

# Strategic Plan for Continuous Improvement

## Highland Joint School District #305

Mission Statement:

**Highland Schools exist to help all children learn so that they can succeed in life.**

Vision Statement:

**“Improving Lives through Learning”**

Guiding Beliefs:

- **Our School provides an opportunity for every student to attain academic excellence.**
- **We must model and expect respect, honesty and openness as a foundation for trust and inclusiveness.**
- **The community and school district together can create a united, dynamic and supportive community for our children.**

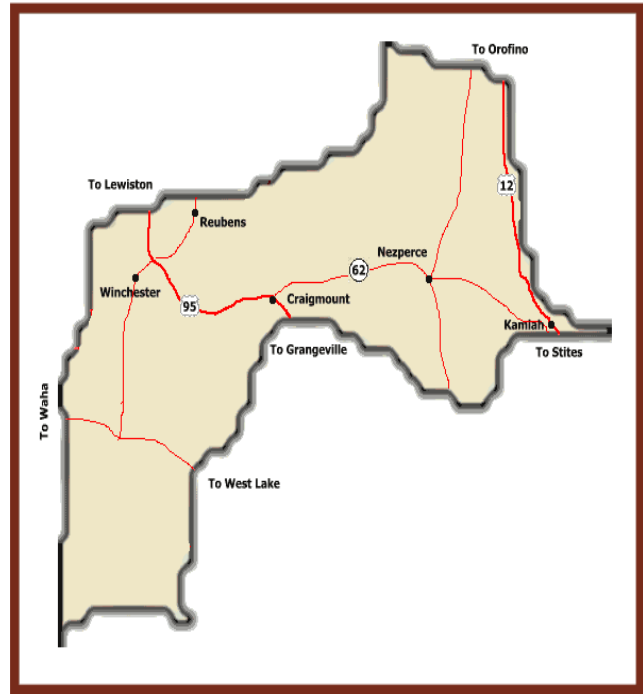
### GOALS

- 1. Instructional systems are in place to support our students.**
- 2. Students exit each grade level adequately prepared for the next academic level challenge.**
- 3. Students graduate college or career ready for their post-secondary option.**
- 4. Parents, community and the school collaborate to enhance educational experiences for all students.**

Highland Joint School District #305

Highland Joint School District (HJSD) #305 is located in Craigmont, Idaho and was established in 1962. The current campus was constructed in 1952 and serves as one of three school districts serving Lewis county, an area of 480 square miles. HJSD has graduation classes that currently range from 10-15 students per year. These students represent the communities of Craigmont (population 501), [Winchester](#) (population 325), and [Reubens](#) (population 75). Highland Huskies compete at the Class 1A-DII level of the Idaho High School Athletic Association.

## HJSD Strategic plan



### **School Information:**

Highland Joint School District #305

112 Boulevard Ave

PO Box 130

Craigmount, Idaho 83523

Ph: 208-924-5211, Fax 208-924-5614

**Number of Schools:** 1

**Grade:** K-12

**Number of Students:** 175

**Staff Members:** 30

**Population:** Craigmount 501, Winchester 325, Reubens 75

**County Population Growth:** 2.5% since 2010

**County Population Density:** 8/sq mi

**Time Zone:** Pacific

**Land Area:** 449.46 sq mi, 4<sup>th</sup> smallest county in Idaho

**Water Area:** 1.10 sq mi (0.25%)

**State:** Idaho

**County:** Lewis County

# HJSD Strategic plan

## *Highland Joint School District #305*

| ALL FUNDS               | Prior Year Actual<br>2015-2016 | Prior Year Actual<br>2016-2017 | <b>Budget 2017-2018</b> |
|-------------------------|--------------------------------|--------------------------------|-------------------------|
| <b>REVENUES</b>         |                                |                                |                         |
| Beginning Balances      | 248,337                        | 323,751                        | 340,395                 |
| Local Tax Revenue       | 657,127                        | 679,596                        | 666,689                 |
| State Revenue           | 1,705,749                      | 1,797,152                      | 1,864,815               |
| Federal Revenue         | 183,416                        | 167,907                        | 177,601                 |
| Other Sources           | 0                              | 0                              | 0                       |
| Transfers               | 16,128                         | 22,154                         | 20,452                  |
| <b>Totals</b>           | <b>2,810,758</b>               | <b>2,990,560</b>               | <b>3,069,952</b>        |
| <b>EXPENDITURES</b>     |                                |                                |                         |
| Salaries                | 1,268,045                      | 1,337,659                      | 1,408,544               |
| Benefits                | 467,006                        | 472,987                        | 503,122                 |
| Purchased Services      | 489,516                        | 477,959                        | 533,723                 |
| Supplies and Materials  | 163,637                        | 160,346                        | 208,798                 |
| Capital Outlay          | 51,474                         | 109,709                        | 245,353                 |
| Debt Retirement         | 0                              | 0                              | 0                       |
| Insurance & Judgments   | 15,890                         | 15,890                         | 16,237                  |
| Transfers               | 16,128                         | 22,154                         | 20,452                  |
| Contingency Reserve     | 0                              | 0                              | 133,723                 |
| Unappropriated Balances | 339,061                        | 393,855                        | 0                       |
| <b>Totals</b>           | <b>2,810,758</b>               | <b>2,990,560</b>               | <b>3,069,952</b>        |

### Performance Indicators or Measures

**Graduation Rate:** HJSD Goal 100%

**College and Career Readiness:**

**ACT Career Readiness:** 2016-17 Seniors

| English  |       | Mathematics |       | Reading  |       | Science  |       | Composite |       |
|----------|-------|-------------|-------|----------|-------|----------|-------|-----------|-------|
| District | State | District    | State | District | State | District | State | District  | State |
| 24.0     | 21.9  | 22.5        | 22.8  | 28.0     | 23.0  | 21.0     | 22.1  | 24.0      | 22.3  |

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Summary of 2017-2018 School Year College & Career Advising Efforts:

1. Highland uses its school counselor and other teachers as advisors or mentors through a variety of methods, including the following:
  - a. Noon period Advisory for each 7-12 grade student that discusses good character traits, 4-year plan student Portfolio checks, and statewide/national assessment reminders, updates, and tutorials as advised through the [Nextsteps.idaho.gov](http://Nextsteps.idaho.gov) website
  - b. 8<sup>th</sup> graders are required to complete a Career Information Services 4-year plan under the direction of the school counselor.
  - c. Each student in classes 8-12 are visited by the counselor periodically to review [Nextsteps.idaho.gov](http://Nextsteps.idaho.gov) website expectations so students are updated on career and college preparation goals.
2. Seniors meet weekly with their school counselor during Advisory period to discuss FAFSA, College Visitations, College Fairs, Assessment scores, and Career readiness updates.

2017-2018 College and Career Advising Model used by the LEA:

Highland School District #305 uses the Idaho State Board of Education's "Traditional School Counseling Model", which was adopted under the American School Counselors' Association's (ASCA) standards of school counseling.

This model measures student performance based on FAFSA Completion Rates, Students graduating from high school with an Associates' Degree, College Application Completion Rates, College Scholarship Completion Rates, and Postsecondary Enrollment Rates. Each of these factors is evaluated to measure the quality of Students Advised in the school, based on the regulations under Idaho Code, §33-1212A.

In addition, Highland utilizes assistance from Lewis Clark State College's Transition Coordinator Rachel Peaslee and her colleagues at LCSC's Transition Coordinator Program who assist the school counselor in helping Highland students and their parents understand Idaho's Direct Admissions' Postsecondary College Application Process, as well as applying for financial aid and state scholarships.

College career advising and or mentoring break out plan by grade level:

**8<sup>th</sup> Grade** - Students are guided through the CIS program to develop their career interests and aptitudes. This information is used to guide students in creating their 4-year academic plan for High School that they check periodically with their advisor and school counselor to re-evaluate their secondary and post secondary goals.

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**9<sup>th</sup> Grade** - Students enroll in core classes of language arts, math, and science as well as electives that are based on their 4-year plan. Students also meet with their advisor and school counselor to discuss dual-credit opportunities, their Fast Forward options, and career options by attending a career fair in the region. They are advised to do everything they can to establish and maintain a high GPA because their grades beginning in their Freshman year count toward College acceptance and High School Graduation. Students are also advised at this grade to take a speech class to focus attention on presentation skills that will be useful throughout their academic and working careers.

**10<sup>th</sup> Grade** - Students enroll in core classes of Language arts, math, U.S. history, and science as well as electives that are based on their 4-year plan. Students also take the PSAT/NMSQT test in October to measure their skills in reading, language arts, math, and science in order to determine eligibility for National Merit Scholarship. They also meet with their advisor and school counselor to review their 4-year plan, discuss dual-credit opportunities, Fast Forward options, and possibly attend a career fair in the region. In addition, they consider applying for Highland Honor Society based on academics, club participation, and extra-curricular activities. Sophomores also look into possibilities for Advanced Placement classes.

**11<sup>th</sup> Grade** - Students enroll in core classes of language arts, economics, a math elective, a science elective, and other electives that fulfill their graduation obligations for Highland. In addition, they take the PSAT/NMSQT in October, the ASVAB in the Fall, and the SAT in April. They also meet with their advisor and school counselor to review their 4-year plan, discuss dual-credit opportunities, Fast Forward options, consider applying for Highland Honor Society if their GPA allows them this opportunity, and weigh their Advanced Placement class options that can help them gain post-secondary accelerated credits for college. Juniors may attend an International College Fair in our region, Spokane or Boise. Some students begin applying for Work Study opportunities with local businesses that fit their academic interests, while others may help mentor younger students through the school's mentoring program with our K-6 elementary.

**12<sup>th</sup> Grade** - Students enroll in core classes of language arts, math, and American Government, and work with their school counselor and advisor to fill in any gaps that may have surfaced in taking elective courses required for graduation. Seniors will be spending many hours with their school counselor filling out FAFSA information for college Financial Aid, filling out scholarship applications from local, state, and national levels, visiting colleges in the region, and applying to colleges of their choice based on academic achievement and student interest. If needs and interest dictate, seniors can apply for admission to Highland Honor Society, take dual-credit classes, take advantage of Fast Forward options, Advanced Placement classes, and enroll in Work Study opportunities. Seniors will attend an international College Fair in our region, Spokane or Boise. Seniors will be given opportunities to re-take the SAT or take the ACT test in the fall. Seniors will also be working feverishly on getting Letters of Recommendation from their teachers, advisors, counselors, school administrators, and former employers to use for scholarship and college applications.

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| Goal  | Performance Measure/Indicator   | SY 2015-16 (Yr 1) | SY 2016-17 (Yr 2) | Improvement / Change (Yr 2 – Yr 1) | Benchmark/ Performance Target |
|---|---|-------------------|-------------------|------------------------------------|-------------------------------|
| All students will be college and career ready at graduation   | # and % of students meeting college ready benchmark in math SAT                               | 20%               | 41%               | 21% increase                       | 50% (9% increase)             |
|   |   | 1                 | 5                 | 4 increase                         | 7                             |
|   | # and % of students meeting college ready benchmark in reading and writing on the SAT         | 80%               | 75%               | -5%                                | 80% (5% annual improvement)   |
|   |   | 4                 | 9                 | 5 increase                         | 5% increase                   |
|   | # of learning plans (developed in grade 8) reviewed by grade level                            | 16                | 12                | 0%                                 | 100% reviewed annually        |
|   | # of students receiving/participating in college and career advising and mentoring grade 8-12 | 61                | 58                | 0%                                 | 100%                          |
|   | % of high schools students graduating with an associate's degree                              | 0%                | 0%                | 0%                                 | 0%                            |
|   | % of high school students graduating with an industry recognized certification                | 0%                | 0%                | 0%                                 | 0%                            |
| All students will be prepared to transition from middle school/Jr. high to high school                                    | # and % of students scoring proficient or advanced on 8 <sup>th</sup> grade math ISAT         | 19%               | 27%               | 8% increase                        | 30%                           |
|   |   | 3                 | 3                 |                                    | 50% increase (6)              |
|   | # and % of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT      | 31%               | 45%               | 14% increase                       | 75%                           |
|   |   | 5                 | 5                 |                                    | 61% increase (13)             |
| All students will be prepared to transition from elementary school to middle school/Jr. high school                       | # and % of students proficient or advanced on the 6 <sup>th</sup> grade Math ISAT             | 36%               | 13%               | -23%                               | 50% (37% increase)            |
|   |   | 5                 | 2                 | -3                                 | 60% increase (9)              |
|   | # and % of students scoring proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT      | 43%               | 40%               | -3%                                | 60% (20% increase)            |
|   |   | 6                 | 6                 | 0                                  | 45% increase (11)             |
| All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness) | # and % of grade 3 students identified as reading at grade level on the Spring IRI            | 44%               | 50%               | 6%                                 | 75% (25% increase)            |
|   |   | 6                 | 8                 | 2                                  | 11% increase (9)              |
|   | # and % of grade 2 students identified as reading at grade level on the Spring IRI            | 43%               | 45%               | 2%                                 | 66% (21% increase)            |
|   |   | 7                 | 5                 | -2                                 | 11% increase (6)              |
|   | # and % of grade 1 students identified as   | 38%               | 40%               | 2%                                 | 50% (10%                      |

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|                             |   |      |      |      |                    |
|-----------------------------|---|------|------|------|--------------------|
|                             | reading at grade level on the Spring IRI  |      |      |      | increase)          |
|                             |   | 5    | 4    | -1   | 33% increase (6)   |
|                             | # and % kindergarten students identified as reading at grade level on the Spring IRI                  | 72%  | 54%  | -18% | 66% (12% increase) |
|                             |   | 8    | 6    | -2   | 40% increase (10)  |
|                             | Parent Participation at parent/teacher conferences  | 69%  | 82%  | 13%  | 90%                |
| Increase teacher engagement | Number of hours of job embedded professional development  | 30   | 40   | 33%  | 60                 |
|                             | Number of subject level multi-grade teacher teams   | 0    | 0    | 0    | 0                  |
|                             | Number of hours available for mentor teachers to mentor or observe/team teach                         | 8    | 16   | 100% | 32                 |
|                             | % of new teachers (within first three years) assigned a mentor/participate in district mentor program | 100% | 100% | 0%   | 100%               |

### Career Technical Education:

CTE business department, students can acquire MOS certifications for Word, Excel, PowerPoint, and Access with an advanced certifications possible. Students will have access to receiving college credits based on skills mastered through acquisition of Technical Competency badges which is a new program the State of Idaho has recently made available to Idaho schools. More information on these badges will be provided by the state of Idaho CTE department.

The Highland-Craigmont Agricultural Education Program serves over ninety percent of the 9<sup>th</sup> – 12<sup>th</sup> grade students at Highland High School. All students enrolled in Agricultural Education courses are members of the Highland-Craigmont FFA Chapter, which an intra-curricular student leadership organization.

The primary pathway of student for the agricultural education program is plant science, with courses that include Floral Design and Marketing, Botany: Plant and Soil Science, Greenhouse Management, and many others. Many courses that supplement the Plant Science Pathway include Introduction to Agricultural Mechanics, Welding, Fabrications, and Agricultural Occupations Experience.

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All senior program completers take the Idaho Work Place Readiness Exam, with historical pass rates of one hundred percent. Additionally members of the Highland-Craigmont FFA Chapter have been awarded over \$5,000 in scholarships and cash awards over the past five years to use to pursue additional education after high school.

Students participate in a variety of Career Development Events that help them develop not only skills that will be used in their future careers in agriculture, but also soft skills, such as job interview skills and public speaking.

All students keep accurate records of hours and finances for the Supervised Agricultural Experience projects, in order to practice record keeping, and financial planning. Members are now also involved in agri-science research projects, that are expanding their scientific understanding beyond the fundamentals. Students who excel in Career Development Events or with their Supervised Agricultural Experience projects are able to compete at the state and national level for degrees, awards, and cash prizes.

### **Goal for Proficiency and Growth in State Tests: 2017-18**

|                   |                         |  |
|-------------------|-------------------------|--|
| K-3 <sup>rd</sup> | IRI                     | increase proficiency by 10% across all four grade levels |
| K-6 <sup>th</sup> | MCOMP,<br>MCAP,<br>ISAT | increase proficiency by 15% across all six grade levels  |
| 7-8 <sup>th</sup> | Math<br>ISAT            | increase proficiency by 15% across both grade levels     |
| 7-8 <sup>th</sup> | ELA ISAT                | increase proficiency by 15% across both grade levels     |
| 10 <sup>th</sup>  | Math<br>ISAT            | increase proficiency by 10%                              |
| 10 <sup>th</sup>  | ELA ISAT                | increase proficiency by 10%                              |

2017-2018 School Year: Areas of Continuous Improvement K-10

#### Focus of Student Improvement

- K-3: 60% of students will be proficient on their reading indicator
- K-6: 50% of students will be proficient on their math indicator (MCOMP, MCAP, ISAT)
- 7-8: 50% of students will be proficient on their math ISAT
- 7-8: 70% of students will be proficient on their ELA ISAT
- 10: 30% of students will be proficient on their math and ELA ISAT



# HJSD Strategic plan

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## Focus of Classroom Instruction:

- Posted objectives/standards (addressed throughout the lesson)
- Student Engagement
- Use of assessments to drive instruction

## Focus of District-Wide Discipline:

- All teachers follow prescribed discipline and policies for students

## Absenteeism:

Protocol for absenteeism at Highland School District #305 is as follows. We have a four (4) day school week so by state law students are only allowed seven (7) missed school days per semester. The parent or guardian of an absent student will receive a phone call the morning of the absence. On the 5<sup>th</sup> absence a phone call and a letter are both sent to the parent or guardian of the student. The student and the guardian will meet with the Principal. The 7<sup>th</sup> absence the student will meet with administration and be placed on an academic contract.

## Overall School Enrollment:

| Grade Level                         | Total      | Male      | Female    |
|-------------------------------------|------------|-----------|-----------|
| PK                                  | 0          | 0         | 0         |
| K                                   | 15         | 7         | 8         |
| 1                                   | 12         | 7         | 5         |
| 2                                   | 10         | 6         | 4         |
| 3                                   | 12         | 5         | 7         |
| 4                                   | 15         | 10        | 5         |
| 5                                   | 9          | 6         | 3         |
| 6                                   | 19         | 13        | 6         |
| 7                                   | 12         | 6         | 6         |
| 8                                   | 18         | 7         | 11        |
| 9                                   | 12         | 7         | 5         |
| 10                                  | 16         | 4         | 12        |
| 11                                  | 14         | 7         | 7         |
| 12                                  | 11         | 9         | 2         |
| <b>Total</b>                        | <b>175</b> | <b>94</b> | <b>81</b> |
| American Indian or Alaskan Native   | 9          | 2         | 7         |
| Asian                               | 1          | 0         | 1         |
| Black African American              | 0          | 0         | 0         |
| Native Hawaiian or Pacific Islander | 0          | 0         | 0         |
| White                               | 156        | 87        | 69        |
| Hispanic                            | 9          | 5         | 4         |
| <b>Total</b>                        | <b>175</b> | <b>94</b> | <b>81</b> |