

2016-2017 CONTINUOUS IMPROVEMENT PLAN NAMPA SCHOOL DISTRICT No. 131

Inspiring Excellence - Every Child, Every Day

Mission Statement

The mission of the Nampa School District is to ensure high levels of achievement for every student.

Vision Statement

Every student is fully engaged in extraordinary learning experiences, preparing for successful transition to the next stage of their lives.

Key Indicators and Outcome Goals 2016-2017

Key Performance Indicators

The Nampa School District Board of Trustees has identified key indicators of progress. These indicators are organized into four goal areas: (1) academic competence; (2) academic achievement; (3) student engagement; and (4) organizational development.

Academic Competence (Ends Policy E-2A)

It is the Board's expectation that all NSD students acquire the core and basic knowledge and skills essential for success in school. The Board established the following standards by which academic progress is to be evaluated, both in terms of "overall" performance and each reportable demographic subgroup:

1. District-wide student achievement will exceed state and national averages on all state and federally mandated measures of student achievement, including the Scholastic Aptitude Test (SAT), Idaho Standards Achievement Test-Smarter Balanced (ISAT-SB) scores;
2. The percent of students scoring "Level 1" on ISAT-SB will decrease annually;
3. The percent of students scoring "Level 4" on ISAT-SB will increase annually;
4. The measured achievement gap for historically underachieving groups will decrease annually.
5. The percent of students making a full year's growth or more during each school year will increase, as measured by assessments allowing for such calculation (e.g., STAR, IRI, and perhaps ISAT-SB);
6. The percent of English Language gaining proficiency in English will increase;
7. The number of schools in the top two tiers of the state accountability system will increase; and
8. The number of schools in the bottom two levels of the state accountability system will decrease.

Academic Achievement (Ends Policy E-2B)

It is the Board's expectation that all NSD students attain high academic achievement essential for success in post-secondary education and the world of work. The Board established the following standards by which academic progress is to be evaluated, both in terms of "overall" performance and each reportable demographic subgroup:

1. On-time and extended graduation rates will increase annually, exceeding state averages;
2. Enrollment and success in dual credit and Advanced Placement courses will increase;
3. The percent of secondary students failing classes will decrease, with a special emphasis on 9th grade;
4. The number of students offered one or more scholarships, and the total number of scholarships offered, and the total scholarship award amounts for the graduating class will increase;
5. The percent of PTE students attaining industry certification and/or becoming Capstone completers will increase; and
6. The percent of high school graduates continuing their formal education will increase.

Additionally, the state board of education PROPOSES the following specific metrics be included in Continuous Improvement Plan:

1. Annual improvement in the number and percent of students meeting the college ready benchmark in mathematics and English language arts on a state-recognized college entrance exam.
2. Annual improvement in the number and percent of students meeting proficient or advanced on the grade 9 ISAT in mathematics and English.
3. Annual improvement in the number and percent of students meeting proficient or advanced on the grade 6 ISAT.
4. Annual improvement in the number and percent of students meeting proficient or advanced on the spring 3rd grade level on statewide reading assessment.
5. Annual improvement in the number and percent of students reading at grade level on the spring 2nd grade level on the statewide reading assessment.
6. Annual improvement in the number and percent of students reading at grade level on the spring 1st grade level on the statewide reading assessment.
7. Annual improvement in the number and percent of students at grade level on the spring kindergarten grade level on the statewide reading assessment.

Strategic Vision

Research on school improvement identifies five key strategies to significant improvement in student learning. The five strategies are: (1) establishing and faithfully delivering a guaranteed and viable curriculum to all students that fully aligned with essential standards and future success; (2) assuring that each student masters each essential standard through highly effective instruction; (3) having teachers work together in Professional Learning Communities to monitor student progress and adjust instruction to guarantee student achievement; (4) focusing relentlessly on student achievement as the measure of the effectiveness of instruction and leadership; and (5) providing highly effective leadership in each school and throughout the district that supports and focuses on the first four strategies. In addition to these five, we believe that our ability to accomplish the five key strategies is directly related to providing all our non-instructional supports in ways that strengthen teaching and learning.

Strategy Area 1: Guaranteed and Viable Curriculum

Every student, regardless of neighborhood or school or classroom, will have the opportunity and support to master essential content through a well-articulated and faithfully delivered instructional program that is focused on high priority standards.

Strategy Area 2: Highly Effective Instruction

Every student, every day, in every classroom and program will experience instruction that is challenging, research-based, and frequently monitored by measures of student growth.

Strategy Area 3: Professional Collaboration that Improves Learning

Teachers and other staff work together in highly structured ways to develop lessons and assessments, analyze student work, and plan together in ways that ensure improved student success.

Strategy Area 4: Focus on Results

Our effectiveness is measured by the success of each and every student. We do not accept student failure, regardless of student background or circumstance. Climate, culture, and community/family connections provide a positive, aspirational, and supportive environment for student success.

Strategy Area 5: Leadership that Improves Staff and Student Success

Leadership is aligned with "what works" and results in significant improvement in student outcomes.

Strategy Area 6: Support Systems Promote Student Success and Community Pride

The district is seen as a good steward of community and district resources, facilities and systems meet student and community needs and the district is a source of community pride.

Other Required Component #1

College and Career Advising (required by rule)

The Nampa School District Superintendent convened a work group comprised of high school counselors, secondary principals, and college/university partners. The team selected counselor or paraprofessional (determined at school level) advisors for the high school. For the middle school, we have focused on learning about opportunities and shifting to a college-going mindset through structured visits to colleges and universities. We will also be reviewing, selecting, and acquiring materials and software to assist in the advising programs.

The plan includes the following:

1. Hire a full time college and career counselor for each of our three comprehensive high schools. These individuals may be certificated or classified.
2. Hire a half-time college and career advisory for our alternative high school. This person may be certificated or classified.
3. Provide each middle school with \$3,000 dedicated to 2 trips to colleges and one trip to the feeder high school.
4. Provide \$2,500 to our alternative school for college visitations.
5. Distribute what is remaining to our high schools, on a per student basis, for supplies, materials and travel.

Schools will select and implement different approaches this coming year, learning as we go about the most impactful strategies. Next spring the group will reconvene and determine the 2017-2018 plan.

Our metrics include:

1. Number of students receiving career and college advising services.
2. Number and percent of students who go on to some form of postsecondary education within two years of graduation (OSBE go-on rates);
3. Number and percent of students graduating high school with a career technical certificate;
4. Number of college credits earned each year.

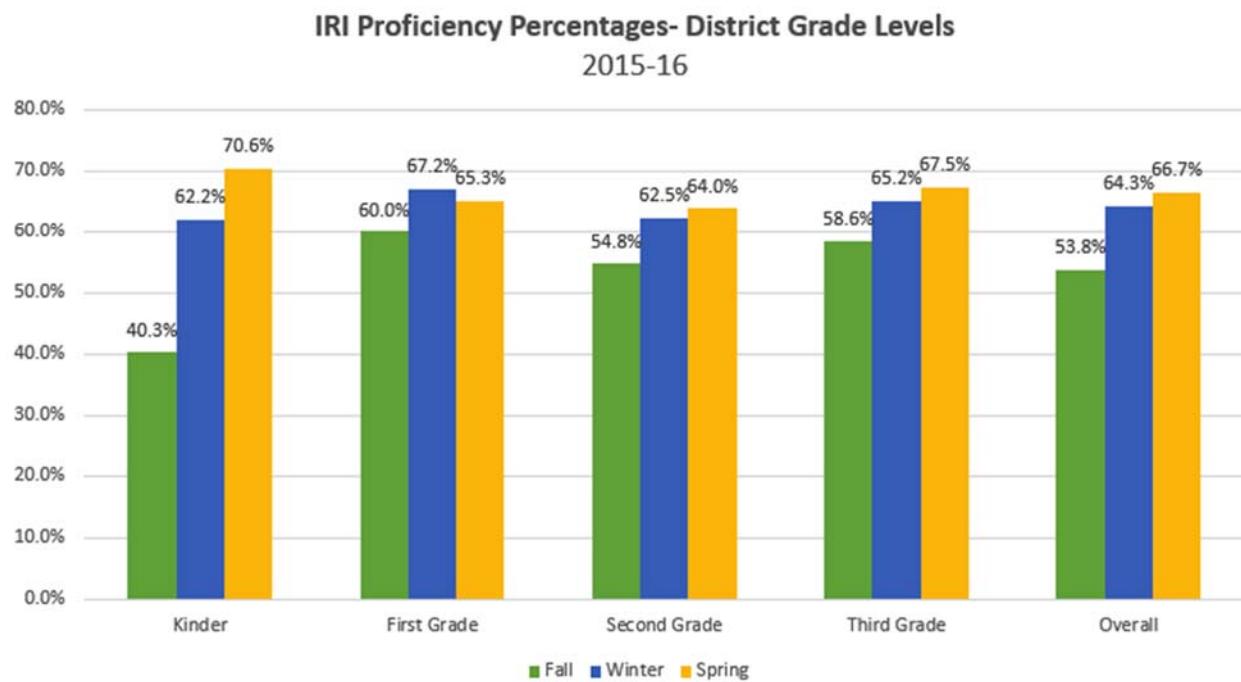
Other Required Component #2

K-3 Literacy (PRIORITY 1)

The Nampa School District convened a work group comprised of elementary principals, ELA elementary coordinator, Director of Elementary Education and Director of Compensatory Education. The team created a plan and then took it to district leadership as well as all principals for input before finalizing.

In the 2015/2016 school year, monies were spent at a building level with a plan submitted to the district for approval. These plans showed how schools planned to address the intervention needs of their below proficient readers. Interventions used varied by buildings but included early literacy foundational skills, components around the big 5, and tier 2 interventions in the Journeys ELA curriculum.

Results from the end of 2015/2016 on the IRI (our matrix used for measurement) showed the following results:



Our plan:

For the 2016/2017 school year, the Nampa School District is spending \$344,000 hiring 14 part time kindergarten teachers; this will allow schools to bring the most struggling students to school every day based on data. We will focus and provide them additional time and instruction. We are doing professional development with all K-3 teachers around the big 5 areas of reading and writing in partnership with Idaho Capacity Building project and

Boise State University. Teachers will spend approximately 10 hours of instructional time and then collect data to share from their classrooms based on students. The small amount of remaining money will be on our 1st-3rd grade interventions.

The matrix used to measure effectiveness will be the Idaho Reading Indicator. We are currently collecting baseline scores for fall 2016 and will be comparing fall to spring scores as evidence of effectiveness.

Parent compact has been developed to receive input and give notification of a reading deficiency. Parents will also participate in a conference around their child's learning and specific interventions and goals.

The following pages display the annual work plan. Each item is prioritized as follows:

Priority 1: Mission Critical and Urgent

Priority 2: Essential to Our Work – but cannot displace Priority 1 work.

Priority 3: Beneficial to the Work – only if time is available after successfully advancing Priority 1 and Priority 2

Priority 4: A topic for research for potential future action

Strategy Area 1: A Guaranteed and Viable Curriculum

Every student, regardless of neighborhood or school or classroom, will be provided a well-articulated instructional program that is focused on high priority standards, faithfully implemented, regardless of school or teacher to whom they are assigned.

Process Goal 1.1: By May 2017, we will create and publish common “essential standards” (as defined by DuFour & Mattos) for K-12 English Language Arts (ELA), K-12 math, Career and Technical Education (CTE), technology, keyboarding, 6-12th grade all courses, and Special Education Functional Life Skills Curriculum.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
NSD has an operational definition of “essential” and a rubric/tool for judging learning standards. We currently have completed a common essential standards identified K-5 Math and 6-12 ELA and 6-12 Math and many middle school subjects	A. Identify ‘what is essential’ in ELA K-5 and Technology K-12. B. Complete 6-12 common course by course grade by grade essential standards.	Shelley Bonds	By November 30, 2016, there will be completed ‘what is essential’ guidelines and tools distributed, with training of leaders.
CTE has identified common essential standards in grades 9-12	C. Align all essential standards in common format and share the common format.	Bonds	By May of 2017, there will be completed course by course grade by grade essential standards
Special education has identified common essential standards in life skills in grades K-5.	D. Publish essential standards online.	Bonds	By May of 2017, all standards documents will be in a common format and share
Grades 6-8 have commonly identified essential standards course by course grade by grade. Essential standards are not published in a common format yet. Essential standards are not published online yet	E. Identify in Special Education PreK-21 Functional Life Skills “what is essential,” align in a common format, and publish the standards online.	Jason Hillman	By January 2017, this work will be completed.
Potential Future Steps:	F. Align in a common format and publish the 7 th -12 th grade CTE “what is essential”.	Jewels Carpenter	By May 2017, this work will be completed.

Process Goal 1.2: By May 2017 we will ensure the fidelity of implementation of the 6-12 Collections and Citelighter curriculum. We will measure the fidelity of implementation and effectiveness of the K-5 Journeys curriculum.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
Journey's is in year 2 of adoption, Collections in year one of adoption.	<p>A. K-12 Define and create guidelines for what is tight and what is loose in ELA implementation. This will be unit by unit once essentials are identified.</p> <p>B. Develop criteria and rubrics in collaboration with HMH to determine whether year 2 Journey's and year 1 Collections are being implemented with fidelity</p> <p>C. Develop rubric based on criteria. Develop rubric to determine effectiveness in collaboration with HMH and building.</p> <p>D. Do Walk-throughs using rubrics to measure implementation of Journey's K-5.</p> <p>E. K-5 Share results with principals and district leadership.</p>	<p>Shelley Bonds</p> <p>Bonds</p> <p>Bonds</p> <p>Bonds</p> <p>Bonds</p>	<p>By May 2017, have document that pairs essential standards with unit by unit of tight and loose of Journey's/Collections.</p> <p>By January, 2017 Document that will clearly articulate high quality implementation with Journey's and Collections to define fidelity.</p> <p></p> <p>By March, 2017 complete walk-throughs to measure effectiveness of Journey's K-5</p> <p>By May 2017, share results of effectiveness measures.</p>
<p>Potential Future Steps: Use results to inform next steps of proposed professional development for 2017/2018 school year in both K-5 and 6-12.</p>			

Process Goal 1.3: March 2017 we will have selected instructional materials for adoption in K-12 mathematics, preK-21 functional life skills, K-12 technology.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
We do not have an adopted K-12 math, technology, or PreK-21 functional life skills curriculum. In math we have been using Nampa modified open sourced materials.	<p>A. Create a team, build background for team on body of research around best practice for mathematics, and set timeline.</p> <p>B. Use rubrics and establish procedure to select finalists for K-12 math, invite feedback and input from teachers and community.</p> <p>C. Make final recommendation for K-12 math curriculum adoption.</p> <p>D. Create a team, build background for team on body of research around best practice for preK-21 functional life skills, and set timeline.</p> <p>E. Use rubrics and establish procedure to select finalists for preK-21 functional life skills, invite feedback and input from teachers and community.</p> <p>F. Make final recommendation for functional preK-functional life skills curriculum adoption.</p> <p>G. Create a team, build background for team on body of research around best practice for K-12 technology, set timeline.</p> <p>H. Use rubrics and establish procedure to select finalists for K-12 technology, invite feedback and input from teachers and community.</p> <p>I. Make final recommendation for K-12 technology adoption.</p>	<p>Shelley Bonds</p> <p>Bonds</p> <p>Bonds</p> <p>Jason Hillman</p> <p>Hillman</p> <p>Hillman</p> <p>Bonds</p> <p>Bonds</p> <p>Bonds</p>	<p>By September 2016, timeline to share with all administrators and staff.</p> <p>By February 2017, Finalists selected for programs</p> <p>By April, 2017 board presentation around finalist selected</p> <p>By January 2017, timeline to share with all administrators and staff.</p> <p>By March 2017, finalists selected for programs</p> <p>By April, 2017 board presentation around finalist selected</p> <p>September 2016, have timeline to share with all administrators and staff.</p> <p>By April, 2017, have finalists selected for programs</p> <p>By April 2017, board presentation around finalist selected</p>
Potential Future Steps:			

Strategy Area 2: Highly Effective Instructional Practices in Every Classroom Every Day

Every student, every day, in every classroom and program will receive instruction that is challenging, research based, and frequently monitored by measures of student growth.

Process Goal 2.1: By May 15, 2017, district leaders will create professional development modules for school leaders to deliver to their staffs. The modules will focus on efficient formative assessments, including common assessments.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
We do not have district wide professional development around assessment. Some PLC's have begun work in this area.	A. Develop Modules and Training Guides.	Anita Christenson	Four completed modules and training guides by February 1 st .
	B. Present modules to school leaders, reviewing and revising as needed to finalize the module and training guides.	Christenson	Four completed modules and training guides by February 1 st .
	C. Secondary building administrators teach the content to each teacher.	Scott Parker	By May 15, 2017 all four modules will be taught to teachers by their building administrator with support from Executive Director of Secondary Education.
	D. Elementary building administrators teach the content to each teacher.	Gerald Williams	By May 15, 2017 all four modules will be taught to teachers by their building administrator with support from Executive Director of Elementary Education.
Potential Future Steps:			

Process Goal 2.2: By May 30, 2017, the district will implement and evaluate the impact and effectiveness of the “Nampa Personal Learning” digital initiative in the six Phase One Schools, and select the Phase Two schools.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
Digital devices are in the hands of all Phase 1 teachers. Initial HACK training has occurred at every Phase 1 school.	A. Define 'Measures of Success' for Nampa Personalized Learning. B. Develop rubric(s) for measuring 'success'. C. Implement Phase 1 D. Define process for selecting Phase 2 schools and select Phase 2 Schools.	Nicole MacTavish MacTavish MacTavish MacTavish	A written description of how we know the degree of effectiveness of Phase 1. A written rubric or set of evaluation tools to be used to evaluate the Measures of Success. A progress and effectiveness report is presented to the Board. The process for selection will be published and schools selected by January 30, 2017.
Potential Future Steps:			

Process Goal 2.3: Develop and Deliver high quality professional development aligned with Key Work and major initiatives.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
We had a highly successful three day conference the week before school this August. Assuming we have the days in the calendar again this year, we plan to have our second annual conference this year. This year we are working hard at providing appropriate strands for all certificated staff during the October PD days. This is an extremely challenging task. We will see if the calendar provides teacher contract days for this next school year.	A. Powering Up Your PLC Conference, 2017 B. October 6-7, 2016 District-Wide PD	Nicole MacTavish MacTavish	Conference planning will start in January for August 2017. A successful conference will occur before students start school for the 2017-2018 school year. We are in the middle of registering all certificated staff for these professional development days this October. In addition we have 6 NPL schools attending targeted PD. It is currently unknown if we will continue this practice next school year.

Process Goal 2.4: By DATE, create and implement a plan responding to disproportionate placement of English Language Learners in Special Education.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
A substantial number of students with limited English have been identified for special education. We have no process to highlight or review such placements.	A. Investigate, research, and identify the challenges associated with Child Find and students for whom English is a second language and are also suspected of having a disability.	Hillman	By November 2016, Create a document outlining the Big Questions surrounding misidentification and service of students that may be dually Identified
	B. Create a process for identification of students that are currently misidentified as both EL and have an IEP. Include a process for appropriate referral of students with EL needs to Special Education	Hillman	By February 2016 Create and publish a document outlining the process of identification and referral.
	C. Create a Plan for servicing student that are appropriately dual identified	Hillman	By May 2016 Create and publish guidelines for service of students that are dual identified.
Potential Future Steps:			

Process Goal 2.5: By May 30, 2017, the district will have successfully advanced “innovative practices” including converting Union HS to an Innovation School; preparing Treasure Valley Leadership Academy for success August 2017 opening; and supporting up to two existing schools through the innovation/choice process.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
The Superintendent is in the process of developing the Innovation School Agreements for TVLA & UHS. New Horizons plans to submit a Phase 1 application for grades 6-8. Lake Ridge Elementary has approval for Phase 1 (initial concept) of their STEM school and plans to submit Phase 2 (detailed logistics) in the fall.	<p>A. Gain approval from the Board of Trustees for the Innovation School Agreements for TVLA and UHS and submit them to the State at 12:00:01 on July 1, 2016.</p> <p>B. Ensure School of Choice applicants complete both Phase 1 (initial concept) and Phase 2 (detailed logistics) of the application process.</p> <p>C. Hire TVLA principal and work with TVLA planning team to ensure solid school plan, budget and timeline for a Fall 2017-2018 opening.</p>	<p>David Peterson</p> <p>Nicole MacTavish</p> <p>Peterson</p>	<p>Board approval. Successful submission.</p> <p>Schools of Choice successfully approved or denied.</p> <p>TVLA opens fall of 2017.</p>
Potential Future Steps:			

Process Goal 2.6: By DATE, create a written plan for the improvement of educational and support services for Gifted and Talented.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
Currently the NSD does not have a specific district wide plan for Gifted and Talented students. There is no district level standardization for student Identification and qualification for Gifted and Talented. There are a few courses and some building level programs that are not guided by a district vision of Gifted Education.	A. Form a committee, review state and Federal requirements for Gifted and Talented programs, develop a NSD K-12 G&T vision document. B. Research, visit and observe exemplary programs in school districts with similar demographics and size. C. Team will create and publish a recommendation for K-12 implementation in the 2017-18 school year. Plan will include implementation guidelines and professional development timelines	Jason Hillman Hillman Hillman	By December 2016 the committee will develop a vision document for the Gifted and talented program. By February 2017, documentation of the site visits and research will be used to create a possible solutions draft. By April 2017, recommendation for K-12 implementation plan will be created and published.
Potential Future Steps: Monitoring of the implementation to ensure fidelity across the district.			

Strategy Area 3: Collaboration that Improves Student Learning

Teachers and other staff work together in highly structured ways to develop lessons and assessments, analyze student work, and plan together in ways that ensure improved student success.

Process Goal 3.1: By May 1, 2017, collaborative teams will better align practices with the “three big ideas” the “six characteristics” and the “four questions,” guided by the “18 critical issues for team consideration.”

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
A formal assessment of current status of the work has not been conducted. Informal discussion indicates that individual teams are in very different places across the district.	A. By August 5, 2016, the leadership teams of each school will complete a 3-day Professional Learning Communities at Work institute.	David Peterson	PLC Institute sign-in sheets
	B.1. Secondary principals in collaboration with Exec. Dir. Secondary Ed. will identify tools and/or protocols to assess the extent to which progress is being made across the district in becoming a Highly Effective Professional Learning Community.	Scott Parker	Site based “current reality” baseline data collected and action plans created in each NSD secondary school for next steps in becoming Highly Functioning PLCs.
	B.2. Elementary principals in collaboration with Exec. Dir. Elementary Ed. will identify tools and/or protocols to assess the extent to which progress is being made across the district in becoming a Highly Effective Professional Learning Community.	Gerald Williams	Site based “current reality” baseline data collected and action plans created in each NSD elementary school for next steps in becoming Highly Functioning PLCs.
	C.1. At the conclusion of each quarter secondary principal teams will review district benchmark assessment data to determine each school's strengths and needs and to identify/share highly effective instructional strategies.	Parker	Quarterly benchmark growth data shared with Key Works and Board. Improvement plans created for areas of need, highly effective instructional strategies shared on One Drive.
	C.2. At the conclusion of each quarter elementary principal teams will review district benchmark assessment data in ELA and mathematics to determine each school's strengths and needs and to identify/share highly effective instructional strategies.	Williams	Quarterly benchmark growth data shared with Key Works and Board. (Starting 2016-2017 3rd quarter) Improvement plans created for areas of need, highly effective instructional strategies shared on One Drive.
Potential Future Steps:			

Process Goal 3.2: By January 1, 2017, every collaborative team will identify essential learning targets for each unit to be taught, with a description of what “proficient” will look like in student work.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
A formal assessment of current status of the work has not been conducted. Informal discussion indicates that individual teams are in very different places across the district.	A.1. Secondary principals in collaboration with Exec. Dir. Secondary Ed. will identify tools and/or protocols to assess the extent to which all teacher teams are identifying prerequisites and what “proficient” means for each identified essential standard before teaching each unit. A.2. Elementary principals in collaboration with Exec. Dir. Elementary Ed. will identify tools and/or protocols to assess the extent to which all teacher teams are identifying prerequisites and what “proficient” means for each identified essential standard before teaching each unit.	Scott Parker Gerald Williams	At secondary principal meetings report on percentage of secondary school PLTs that have evidence of having identified prerequisites and what proficient means for each identified essential standard. At elementary principal meetings report on percentage of elementary PLTs that have evidence of having identified prerequisites and what proficient means for each identified essential standard.
Potential Future Steps:			

Strategy Area 4: Focus on Results

Our effectiveness is measured by the success of each and every student. We do not accept student failure, regardless of student background or circumstance. Climate, culture, and community/family connections provide a positive, aspirational, and supportive environment for student success.

Process Goal 4.1: By December 18, 2016 each school will have developed and documented a multi-tiered system of intervention and enrichments.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
Each secondary school has an "intervention" period or structure, mostly focusing on supporting students currently failing classes. The principals indicate an intention to shift to a skill-based intervention and enrichment systems. Elementary schools are in various places.	A. Develop an Implementation Work Plan for a systematic Academic Response to Intervention process to be fully implemented at each secondary school in NSD. B. Develop an Implementation Work Plan for a systematic Academic Response to Intervention process to be fully implemented at each secondary school in NSD. C. All NSD schools have a School Leadership Team participating in training and working toward becoming a high functioning PLC with a multi-tiered system of intervention and enrichments fully implemented by May 2019. D. District-wide Positive Behavior Task Force, comprised of all relevant stakeholders, makes recommendations for selection criteria for each school in NSD to select a research-based positive behavior program.	Scott Parker Gerald Williams Williams Williams	By December 18 th complete an Implementation Work Plan with implementation timelines and fidelity performance assessment for each secondary school in NSD. By December 18 th complete an Implementation Work Plan with implementation timelines and fidelity performance assessment for each elementary school in NSD. First of five trainings completed by March 30, 2017 as evidenced by sign-in sheets. Recommendation for selection criteria to be completed and presented to Superintendent by March 1, 2017
Potential Future Steps:			

NOTE: See goal 6.1, digital tools and data dashboards

Process Goal 4.2: By 5/31/17, the district will have reviewed current assessments and assessment systems, making recommendations for an effective and efficient system of assessment.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
Currently no written or formalized assessment system is in place. The district completes required state and national assessments.	<p>A. Create an assessment system taskforce and provide research on comprehensive assessment systems. Provide exemplars of systematic assessment plans.</p> <p>B. Review the current assessment practices in the district to identify strengths and needs.</p> <p>C. Once areas of need are identified review possible solutions. If needed complete Request for Proposals from vendors, write rubrics, and make recommendations for purchase to create a balanced assessment system in Nampa.</p> <p>D. Create and submit for approval a written comprehensive assessment plan.</p>	<p>Anita Christenson</p> <p>Christenson</p> <p>Christenson</p> <p>Christenson</p>	<p>Written committee planner and charge by Oct. 14th. Taskforce members selected and first meeting held by Nov. 10th.</p> <p>Written document outlining strengths and needs by Feb. 28th.</p> <p>Formal recommendation for assessment tool(s) presented to the superintendent by April 30th.</p> <p>Final written plan submitted by 5/30/16.</p>
Potential Future Steps:			

Strategy Area 5: Leadership that Improves Student and Staff Success. Leadership is aligned with best practice and current research, resulting in significant improvement in student outcomes.

Process Goal 5.1: By April 30, 2017, all instructional administrators will have documented progress in their schools, and across the district, of becoming high functioning PLCs.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
No formal documentation has taken place.	<p>A. Ensure PLC/Academic RtI progress monitoring tool(s) are in place and being used appropriately in each NSD secondary school</p> <p>B. At each secondary school PLC/ Academic RtI Actions Plans are reviewed and updated on a regular basis</p>	<p>Scott Parker (secondary) Gerald Williams (elementary)</p> <p>Scott Parker (secondary) Gerald Williams (elementary)</p>	<p>By January 31st, 2017 each secondary school has completed a baseline administration of PLC RtI monitoring tool, analyzed data from tool, and completed Action Planning for next steps in becoming a high functioning PLC</p> <p>Secondary schools Site Leadership Teams monthly review and document progress in meeting Action Plan goals and report progress and barriers at secondary principal meetings.</p>
Potential Future Steps			

Process Goal 5.2: Using current researched-based practices, develop a high functioning District Leadership Team whose primary function is to engage in leadership and coordination functions to support and sustain effective implementation of evidence-based practices in schools which promote the NSD mission of ensuring high levels of achievement for all students.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
A formal examination of District Leadership Team practices alignment with current research has not taken place.	A. District Leadership Team to participate in research-based training regarding the essential functions of becoming a high functioning District Leadership Team (DLT)	Gerald Williams	Training completed by October 30, 2016
	B. District Leadership Team completes the District Capacity Assessment (DCA) including review of DCA data and Action Planning for next steps in becoming a high functioning DLT	Williams	By October 30, 2016 complete the District Capacity Assessment, review data and complete Action Plan for next steps in becoming high functioning DLT
	C. District Leadership Team monthly reviews progress in completing Action Planning goals and sets new goals as appropriate	Williams	Minutes from monthly DLT meetings
	D. District Leadership Team examines current initiatives in NSD and alignment to strategic plan.	Williams	DLT completes Initiative Inventory by October 30, 2016
Potential Future Steps:			

Strategy Area 6: Support Systems Promote Student Success and Community Pride

The district is seen as a good steward of community and district resources, and facilities meet student and community needs. The district will be a source of community pride.

Process Goal 6.1: By March 31, 2017 a written recommendation delivered to leadership team identifying tools to expose the relevant data to the NSD staff members in an effective manner (e.g. "data dashboards).

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
We currently have no data dashboard. Instead leaders rely on excel workbooks and graphs prepared at the district level or individual reports created at buildings.	A. Create a team, build background for the team on the body of research around Data Management Systems and set a timeline. B. Use rubrics and establish procedure to select finalists for the Data Management System, invite feedback and input from leaders, teachers and stakeholders. C. Recommend Data Management System for adoption.	Anita Christenson Christenson Christenson	Timeline to share with all administrators and leadership teams. Review of feedback and rubric. Board presentation
Potential Future Steps:			

Process Goal 6.2: Ensure district stakeholders are informed about the community's investment in its schools and essential information to support their involvement in schools and the district activities.

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
The community has made significant investment in its schools through approval of an increased supplemental levy. As district levy dollars are spent, the community needs to see how the promise was brought to reality. An audit of school websites on Aug. 1, found only two with the essential back-to-school information parents and the community want to know. Essential to stable operations of the district and forward progress of its key work is community support for local resources.	A. Provide regular updates to stakeholders: parents, community, and employees on the use of levy funds: <ul style="list-style-type: none">• Nampa Personalized Learning• Curriculum renewal• Sports/Activity equipment replacement• Maintaining a stable instructional program	Allison Westfall	Artifacts: Newspaper articles, newsletter articles; social media postings, TV stories 2017 – Successful renewal of the supplemental levy
	B. Work with the Executive Directors of Elementary and Secondary Education to set expectations for school leaders to ensure websites are updated with current and essential information for parents throughout the school year	Westfall	Quarterly audits of webpages
	C. Monitor websites	Westfall	
	D. DEPENDING ON ELECTION DATE CHOICE Begin dialogue on Supplemental Levy renewal/expansion levy expires June 2018 Options for election dates: August 2017 Election – Board decides in March 2017; November 2017 Election – Board decides in July 2017; March 2018 Election – Board decides in January 2018; May 2018 Election – Board decides in March 2018	David Peterson	Supplemental levy placed upon ballot. Election held.
	E. Create a transparent budgeting process, procedures The District is looking to model our budget process after the Government Finance Office Association model. In order to do this, we are looking at the potential of hiring an external consultant that will guide us through the process.	Randy Dewey	
Potential Future Steps			

Process Goal 6.3: By March 31, 2017 a written recommendation delivered to leadership team regarding a comprehensive review of, and revisions to our enterprise resource solutions ("digital backbone")

PRIORITY 1

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
The NSD struggles standards based grading, reporting on data, gathering accurate data about students including parent contact information, querying the student data, reporting on trends in our data, sharing special education information, and reviewing historical longitudinal data. NSD does not currently have a human resources system and must manually perform many tasks a properly integrated system would do automatically. NSD does have the Tyler Technologies Infinite Visions financial system.	A. Build Enterprise Resource Planning (ERP) Request for Proposal (RFP) Framework document and solicit feedback from stakeholders	Peter Jurhs	Draft Document and Timeline to District Leadership
	B. Form Committee to review ERP RFP draft and finalize document	Jurhs	Final RFP Document
	C. Publish RFP document, answer vendor questions, review responses	Jurhs	Vendor Responses
	D. Select RFP and work with vendor to draft recommendation for adoption	Jurhs	Keywork Presentation
Potential Future Steps: Begin Implementation of recommendation for adoption			

Process Goal 6.4: By DATE, 2017 a written recommendation to address chronic staffing shortages, specifically (1) increasing the diversity of our staff; and (2) increasing the number of trained special education substitutes.

PRIORITY 2

CURRENT STATE	ACTION STEPS	DIRECTLY RESPONSIBLE INDIVIDUAL	EVIDENCE OF PROGRESS/IMPROVEMENT
The Curriculum Audit found teacher and student demographics reflect an imbalance in gender and ethnicity representation. Areas of focus include increasing Hispanic, Latino and male certified staff, as well as increasing the district average teaching experience. The district at the end of 2015-16 school year had no substitutes trained to cover special education classes.	A. Recruitment and hiring of a diverse staff B. Special Education substitutes	Rachelle Armstrong	Gap between teacher and student demographics decreases Special Education substitutes have been identified, trained and utilized in covering special education classes

In addition to the work described in detail, above, we have committed to the following work, within priorities, as follows:

Task	Priority	Designated Lead
1. Provide open enrollment for secondary school families	2	Scott Parker
2. Ensure fidelity of implementation of the recently adopted ERR curriculum	2	Jason Hillman
3. Implement the "Nampa Instructional Model for English Learners"	2	Heidi Rahn
4. Dependent on secondary principal needs, review secondary grade/grading policy	(2 or 3)	Parker
5. Write a social media policy for district-wide adoption	3	Allison Westfall
6. Review and revise the teacher and administrator internship programs	3	Rachelle Armstrong
7. Create written course title and content approval process	3	Nicole MacTavish
8. Review and revise the teacher mentor program	3	Armstrong
9. Improve and expand transition support for secondary special education students	3	Hillman
10. Further develop the "para-to-teacher" program	3	Hillman
11. Improve reporting of copy center activity to principals	3	Peter Jurhs
12. Consider the adoption of a teacher evaluation digital tool	3	Gerald Williams

Within the time and resources available, provided that higher priority work is not deterred or disrupted or under-resourced, we would like to learn more about the following potential future Key Work projects.

1. "Community Schools" and/or "Promise Neighborhoods"	4	Parker
2. Enhancing social media capacity	4	Allison Westfall
3. Consider AVID as an instructional model for appropriate students	4	MacTavish
4. Principal mentor program	4	Armstrong