

## Polson School District #23 Goals and Action Steps 2015-2018

**Goal Statement #1: We set a goal that 95% of all students will achieve proficiency in Reading and Math as measured by the STAR assessment by 2018.**

**Objective 1.1: Attendance will be monitored by all schools** – Every school has monitored attendance for 15-16. On any given day attendance averages + or - 90%. Please see the attached attendance document presented to the Board 2-8-15. Each school is working with the 10% chronic absences through incentives, individual parent meetings, parent programs such as “Watchdogs,” and home visits by the Family Involvement Coordinator, SRO, or principals. Attendance improved at PHS after Q1 when addressed by administration and support staff.

**Objective 1.2: Benchmark data will be used to monitor student learning** – Benchmark data is collected 3X each year to monitor student learning through AIMSweb, STAR Reading and STAR Mathematics. As of the Winter 2016 data, both Kindergarten and Grade 1 have dramatically improved in critical reading skills as shown by comparing 3 years of data (see attached data). Grades 2-6 on AIMSweb showed improvement from the Fall Benchmark (this measure looks at reading fluency). STAR Reading (aligned to the Montana Common Core Standards) showed improvement in Grades 2-11 with grade levels reporting between 60-70% of students demonstrating proficiency at this point in the school year. The 12<sup>th</sup> grade STAR Reading score did not represent student learning at this point during the year. Working with the principal, I have asked that the English department to define “proficiency” and to clarify the kinds of evidence for that proficiency. I have asked that this be clarified by the end of the 2016 school year.

**Objective 1.3: Implement and develop the PLC process with all teachers** – This is the first year of teachers meeting in PLC groupings on shortened Wednesdays. Every Principal has put into place a reporting system from each PLC group which they review containing the content of the meetings and action steps outlined. Principals participate in PLC group meetings as they are able. The work that PLCs are engaged in include curriculum planning and coordination, discussing effective instructional strategies, developing common assessments, reviewing student data to determine intervention groups or differentiating to better meet student needs.

**Objective 1.4 Align Curriculum to the Montana Common Core Standards (MCCS)** – Much of the work of PLCs this year has been to align the curriculum to the MCCS. PHS has defined “Power Standards” which teachers have identified from the MCCS. Both English and Mathematics curricula are becoming aligned to the MCCS. Grades 7-8 have new Mathematics materials and new Geometry materials are being piloted at Grade 10. Additionally, our Literacy Coach and a contracted Literacy Coach are working with K-12 teachers on implementing the MCCS with effective instructional strategies. These Coaches have assisted in helping teachers change to more effective instruction as well as assist grade levels in coordinating the Standards. Writing and vocabulary development have been a key focus this year, K-12. A coordinated writing rubric has been developed 5-12 with K-4 in development. Coaches are modeling for teachers how to help students understand a writing prompt and to write an effective response to the prompt. Writing an effective response to a prompt is a key component of the SMARTER Balance State Test.

**Objective. 1.5: Continue to refine the K-12 English Language Arts and Mathematics programs utilizing effective instructional strategies.**

Refinement of the ELA curriculum and Mathematics Programs are occurring. The District is a part of a Reservation-wide grant to improve the instructional strategies of mathematics teachers. Eight Polson teachers are participating with the Grant in trainings, peer to peer modeling in classrooms, and follow-up PLC sessions. Over 450 parents and students participated in Linderman’s Mathematics Carnival. ELA Coaches are assisting teachers in translating curriculum into effective instruction. For ELA, this is the 3<sup>rd</sup> year for *Journeys* implementation (K-5) and HOLT (6-12). For Mathematics, this is the 4<sup>th</sup> year for *Math Expressions* (K-5) and first year for *Big Ideas Mathematics* at Grades 6-8. New Algebra I, Algebra II and Geometry materials will be selected next year.

## **Goal Statement #2: We will make Polson School District #23 a “Lighthouse District” of excellence in Montana.**

**Objective 2.1 Improve the Attractiveness of Polson Schools** – The Quality Schools Project Grant for Cherry Valley was resubmitted in February 2016 to replace the boiler, steam pipes, controls and registers for \$1.4 Million. A request was made to the Polson Education Foundation to replace the sound system for Linderman Gym prior to graduation this year. Lighting, carpet and ceiling tile will be replaced at Polson High School during summer 2016 with the remainder of Bond funds. Paradigm Architects was selected to develop plans for the Polson Middle School roof and potential Linderman classrooms. Sidewalks will be installed next to Linderman soccer fields beginning April 2016 through the *Safe Routes to School* Grant for \$180,000. Priorities are being developed for the use of the Building Reserve Levy funds for 16-17.

**Objective 2.2 Positive Press Campaign for Polson School Events and student/staff academic and athletic honors** - Polson Schools scored well on the first administration of the SMARTER Test compared to other schools in Lake County and above the State average for several grade levels. Native students at PHS scored higher than other Reservation schools in Montana. The graduation rate came in at 91% for a 4-yr cohort of all students. 88% of Native students in the 4-yr cohort graduated from PHS. Twelve students are interning at St. Joseph Hospital. The SALISHIAN has been well received in the community in that student writing has been exceptional.

**Objective 2.3 Board and Administration monthly school visits to view instruction** – Every week the Curriculum Director and I visit schools and classrooms. Where teachers have been hesitant to welcome visitors four years ago, they now welcome visitors to their classrooms. Administrators visit classrooms weekly. There have been no Board visits to schools scheduled this year as yet.

**Objective 2.4 Refine the implementation of the Bully Prevention Program *Stop, Talk, Walk*** – Counselors at all schools are implementing lessons in classrooms on *Stop, Talk and Walk* Bully Prevention Program. There have been very few complaints coming to the Superintendent’s office on bullying. Principals have worked effectively with students and parents at each school site to solve bullying problems.

**Objective 2.5 Refine the implementation of the Drug and Alcohol Prevention Program “Too Good for Drugs” for K-4 and Health Programs 5-12.** – Too Good for Drugs have been implemented K-4 and well received by students. Counselors taught 10 lessons in the program with each lesson having a home follow-up. Counselors indicated that students remember the details of the lessons. For example, one CV student told the Counselor that “she saw a beer in the refrigerator but she knows that kids don’t drink beer.” Next year, Counselors will repeat the program and evaluate student understanding from grade to grade. Additionally, Counselors have asked that we put into place Grades 5-8 of this Program due to the success of the K-4 Program.

**Objective 2.6 Provide quality training and staff development in order to attract and retain high level teachers and staff.**

- **Enhance the mentor program for new teachers** – The Curriculum Director met with mentor providers this year and began developing a Handbook for Mentors and Mentees. This revised District-wide Program will be presented to the Board 3-15-16. Additionally, three Mentors received extensive training at the *National Symposium on Teacher Induction Conference* which will be integrated into our program. The new K-12 manual will provide guidelines and accountability for the program, with the goal of increasing teacher retention and improving new teacher capacity for success.
- **Continue to provide coaching support to teachers implementing curriculum alignment and instructional strategies** – Teachers in English Language Arts, K-12, received coaching support from a District Literacy Coach (K-4) and from a contract Literacy Coach (5-12). Coaches provide support in implementing effective strategies by modeling them. Coaches have also provided support in coordinating curriculum at grade levels and vertically between grade levels. The evidence is shown in improved assessment data, observation of a coordinated curriculum and collaborative work completed in PLC groups.

**Goal Statement #3: We will prepare all students to graduate so that they may obtain meaningful employment or a post-secondary education.**

**Objective 3.1 Curricula should reflect basic tools that are necessary for employment**

- **Create opportunities for job mentoring/shadowing supporting career pathways** – At the 12-14-15 Board Meeting, twelve students from PHS were introduced as hospital interns through a partnership with St. Joseph’s Hospital. Students were selected based on academic ability, personal character and desire to pursue a career in a health field. Students participated in 7 weeks of instruction are now job shadowing with professional technicians, medical staff and administrators at the hospital. Plans are being developed now with SKC to put into place a Dental Assistant Certification Program for 2016-17.
- **Teach the “soft” business skills necessary for employment** – At the 12-14-15 Board Meeting a presentation was made by the PHS Counselor on developing soft skills with students at PHS in regular education classrooms. Also, the Counselor and High School Principal presented how PHS develops career readiness.
- **Increase opportunities for dual-credit coursework and mentorships** – There were not many students who participated in Dual Credit Courses this year. In order to make them cost effective, there will need to be a minimum enrollment in these classes (10-12). However, students can continue to access courses that PHS does not offer on the Montana Digital Academy. Plans are being developed to create a Dental Assistant Certification Program with SKC.

**Objective 3.2 Survey recent graduates entering college or employment.**

- **Their need to take pre-100 level remedial coursework.** A survey is currently being developed to determine from last year’s graduates how many students had to take remedial coursework and in what courses as well as what course students felt well prepared for. The results of that survey will be presented in June 2016.
- **Areas in which they felt sufficiently prepared and under prepared** – This information will be determined by the survey.
- **Review survey information for implications towards the master schedule and course offerings** – Information from student surveys will help with creating the Master Schedule for 2016-2017.