours of community involvement, and 40 hours of school involvement by the beginning of the senior year.

Excellent 6	Above average 5	Average 4	Below average 3	Poor 2	Unacceptable 1
100% completes	90% complete	80% complete			➢ 80% complete

2016-2017 100% 6

2017-2018 100% 6
2018-2019 100% 6

Performance Measure	2016-2017 (optional)	2017-2018	Benchmark
Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12		100	Maintain 100
Number of Students Graduating High School with a Career Technical Certificate		0	1
Number of Students Graduating High School with an Associate's Degree		0	1
1 Year Go on Rate		38%	50%
2 Year Go on Rate	42%	40%	50%