

STRATEGIC PLAN

(this is a working document 9/9/15 and subject to updates)

MISSION: To provide a safe and exceptional learning environment to prepare and inspire each student to reach their full potential.

MOTTO: Excellence in Teaching and Learning

VISION:

The school district will be a model of innovation and initiative, leading the state in excellence.

Imagine schools that:

- Create excitement in the learning environment.
- Appreciate the value in each child and build upon their strengths.
- Allow all students, staff, parents and community members to work together toward common goals.

- **Focus Areas:**
 - I. Communication
 - II. Student Achievement
 - III. Business and Operations
 - IV. Facilities

I. Communication

GOAL: The District will create a coordinated and effective communication process, which operates in an atmosphere of trust and respect, throughout the District and community.

- A. Public Information Plan
- B. Gathering stakeholders opinion
- C. Strengthening relationships

Communication Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Public information plan	<ol style="list-style-type: none"> 1. 2. Create a Facebook page Involve students. 2. Establish information systems to justify levies and bonds using easy to understand and user friendly reports. 	<ol style="list-style-type: none"> 1. March 1st 2. 2 months prior to elections 	<ol style="list-style-type: none"> 1. Superintendent 2. Superintendent 	<ol style="list-style-type: none"> 1. Superintendent students and volunteers 2. Business Manager/ Technology Director/ Superintendent 	<ol style="list-style-type: none"> 1a. Completed and operational b. Increase likes 50% 2. Pass the levy.
B. Gathering stakeholder opinion	<ol style="list-style-type: none"> 1. Poll the stakeholders by surveys distributed through all methods of communication 	<ol style="list-style-type: none"> 1. Annually 	<ol style="list-style-type: none"> 1. Danielle Hardy 	<ol style="list-style-type: none"> 1. Superintendent/ Board Clerk/Board of Trustees/ Strategic Planning committees 	<ol style="list-style-type: none"> 1. Feedback from all stakeholders (community, staff, students, parents)

	<p>2. Utilize student advisory groups to solicit input from peers and contribute to ideas.</p>	<p>2. End of first Semester and May Board meeting.</p>	<p>2. Building Administrators</p>	<p>2. Building Administrators/ Student Council/ Class advisors</p>	<p>2. Quarterly student presentation to board</p>
<p>C. Strengthening relationships</p>	<p>1. Administrators each join a different community group. 2. Create building Newsletters</p>	<p>1. ongoing 2. on going</p>	<p>1. All administrators 2. Building Adm.</p>	<p>1. All administrators 2. District Office staff/ Dan Hull/Shawn Ball/Shelley Brooks</p>	<p>1. All administrators demonstrate involvement 2. Newsletters being distributed via e-mail and hard copy.</p>

II. Student Achievement

GOAL: Our students will be provided the finest education in the nation, so that each student will become lifelong learners.

- A. Curriculum/Instruction/Assessment-
- B. Special Services
- C. Technology
- D. Learning Environment
- E. Student Recognition
- F. Post Secondary Education

Student Achievement Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Curriculum/ Instruction/ Assessment	<ul style="list-style-type: none"> 1. Establish career pathways at the secondary level 2. Use data to establish goals for improvement 	<ul style="list-style-type: none"> 1. ongoing 2. ongoing 	<ul style="list-style-type: none"> 1. All staff 2. Administrators 	<ul style="list-style-type: none"> 1. All staff 2. Teachers 	<ul style="list-style-type: none"> 1. ACT, SAT, ASVAB scores for secondary. Report on letter Grades by quarters.

B. Special Services	1. Revise paraprofessional evaluations		1. On Going		1. Special Ed. Director/ administrators/ Superintendent		1. Special Education Director/ Administrator/ superintendent		2. Secondary-SAT, ASVAB. Dual enrollment rates, SBAC, SWISS (monthly) Elementary-IRI, Aimsweb, NAEP MAPS Standards, SWISS (monthly)	1. Evaluation is provided to board for approval as District Policy.
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C. Technology	<p>1.Explore different options for devices to serve differing constituencies</p> <p>2. Integrate technology in all classrooms with a variety of devices to fit each curriculum</p> <p>3. Digital textbook “trials”</p>	<p>1. On-going</p> <p>2. Ongoing</p> <p>3. May 2016</p>	<p>1. Technology Coordinator/ Superintendent</p> <p>2. Tech Coord./ Superintendent</p> <p>3. Tech Coordinator</p>	<p>1. Administrators, teachers</p> <p>2. Tech Coord./ Administrators/ Superintendent</p> <p>3. Technology, Admin, teachers</p>	<p>1. Annually reviewed and revised</p> <p>2. Increased variety of devices available to teachers with Teachers having to technology that serves their curriculum needs.</p> <p>3. Input from teachers and students about the value of digital textbooks.</p>
D. Staff Development	<p>1. Implement technology professional development plan</p> <p>2. Professional Learning Communities established for all grade levels.</p>	<p>1. May 2016</p> <p>2. June 2015 May 2016</p>	<p>1. Super./ Technology Coordinator/ Building Administrators</p> <p>2. Super/Adm.</p>	<p>1. Teachers/ Administrators</p> <p>2. Teachers</p>	<p>1. 85% participation from teacher evaluation plan</p> <p>2. All teachers will have a minimum of four CC lessons which deal with math or ELA CC Standards.</p>

E. Student Recognition	1. Recognize Positive student involvement within the district and community.	1. Nov 2015	1. Building Principals	1. All Staff	1. Reports to the Board/posted on the web site and noted in the news media.
	2. Student leadership classes and or organization at three grade levels (Elem./Jr. High/ High School)	2. 2015/16	2. Building Administrators	2. Counselors/ Administrators	2. Classes established in all schools.
	3. Elementary Schools to recognized "effort and hard work" in students on a regular basis	3. 2015-16 school year	3. Building Administrators	3. Teachers	3. Programs as a part of PBIS established at TS and OES.

Orofino High School

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
Math Goals Decrease percentage of	1. Implement multi-step problem solving tasks monthly in all math classes.	1. Spring 2016	1. Principal, Counselor, and math teachers.	1. Math Curriculum Team	Analyze spring ISAT 2.0 results and compare to previous year's results.

<p>students in each grade level who are non- proficient in Math ISAT 2.0</p>	<p>2.Included writing in math classes where students must explain their math process.</p> <p>3.Use interim ISAT twice a year before the final assessment to monitor student progress.</p> <p>4.Explicitly teach use of tools used on ISAT 2.0</p>	<p>2.June 2016</p> <p>3.Jan. 2016</p> <p>4. Ongoing</p>	<p>2.Principal, Counselor, and math teachers.</p> <p>3.Principal, Counselor, and math teachers.</p> <p>4.Principal, Counselor, and math teachers.</p>	<p>3.Math Curriculum Team</p> <p>3.Math Curriculum Team</p> <p>4.Math Curriculum Team</p>	
<p>ELA Goals Decrease percentage of students in each grade level who are non- proficient in Math ISAT 2.0</p>	<p>1.All staff, excluding Math teachers, will receive consistent Professional Development training on deep reading and persuasive writing processes.</p>	<p>1.Ongoing</p>	<p>1.District and Building administration</p>	<p>1.All Certified staff</p>	<p>Analyze spring ISAT 2.0 results and compare to previous year's results.</p>

<p>Attendance School-wide attendance k-12 will exceed 93%</p>	<p>2. Each teacher will prepare and teach a unit utilizing deep reading processes while using a “standard vocabulary” which align to the Idaho Common Core and will be shared with other teachers in a PLC.</p> <p>3. Teachers will meet in grade levels PLCs to share and evaluate the process using a common rubric.</p> <p>4. The deep reading strategies and lessons will align directly with major standards in Idaho ELA Common Core.</p> <p>Positive Behavior Instructional Supports will support attendance initiative.</p>	<p>2. Oct. 2, 2015, Jan. 8, 2016, Feb. 5, 2016, March 5, 2016</p> <p>3. 2. Oct. 2, 2015, Jan. 8, 2016, Feb. 5, 2016, March 5, 2016</p> <p>4. Oct. 2, 2015, Jan. 8, 2016, Feb. 5, 2016, March 5, 2016</p> <p>ongoing</p>	<p>2. Building administration</p> <p>3. Building administration</p> <p>4. Building administration</p> <p>All Staff</p>	<p>2. All Teachers</p> <p>3. All Teachers</p> <p>4. All Teachers</p> <p>All Staff</p>	<p>Attendance Records at end of school year</p>
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<p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p>	<p>1.Scholarship program 2. Counselors will advocate Dual Credit Classes.</p>	<p>ongoing</p>	<p>Administrators and Counselor</p>	<p>Dual Credit teaching staff</p>	<p>Report card summaries for each graduating class</p>
<p>Graduation 100% of HS seniors will graduate</p>	<p>Counselor will track progress toward graduation and keep staff, parents, and students up to date on students who are in danger of not graduating on time.</p>	<p>Ongoing</p>	<p>Principal and Counselor</p>	<p>Principal, counselor, and teachers</p>	<p>Graduation rate summary at end of school year.</p>

Special Education

Goals	Actions	Completion Date	Responsible Person	People Involved	Evaluation Method
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<p>1. Develop a Response to Intervention process at the elementary level that is streamlined and meets the academic and behavioral needs of all students in the district.</p>	<p>1a Develop a more streamlined RTI process and training for teachers K-6</p>	<p>1a. Ongoing</p>	<p>1a. Special Programs' Director and Title 1 Teacher</p>	<p>1a. Elementary Math coach, Instructional Coach, Program's Director, Principals, and Title I teacher</p>	<p>Tier I Training given to elementary teachers K-6 grades. (Completed (OES 9/10/15, TES 9/22/2015)</p> <p>Tier 1 notebooks given to elementary teachers (Completed (OES 9/10/15, TES 9/22/2015)</p>
<p>2. Develop effective practices for promoting development and learning of children with developmental disabilities.</p>	<p>2 a. Increase community knowledge of early development screenings. 2.b. Develop an Orofino Community Early Childhood Advisory Committee.</p>	<p>2 a. June 2016</p>	<p>2a. Special Programs' Director</p>	<p>2a. Special Program's Director, Speech and Language Pathologist, Kindergarten Teachers, Head Start Teachers, Day Care Owners</p>	<p>*New Posters on screenings in the community *Advertise on school FB *Advertise in Newspaper & online paper * Start an Orofino Community EC Advisory panel (first meeting October 16, 2015) *Schedule 3 screenings (October 9 & 23)</p>
<p>3. Maintain State and Federal 100% compliance according to the 13 identified indicators</p>	<p>3.a. Develop and evaluate specific interventions/programming for children with particular types of disabilities.</p>	<p>3a June 2016</p>	<p>3a. Special Programs Director</p>	<p>3a. Special Program's Director, Special Education teachers, SLP's, OT's, and PT's.</p>	<p>3 a State Audit is clean and shows 100% compliance with rules and regulations.</p>

<p>4. Promote parent involvement in special education.</p>	<p>3.b. attending Professional Development provided by the SDE and LEA</p> <p>3c . peer review of files, and. Special Program's Director review of files</p> <p>4 a. quarterly parent information meetings. (I-PUI Trainings)</p> <p>4 b. Parent IEP/eligibility surveys after meetings.</p>	<p>3b Ongoing</p> <p>3c Ongoing</p> <p>4a. Feb. 2016</p> <p>4b. ongoing</p>	<p>3b Special Programs Director</p> <p>3c Special Programs Director</p> <p>4a Special Programs Director</p> <p>4b. SPED Certified staff</p>	<p>3b Director and staff</p> <p>3c Director and staff</p> <p>4a Director and staff</p> <p>4b. SPED Certified Staff</p>	<p>3b. Teachers and Paras attend staff development meetings 95% of the time</p> <p>3c. State Audit is clean and shows 100% compliance with rules and regulations.</p> <p>4a.Parent attending meetings</p> <p>4b.Parents attending trainings returned parent surveys</p>
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Idaho Youth Challenge Academy

Goals/ Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
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Math Goals	100% of enrolled Cadets will demonstrate growth in Applied Math, Math Computation and total Math.	By week 21 of each cycle	Principal	All IDYCA Teachers-Mike Brocke lead	TABE 9 and TABE 10
ELA Goals	100% of enrolled Cadets will demonstrate growth in Reading, Language, Vocabulary, Language Mechanics and Spelling	By week 21 of each cycle	Principal	All IDYCA Teachers-Kathy Therien lead	TABE 9 and TABE 10

Orofino Elementary School

Goals/ Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
Reading/ELA Literacy Goal <i>To improve academic performance outcomes for kindergarten, first, second, and third grade students, including economically disadvantaged students in the area of reading fluency and comprehension and to improve academic</i>	<ul style="list-style-type: none"> Continue Reading Mastery (Intervention) for students at Strategic & Intensive Levels Grades K-6th and for K & 1st Benchmark students. Implement Mondo Reading Program as Core Program aligned to Idaho Core Standards & ISAT 2.0 assessment for students at Benchmark/Advance in Grades 2-5th Implement Sopris Rewards Intermediate Reading Program for 6th Grade 	<p>Sept-June, 2016</p> <p>Sept-June, 2016</p> <p>Oct-June, 2016</p>	<p>Principal, Title I Reading Specialist & Teaching & Support Staff</p> <p>2nd-5th Grade Teachers, Reading Specialist, & Principal</p> <p>6th Grade Teachers, Reading Specialist &</p>	<p>*See Previous Column</p>	<ul style="list-style-type: none"> IRI, Aimsweb Benchmark Assessment ISAT 2.0 Reading Program Assessments <p>Measurable – To decrease the intensive range of kindergarten, first, second, and third grade students, including economically disadvantaged students, by 5%. This will be represented by number of scoring Intensive on the Spring IRI assessment:</p> <p>ü Kindergarten = 2 students or</p>

<p>performance outcomes for fourth, fifth and sixth grade students, including economically disadvantaged students, in the area of reading comprehension.</p>	<ul style="list-style-type: none"> Completion of Staff Training by Mondo Trainer four times during school year Grade Level weekly collaboration on lesson development and alignment to meet student learning needs Monthly grade level data meetings to track student progress in reading Frequent Progress Monitoring Fall Winter and Spring Benchmark Assessment & IRI Interim Assessment in Winter in reading Reading Fluency Intervention 	<p>Sept-April, 2016</p> <p>Sept-May, 2016</p> <p>Sept-June, 2016</p> <p>Oct-June, 2016</p> <p>Sept., Jan., & May, 2016</p> <p>Feb., 2016</p> <p>Oct-May, 2016</p>	<p>Principal</p> <p>Reading Specialist, Mondo Trainer 2nd-5th Teachers & Principal Teachers K-6 & Principal</p> <p>Reading Specialist, Grade Level Teachers, Principal</p> <p>K-6th Teachers, Title Paras</p> <p>K-6th Teachers, Title Para, & Reading Specialist</p> <p>4th-6th Grade Teachers, Dist. Testing Coor, Principal Title I Paras, K-6th Teachers, Reading Specialist</p>	<p>less</p> <ul style="list-style-type: none"> 1st Grade = 4 students or less 2nd Grade = 4 students or less 3rd Grade = 3 students or less <p>And to decrease the Intensive or Basic Level of fourth, fifth, and sixth grade students, including economically disadvantaged students, by 5% on the Spring 2016 ISAT 2.0:</p> <ul style="list-style-type: none"> 4th Grade = 52% to 47% 5th Grade = 55% to 50% 6th Grade = 52% to 47%
<p>Mathematics Goal to improve academic performance outcomes for kindergarten, first, second,</p>	<ul style="list-style-type: none"> Continue the development of Mathematic lesson aligned to Idaho Core Standards, Engage New York (Eureka) Math Program for instruction of students grades K-6 Implementation of 	<p>Aug-June, 2016</p> <p>Aug-June,</p>	<p>K-6th Teachers & Principal</p> <p>K-6th Teachers & Principal</p>	<p>Measurable – The goal will be measured by comparing the Fall, 2015 Aimsweb (MCAP) assessment % of students in gr. 1st-6th grade students, including students with disabilities and economically disadvantaged students, at the Strategic and</p>

<p><i>and third grade students, including students with disabilities and economically disadvantaged students, in the area of number sense and math concepts and to improve performance outcomes for fourth, fifth and sixth grade students, including students with disabilities and economically disadvantaged students, in the area of math concepts.</i></p>	<p>Professional Learning Communities within the school to promote and support mathematic instruction & learning aligned to the ISAT assessment & Idaho Core Standards</p> <ul style="list-style-type: none"> Provide K-6th teachers staff development & coaching/mentoring opportunities in mathematic instruction and lesson design throughout the current school year Grade Level weekly collaboration on lesson development and alignment to meet student learning needs Monthly grade level data meetings to track student progress in reading Frequent Progress Monitoring Fall Winter and Spring Benchmark Assessment Interim Assessment in Winter in mathematics Weekly Mathematics 	<p>2016</p> <p>Aug-June, 2016</p> <p>Sept-June, 2016</p> <p>Sept-June, 2016</p> <p>Oct-June, 2016</p> <p>Sept-May, 2016</p> <p>Feb., 2016</p> <p>Oct-June,</p>	<p>OES Math</p> <p>Coaching team, Principal & K-6th grade teachers & support staff</p> <p>K-6th Teachers & Principal</p> <p>Math Coaches, Principal & K-6th Grade Teachers</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p> <p>K-6th Grade teachers, Math Coaches, Support Staff & Principal</p> <p>4th-6th Grade Teachers, Dist Test Coord. & Principal</p> <p>K-6th Grade</p>	<p>below levels on the Spring, 2016 Aimsweb (MCAPS) assessment. <u>A decrease in the percentage of students in grades 1st-6th in the Strategic or below level by 4% and 5%:</u></p> <p>MCAPS Benchmark Assessment:</p> <ul style="list-style-type: none"> 1st Grade = 18 of 57 students (31%) scoring at Strategic or below level on the Fall, 2015 Aimsweb Ten assessment to 15 of 57 (26%) or a 5% decrease on the Spring, 2016 Aimsweb Ten assessment. 2nd Grade = 18 of 63 students (28%) scoring at Strategic or below level on Fall, 2015 Aimsweb MCAP assessment to 15 of 57 (23%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment. 3rd Grade = 13 of 58 students (22%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 58 (18%) or a 4% decrease on the Spring, 2016 Aimsweb MCAP assessment. 4th Grade = 13 of 50 students (26%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 50 (21%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment. 5th Grade = 12 of 51 students (23%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 51 students (19%) or a 4% decrease on the Spring, 2016 Aimsweb MCAP assessment. 6th Grade = 13 of 50 students (26%) scoring at Strategic or below level on the Fall, 2015 Aimsweb MCAP assessment to 11 of 50 (21%) or a 5% decrease on the Spring, 2016 Aimsweb MCAP assessment. <p>OES Math goal will also be measured by comparing the</p>
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	Intervention Program	2016	teachers, Math Coaches, Support Staff & Principal	<p>Spring 2015 ISAT 2.0 mathematic results to the results from the Spring 2016 ISAT 2.0 for students in grades 4th, 5th & 6th and decrease the number of 4th, 5th & 6th grade students, including students with disabilities and economically disadvantaged students, who scored below at Basic Level or below by 5%:</p> <ul style="list-style-type: none"> ü 4th Grade = 62% to 57% ü 5th Grade = 64% to 59% ü 6th Grade = 76% to 71%
<p>Writing/Language Arts</p> <p>Goal:</p> <p><i>Improve Language skills by requiring all students, including Economically Disadvantaged and Students with Disabilities, to complete a formal writing assessment in the fall, winter and spring. The writing assessment will be aligned with the Idaho Core Standards and</i></p>	<ul style="list-style-type: none"> · Continue the development of writing/Language Art lessons aligned to Idaho Core Standards, Write Steps &/or Mondo Program for instruction of students grades K-6 · Implementation of Professional Learning Communities within the school to promote and support writing instruction & learning aligned to the ISAT assessment & Idaho Core Standards · Provide K-6th teachers staff development & coaching/mentoring opportunities in writing instruction and lesson design throughout the current school year 	<p>Aug-June, 2016</p> <p>Aug-June, 2016</p> <p>Aug-June, 2016</p>	<p>K-6th Teachers & Principal</p> <p>K-6th Teachers & Principal</p> <p>OES Idaho Core/Mondo Teachers, Write Steps Trainers, Principal & K-6th grade teachers & support staff</p>	<p>Measurable - Student completion of weekly writing assignments, tasks, and assessments will be monitored through a writing pacing chart and calendar and measurement (baseline) of a specific writing probe (Aimsweb) from fall to spring using OES writing rubric criteria and grade level standards based criteria. This goal will be measured by comparing the Fall, 2015 Aimsweb writing probe with the Spring, 2016 Aimsweb writing probe.</p>

<p><i>the ISAT 2.0 in response to either literature, science inquiry, social studies, and/or mathematics.</i></p>	<ul style="list-style-type: none"> · Grade Level weekly collaboration on lesson development and alignment to meet student learning needs · Frequent Progress Monitoring · Fall, Winter, and Spring Benchmark Writing Assessments to measure growth 	<p>Sept-June, 2016</p> <p>Oct-June, 2016</p> <p>Oct-June, 2016</p>	<p>K-6th Teachers & Principal</p> <p>K-6th Grade teachers, Support Staff & Principal</p> <p>K-6th Grade teachers, Support Staff & Principal</p>		
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Timberline Schools

Goals/ Strategies	Actions	Completion date	Responsible Person	People Involved	Evaluation Method
<p>IRI K-3 All grade levels will meet or exceed 85% proficiency on the Spring IRI</p>	<p>AIMS Benchmarking, CORE assessment for all non-proficient Reading Mastery Curriculum Lindamood Bell Clinics for intervention Winter IRI (PM)</p>	Spring IRI	Principal and Grade Level Teacher	Principal and K-3 Teachers, and Paras.	Spring IRI data.
<p>ISAT Grades 3-8, 10 (Math/ELA/S cience) All grade levels will show 10% or greater growth from the Spring 15 to Spring 16 test.</p>	<p>Common Core Curriculum -Eureka Math, PLC quarterly CC lessons with an emphasis on reading in the content. ISAT practice test for select groups (determine weaknesses). Leveled 6-8 ELA and Math courses Math Lab Intervention Course AIMS Benchmark and PM for strategic and intensive. Science Biology EOC identify weakness from last year, modify curriculum to fill gaps</p>	Spring ISAT	Principal and Grade Level Teacher	Principal and 3-8, 10th Teachers, and Paras.	ISAT Comparison Data

<p>Attendance School-wide attendance k-12 will exceed 93%</p>	<p>Frequent parent communication and student communication. Semester Incentives programs Rigorous Courses Rogers Toyota Incentive</p>	<p>6/9/16</p>	<p>Principal, Counselor, and teachers.</p>	<p>All Staff</p>	<p>School attendance data as reported to ISEE</p>
<p>Dual Credit 9-12 Students will earn an average of 1.5 college credits/student</p>	<p>Increase elective offerings Add one VTC course Spring 16 Increase PT course offerings Enroll students into dual credit offerings Emphasize 8 in 6. Communicate with parents. Promote offerings. College field trips to emphasize credits in HS</p>	<p>6/9/16</p>	<p>Principal, Counselor, Dual Credit Teacher(s)</p>	<p>Principal, Counselor, Dual Credit Teacher(s)</p>	<p>Powerschool data of earned dual credits.</p>
<p>Graduation 100% of HS seniors will graduate</p>	<p>Frequent communication with students and parents Review 5 year plans. Emphasize graduation Provide intervention for at risk students to recover credits and get back on track to graduate.</p>	<p>6/3/16</p>	<p>Principal/Counselor or Teacher(s)</p>	<p>Principal, Counselor, Teachers</p>	<p>Graduation rate data.</p>

III. Business and Operations

GOAL: The district will establish a long-term financial support system by **July 2013**. November 2015

- A. **Request operating levy in** Develop a Maintenance and Operating levy.
- B. **Request bond levy in** Build public support for the M & O Levy
- C. **Create a 2014-2015 budget based on actual needs and best-practices** Print a monthly budget outline that is easy to read for public consumption.

Business and Operations Plan

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Create a user-friendly budget based on actual needs and best practices Develop a Maintenance and Operating levy.	1. Each administrator will establish their own budget for 2016/17 year using a uniform model to establish well-informed income and expenses.	1. Ongoing	1. Superint.	1. Superint., School Board Administrators	1. Each building administrator completes project

<p>B. Create a budget based upon needs and best practices. Build public support for the M & O Levy.</p>	<p>1. Expectations for teaching staff to utilize funding available to enhance classroom experience and student learning</p>	<p>1. Ongoing</p>	<p>1. Teachers</p>	<p>1. Superint., Administrators</p>	<p>1. Classroom engagement, as identified in post class surveys, is increased.</p>
<p>C. Print a monthly budget outline that is easy to read for public consumption.</p>	<p>1. Business Manager will produce a budget outline with department budgets in major categories, amount expended, and the percentage of the budget year that is represented in the budget.</p>	<p>1. On-going</p>	<p>1. Business Mgr.</p>	<p>1. Business Manager and Super.</p>	<p>1. Completion of task on a monthly basis.</p>

IV. Facilities

GOAL: The District will upgrade district facilities and maintain them so that they are a source of pride for our community and continue to be usefulness to the citizens of the district.

- A. Develop and maintain a comprehensive updated Ten Year Facilities Plan
- B. Annual budget identifies **needs that will be met each year will identify needs that will be met**
- C. Annual Report of District Maintenance Project

Strategy	Actions	Completion date	Responsible Person	People involved in getting the work done	Method of evaluation
A. Develop and maintain a comprehensive updated Ten Year Facilities Plan	<p>1. Identify and prioritize maintenance/repair/upgrade/replacement needs per building</p> <p>2. Develop short (5 year) and long (10 year) term timeline for maintenance/repair/upgrade/replacement</p>	<p>1. November 2015</p> <p>2. Ongoing</p>	<p>1. Super</p> <p>2. Superint.</p>	<p>1. Superintendent Board Administrators</p> <p>2. Superint., Custodians Administrators</p>	<p>1. Plan completed and needs assessment done each spring annual with annual reports of progress</p> <p>2. Plan completed for consideration by Budget Committee.</p>
B. Annual budget identifies needs that will be met each year. will identify needs that will be met	1. Identify yearly maintenance priorities based on Ten Year Plan and yearly assessment identifying projects deemed urgent and include them in the budget	1. Ongoing	1. Superint.	1. Superint./ Board/Strategic Planning Committee	1. Budget accurately reflects needs Facilities bonds pass
Annual Report of District Maintenance	1. Report to the Board at September Board meeting	1. Ongoing	1. Superint.	1. Superint.	1. Report details all maintenance for the past school year.

Adopted 12/17/2012 Amended 12/12/13, 6/13/14, 9/25/14