# INTRODUCTORY SECTION

# Annual Budget
# 2014-2015

**INTRODUCTORY SECTION**

**THE BOARD OF TRUSTEES**

Local control of public education is one of the cornerstones of a free society.  The Trustees of Joint School District No. 2 are elected representatives.  Individual members have no authority to act on their own, but meet as a board in a formal session. The Board is a policy-making body whose primary function is to establish policies for the District, to oversee the property, facilities and financial affairs of the District and to appoint the District's chief executive officer, the superintendent.  The Board is composed of five citizens, each representing a different geographic region of the district.  They serve without pay in overlapping terms of four years.

Regular meetings are typically held twice during the months of August, September, October, January, February, and April on the 2nd and 4th Tuesday at 7:00 p.m.  In July, November, December, March, May and June, meetings are held the 3rd Tuesday of the month.  The first Board meeting of August, September, October, January, February, and April is held at Mountain View High School; the second meeting is held at the District Service Center.  Special meetings are also called when necessary.  All meetings are open to the public.

State law permits the Board to go into executive session to discuss personnel, negotiations, property or legal matters.  With the exception of placing an employee on probation, no vote on any item may be taken in executive session.

Board agendas are posted at the District Service Center at least 48 hours before a regular meeting and 24 hours before a special meeting.  Board agendas are also posted on the district's web site at **www.westada.org**.  Local news media are notified of every meeting.  During the school year hard copies of the board agenda are posted at each school in our district.

Following is a table showing the current Board membership, occupation and the date of expiration of member's current terms.

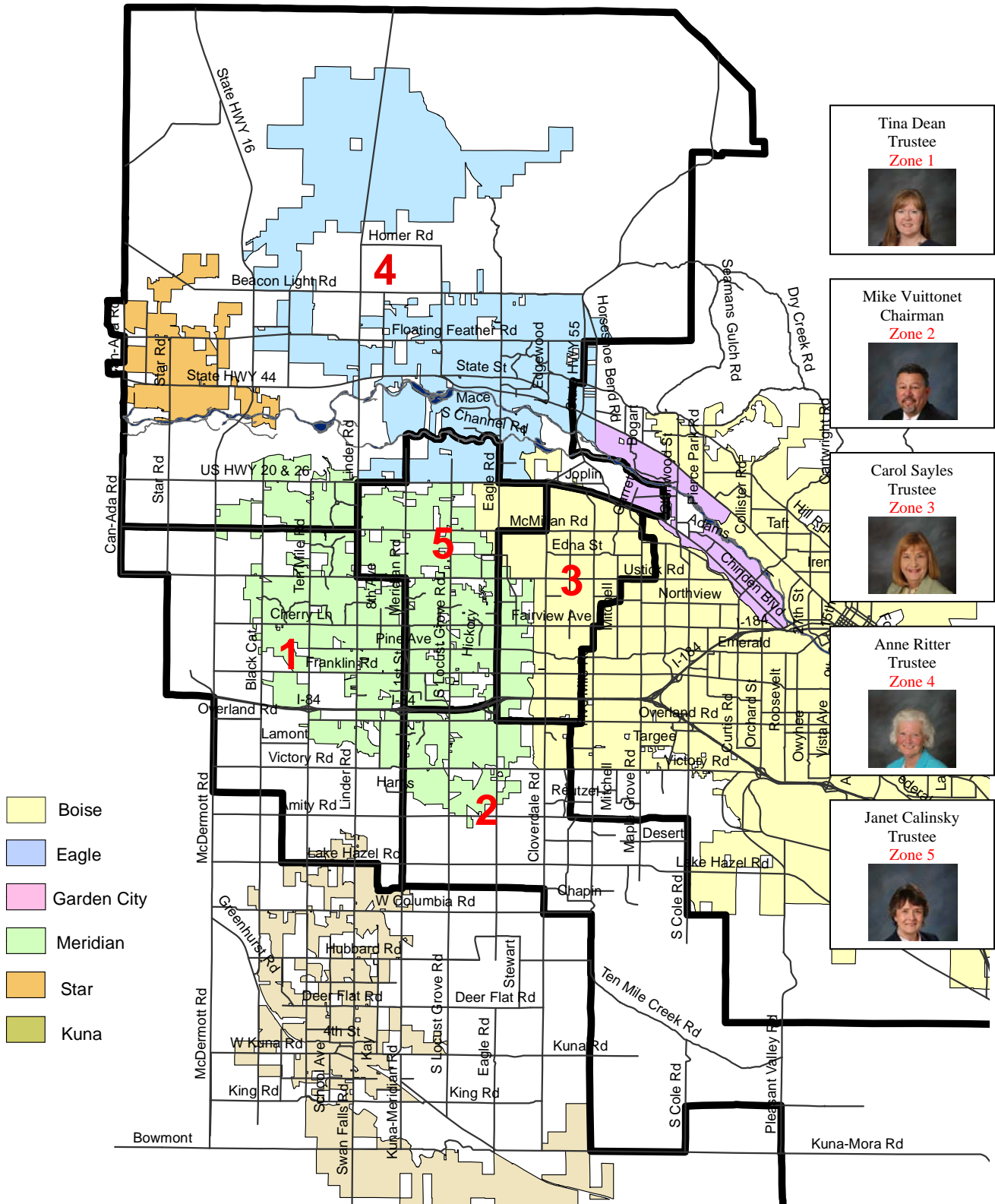| Name | Position | Occupation | Elected | Expiration |
|------|----------|------------|---------|------------|
| Tina Dean | Trustee | Self Employed | 2013 | 2017 |
| Mike Vuittonet | Trustee | Real Estate Appraiser | 2001 | 2015 |
| Carol Sayles | Trustee | Teacher | 2013 | 2017 |
| Anne Ritter | Chair | Attorney (Retired) | 2002 | 2015 |
| Janet Calinsky | Vice Chair | Clerical | 2007 | 2015 |

# Board of Trustees 2014-15



(*Top row: Ann Ritter, Mike Vuittonet, and Carol Sayles.  Front row:  Janet Calinsky and Tina Dean*)

| Zone | Board Member | E-mail |
|------|--------------|--------|
| Zone 1 | Tina Dean | Dean.tina@westada.org |
| Zone 2 | Mike Vuittonet | Vuittonet.mike@westada.org |
| Zone 3 | Carol Sayles | Sayles.carol@westada.org |
| Zone 4 | Ann Ritter | Ritter.ann@westada.org |
| Zone 5 | Janet Calinsky | Calinsky.janet@westada.org |

# JT. SCHOOL DISTRICT NO. 2
# TRUSTEE BOUNDARY MAP

State HWY 16

Homer Rd

Beacon Light Rd

Floating Feather Rd

State St

Edgewood

HWY 55

Horseshoe Bend Rd

Seamans Gulch Rd

Dry Creek Rd

Cartwright Rd

4

Mace

S Channel Rd

State HWY 44

Star Rd

Can-Ada Rd

US HWY 20 & 26

Linder Rd

Eagle Rd

Joplin

McMillan Rd

Edna St

Ustick Rd

Northview

Bogart

Wood St

Pierce Park Rd

Adams

Collister Rd

Taft

Hill Rd

Chinden Blvd

5

3

Fairview Ave

Mitchell

I-184

Emerald

Curtis Rd

Orchard St

Robsevelt

Owyhee

Vista Ave

4th St

15th

Ten Mile Rd

8th

Meridian Rd

Locust Grove Rd

Hickory

Cherry Ln

Black Cat

1

Franklin Rd

Pine Ave

I-84

Overland Rd

Lamont

Victory Rd

Linder Rd

Harris

2

Amity Rd

Cloverdale Rd

Reitzel

Maple Grove Rd

Targee

Victory Rd

Desert

Overland Rd

Lake Hazel Rd

Chapin

S Cole Rd

McDermott Rd

Lake Hazel Rd

W Columbia Rd

Greenhurst Rd

Hubbard Rd

Stewart

Deer Flat Rd

Deer Flat Rd

Ten Mile Creek Rd

McDermott Rd

W Kuna Rd

4th St

S Locust Grove Rd

Eagle Rd

Kuna Rd

S Cole Rd

King Rd

School Ave

Kay

Kuna-Meridian Rd

King Rd

Pleasant Valley Rd

Bowmont

Swan Falls Rd

Kuna-Mora Rd

## Legend

- Boise
- Eagle
- Garden City
- Meridian
- Star
- Kuna

# DISTRICT ADMINISTRATION

Dr. Linda Clark, Superintendent

Dr. Bruce Gestrin, Deputy Superintendent

Don Nesbitt, Regional Director – North

Dr. Mandy White, Regional Director - South

Joe Yochum, Regional Director - Central

Barbara Leeds, Director of Human Resources

Alex Simpson, Director of Finance

Eric Exline, Director of Community Relations

Dr. Jerry Reininger, Director of Information Systems

Cindy Sisson, Director of Curriculum

Jackie Thomason, Director of Assessment

Cathy Thornton, Director of Special Education

Scott Stuart, Activities Director

Trish Duncan, Clerk of the Board

Denise Shumway, Federal Programs Administrator

# REGIONAL DIRECTORS
# 2014-15

| **DON NESBITT** | **JOE YOCHUM** | **MANDY WHITE** |
|:---:|:---:|:---:|
| REGION I - NORTH | REGION II - CENTRAL | REGION III - SOUTH |

| **Elementary Schools** | **Elementary Schools** | **Elementary Schools** |
|:---:|:---:|:---:|
| Andrus Elem | Chaparral Elem | Christine Donnell Elem |
| Eagle Elem | Chief Joseph Elem | Desert Sage Elem |
| Eagle Hills Elem | Discovery Elem | Lake Hazel Elem |
| Frontier Elem | Hunter Elem | Mary McPherson Elem |
| Joplin Elem | Linder Elem | Pepper Ridge Elem |
| Gateway Elem | Meridian Elem | Silver Sage Elem |
| Pioneer Elem | Ponderosa Elem | Spalding Elem |
| Seven Oaks Elem | Prospect Elem | Ustick Elem |
| Star Elem | River Valley Elem | Siena Elem |
| Summerwind Elem | Peregrine Elem | |
| Galileo K-8 | Paramount Elem | |
| | Willow Creek Elem | |

| **Middle Schools** | **Middle Schools** | **Middle Schools** |
|:---:|:---:|:---:|
| Eagle Middle | Meridian Middle | Crossroads Middle |
| Lowell Scott Middle | Heritage Middle | Lake Hazel Middle |
| | Pathways Middle | Lewis & Clark Middle |
| | Sawtooth Middle | |

| **High School** | **High School** | **High School** |
|:---:|:---:|:---:|
| Centennial High | Central Academy | Meridian Academy |
| Eagle High | Meridian High | Mountain View High |
| Eagle Academy | Rocky Mountain High | Renaissance High |
| Idaho Fine Arts Academy | | |

# CONSULTANTS & ADVISORS

## LEGAL COUNSEL

FOLEY & FREEMAN, CHARTERED
P.O. BOX 816
77 IDAHO STREET
HERITAGE BLDG., SUITE 300
MERIDIAN, ID 83642
(208) 888-9111

ELAINE EBERHARTER-MAKI
LAW OFFICES
818 LA CASSIA DRIVE
BOISE, ID 83705-1501
(208) 336-8858

ANDERSON, JULIAN & HULL LLP
AMY G. WHITE
P.O. BOX 7426
BOISE, ID 83707-7426
(208)344-5510

## FINANCIAL ADVISOR

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101 S CAPITOL BLVD.
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## BOND COUNSEL

HAWLEY TROXELL ENNIS & HAWLEY
877 MAIN STREET, STE 1000
P.O. BOX 1617
BOISE, ID 83701-1617
(208) 344-6000

## INDEPENDENT AUDITORS

EIDE BAILLY
877 WEST MAIN STREET, STE 800
BOISE, ID 83702-5858
(208) 344-7150

## DEPOSITORY BANK

WELLS FARGO BANK, N.A.
877 W MAIN ST
BOISE, ID 83702
(208) 389-4020

## INSURANCE CONSULTANT

MORETON & COMPANY
12639 WEST EXPLORER DRIVE
SUITE 200
BOISE, ID 83713
(208) 321-9300

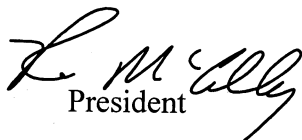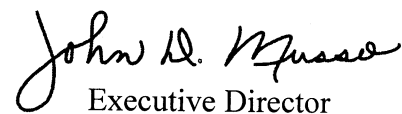# Association of School Business Officials International

**MERITORIOUS ASBO BUDGET AWARD MBA**

This Meritorious Budget Award is presented to

# Joint School District No. 2

for excellence in the preparation and issuance
of its school system budget
for the Fiscal Year 2013-2014.
The budget is judged to conform
to the principles and standards of the
ASBO International Meritorious Budget Awards Program.

President

Executive Director

**GFOA**

GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished Budget Presentation Award*

PRESENTED TO

**Meridian Joint School District #2**

**Idaho**

For the Fiscal Year Beginning

**July 1, 2013**

Executive Director

# EXECUTIVE SUMMARY

June 24, 2014

The Board of Trustees
Jt. School District No. 2
Meridian, Idaho 83642

Dear Members of the Board:

During the 2013-2014 school year, the district experienced growth in student enrollment, of 466 new students enrolling at the start of the school year. While this growth is larger than the total size of most Idaho districts, it continued the recent trend of modest growth for Joint School District 2, and reflected the continued economic slow-down in our region.

Based upon the best estimates available, the projected increase in student enrollment for the 2014-2015 school year is 650, and this projection forms the basis of the General Fund budget presented herein.

As a result of the poor economy and significantly reduced state apportionment to public schools, the district has faced several challenging budget years.  While cuts made in the district budget as a result of state reductions remained in place through 2013-14, this proposed budget reflects the 2014 legislature's effort to begin restoration of operational funding and some of the budget line items.   It should be noted, however, that while the district has been able to begin to reduce the differential between the district's employment of certificated staff and the number of these staff members to which the district is entitled, certificated staffing remains below the state allocation for 2014-15.  The district has not been able to reduce the differential for administrative staffing.  While student growth will fund some additional staff positions in 2014-15 year, the disparity between state allocations and actual hiring will continue until state funding is restored and/or additional funds become available.

I am pleased to report that the economy, seems to have turned the corner.  State tax revenues are up, and property values have risen almost to pre-recession levels.  This will make it possible for the district to go to voters with a fall school bond levy and still reduce the levy rate.

## Coming in 14-15

Joint School District No. 2 opened its 50th school last fall when Willow Creek Elementary opened for K-2 students.  The school will expand to include grade 3 and special education classes this fall.

This building, funded through the Plant Facilities levy, is being constructed in phases.  This approach which maximizes the district's resources and provides facility expansion without increasing the tax burden will expand to a full K-5 elementary school in the fall of 2015.  It will provide much needed relief for the heavily crowded western side of the district.

Phase II of the Meridian High School remodel was also be completed during last year. This phase which was a total remodel of one wing of the school was also funded by the Plant

Facilities levy.  Phase III began this summer, and includes the next wing of the school and construction of a classroom building that will provide needed "swing space" and ultimately expand the capacity of MHS.  The MHS project is currently moving through the district's "phased" approach; however, plans to complete it more quickly will be realized if the bond levy is successful.

Maintenance projects, paving, painting, carpeting and roofing projects began this summer, and will be completed by fall.  This needed upgrade of district facilities continues to keep our buildings up-to-date and to contribute significantly to the economics and employment of the Valley.

Idaho Fine Arts Academy (IFFA) will be the district's 51st school and will open this fall for students in grades 6 -12 who seek an emphasis in the performing arts.  This secondary school of choice has been a district goal for many years, but due to the start-up costs related to such a school, it has not been feasible until now.  The district acquired this facility, formerly FRESCO, a private school, on a lease-purchase agreement.  The former owners generously donated the first year's lease and all of the equipment/furnishings to the district which made this long time goal a reality.  The initial year's enrollment will be 200 students, 100 of whom will be new to the district.

## **Academics:**

The best and most important news is that, thanks to the dedication and hard work of our staff, student achievement remains strong. While academic achievement is detailed later in this document, here are a few highlights.

The cohort of students entering kindergarten in the fall of 2009 scored a 73% proficiency rating on the readiness Idaho Reading Inventory (IRI).  80% of these students scored a proficient or higher rating as third graders in spring 2014.  On the Measures of Academic Progress (MAP), our students continue to score above the national norm mean in all grade levels in reading and math, and a significantly higher percentage of our students are meeting or exceeding their individual growth targets than that of the national norm group.  Some of our buildings are attaining levels of growth that are unprecedented, as you will see from the detailed data.

I am thrilled to report that our high school students earned 14,482 concurrent (college) credits, compared to 12,598 earned in 2012-13.  They sat for 1,216 Advanced Placement (AP) exams, with a 67% passing rate and earned approximately 2,454 AP credits.   Additionally, 516 IB credits were earned.  In total, Joint School District No. 2 students earned 17,452 academic advanced credits during the 2013-14 school year, a total unsurpassed in Idaho.   Further, the second cohort of (20) students completed all requirements and received their Associate's (AA) degrees from Idaho State University simultaneously with their high school diplomas.  This highly successful pilot project (Renaissance High School) is now being replicated and made available as an option to students throughout the district.

It should be noted that a significant number of juniors and seniors earned advanced credits through the Professional –Technical programs in which they are registered; however, the state's system for accounting for these is undergoing revision, and an accounting of the totals is not available.

## It's About Choice

In order to have a comprehensive school system that meets the needs of all students, we believe it is imperative for the district to offer a wide variety of learning opportunities for young people and their families.  In short, we need to offer school choice.

Joint School District No. 2 has a long tradition of offering school choice.  Since the 90s, we have offered choices to students who are at risk of quitting school and abandoning their education, and we have three high schools for at-risk students: Meridian Academy, Eagle Academy, and Central Academy.  Additionally, the district offers two Middle Schools for at-risk students; Crossroads Middle School and Pathways Middle School.

Last fall, choice for the families in the Central Region of the district was further expanded with the opening of the Barbara Morgan STEM Academy.  This school, housed in the former Linder Elementary building, has created a "buzz" in the community and the enrollment has been expanded from under 300 an estimated enrollment of 460 this fall.

Rebound School of Opportunity – which uses an online model of instruction to meet the needs of students who have dropped out of school, is continuing to expand. Students at Rebound are flourishing as they earn the credits needed for graduation.  The district held two graduation ceremonies for Rebound students during the 2013-14 school year, evidence of the success of this unique program.  The District is working with the State Department of Labor to expand Rebound opportunities to older students through expansion via an evening program.

Calendar options were also among the early options for school choice in the district. The district continues to offer families a choice of calendars at the elementary level by offering the modified school calendar at Chaparral, Pioneer, Seven Oaks, and Spalding Elementary Schools.

During the coming school year, the district will expand its Virtual Schoolhouse offerings to include online instruction for students in grades K-8.  This partnership with K-12, Inc. will be targeted to home school families who wish to utilize a sound curriculum aligned to that of the school district.

## Professional-Technical Education:

 District students have a wide variety of choices in the area of professional-technical education, including The Daryl Dennis Professional Technical School, a partnership school with the Boise School District that allows high school students to pursue interests in welding, auto body repair, electronics and a number of other professional technical fields.  Another partnership with the Boise School District is the Information Technology Center that allows high school students to pursue interests in such topics as computer support essentials, network operating systems, computer networking basics, and fundamentals of web design.

Professional Technical choices are also available through two high schools chartered by the district. In 1999 the district chartered and opened the Meridian Technical Charter High School, a school for students with an interest in computer sciences, and in 2003 the district opened the Meridian Medical Arts Charter School, a school for students pursuing a career in health sciences.

The Meridian Professional-Technical Center Magnet at Meridian High School was started with four courses of study:  animal science, botany, welding/fabrication & mechanical and automotive

technology. This program has now expanded into the Ada Professional-Technical Center which is offered in two locations.

- Ada Professional-Technical Magnet Courses (DSC site): the following courses are offered to students from all district high schools:
    o Architecture and Construction with courses in Masonry I, Residential Construction I, and Home Technology Integration I are available to students in grades 10 – 12
    o Pre-Engineering, Law, Public Safety and Security, Fire Protection, Certified Nursing Assistants (CNA), Pharmacy Tech
    o Culinary Arts: Advanced opportunities in the culinary arts are offered for students in the Boise and Meridian districts who have completed pre-requisites in their home high schools.
- Ada Professional-Technical Center (Meridian High School site):
    o Collision Repair; Auto Tech

An expanded curriculum in Computer Science is being offered this fall at Meridian and Centennial High Schools.  In 2014-15, the program will be expanded to include advanced training at what will become the third location for the Ada-Professional Technical Center (at Centennial High School).

**Curriculum-Based Magnet Schools**

The district also offers a wide variety of <u>choices</u> for instruction which is grounded in varying curricular areas.  Among these are:

<u>The Arts</u>:  In the fall of 2004, the district broke new ground with the opening of the Christine Donnell School of the Arts, the first elementary magnet school in the State of Idaho.  With an art-based curriculum, Donnell School of the Arts is a school of choice that now has expanded to serve students in grades K through 5th grade living in the Meridian School District south of I-84.  With tremendous parental support, the district next converted Pioneer Elementary into the second art-based magnet school, which serves students in the Centennial High area, and Eagle Elementary School of the Arts, which serves students in the northern quadrant of the district.  Chief Joseph Elementary has been converted from a neighborhood school into the district's fourth arts-based instruction school and is opening as such this fall.  In addition, Lowell Scott Middle School offers an art-based magnet track, *Primera,* and high school arts offerings have expanded so that the students can continue to pursue their art interests through grade 12.  As noted previously, the district will open the Idaho Fine Arts Academy (IFAA) as a 6 – 12 school this fall.

<u>Science, Technology, Engineering and Mathematics (STEM) Education</u>:  In the Fall of 2007, the district took another huge step in offering parents and students more educational choices with the opening of Galileo STEM Academy near the intersection of Linder and Floating Feather Roads in Eagle.  Galileo serves grades K-8, and offers a pre-engineering curriculum starting in kindergarten.  Students feed directly into the pre-engineering program at Rocky Mountain High School.

STEM magnet offerings have been expanded and now include:
- Grades K – 5: Summerwind STEM Academy (K-5); Spalding STEM Academy (modified calendar) (K-5); Barbara Morgan STEM Academy (K-5)
- Grades 6 – 8: Lewis and Clark Middle School; Heritage Middle School

- High School:  STEM offerings have been expanded at all high schools

Other Magnet Schools:

Literacy Magnet: Paramount Elementary - one class per grade level with a curricular emphasis in literacy.

Gifted/Talented Education:  While most of the district's gifted/talented students are served in their neighborhood school with support from one of the G/T Centers, programs for the highly gifted have been offered through self-contained classrooms at Andrus Elementary, and modified self-contained offerings at Lowell Scott Middle School.  These offerings are being expanded in the fall of 2014 to sites at Discovery Elementary and Heritage Middle School.

Gateway School of Languages and Culture (formerly McMillan Elementary):  offers an emphasis in world cultures and Mandarin Chinese language for all students K-5; the half-day immersion program in Chinese will be expanded to K-5 students in 2014-15.

Renaissance Magnet High School (9-12): Renaissance offers instructional pathways in science/medical studies, international studies and world cultures, and law/leadership.  Renaissance is a now fully recognized International Baccalaureate (IB) high school.  As noted previously, in the spring of 2013, the first cohort of students completed their Associates degrees while completing their high school diplomas.  Strong partnerships with Idaho State University and the College of Western Idaho formed the foundation of this program.

**There's More to Choice than Meets the Eye**

The Ada Professional-Technical Center and Renaissance Magnet High School–are examples of the district's efforts to increase capacity at the high school level without the necessity of additional bonding.  By purchasing the abandoned warehouse infrastructure that was the Jabil Manufacturing plant and converting it into high school space, the district's high school capacity increased by more than 1,000 seats.  In addition, professional-technical education space was also significantly expanded -- both at a cost significantly less than the price of building a new high school.  School Plant Facilities Fund dollars were used for the purchase and re-model of the building.  It should be noted that this building also houses the District Service Center, district training facility, and Idaho State University-Meridian.  The College of Western Idaho also uses the facility.

Not only do these magnet programs offer choice to the families in the district, their creation has also allowed us to move students into under-enrolled schools and maximize the use of all district facilities.  This has been a low cost approach to deal with growth outside of the traditional "bonding" option.  Of course, our creative attempts to increase school capacity won't last forever, and at some point we will need to ask our community to support another school bond to keep up with growth.  In the meantime, we will continue to think out of the box to find creative ways to increase our total school capacity, and to offer students and families new and exciting educational opportunities in the district.   The increase in enrollment at the new Barbara Morgan Elementary (from under 300 to 460) is one example of this. Increased enrollments at Christine Donnell School of the Arts and Pioneer School of the Arts which expanded by more than 200 students each, are additional examples.

## Driven by Strategic Plan

As superintendent, it is my goal to continue to expand the educational opportunities and choices for our students so that we will truly achieve our mission of "**Preparing Today's Students for Tomorrow's Challenges."** The budget I am submitting to you represents the District's financial plan for accomplishing the goals and annual work plan as outlined in the district's Strategic Plan which you have approved; This budget reflects the district's portion of the 2014 legislative appropriation for public schools and the 2014 voter approved Supplemental Levy which continued to fund the return of nine (9) instructional days to the school calendar. The budget consists of all of the District's Governmental Funds, which includes the General Fund, Special Revenue Funds, the Debt Service Fund, and the Capital Projects Funds. These funds are briefly described in the Organizational Section of this budget document and are described in more detail in the Financial Section.

## Strategic Planning

Joint School District No. 2 enjoys a statewide, regional, and national reputation for educational excellence. Our outstanding teaching staff and support personnel are key to this success, and our community, which consistently demonstrates its commitment to our students and our schools, also deserves much of the credit. Schools thrive and students succeed because the people that live here care about education. Yet no matter how good our schools have been or are now, they will need to be even better in the future. The rapidly changing economy, and the increasing demands on our students to have the skills necessary to be successful as they enter the workplace, requires the district to continuously improve the education it delivers to meet the needs of a changing world.

Strategic planning is an integral part of the District's ongoing efforts to make sure its schools are constantly improving, becoming more efficient, better meeting the needs of our students, and producing measurable results. All district goals meet one of the two objectives: Design, implement, and support efficient and effective instructional systems that ensure students attain the essential knowledge and skills required for college and career readiness; Develop, execute, and evaluate dynamic, efficient and safe operational systems that maximize student learning.

The vision, belief statements, and strategic goals were recently revised. An annual work plan is developed and implemented to accomplish specific tasks within each of the goal areas for each year of the plan. Results of the work plan are shared with the Board of Trustees and are key components of the superintendent's annual evaluation.

Our Strategic Plan is included in more detail on page 39.

## Budget Presentation for Approval

It is my recommendation that the Board approve both the proposed budget for the 2014-2015 fiscal year and amended budget for the 2013-2014 fiscal year.
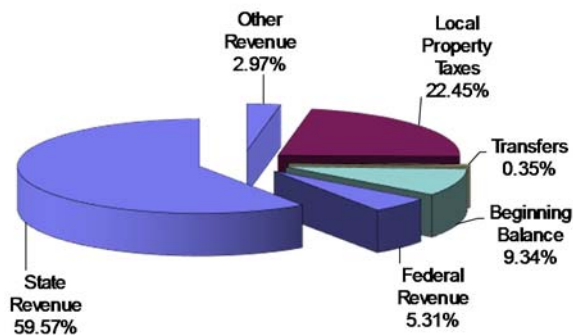
## All Funds 2014-2015 Budget Summary

A summary comparing the 2014-2015 proposed budget with the 2013-2014 amended budget for all Governmental Funds appears below.  Following the summary are pie charts separated by object.  Also listed below for information purposes are additional summaries; the first depicts all Governmental Funds expenditures and fund transfers out; the second depicts ending fund balance.
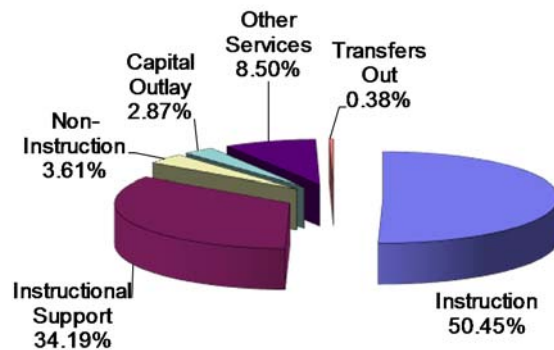
**SUMMARY**
**ALL GOVERNMENTAL FUNDS**
**JOINT SCHOOL DISTRICT NO. 2**

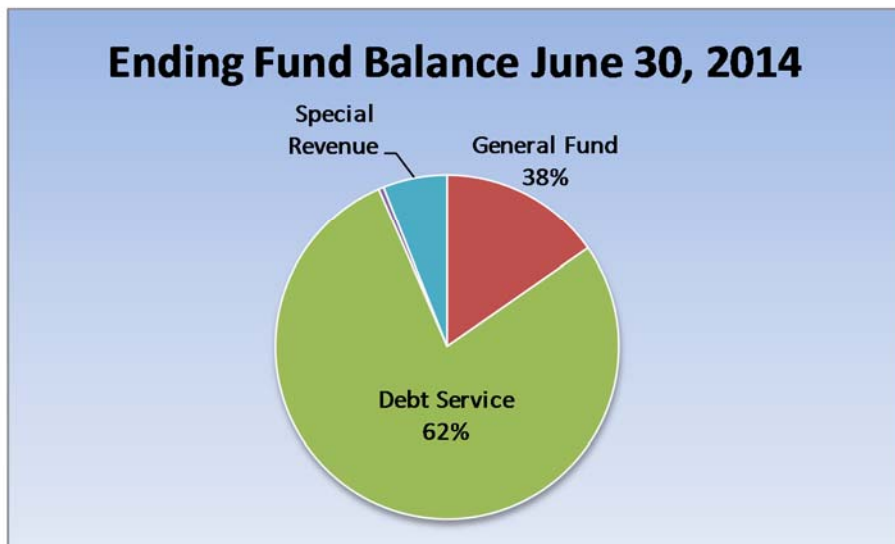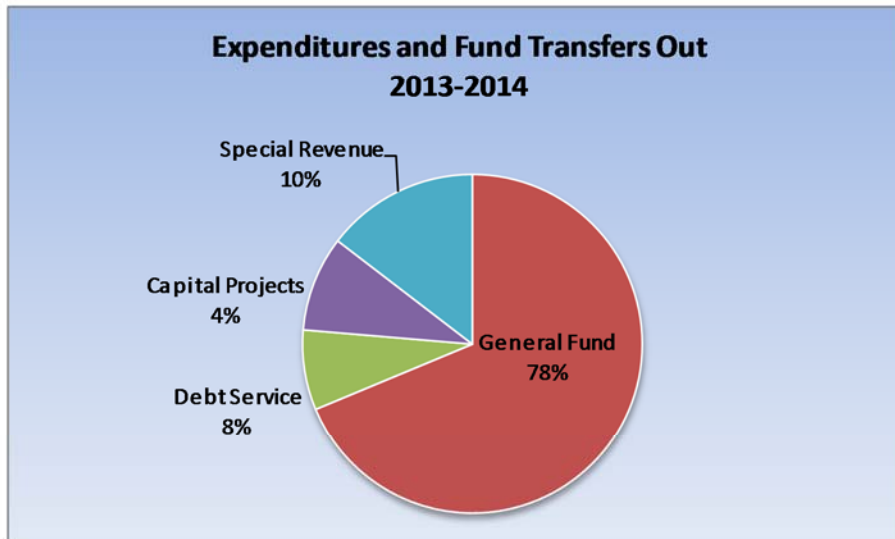| | ADOPTED BUDGET 2013-2014 | AMENDED BUDGET 2013-2014 | PROPOSED BUDGET 2014-2015 | Change Amount Amended to Proposed | Change Percent Amended to Proposed |
|---|---|---|---|---|---|
| Revenue | 246,834,268 | 243,188,069 | 259,393,414 | 16,205,345 | 6.66% |
| Transfers | 1,420,731 | 1,438,731 | 1,004,830 | (433,901) | -30.16% |
| Beginning Balance | 26,656,829 | 34,094,775 | 25,778,289 | (8,316,486) | -24.39% |
| Total | 274,911,828 | 278,721,575 | 286,176,533 | 7,454,958 | 2.67% |
| | | | | | |
| Expenditures | 249,597,352 | 256,692,038 | 261,854,025 | 5,161,987 | 2.01% |
| Transfers Out | 1,420,731 | 1,438,731 | 1,004,830 | (433,901) | -30.16% |
| Unappropriated Balance | 23,893,745 | 20,590,806 | 23,317,678 | 2,726,872 | 13.24% |
| Total | 274,911,828 | 278,721,575 | 286,176,533 | 7,454,958 | 2.67% |
| | Salary & Benefit 2013-2014 | Salary & Benefit 2013-2014 | Salary & Benefit 2014-2015 | Change Amount Amended to Proposed | Change Percent Amended to Proposed |
| | 182,650,971 | 183,338,682 | 189,833,423 | 6,494,741 | 3.54% |

### All Funds Revenue 2014-2015

### All Funds Expenditures 2014-2015

Other Revenue 2.97%
Local Property Taxes 22.45%
Transfers 0.35%
Beginning Balance 9.34%
Federal Revenue 5.31%
State Revenue 59.57%

Capital Outlay 2.87%
Other Services 8.50%
Transfers Out 0.38%
Non-Instruction 3.61%
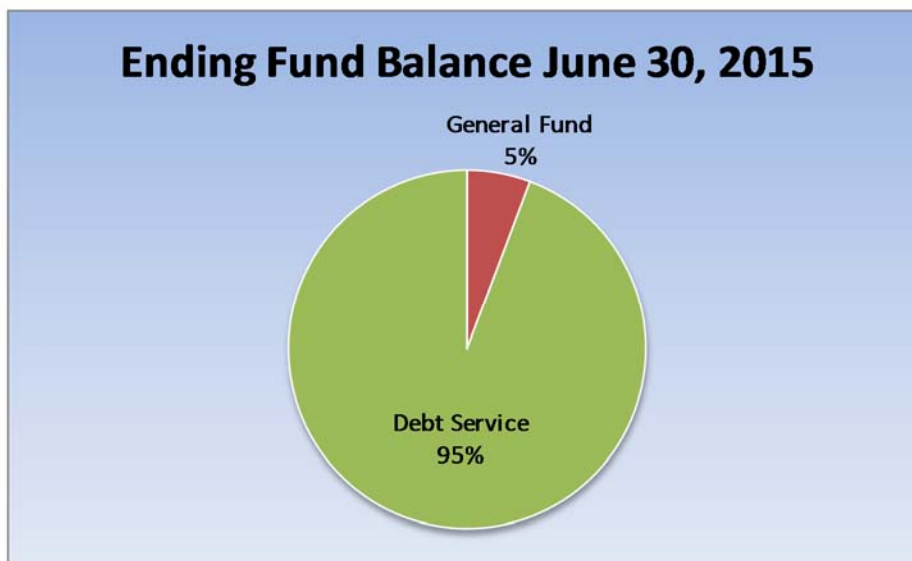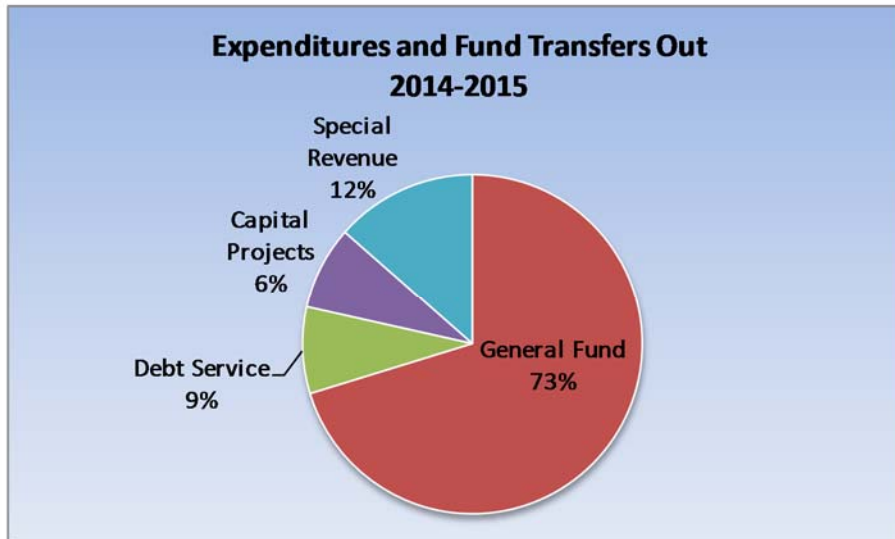Instructional Support 34.19%
Instruction 50.45%

# SUMMARY OF ALL FUNDS
## 2013-2014 AMENDED BUDGET

| Fund | Beginning Fund Balance July 1, 2013 | Revenues and Fund Transfers In | Expenditures and Fund Transfers Out | Ending Fund Balance June 30, 2014 |
|---|---|---|---|---|
| General Fund | 8,877,931 | 171,652,894 | 177,377,183 | 3,153,643 |
| Debt Service | 15,651,822 | 20,127,899 | 19,685,353 | 16,094,368 |
| Capital Projects | 3,545,899 | 19,979,759 | 23,427,091 | 98,566 |
| Special Revenue | 7,890,546 | 30,994,826 | 37,641,143 | 1,244,229 |
| | | | | |
| Totals | 35,966,198 | 242,755,378 | 258,130,770 | 20,590,806 |

**Expenditures and Fund Transfers Out**
**2013-2014**

Special Revenue 10%
Capital Projects 4%
Debt Service 8%
General Fund 78%

**Ending Fund Balance June 30, 2014**

Special Revenue
General Fund 38%
Debt Service 62%

# SUMMARY OF ALL FUNDS
## 2014-2015 PROPOSED BUDGET

| Fund | Beginning Fund Balance July 1, 2014 | Revenues and Fund Transfers In | Expenditures and Fund Transfers Out | Ending Fund Balance June 30, 2015 |
|---|---|---|---|---|
| General Fund | 6,653,642 | 179,352,491 | 184,671,421 | 1,334,712 |
| Debt Service | 16,117,318 | 27,530,000 | 21,664,353 | 21,982,965 |
| Capital Projects | - | 21,000,000 | 21,000,000 | - |
| Special Revenue | 3,970,329 | 31,552,753 | 35,523,081 | |
| | | | | |
| Totals | 26,741,289 | 259,435,244 | 262,858,855 | 23,317,677 |



**Expenditures and Fund Transfers Out 2014-2015**

Special Revenue 12%
Capital Projects 6%
Debt Service 9%
General Fund 73%



**Ending Fund Balance June 30, 2015**
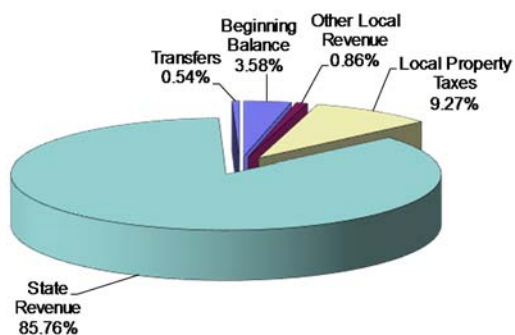
General Fund 5%
Debt Service 95%

## General Fund 2014-2015 Budget Summary

A summary comparing the 2014-2015 proposed budget with the 2013-2014 amended budget for the General Fund appears below.  Also included for information purposes is the 2013-2014 adopted budget.

| | ADOPTED BUDGET 2013-2014 | AMENDED BUDGET 2013-2014 | PROPOSED BUDGET 2014-2015 | Change Amount Amended to Proposed | Change Percent Amended to Proposed |
|---|---|---|---|---|---|
| Revenue | 169,433,081 | 170,214,163 | 178,347,661 | 8,133,498 | 4.78% |
| Transfers | 1,420,731 | 1,438,731 | 1,004,830 | (433,901) | -30.16% |
| Beginning Balance | 7,864,249 | 8,877,931 | 6,653,642 | (2,224,289) | -25.05% |
| Total | 178,718,061 | 180,530,825 | 186,006,133 | 5,475,308 | 3.03% |
| | | | | | |
| Expenditures | 177,050,499 | 177,377,183 | 184,671,421 | 7,294,238 | 4.11% |
| Transfers Out | - | - | - | - | 0.00% |
| Unappropriated Balance | 1,667,562 | 3,153,643 | 1,334,712 | (1,818,931) | -57.68% |
| Total | 178,718,061 | 180,530,826 | 186,006,133 | 5,475,307 | 3.03% |
| | Salary & Benefit 2013-2014 | Salary & Benefit 2013-2014 | Salary & Benefit 2014-2015 | Change Amount Amended to Proposed | Change Percent Amended to Proposed |
| | 161,024,017 | 160,970,245 | 167,310,724 | 6,340,479 | 3.94% |

The pie charts below depict the General Fund's projected sources of revenue and projected objects of expenditure.

### General Fund Revenue 2014-2015



### General Fund Expenditures 2014-2015
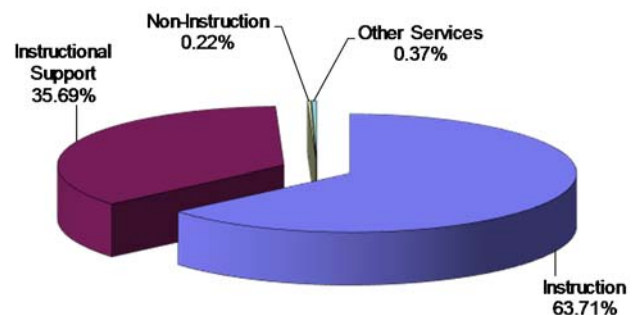
# General Fund Revenue

| Object | Description | 13-14 Budget | 14-15 Proposed | Difference |
|--------|-------------|-------------:|---------------:|-----------:|
| 405000 | Beginning Fund Balance | 8,877,931 | 6,653,642 | (2,224,289) |
| 411200 | Taxes - Supplemental | 14,000,000 | 14,000,000 | - |
| 411300 | Taxes - Emergency | 2,583,098 | 2,583,098 | - |
| 411400 | Taxes - Tort | 635,000 | 650,000 | 15,000 |
| 411900 | Taxes - Other | 2,000 | 3,000 | 1,000 |
| 413000 | Penalty: Delinquent Taxes | 62,076 | 47,076 | (15,000) |
| 414100 | Tuition-VHS | 150 | 150 | - |
| 414100 | Tuition - HS Summer | 30,000 | 30,000 | - |
| 414100 | Tuition - MS Summer | 11,000 | 11,000 | - |
| 415000 | Earnings on Investments | 100,000 | 48,850 | (51,150) |
| 419100 | Rental Income | 425,000 | 425,000 | - |
| 419300 | Transportation Revenue | 150,000 | 150,000 | - |
| 419900 | Other Local Revenue | 335,000 | 885,000 | 550,000 |
| 431100 | State Support Discretionary | 34,327,894 | 38,971,578 | 4,643,684 |
| 431100 | State Support Certified | 71,110,211 | 72,586,365 | 1,476,154 |
| 431100 | State Support Classified | 12,453,446 | 12,728,363 | 274,917 |
| 431100 | State Support Admin | 7,696,469 | 7,972,419 | 275,950 |
| 431100 | State Support Safe School | 522,760 | 528,998 | 6,238 |
| 431100 | State Support Math & Sci | 300,000 | 350,000 | 50,000 |
| 431200 | Transportation Support | 7,790,000 | 7,820,440 | 30,440 |
| 431600 | Tuition Equivalency Allow | 350,000 | 350,000 | - |
| 431800 | Benefit Apportionment | 17,312,046 | 17,696,572 | 384,526 |
| 431900 | Content & Curriculum | | 491,739 | 491,739 |
| 439100 | Replacement Tax | 18,013 | 18,013 | - |
| 460000 | Transfers In | 1,438,731 | 1,004,830 | (433,901) |
| | **Total Revenues** | **180,530,825** | **186,006,133** | **5,475,308** |

## Significant Changes in the General Fund Budget

Revenue
- The total estimated state funding increase is $7.095 million
  - Based on a projected increase of 650 students for fall 2014
  - Discretionary revenue is up $2,401.15 per support unit
  - Total attendance average is close to 95.8%
  - 1% increase to the base salary plus steps and lanes for administration, certified, or classified
  - Certified minimum increased to 31,750 from 31,000
- Estimated fund balance carry over from 2013-14 budget: $6.65 million (includes savings of $3.5M)
- Emergency levy is projected to be the same as 2013-14
- Supplemental levy passed March 2014:  $14 million (expires after 2015-16)

Other State Funding Sources for 2014-2015
- $765,750 State Professional Development Fund
- $1,946,656 State Leadership Fund
- $238,050 School Net Support
- $226,250 Safe & Drug Free
- $211,600 Technology Staffing
- $491,739 Content & Curriculum
- $1,018,603 Classroom Technology

Expense
- Estimated changes in General Fund expenditures
  - $1,989,430    Add 33 FTE – Certified
  - $266,866    Add 2.5 FTE – Administration
  - $132,842    Add 3.5 FTE – Classified
  - $1,303,386    Increase 1% to base for all staff
  - $1,985,132    Step for all Staff
  - $45,000    Career Enhancement (1step for all staff-1 yr)
  - $25,000    Increase for SRO
  - $860,078    Health Insurance Premium Increase (4%)
  - $52,878    Utility Increase
  - $367,304    Eliminated Early Retirement Incentive
  - $41,810    Decreased Short Term Disability 12%
  - $622,552    Benefits for 1% and Steps
  - $491,739    Content & Curriculum
    *Red indicates increases in expense*

## Enrollment Growth and General Fund Revenue

The following graph shows the District's general fund major revenue sources (state support and property taxes) beginning with 2008-2009 through the budget year of 2014-2015. Also on the graph is the District's enrollment for the same period.



**Meridian School District**
**General Fund Revenue**
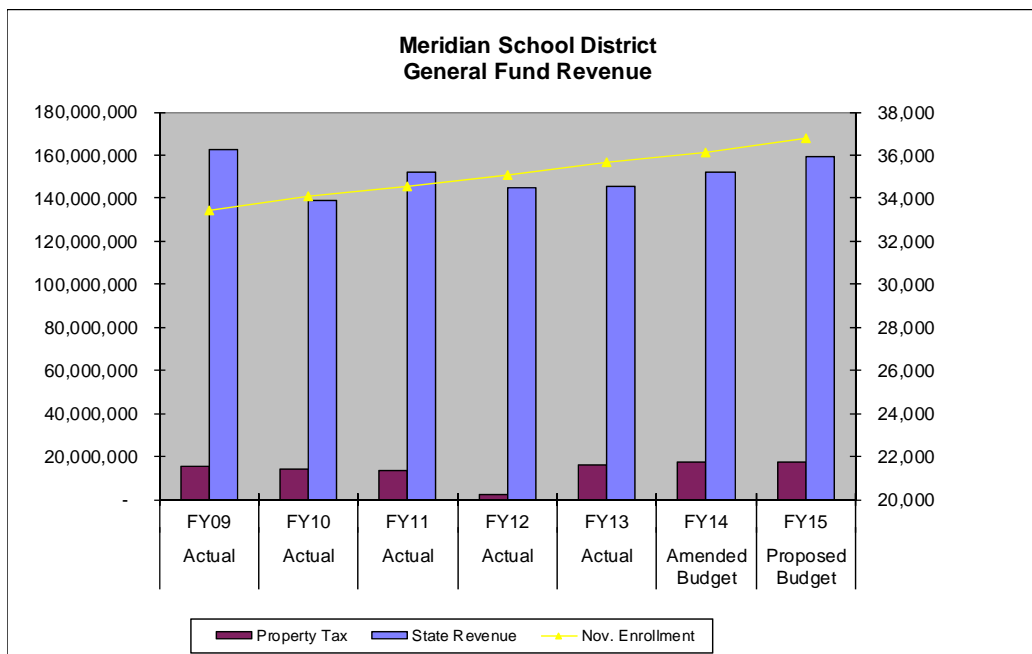
|  | Actual FY09 | Actual FY10 | Actual FY11 | Actual FY12 | Actual FY13 | Amended Budget FY14 | Proposed Budget FY15 |
|---|---|---|---|---|---|---|---|
| Property Tax | 15,221,707 | 13,839,509 | 13,229,713 | 2,198,105 | 16,238,084 | 17,220,098 | 17,236,098 |
| State Revenue | 162,430,015 | 138,689,806 | 151,850,551 | 144,736,912 | 145,744,193 | 151,880,839 | 159,514,487 |
| Nov. Enrollment | 33,449 | 34,120 | 34,581 | 35,086 | 35,645 | 36,111 | 36,761 |

We are a district that depends on student growth for additional dollars for both on-going operations and one-time expenditures. The district has projected a smaller student growth year, but did not have to make any budget cuts because of increased state support in funding.

**Idaho Schools Budget Compliance – Budget Timeline**

Budget hearing notice – Idaho Code 63-802A – Not later than April 30th of each year – notify the county clerk in writing of the date and location set for your budget hearing.

Set budget hearing and present and adopt budget – Idaho Code 33-801 – No later than 28 days prior to the annual meeting, hold a budget public hearing to present and adopt a budget for ensuing fiscal year.

Publish budget hearing notice – Idaho Code 33-402 – Budget hearing notice must be published 10 days prior to budget hearing. **Four Year Summary**

Submit signed copy of budget to SDE – Idaho Code 33-701(7) – 21 days after the budget is adopted submit a signed copy of the budget packet to SDE or no later than July 15th.

Online budget – Idaho Code 33-357B(vii) – The approved annual budget should be posted on the school district's website within 30 days after its approval.

Annual Meeting-July – Idaho Code 33-510 – Annual meeting shall be on the date of the districts regular July meeting.

**State General Fund Revenue**

The Public Education appropriation of State Revenues for the 2014-2015 school year was increased 3% from $1,302,212,000 to $1,341,331,800. The estimated distribution factor is $20,401; up $2,401.15 from $20,000 in FY14.

The State Public School budget for fiscal year 2015 includes an increase of the minimum teacher salary from $31,000 to $31,750. The budget included an increase of 1% for all staff and allows steps and lanes for all staff

The district's state foundation program revenue for next year is based on the following assumptions:

Enrollment growth: 650
Additional support units generated by the estimated enrollment growth: 24.8
Staff indexes: 1% increase and includes steps/lanes
District-wide percent of attendance: approx 95.8%; based on November 2013 actual

This enrollment estimate was derived by rolling up each grade into the next grade for 2014-2015. Then we estimated the number of kindergarten students coming next year based on the number of pre-registered students as a historical percent of the actual number enrolling in the fall. The district will add Idaho Fine Arts Academy (formerly Fresco Arts Academy) in the fall;

which previously housed 119 middle and high school students.  This will be the Districts only performing arts school.

We expect to receive about $7.095 million more in state revenue based on support units.  This projection is based on an enrollment growth of 650 students.

A five-year history of State School Support including the projections for the 2014-2015 budget year is included in the Informational Section of this budget document.

**Emergency Property Tax Levy**

Idaho Code 33-805 provides that school districts with increasing student enrollment *may* certify a school emergency fund levy.  In short, the dollar amount is based on the increase in average daily attendance – comparing the first few days of school from the current year with data from the same period the previous year – and the "per ADA" State Support Program Allowance from the previous year.  The proceeds of an emergency levy flow into the General Fund.  The levy rate is limited to .06% (.0006)

Joint School District No. 2 has certified an emergency levy for many years.  The District has been growing so consistently that we actually include an estimated emergency levy amount in our budget.  However, we are careful to point out to our public that it is basically one-time money.  The amount is dependent on increased ADA.  If we don't grow in student population or if it is decided to not certify this levy, this source of revenue goes away.  Following is a 5 year history of the District's emergency levy amounts.

Emergency Property Tax Levy History

| Budget Year | Amount |
|---|---|
| *2014-2015 est* | *2,583,098* |
| 2013-2014 | 2,583,098 |
| 2012-2013 | 1,760,130 |
| 2011-2012 | 1,204,324 |
| 2010-2011 | 2,414,923 |
| 2009-2010 | 3,293,400 |

The estimated emergency levy revenue for next year is based on the projected attendance for the 650 additional students for which we have planned.

**Supplemental Property Tax Levy**

On March 11, 2014, voters approved by 60.15% (a simple majority was needed) a Maintenance & Operations Supplemental Levy for $14 million each year for two years (FY2015 and FY2016).  The supplemental dollars will be used to pay for additional operating costs.

**General Fund Unappropriated Fund Balance**

Historically we have budgeted conservatively for both revenue and expenditures.  This year is no exception.  We understand the ramifications of planning to spend one-time money (fund balance) for on-going expenditures.

The following is a five-year history of the District's General Fund ending fund balance.  (Other financing sources/[uses] are not included.)

### Fund Balance

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|---|---|---|
| Fund Balance | 14,042,068 | 18,575,734 | 15,719,356 | 10,906,568 | 17,630,338 | 14,479,505 | 8,877,931 | 6,653,642 | 1,334,712 |
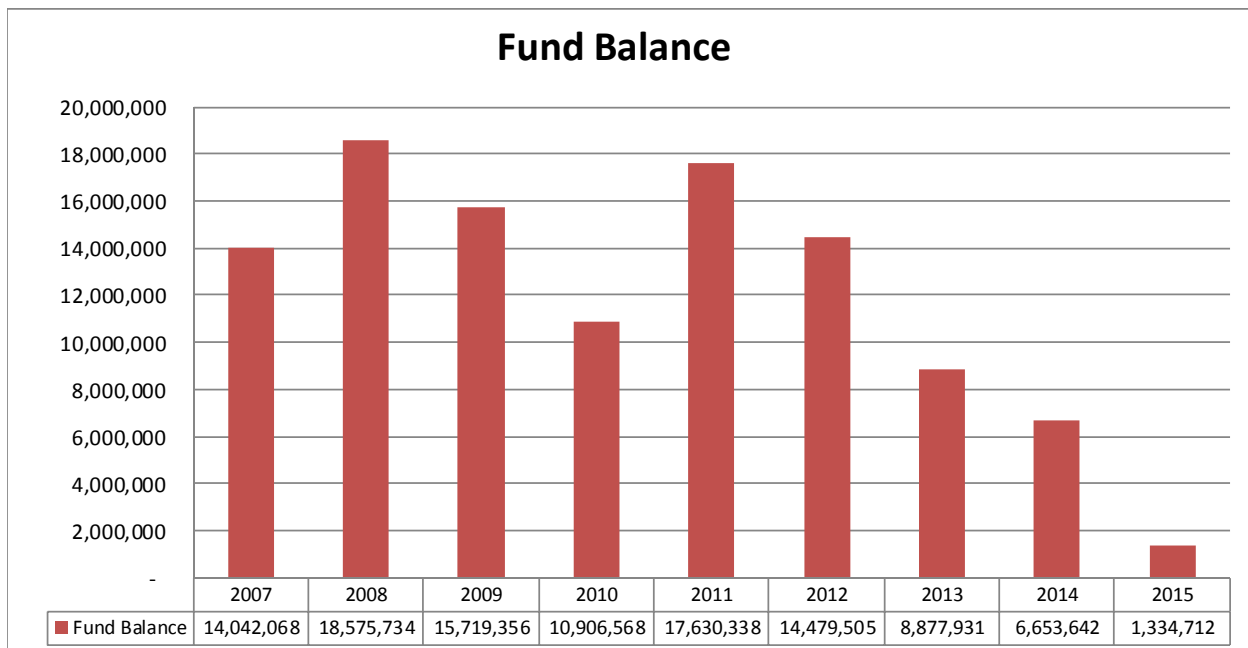
*\* 2014 &2015 are estimated fund balances*

It is estimated that the unappropriated General Fund fund balance will be $6,653,642 on 6/30/2014.  This is 3.7% of the estimated revenues which is less than the 9% target provided in District Policy 801.7.

We expect that there will be savings throughout the year within the budgeted expenditure categories.  The revenue projections are aligned with key estimates for increases.  We will continue to monitor closely the district's financial position and adjust spending throughout the year.

Ending Fund Balance Summary:
- The district's fund balance at its peak in 2008-2009 was $18.5 million.
- The district has been using the fund balance to balance the budget since 2009
- One time monies from the Federal Jobs Bill and the State Maintenance Money helped replenish the fund balance in 2011 and 2012
- The district has been using fund balance at an unsustainable rate
- The district may need to remain flat or even cut expenses in 2015-16 in order to balance the budget unless we have more growth unit funding from the State or budget savings.

**District Staffing**

Certificated Staff

The Idaho State Department of Education reporting date for actual staff information is September 30.  The following graph shows the relationship since 2009-2010 between the calculated funding certified staff allowance and the district's actual certified FTE.
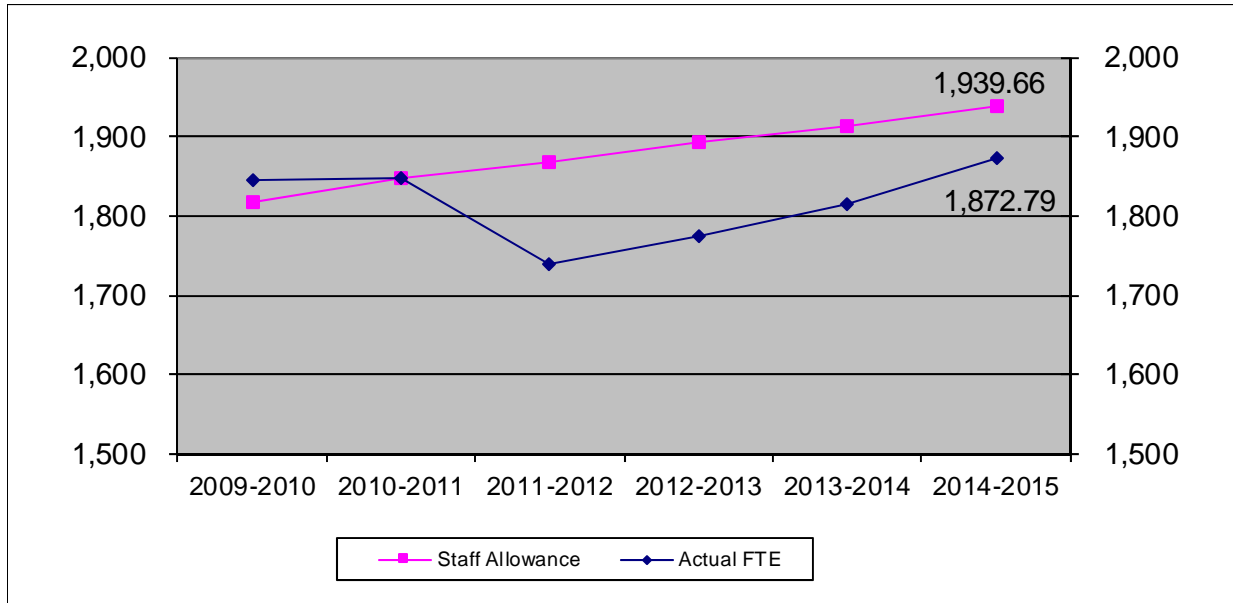


The district's certified staff is projected to grow by 33 FTE, which accounts for the number of certified personnel that is calculated from the increased projection of student growth.  Like last year the District will be under the state allocation for certified personnel.  Specifically, it is anticipated that the district will staff 1,872.79 of the 1,939.66 certified positions that will be generated by projected student attendance.  This action is necessary to balance the budget, and is still allowable, without penalty, due to legislation enacted in the 2011 Session.

Class size target numbers are the same as the 2013-14 budget year: 25 for kindergarten through second grade; 26 for third grade; 32 for fourth and fifth grade; 180 teacher loads for middle school (grades 6-8) and 192 teacher loads for high school; and 18 average daily teacher loads for Alternative School.

Administrative Staff

In recent years, the district has been at or below the calculated funding for administrative staff allowance.  Next year will be no exception, with estimated staffing at 113.4 of the 132 allowable administrative positions.  This action is necessary to balance the budget.

Historical information about District staff numbers, as well as General Fund staffing levels that are a part of next year's budget, are included in the Informational Section of this budget document.

# Elementary School Staff Allocation Formulas

| Category | Formula or Practice |
|---|---|
| 1. Principals | 1.0 FTE/school |
| 2. Intern Principals | Formula based on student population and targeted assistance. This varies from year to year. |
| 3. Classroom Teacher | Class Size Formulas: |
| Kindergarten – 2nd grade | 1.0 FTE teaching position 1:25 ratio |
| Grade 3 | 1.0 FTE teaching position 1:26 ratio |
| Grades 4-5 | 1.0 FTE teaching position 1:32 ratio |
| Combination grade classes | Lowest grade level ratio reduced by 2 students |

Note: These are maximum class size goals. Variances in enrollments in individual schools create staffing complexities. In some cases class sizes are greater than these goals. In other cases, class sizes are lower due to differentiated funding to targeted-assistance schools.

| | |
|---|---|
| General Music | Students (Grades 1-5) receive 60 minutes per week, Kindergarten receives 30 minutes per week. |
| Physical Education | Students in grades 1-5 receive 60 minutes of instruction per week, Kindergarten receives 30 minutes per week. |

PE/Music FTE Prep Slots

| FTE | Teaching Slots | |
|---|---|---|
| 1 | 48 | i.e.=2 days @ 10 slots & 3 days @ 9 slots |
| 0.9 | 43 | |
| 0.8 | 38 | |
| 0.7 | 34 | |
| 0.6 | 29 | |
| 0.5 | 24 | |
| 0.4 | 19 | |
| 0.3 | 14 | |
| 0.2 | 10 | |
| 0.1 | 5 | |

*If a specialist is traveling between buildings, please consider the distance to determine if a slot is necessary (i.e. ME to Peregrine=no slot; CDSA to EMS=1 slot)*

| | |
|---|---|
| 4. School Secretaries & Receptionists | Clerical FTE is allocated based on enrollment: Every school has a full-time secretary<br>Year round schools have a full-time receptionist<br>Receptionists may be added to traditional schools with higher populations: |

Traditional School Receptionist:

| Enrollment | | FTE |
|---|---|---|
| 550-699 | = | .50 |
| 700+ | = | 1.00 |

*Staffing formulas may change each year depending upon available resources*

## Enrollment Estimates

The estimated enrollment for fall 2014 is 36,761; about 1.8% over the District's fall 2013 enrollment of 36,111.

Historical District enrollment information and projected enrollment information are presented in more detail in the Informational Section of this budget document. The following graph shows 10 years of fall enrollment and percentage change including the projection for 2015-2016.

**FALL ENROLLMENT**

| Year | Enrollment | % Change |
|------|-----------|----------|
| 06-07 | 31,559 | 5.52% |
| 07-08 | 32,663 | 3.50% |
| 08-09 | 33,449 | 2.41% |
| 09-10 | 34,125 | 2.02% |
| 10-11 | 34,582 | 1.34% |
| 11-12 | 35,086 | 1.46% |
| 12-13 | 35,645 | 1.59% |
| 13-14 | 36,111 | 1.54% |
| 14-15* | 36,610 | 1.38% |
| 15-16* | 37,137 | 1.44% |
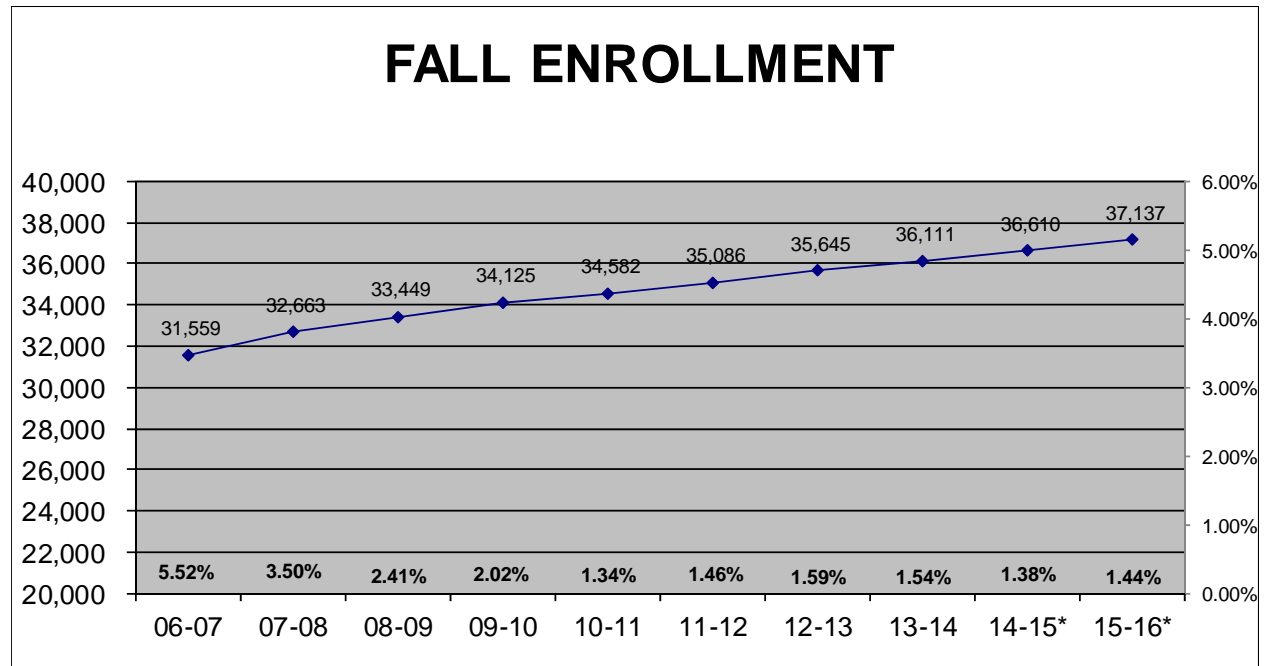
*\* Projected enrollment*

## Salaries and Benefits

Joint School District No. 2's certified staff salary schedule base for 2014-2015 is $28,588. The base salary (for salary based apportionment (SBA) calculation purposes) on the statewide instructional staff experience and education index is at *$23,354*.

For 2014-2015, legislation was passed that increases the $31,000 minimum instructional staff salary to $31,750. Also, the base salary on the statewide instructional staff experience and education increased 1% to $23,354. Our budgeted salary based apportionment next year includes an amount for each instructional staff FTE placed on the index based on the minimum of $31,750. The state will fund each index cell at no less than $31,750.

The base salary used to calculate salary based apportionment (SBA) for classified staff will increase 1% for 2014-2015 at $19,249. The base salary increased 1% for 2014-2015 on the statewide administrative staff experience and education index at $32,151.

The Idaho Public Employee Retirement System employer rate will remain the same at 11.32%.

**Operations**

It is a challenge to pay for the increased operating costs associated with adding school buildings.  However, we've been able to meet this challenge and successfully complete and operate voter-approved facilities to accommodate student growth.

We continue to look at all phases of our operation to find areas in which we can do things more efficiently and economically.

School Nutrition:

In order to comply with required Federal pricing, middle/high student lunch prices will increase 10¢ from $2.90 to $3.00 and elementary prices will increase .05¢ from $2.20 to $2.25 for 2014-2015.  Meal costs will be as follows:

| **Breakfast** | **Current  Price** |
|---|---|
| Elementary Student | $1.25 |
| Middle/High Student | $1.50 |
| Adult/Guest | $1.50 |

| **Lunch** | **Current  Price** |
|---|---|
| Elementary Student | $2.25 |
| Middle/High Student | $3.00 |
| Adult/Guest | $3.50 |

| | **Current  Price** |
|---|---|
| Kindergarten Milk | $  .10 |

Driver Education:

Driver Education student fees will remain the same at $190.

Insurance:

Property and liability insurance premiums will increase slightly to $635,873 for 2014-2015.

## Fund Structure

The budget is presented in detail in the Financial Section of this budget document.  The District uses fund accounting that is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain activities.  A fund is a separate accounting entity with a self-balancing set of accounts.  The District uses *governmental* funds for most of the District's general activities, including the collection and disbursement of earmarked monies (special revenue funds), the acquisition or construction of general fixed assets (capital project funds), and the servicing of general long-term debt (debt service fund).  The District uses *fiduciary* funds for assets held on behalf of outside parties or on behalf of other funds within the District.  Agency funds are used for assets that the District holds temporarily on behalf of others as their agent such as student body funds.  The District has one fiduciary fund, but because fiduciary funds do not require formal approval, it is not a part of this budget document.

## Budget Development

The District uses the budget expenditure and revenue categories adopted by the Idaho State Department of Education.  Revenues are classified by fund and source, and expenditures are classified by fund, function, program, and object.

The budget development process began in December for many staff.  The process timeline conforms with deadlines established by Idaho Law.  District administrators and supervisors identified, prioritized and estimated costs for the needs of the District with input from other staff.

Our current process was implemented five years ago in which administrators submitted their budget requests in both line-item form and summary (profile) form.  The profile pages list each program description, goals, major accomplishments and FTE as well as expenditures by object.

Once the preliminary budget was finalized, the notice of the public budget <u>hearing</u> on June 24<sup>th</sup> was published and posted according to Idaho law.

## District Name Change

At its June 24, 2014 meeting, the Board of Trustees approved a recommendation to change the common name of the Meridian School District to West Ada School District.
The recommendation was based on the changing communities served by the school district. Today, the district serves the residents who live in the cities of Boise, Eagle, Garden City, Kuna, Meridian, and Star. About half of the district's 36,000 students live in Meridian.
The Legal name of the district is <u>Joint School District No. 2</u>, over the years the district has more commonly been referred to as the Meridian School District in an effort to overcome the legal name's lack of description of the geography the district serves. Spanning approximately 380 square miles, West Ada School District goes from the top of the Horseshoe Bend Hill south into the desert to the I-84 off-ramp to Micron and further south to the Orchard interchange.
The conversion to the new name will take at least a year, and will mostly consist of changing the logo on items like stationary as it needs to be re-ordered, changing the district's web address and e-mail convention, and putting the new name and logo on the school district website.
The signage on the school district's main office will be done some time in the future when funds become available.

## District Population and Economic Growth

Joint School District No. 2, situated in Ada County and a small portion of Canyon County, is the largest school district in Idaho.  Student enrollment in the district has increased 50% over the last 10 years.  In the past ten years, the district has opened schools at a faster pace than any district in the history of the state of Idaho.  The Cities of Eagle and Meridian are among the fastest growing cities in the state, each with a population more than six times the level it was in 1990. More information about the population of Ada County, Canyon County, and the City of Meridian is included in the Informational Section of this budget document.

Long-term commercial activity within the district is expected to expand due to the upgrade of a regional highway interchange and an additional freeway off-ramp.  Future growth drivers include:
- Cost of living is 94.2% of the national average
- Median home values in 2011 were 81.1% of the national average
- The Cities of Meridian and Boise are consistently rated by Forbes, the Wall Street Journal, and Inc. as the best place to work and live

The Idaho Coalition for Innovation (CORE) is a 501C3 partnership with the City of Meridian and Idaho State University to capture the fast growing market of health care and research and help foster development in the City of Meridian.  The purpose of the CORE is to aggregate resources for the Health Care Industry that would like to develop in the Treasure Valley and, more specifically, Meridian.

The CORE has fostered a med-tech industry cluster and Idaho's first industry cluster, a three-mile corridor devoted to building Idaho's core competency in research, advanced education, healthcare, and technology.  *Source:  The CORE*

Scentsy Inc, a Meridian maker and marketer of wickless candles plans to add another 35 acres to its planned Meridian campus to accommodate a new 157,000 square foot office tower and 159,000 square foot distribution center.  The company currently has approximately 800 employees spread over three locations in Meridian.  *Source:  Idaho Department of Commerce*

Construction is well under way on The Village at Meridian – a $300 million luxury lifestyle development near Eagle Road and Fairview.  Upon Completion, with 500,000 square feet of space, the complex will include a 15-screen theater, restaurants, dancing fountains, and shopping for the entire family.  The property celebrated its grand opening in October 2013 with construction continuing through 2015.

Market values are increasing and showing signs of growth in the district.  According to the Ada County Assessor, the District expects to see market values increase approximately 16.6% in Tax Year 2014.

| Tax Year | Market Values | Percent Increase/Decrease |
|---|---|---|
| 2014-15* | 14,120,370,310 | 16.6% |
| 2013-14 | 12,105,961,121 | 13.3% |
| 2012-13 | 10,687,103,996 | 2.4% |
| 2011-12 | 10,433,901,008 | -7.1% |
| 2010-11 | 11,234,186,099 | -15.5% |

## Long Term Debt

It is important to note that the 2001 Idaho Legislature amended Idaho Code 33-1111, to include the private sale of bonds, with the appropriate notice, and electronic competitive bidding as another option for school districts. The change adds a marketing option for the sale of bonds. In today's marketplace, picking a date to hold an auction of bonds (acceptance of bids) can arbitrarily subject the district to market swings of 50 basis points or more. This form of "negotiated sale" was used for our Series 2002 Bonds and 2005 Bonds.

The 2002 Idaho Legislature created a Bond Levy Equalization Support Program. It created new sections of Idaho Code to provide a subsidy to school districts passing bond issues after September 15, 2002. The subsidy is based on a formula (value index) that provides greater subsidy to poorer districts and decreases as the fiscal abilities of school districts increase such that *all* districts would receive no less than ten percent (10%).

The law was amended in 2006 to provide that any school district with a value index greater than one and one half (1.5) will receive no subsidy. Those districts with a value index less than one and one half (1.5) will receive no less than ten percent (10%) of the annual bond interest and redemption payment for bonds passed on or after September 15, 2002.

The value index is calculated each year.

The determiners of fiscal ability are the adjusted market value per support unit (50%), the unemployment rate (25%) and the per capita income (25%). The subsidy is applied to the interest and redemption payment of school bonds. Our Series 2002 and 2005 Bonds qualify for this subsidy which was $480,229 during 2011-2012. The District's value index for 2011-2012 was .96720347.

Idaho Code 33-802A provides that school district boards of trustees shall certify a tax levy, for the purpose of paying maturing bond and interest payments, that is an amount that, together with the balance in the bond interest and redemption fund, will satisfy all maturing bond and bond interest payments for the ensuing twelve (12) months counted from July 1 of the current calendar year. Our District's principal and interest payments are due January, February, July and August. This law, then, allows us to have an amount sufficient to cover four debt service payment dates.

It is our intent to keep the levy rate the same, for our bond, school plant and supplemental levy property tax *combined*, next year and to allow the property tax revenue in these funds to grow only as much as the District's market value for assessment purposes changes. It is our expectation that we will be able to ask for support of additional schools in the future, without an increase in the property tax rate.

At year end (June 30, 2013) the District had $162,175,628 in general obligation bonds and other long-term debt outstanding. The general obligation bonds of the District are secured by an annual tax levy. The bonds were authorized by the patrons of the District by a two-thirds majority vote. The certificates of participation are paid through guaranteed utility savings. The amounts outstanding on the remaining bonds and certificates are:

| | | |
|---|---|---|
| Series 1998 - Refunding | $ | 10,660,000 |
| Series 2004 - Refunding | $ | 5,505,000 |
| Certificates of Participation | $ | 1,905,000 |
| Series 2005- Refunding | $ | 21,715,000 |
| Series 2005 | $ | 17,565,000 |
| Series 2010 - Refunding | $ | 25,880,000 |
| Series 2010 - Supplemental | $ | 395,628 |
| Series 2012 - Refunding | $ | 78,550,000 |

The District's refunded $80,330,000 of the 2005 bonds at a net present value savings of $6,741,214 of interest costs.

The District's debt policy appears in the Organizational Section of this budget document (Policy Code No. 807.50).

## Retirement Healthcare Plan - GASB Statement 45

In 2004, the Governmental Accounting Standards Board (GASB) issued Statement 45, "Accounting and Financial Reporting by Employers for Post-Employment Benefits Other Than Pensions," which requires public agencies to report their costs and obligations pertaining to health and other benefits of current and future retired employees much like they now report pension plan obligations.  These other post-employment benefits (OPEBs) — including such benefits as medical, dental, vision, hearing, life insurance, long-term care and long-term disability — must be recognized as a current cost during the working years of an employee.  Thus, each district and county office of education must identify and disclose OPEBs as an expense and, to the extent not pre-funded, a liability on its financial statements.

Annual OPEB Cost and Net OPEB Obligation. The District's annual other post-employment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45.  The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the estimated amount actually contributed to the plan, and changes in the District's net OPEB obligation to Joint School District No. 2's Post Retirement Healthcare Plan:

| | | |
|---|---|---|
| Annual Required Contribution | $ | 2,752,855 |
| Interest on Net OPEB Obligation | | 284,196 |
| Adjustment to Annual Required Contribution | | (272,665) |
| Annual OPEB Cost (expense) | $ | 2,764,386 |
| Estimated Contributions Made | | (876,385) |
| Increase in Net OPEB Obligation | $ | 1,888,001 |
| Net OPEB Obligation – Beginning of Year | | 8,237,551 |
| Net OPEB Obligation - End of Year | $ | 10,125,552 |

Three year trend disclosure information of the District's plan is as follows:.

| Fiscal Year Ending | Annual OPEB Expense (AOE) | Estimated Contribution as a Percentage of AOE | Net OPEB Obligation at End of Year |
|---|---|---|---|
| June 30, 2012 | $ 2,816,037 | 36% | $ 6,387,059 |
| June 30, 2013 | 2,987,497 | 38% | 8,237,551 |
| June 30, 2014 | 2,764,386 | 32% | 10,125,552 |

## Capital Projects

Meeting the educational needs of our children will not happen without the continued support of the patrons we serve.  By managing our facilities carefully, and by asking the voters to support bonds only for district facilities that are truly needed, we will continue to work with our community to build the district infrastructure that is part of what makes this a quality place to live.

A citizen committee recommends to the Board of Trustees the timing and content of each financing question (building construction and site acquisition) put before voters.  District staff and community members serve on the committee.  Needs of the District are considered as well as the estimated cost of the projects.

The School Board approved a bond levy proposal to build two middle schools, one elementary school, fund the remodel of Meridian High School and purchase a future high school and middle school site.  The proposal will go to voters on August 26, 2014 with a total cost of $104 million.  The proposal was presented by Lorraine Hand, one of the co-chairs of the bond committee.  Trustee Hand described the committee process, which included meetings throughout the year.  Parents and patrons on the committee studied current enrollment numbers and looked at enrollment trends as well as studied levy rates.  "This proposal will allow us to relieve overcrowding but only asks for what we need."  Because of the nearly 18% increase in the taxable value of property in the district, even with the passage of the bond, the levy rate next year is calculated to drop to $399 per $100,000 of taxable value.  The current rate is $438 per $100,000.  This rate includes property taxes paid for past bonds, and the district's plant facility and supplemental levies.  While the total rate will decrease, the bond portion of the total levy will increase by $2.41 if the levy is approved by a 66 2/3 majority of voters.

The proposal includes two middle schools ($60 million); one elementary school ($12 million); funds to accelerate the complete the remodel and expansion of Meridian High School ($24 million); and $8 million to purchase middle and high school sites that will be built on in the future.

The District's last bond election was held in September 2005.  On June 14, 2005, the Board of Trustees accepted the recommendation of the District's Bond Committee to proceed with a

|  | Cost | Completion Date |
|---|---|---|
| One High School | $38,600,000 | Fall 2008 |
| Three Elementaries | 29,600,000 | 2-Fall 2006;1-Fall 2007 |
| One Middle School | 18,500,000 | Fall 2007 |
| One K-8 School | 12,400,000 | Fall 2007 |
| Misc School Grounds Irrigation Upgrades | 1,335,900 | Summer '06-'07 |
| MHS Prof Tech Bldg | 7,300,000 | Fall 2007 |
| MHS Softball/Baseball Complex | 2,300,000 | Fall 2007 |
| Misc Kitchen Remodels | 1,000,000 | Summer '06-'07 |
| Purchase Portable Classrooms | 1,380,000 | During 2 or 3 year period |
| Start up New Alternative Middle School | 300,000 | Fall 2006 |
| Site Acquisition: (includes 6 Elem; 2 MS, 3 HS) | 27,109,100 | During 2 or 3 year period |
| Total Proposed: | $139,825,000 | |

The Ada Professional-Technical Center and Renaissance Magnet High School are examples of efforts to increase capacity at the high school level as economically as possible. By purchasing the abandoned warehouse infrastructure in 2006-2007 that was the Jabil Manufacturing plant and converting it into high school space, the district's high school capacity was increased by about 1,000 seats at a cost significantly less than the price of building a new high school. School Plant Facilities Fund dollars were used to build Renaissance High School. The site also houses the District Service Center and training facility.

Siena Elementary School opened in the Fall of 2008. This school offers modified self-contained gifted classrooms south of the freeway. Siena Elementary is a "bonus" school built with the investments and unused contingency funds from the last bond.

## School Plant Facilities Fund Levy

The budget process of the School Plant Facilities Fund (Fund 420) begins in late fall each year. The Supervisor of Operations solicits requests for projects and equipment from District principals, administrators, and directors. In addition, maintenance staff members submit proposals for district wide major repairs and maintenance. Projects and equipment are selected for completion by District administrators based on a process of prioritizing and are limited by the revenue projections for the Fund.

On May 15, 2007, the voters approved by 62.25% (60% was needed) a school plant facilities property tax levy for 10 years for up to $20 million annually. Since the last successful levy election in 1998, the levy amount had been capped at $7.5 million. The increase in tax revenue available for our facilities and equipment provides much needed resources as we add buildings and as our current buildings age and need more attention.

A complete list of the projects and equipment planned for 2014-2015 can be found in the Financial Section of this budget document.

## Capital Outlay 2014-15

- Equipment — 6%
- Technology — 27%
- Maintenance — 27%
- Major Construction/Remodel — 39%
- Relocatables — 1%
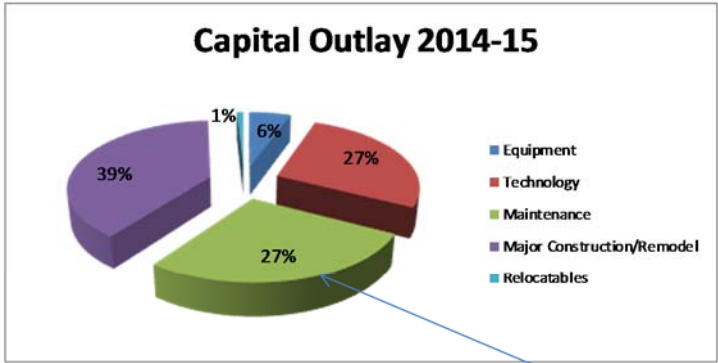
### Capital Outlay

| | |
|---|---:|
| Equipment | 1,170,691 |
| Technology | 5,669,000 |
| Maintenance | 5,780,309 |
| Major Construction/Remodel | 8,200,000 |
| Relocatables | 180,000 |
| **Total** | **21,000,000** |

### Maintenance

| | |
|---|---:|
| Roofing | 1,859,000 |
| Painting | 810,700 |
| Floors & Ceilings | 795,305 |
| Blacktop | 1,104,728 |
| Irrigation | 313,000 |
| Minor Building Improvements | 329,902 |
| District Maintenance | 567,674 |
| **Total** | **5,780,309** |

## Maintenance

- Roofing — 32%
- Painting — 14%
- Floors & Ceilings — 14%
- Blacktop — 19%
- Irrigation — 5%
- Minor Building Improvements — 6%
- District Maintenance — 10%
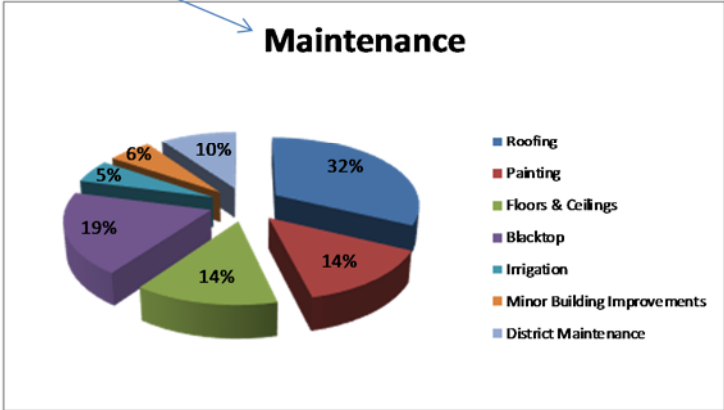
On June 8, 2010, the district ran a special election and received 88.7% approval from its voters, authorizing $4,000,000 of its Plant Facilities Levy for general operations.  This ability was created by the Idaho State Legislature in its 2010 session to provide districts with more funding flexibility at a time when the State was cutting funding.

In March 2011, following the expiration of the district's $10,000,000 supplemental levy, the district failed to pass a new supplemental levy for $18,500,000.  In March 2012, the district re-ran its supplemental M&O for $14,000,000 to replace the $10,000,000 supplemental levy and the $4,000,000 of the plant facilities funds that was converted to supplemental funds in 2010.

As in the past, it is our intent to keep the total levy rate consistent for our bond and school plant levies next year.  We have budgeted $20 million in property tax revenue in the school plant facilities fund for 2014-2015.

**THREE YEAR BUDGET FORECAST**
**GENERAL FUND**
**JOINT SCHOOL DISTRICT NO. 2**

| FUNCTION ACCOUNT | | PROPOSED BUDGET 2014-2015 | PROJECTED BUDGET 2015-2016 | PROJECTED BUDGET 2016-2017 | PROJECTED BUDGET 2017-2018 |
|---|---|---|---|---|---|
| | **REVENUES:** | | | | |
| 405 | Beginning Balance | $6,653,642 | $4,500,000 | 6,000,000 | 7,000,000 |
| 411-412 | Property Tax | 17,236,098 | 18,500,000 | 20,000,000 | 20,000,000 |
| 431-439 | State Revenue | 159,514,487 | 165,895,066 | 172,530,869 | 179,432,104 |
| 442-445 | Federal Revenue | | | | |
| 413-419;453 | Other Revenue | 1,597,076 | 1,500,000 | 1,500,000 | 1,500,000 |
| 460 | Transfers In (ind costs from special rev funds & reimbursements) | 1,004,830 | 1,000,000 | 1,000,000 | 1,000,000 |
| | Total Revenue + Tfrs In + Beg Bal | $186,006,133 | $191,395,066 | $201,030,869 | $208,932,104 |
| | **EXPENDITURES:** | | | | |
| 512-545 | Instruction | $117,661,555 | $118,838,171 | $124,780,079 | $129,771,282 |
| 611-691 | Instructional Support | 65,904,072 | 66,563,113 | 68,560,006 | $71,302,406 |
| 710-720 | Non-Instruction | 414,557 | 422,848 | 431,305 | $452,870 |
| 810 | Capital Outlay | | | | |
| 910 | Other Services | 691,238 | 705,063 | 719,164 | - |
| | Subtotal | 184,671,422 | 186,529,194 | 194,490,554 | 201,526,559 |
| 920 | Transfers Out (bus depreciation reimb. to school plant fund) | | | | |
| | Total Expenditures + Transfers | 184,671,422 | 186,529,194 | 194,490,554 | 201,526,559 |
| 950 | Contingency Reserves | | | | |
| 999 | Fund Balances | 1,334,712 | 4,865,872 | 6,540,315 | 7,405,545 |
| | Total Expense + Contingency + Fund Balance | $186,006,134 | $191,395,066 | $201,030,869 | $208,932,104 |

Projection Assumptions:
**Revenue:**
State support program distribution factor increase : 4% in 2015-2016, 4% in 2016-2017, 4% in 2017-2018
Enrollment and support units (based on attendance) increase: 750 enrollment

**THREE YEAR BUDGET FORECAST**
**BOND INTEREST & REDEMPTION FUND**
**JOINT SCHOOL DISTRICT NO. 2**

| FUNCTION ACCOUNT | | PROPOSED BUDGET 2014-2015 | PROJECTED BUDGET 2015-2016 | PROJECTED BUDGET 2016-2017 | PROJECTED BUDGET 2017-2018 |
|---|---|---|---|---|---|
| | **REVENUES:** | | | | |
| 405 | Beginning Balance | $16,117,318 | $15,000,000 | $15,530,000 | $15,560,000 |
| 411-412 | Property Tax | 27,000,000 | 23,000,000 | 23,000,000 | 23,000,000 |
| 431-439 | State Revenue | 450,000 | 450,000 | 450,000 | 450,000 |
| 442-445 | Federal Revenue | | | | |
| 413-419;453 | Other Revenue | 80,000 | 80,000 | 80,000 | 80,000 |
| 460 | Transfers In | | | | |
| | Total Revenue + Tfrs In + Beg Bal | $43,647,318 | $38,530,000 | $39,060,000 | $39,090,000 |
| | **EXPENDITURES:** | | | | |
| 512-545 | Instruction | | | | |
| 611-691 | Instructional Support | | | | |
| 710-720 | Non-Instruction | | | | |
| 810 | Capital Outlay | | | | |
| 910 | Other Services | 21,664,353 | 23,000,000 | 23,500,000 | 23,500,000 |
| | Subtotal | 21,664,353 | 23,000,000 | 23,500,000 | 23,500,000 |
| 920 | Transfers Out | | | | |
| | Total Expenditures + Transfers | 21,664,353 | 23,000,000 | 23,500,000 | 23,500,000 |
| 950 | Contingency Reserves | | | | |
| 999 | Fund Balances | 21,982,965 | 15,530,000 | 15,560,000 | 15,590,000 |
| | Total Exp + Tfrs Out + Contgcy + FB | $43,647,318 | $38,530,000 | $39,060,000 | $39,090,000 |

Projection Assumptions:
No added bond debt

**Revenue:**
Market value increase: 10% in 2015-2016, 7% in 2016-2017, 5% in 2017-2018

**Expenditures:**
Expenditures to pay towards past bond issues

**THREE YEAR BUDGET FORECAST**
**SCHOOL PLANT FACILITIES FUND**
**JOINT SCHOOL DISTRICT NO. 2**

| FUNCTION ACCOUNT | | PROPOSED BUDGET 2014-2015 | PROJECTED BUDGET 2015-2016 | PROJECTED BUDGET 2016-2017 | PROJECTED BUDGET 2017-2018 |
|---|---|---|---|---|---|
| | **REVENUES:** | | | | |
| 405 | Beginning Balance | | $0 | $0 | $0 |
| 411-412 | Property Tax | 20,000,000 | 20,000,000 | 20,000,000 | 20,000,000 |
| 431-439 | State Revenue (lottery) | 1,000,000 | 2,000,000 | 2,000,000 | 2,000,000 |
| 442-445 | Federal Revenue | | | | |
| 413-419;453 | Other Revenue | | 20,000 | 20,000 | 50,000 |
| 460 | Transfers In | | | | |
| | Total Revenue + Tfrs In + Beg Bal | $21,000,000 | $22,020,000 | $22,020,000 | $22,050,000 |
| | **EXPENDITURES:** | | | | |
| 512-545 | Instruction | $679,987 | $350,000 | $400,000 | $400,000 |
| 611-691 | Instructional Support | 12,785,013 | 11,670,000 | 12,000,000 | 12,740,000 |
| 710-720 | Non-Instruction | | | | |
| 810-811 | Capital Outlay | 7,535,000 | 10,000,000 | 9,620,000 | 8,910,000 |
| 910 | Other Services | | | | |
| | Subtotal | 21,000,000 | 22,020,000 | 22,020,000 | 22,050,000 |
| 920 | Transfers Out | | | | |
| | Total Expenditures + Transfers | 21,000,000 | 22,020,000 | 22,020,000 | 22,050,000 |
| 950 | Contingency Reserves | | | | |
| 999 | Fund Balances | | | | |
| | Total Exp + Tfrs Out + Contgcy + FB | $21,000,000 | $22,020,000 | $22,020,000 | $22,050,000 |

Projection Assumptions:
**Revenue:**
Market value increase: 10% in 2015-2016, 7% in 2016-2017, 5% in 2017-2018

**Expenditures:**
Used for Projects and General Maintenance Needs

**Joint School District No. 2 Performance Measures – Using Data for Decision Making**

**Idaho Standards Achievement Test (ISAT)**

The federal *Elementary and Secondary Education Act* (ESEA) requires states to measure the progress of students toward meeting academic standards in reading, math, language, and science. To comply with the federal requirement, the Idaho State Board of Education implemented the ISAT to measure and report students' proficiency status in relation to the Idaho Achievement Standards. In 2011, the Idaho Legislature gave final approval for the adoption of the Common Core Standards as our new standards for mathematics and English language arts. They are now referred to as the Idaho Core Standards in mathematics and English language arts. It is still up to each local school district to adopt curriculum to meet these standards.

As Idaho transitions to the Common Core standards, the state also must develop a new assessment aligned with these higher standards. While the previous ISAT was a stagnant, multiple-choice-only test, the new Smarter Balanced Assessment (SBAC) will use different types of questions to measure a student's true ability in each subject area. Administered online, the new assessment will adapt to each student's ability, providing parents and teachers with more accurate and meaningful information about what students are learning. In the spring of 2014, Idaho students participated in the SBAC field test. The field test is essentially a "dress rehearsal," or an opportunity for all Idaho schools to test the test. A field test also provides the opportunity to test the validity and reliability of the new test questions. Idaho chose to conduct a Field Test in all Idaho schools this year, rather than double-testing students on the new Smarter Balanced Assessment as well as the ISAT. Because SBAC was a field test, no scores were provided at the individual, school, or district levels. There will be no accountability reports for the 2013-2014 school year.

**Measures of Academic Progress (MAP)**
**Northwest Evaluation Association (NWEA)**

The District's primary objective is to increase achievement for all students. The NWEA Measures of Academic Progress provide educators with the information they need to improve teaching and student achievement. These assessments are unique in that they adapt to each student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to instructional planning and school improvement.

The scale used on the MAP tests is called a RIT (Rasch Unit) scale. The RIT scale functions much like a ruler does in measuring physical height. The scale has the same meaning regardless of grade level. RIT scores are tied directly to the curriculum rather than based on the performance of specific groups of students. Since the test information is anchored in the curriculum, it is possible to track student progress accurately from year to year; to change the tests to keep pace with the curriculum; and to maintain consistent norms.

RIT scores range from approximately 150 to 260 in reading and somewhat higher in mathematics. Students typically start at a RIT score of about 170 – 190 in third grade and progress to the 230 – 260 range by high school.

The median RIT scores for each grade and content are included in this report. Average scores for the MAP user group provide a context against which to evaluate the average growth demonstrated by Jt. School District No. 2 students.

The power of achievement level testing, in part, is its accuracy in measuring student achievement and student growth across time. The RIT score of a student tells us the instructional level at which the student is performing. In addition, the level test reports provide growth goals for individual students.

**Jt. School District No. 2 MAP**
**5-Year History of Fall Scores – Median RIT scores**
**Grades 3 - 8**

3rd Grade Median RIT Scores

|  | READING | | MATHEMATICS | |
|---|---|---|---|---|
| Grade | 3rd | NWEA Norm Group | 3rd | NWEA Norm Group |
| Fall 2012 | 195 | 190 | 193 | 192 |
| Fall 2011 | 194 | 190 | 193 | 192 |
| Fall 2010 | 194 | 192 | 195 | 192 |
| Fall 2009 | 197 | 192 | 196 | 192 |
| Fall 2008 | 197 | 192 | 196 | 192 |

4th Grade Median RIT Scores

|  | READING | | MATHEMATICS | |
|---|---|---|---|---|
| *Grade* | *4th* | *NWEA Norm Group* | *4th* | *NWEA Norm Group* |
| Fall 2012 | 206 | 200 | 207 | 204 |
| Fall 2011 | 205 | 200 | 206 | 204 |
| Fall 2010 | 205 | 200 | 207 | 203 |
| Fall 2009 | 207 | 200 | 208 | 203 |
| Fall 2008 | 205 | 200 | 208 | 203 |

5<sup>th</sup> Grade Median RIT Scores

5th Grade Median RIT Scores

| Grade | READING | | MATHEMATICS | |
|---|---|---|---|---|
| Grade | 5th | NWEA Norm Group | 5th | NWEA Norm Group |
| Fall 2012 | 212 | 207 | 216 | 213 |
| Fall 2011 | 212 | 207 | 215 | 213 |
| Fall 2010 | 212 | 208 | 215 | 212 |
| Fall 2009 | 213 | 208 | 216 | 212 |
| Fall 2008 | 211 | 208 | 215 | 212 |

6<sup>th</sup> Grade Median RIT Scores

| Grade | READING | | MATHEMATICS | |
|---|---|---|---|---|
| Grade | 6th | NWEA Norm Group | 6th | NWEA Norm Group |
| Fall 2012 | 217 | 212 | 221 | 220 |
| Fall 2011 | 217 | 212 | 221 | 220 |
| Fall 2010 | 217 | 213 | 222 | 219 |
| Fall 2009 | 218 | 213 | 223 | 219 |
| Fall 2008 | 217 | 213 | 223 | 219 |

7<sup>th</sup> Grade Median RIT Scores

| Grade | READING | | MATHEMATICS | |
|---|---|---|---|---|
| | 7th | NWEA Norm Group | 7th | NWEA Norm Group |
| Fall 2012 | 222 | 216 | 228 | 226 |
| Fall 2011 | 222 | 216 | 227 | 226 |
| Fall 2010 | 222 | 217 | 228 | 225 |
| Fall 2009 | 222 | 217 | 229 | 225 |
| Fall 2008 | 223 | 217 | 230 | 225 |

8<sup>th</sup> Grade Median RIT Scores

| Grade | READING | | MATHEMATICS | |
|---|---|---|---|---|
| | 8th | NWEA Norm Group | 8th | NWEA Norm Group |
| Fall 2012 | 226 | 219 | 234 | 230 |
| Fall 2011 | 225 | 219 | 234 | 230 |
| Fall 2010 | 226 | 226 | 235 | 230 |
| Fall 2009 | 227 | 220 | 236 | 230 |
| Fall 2008 | 226 | 220 | 236 | 230 |

## Other Performance Measures

The District's expenditures per pupil continue to be among the lowest in the state, and nation. However, as I mentioned earlier in this summary, our district continues with a reputation for excellence and our students succeed because our community sees education as a top priority.

Data for the charts below is provided by the Idaho State Department of Education. The following chart shows a seven-year history of expenditures per pupil.

**EXPENDITURES PER PUPIL**

| Year | General Fund | All Funds |
|------|-------------|-----------|
| 2013-14 *est | ~5,050 | ~7,800 |
| 2012-13 *est | ~5,000 | ~7,750 |
| 2011-12 | ~4,950 | ~6,350 |
| 2010-11 | ~5,350 | ~6,750 |
| 2009-10 | ~5,700 | ~8,500 |
| 2008-09 | ~5,900 | ~8,300 |
| 2007-08 | ~5,950 | ~9,250 |
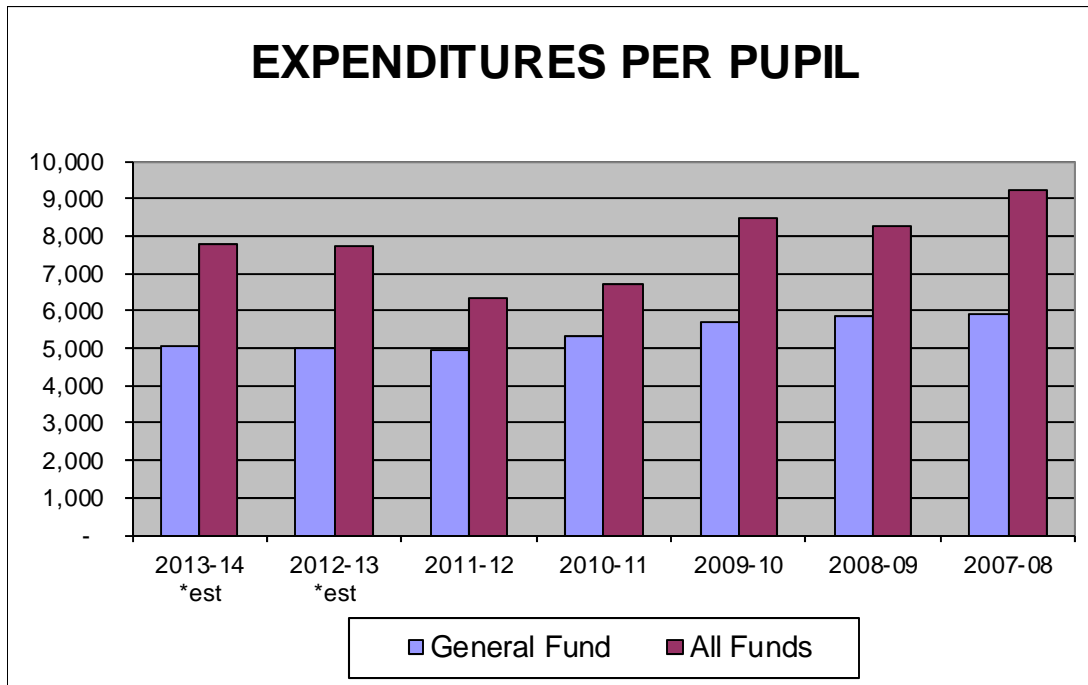
## Budget Publication and Awards

Each year, as we prepare our budget publication, the goal is to include information that will provide readers with the *essence* of Joint School District No. 2. Our budget document tells our story in narrative, pictorial, and numeric terms.

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award, for the eleventh consecutive year, to Joint School District No. 2 for its annual budget for the fiscal year beginning July 1, 2013. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we will submit it to GFOA to determine its eligibility for another award.

The annual budget for the fiscal year beginning July 1, 2013, also received, for the thirteenth consecutive year, the Association of School Business Officials International (ASBO) Meritorious Budget Award. In order to receive this award, a school district must publish a budget document that meets program criteria similar to the GFOA award.

This award is valid for a period of one year only.  We believe our current budget continues to conform to ASBO program requirements, and we will submit it to ASBO to determine its eligibility for another award.

This budget document is available on the District's web site at www.westada.org.

While the coming school year is filled with many challenges, I am confident that this will be a year filled with many successes as we continue our commitment to excellence in education, and retain our clear focus on "preparing today's students for tomorrow's challenges."

Sincerely,

Dr. Linda Clark
Superintendent

## Joint School District No. 2
## *Strategic Plan – 3-year Strategy*

**Mission:**
Prepare Today's Students to Meet Tomorrow's Challenges

**Beliefs:**
- Children are our community's most valuable asset.
- A relevant, meaningful, rigorous curriculum should guide instruction to ensure all students show measurable progress and reach their optimum potential.
- Students, parents, teachers, and the community are partners in the education process.
- Education should reinforce work ethics and character development.
- Everyone in the school community deserves dignity and respect, and should be valued as an individual.
- Education is an on-going process that requires continuous evaluation and responsible change.
- Schools should provide a climate that is safe, clean, and inviting.

**Vision:**
- We see a school district in which all students receive a quality education – emphasizing skills, knowledge and character development that enable them to reach their potential and become contributing members of society.  Our schools will produce responsible, productive students capable of adapting to a changing, diverse world.
- We see a school district in which all employees continue to improve their skills, knowledge and procedures to meet the needs of all learners.  We will provide an environment that dignifies the individual, focuses on rigorous and relevant instruction, and encourages continuous improvement. We will work as a team to establish a safe, clean, inviting atmosphere within facilities that are conducive to quality education.
- We see a community of well-informed citizens who support educational excellence and work in partnership with the school community to achieve quality educational results for all students.

**Strategic Objectives:**
1. Design, implement, and support efficient and effective instructional systems that ensure students attain the essential knowledge and skills required for college and career readiness.

2. Develop, execute, and evaluate dynamic, efficient, and safe operational systems that maximize student learning.

The new strategic plan is being finalized and will be presented to the board of trustees for approval in October 2014.

<u>**Strategic Objective #1**</u>
Design, implement, and support efficient and effective instructional systems that ensure students attain the essential knowledge and skills required for college and career readiness.

**<u>Goals, Strategies & Performance Indicators – Assessment & Accountability</u>**

<u>Goal #1</u>
A Comprehensive Assessment and Accountability System will be developed to:
- monitor, measure, and communicate student learning;
- inform and support excellence in instructional practice and decision-making;
- provide data for reflection on and analysis of classroom, school, and district programs and operations;
- support the development, approval, and implementation of school improvement plans for the continuous improvement cycle.

<u>Strategy 1.1</u>
Create a comprehensive assessment system that meets multiple purposes and provides specific, accurate, and timely information about student learning.

> <u>Action 1.1.1</u>
> Facilitate the design, selection, and administration of high quality assessments that provide: 1) measures of academic growth over time, 2) accurate evidence of student learning, 3) screening, progress monitoring, and diagnostic tools for Response to Intervention (RtI) 4) information to guide, monitor and adjust instruction
>
> > <u>Performance Indicators or Metrics</u>
> > - Administer NWEA Measures of Academic Progress (MAP) and Primary MAP to measure academic growth in grades K - 8.
> > - Determine and/or develop assessments that measure district curriculum to be used for universal screening.
> > - Determine and/or develop assessments that measure student progress or response to intervention for mathematics and reading.
> > - Determine and/or develop assessments that diagnose student learning gaps.
> > - Develop and distribute an assessment matrix for easy understanding and use of assessment types.

The NWEA MAP was administered fall and spring in grades K – 10. MAP was also administered as part of the Alternate Graduation options. District outcomes assessments for mathematics in grades 1 – 7 were developed and administered. The Assessment Matrix (fall and spring) was developed and disseminated to all teachers.

> <u>Action 1.1.2</u>
> Align assessments with common core standards, district curriculum, and report card performance standards.  Examine assessments to ensure content coverage, cognitive complexity, fairness, lack of bias, and validity.
>
> > <u>Performance Indicators or Metrics:</u>
> > - Compare assessment blueprints to state content standards, district curricula and report card performance standards. Make adjustments to assessments where non-alignment is identified.

Alignment is an on-going process. In the 2011-2012 school year, World Civilization, World Geography, and Speech were rewritten to more closely align with curriculum/standards. In the 2012-2013 school year, History 10, World Geography, Physics, and Biology will be rewritten.

Action 1.1.3
Establish a process to monitor usefulness and quality of assessment data

Performance Indicators or Metrics:
- o Annually survey administrators and educators on usefulness of assessment data for 1) measuring student growth, 2) screening, progress monitoring, and diagnosis, and 3) guiding, monitoring and adjusting instruction. Use survey results to make adjustments.

Based on feedback from administrators, educators, and curriculum coordinators, the fall and spring assessments will be reconsidered.

Action 1.1.4
Ensure appropriate participation of special education students and English Language Learners in the assessment process through the development of a Guide to Assessing Special Populations.

Performance Indicators or Metrics:
- o Research and write a Guide to Assessing Special Populations.
- o Distribute access information for the Guide to Assessing Special Populations to all district educators.

The assessment department developed an accommodation document this year. The department collaborated with the Special Ed. and EL departments to ensure alignment to state and federal guidelines and requirements. This document will be disseminated to educators next year.

Action 1.1.5
Communicate student achievement data to stakeholders—educators, administrators, parents, and community.

Performance Indicator or Metric:
- o Continue development, import, and maintenance of assessment data in EXCEED.
- o Inform parents/guardians of assessment results through individual student achievement reports. (On-going)

Achievement data was imported and maintained in EXCEED.

Action 1.1.6
Expand the standards-based system for monitoring and reporting student learning.

Performance Indicators or Metric
- o Complete the elementary standards-based report card for all elementary content areas.

      o   Establish the electronic system in PowerSchool Gradebook for standards-based grading and printing of the elementary report card.

The elementary standards-based English Language Arts and Social Studies report card was developed. In the spring of 2012, training for all elementary teachers was provided using sub cadres. This completes the elementary standard-based report card.

### Action 1.1.7
Build educators' capacity and competency in the creation and use of classroom assessment to measure and improve student learning.

#### Performance Indicators or Metric
      o   Develop a training module on the creation of formative assessments

NWEA has developed formative/interim assessment professional development modules called Keep Learning on Track (KLT). The PD structure is centered around Teacher Leaders working with small groups of educators facilitating professional dialogue about student learning and assessment practice. In March, Dylan William provided a ½ day in-service on key formative assessment strategies. Next year, sixteen schools will participate in the training.

### Strategy 1.2
Establish a data warehouse and student achievement management system for efficient and effective access to information for decision-making.

### Action 1.2.1
Build and implement the intervention and achievement framework in the EXCEED student achievement management system.

#### Performance Indicator or Metric:
      o   Establish a framework of research-based interventions for mathematics, reading, and Written Language. The framework will include guidelines for intervention time, intensity, frequency, and indicators of fidelity and efficacy.

The implementation of EXCEED RTI continued to be a challenge. However, the development of the English Language (EL) process/forms has been completed and will be implemented in the 2012-2013 school year.

### Action 1.2.2
Continue data warehouse development. Design and build an interface for data query and access.

#### Performance Indicators or Metric
      o   Establish data warehouse access portal

Work continues on the development of the data warehouse. The use of Microsoft Sharepoint will be explored as a solution to the data access portal/interface.

### Strategy 1.3
Build capacity and competency in the use of data to influence, change and monitor student achievement, instruction, interventions, and school improvement plans.

<u>Action 1.3.1</u>
Provide ongoing training and coaching support – including protocols – for data analysis.

    <u>Performance Indicators or Metric</u>
- Develop and disseminate training modules on interpretation and use of assessment data. Training modules to include data analysis guidelines and protocols.

<u>Action 1.3.2</u>
Support administrators in the continuous school improvement process including the development of school improvement plans.

    <u>Performance Indicators or Metric</u>
- Develop a WISE (Ways to Improve School Effectiveness) training module and support materials.
- Provide training for administrators in the use of data for school improvement planning including goal writing and evaluation metric

WISE tool training was provided to administrators that were required to submit improvement plans. PowerPoint presentations and support materials were developed. Work sessions were provided at the DSC to allow support and time away from their buildings to write plans.

<u>Goals, Strategies & Performance Indicators – Curriculum</u>

<u>Goal #1</u>
Students will be taught using a rigorous curriculum that prepares them for college/career readiness and is supported by challenging, motivational, and relevant instruction.

<u>Strategy 1.1</u>
Align district curriculum documents to meet current State Standards, including Common Core, and ensure instructional alignment between what is written, taught, tested, and reported.

    <u>Action 1.1.1</u>
Develop curriculum documents that support transition to revised State Standards and Common Core Standards.

    <u>Performance Indicators or Metric</u>
- 2011-2012 - Develop the middle school Common Core math sequence and curricular documents.
- 2011-2012 - Develop common and outcome assessments Math grades 6-8, aligned to those documents.
- 2011-2012 - Develop and deliver training and planning time for middle school math teachers to support the implementation of the Common Core. (Compete 6-7th grade, 8th in process)
- 2011-2014 - Implement planned changes in K-5 Math to further align curricular documents to the Common Core.
- 2012-2014 - Adjust Common and outcome assessments Math K-5 to reflect changes.
- 2011-2013 - Develop K-5 Language Arts instructional calendars
- 2011-2012 - Revise K-12 Social Studies concept-based curriculum documents to align with new state standards

- 2011-2013 - Identify specific evidence pieces for Language Arts and Social Studies
- 2011-2013 - Revise 6-12 concept-based units for Language Arts
- 2011-2012 – Revise 6-12 World Language curriculum to align with revised state standards.
- 2011-2013 – Revise K-12 Health curriculum to align with revised state standards.
- 2011-2012 – Revise K-5 Physical Education curriculum to align with revised state standards.
- 2012-2013 – Revise grades 6-12 Physical Education curriculum to align with revised state standards.
- 2011-2012 – Revise grades K-12 Music curriculum to align with revised state standards.
- 2012-2013 – Revise grades 6-12 Drama curriculum to align with revised state standards.
- 2012-2014 – Move Curriculum documents to SchoolNet as system becomes functional and state funding is available to support efforts. (CMB tool not functional until 11/12)  Math and Science documents K-8 completed.  Awaiting system fix to update K-5 math and add high school.

## Action 1.1.2
Develop systems to analyze data to inform instructional practice and instructional progress

### Performance Indicators or Metric
- 2011-2012 - Develop norms for Writing CBM – grades 6-9
- District no longer administers Outcome Assessments.
- 2012-2013 - Analyze ARO data to assess the K-12 instructional system in Math
- Survey teachers in Fall 2012 to get baseline data on their perception of their instructional practices in core classes.
- 2011-2012 - Collaborate with IT department to create a database for collecting or storing data directly related to skilled movement and fitness in grade K-5 PE
- 2012-14 - Update Exploratory offerings at the Middle School level.
- Revise job descriptions for our Elementary Librarians and Computer Lab Assistants

<u>Action 1.1.3</u>
Develop and support an Elementary Standards Based Report Card

    <u>Performance Indicators or Metric</u>
- 2011-2012-Create Standards Based reporting system for Social Studies
- 2012-2013 - Implement Standards Based reporting system for Common Core ELA, Health, and Social Studies
- 2011-2013 - Develop and deliver training for the Standards Based reporting systems for ELA, Social Studies, and Health (Complete, need to train new people)
- District-wide use of K-5 Standards Based Report Card to include the following content areas:
  - Math
  - English Language Arts (2012-2013)
  - Music (2011-2012)
  - Social Studies (2012-2013)
  - PE
  - Health (2011-2012)
  - Science
  - Art (2013-2014)

## Goals, Strategies & Performance Indicators – Curriculum

Goal #2
Provide high-quality instruction and interventions that match students' needs and level of performance.

Strategy 2.1
Implement a 3-year plan to establish a Response to Intervention (RTI) framework at all K-12 schools.

Action 2.1.1
Identify focus schools throughout the district.

Performance Indicators or Metric
- 2011-2014 - Measure the number of schools that have been supported by Academic Coaches as focus schools.
- 2011-2014 - Track the number of Professional Development opportunities that support RTI.

Action 2.1.2
Assign district personnel to support focus schools.

Performance Indicators or Metric
- 2010-2013 -All elementary buildings have been designated as a Focus School with Academic Coach support.
- 2010-2014- All secondary building have been designated as a Focus School with Academic Coach support. (Coach FTE was not filled)
- 2011-2014 - Track the number of RTI support hours for all schools as measured by the Federal Tracking forms.

Action 2.1.3
Identify and implement ongoing screening, progress monitoring, and diagnostic tools.

Performance Indicators or Metric
- 2011-2012 - Develop K-1 quick-screener to rank students mathematically for RTI purposes  Have a working model for Title schools
- 2011-2012 - Align RTI goals and goal text for English-Language Arts and Math Common Core
- 2011-2012 - Create intervention templates for ELA that identify interventions aligned to goals

Action 2.1.4
Identify and create support materials for Tier II math, reading, and written expression.

Performance Indicators or Metric
- 2011-12 - SuccessMaker purchased for all elementary buildings.  Staff training.
- As funding allows, provide additional materials and training for school staff

Action 2.1.5
Examine current district gifted and talented (GT) qualification criteria, qualification protocol and programming to ensure alignment between our definition of giftedness, measurement tools, and services.

Performance Indicators or Metric
- o 2011-2012 - Annual survey of all GT stakeholders assessing customer satisfaction to indicate alignment of qualification criteria and services.
- o 2012-2013 - Increase GT program retention numbers based on 2011 baseline.
  - 2011-2012 – Obtain baseline data

Strategy 2.2
Provide high quality instruction and interventions that match students' needs and level of performance.

Action 2.2.1
Expand the comprehensive on-line program, Rebound School of Opportunity, which offers a continuum of learning opportunities for retrieved and potential dropouts.

Performance Indicators or Metric
- o Increase the number of students that graduate because of Rebound participation during 2011-12 school year.
  - 2010-2011 - Eight (8) students graduated
  - 2011-12 Fifteen (15) students graduated
  - 2012-13 Twenty two (22) students graduated
- o Increase the number of credits that students successfully complete during the 2011-12 school year.
  - 2010-2011 - Sixty-five (65) courses were completed.
  - 2011-2012 Three hundred and ninety-nine courses were completed
  - 2012-13  Four hundred and thirty one courses were completed
- o Increase the number of students that graduate because of Rebound participation by 25% during 2012-13.   This was a 47% increase.
- o Increase the number of credits that students successfully complete by 25% during 2012-13. This was an 8 % increase.

Strategy 2.3
Develop a theory of action for raising achievement for struggling students which will integrate and build upon the district's RTI successes and help align various initiatives.

Action 2.3.1
Continue to expand learning opportunities for students by providing Night School during the traditional school year.

Performance Indicators or Metric
- o Create a baseline measure of the number of credits successfully completed at Night School during the 2011-12 school year.
  - During the 2011-2012 school year two hundred and eighty one (281) students attended Night School.

- Students earned a total of three hundred and thirty (330) credits.
  - o Increase the number of students attending Night School by 10% during 2012-13.
    - During the 2012-13 school year three hundred and twenty-seven (327) students attended Night School (16.3% increase)
  - o Due to changes in funding at the state level we were unable to provide Night School for the 2013-14 school year.

## Action 2.3.2
Continue to expand learning opportunities for students by providing Summer School for high school-aged students.

### Performance Indicators or Metric
- o Create a baseline measure of the number of credits successfully completed at Summer School for high school-aged students during the 2011-12 school year.
  - 2011-2012 six hundred and thirty five (635) students attended high school Summer School. This was an increase of one hundred and fifty (150) students.
  - Because of the increased enrollment two additional classes of Algebra 1A and 1B, 1 additional Geometry class, and 1 additional History 11A and 11B were offered.
  - 2011-2012 the number of credits earned was one thousand and thirteen (1013).
- o Increase the number of credits successfully completed at Summer School for high school-aged students by 10% during the 2012-13 school year.
  - 2012-13 the number of credits earned was one thousand one hundred and fifty (1150) This was a 13.5% increase.

## Action 2.3.3
Continue to expand learning opportunities for students by providing Summer School for middle school-aged students.

### Performance Indicators or Metric
- o Create a baseline measure of the number of interventions successfully completed at Summer School for middle school-aged students during the 2011-2012 school year.
  - 2011-2012 one hundred and forty eight (148) students attended middle school Summer School. This was an increase of fifty (50) students over the prior year.
  - The course entitled EL Robotics was added to the schedule.
  - The number of credits earned was three hundred and ten (310).
  - Based upon feedback from the middle school principals, the middle school summer school moved to graded classes rather than the Pass/Fail system
  - 2012-13 one hundred and sixty six (166) attended middle school Summer School. This was an increase of (18) students over the prior year.
- o Increase the number of credits successfully completed at Summer School for middle school aged students by 10% during 2012-13.

The number of credits successfully completed during the 2012-13 school year was three hundred and fifty (350).  This was a 12.9% increase.

Action 2.3.4
Create a Virtual Schoolhouse where students inside and outside of the district can access select Joint School District No. 2 courses online.

Performance Indicators or Metric
- 2011-12 Hire a Virtual Schoolhouse Coordinator
- 2012-13 Design the Virtual Schoolhouse webpage http://vsh.mstarlms.com
- 2012-2013 Obtain baseline data on the number of courses offered and student enrollment data for the Joint School District No. 2 Virtual Schoolhouse.
- 2013-2014 Increase the number of courses offered and students enrolled in Joint School District No. 2 Virtual Schoolhouse.

## Goals, Strategies & Performance Indicators – Curriculum

Goal #3
Expand the capabilities of our K-12 schools to ensure preparedness for college, career, and citizenship.

Strategy 3.1
Develop and emphasize K-12 practices and programs to provide students with skills, abilities, and the disposition to access and succeed in college and/or career/technical education.

Action 3.1.1
Form a task force to identify ways to connect schools and parents with resources and partnerships to improve access so that students may go on to post-secondary education.

Performance Indicators or Metric
- o 2012-2013 - Obtain baseline data on the number of our students continuing in a college and/or career/technical education pathway to additional training or college
- o 2013-2014 - Increase the number of our students continuing on a college and/or career/technical education pathway to additional training or college

Action 3.1.2
Provide information and strategies to students and parents about opportunities for rigorous coursework throughout our K-12 system.

Performance Indicators or Metric
- o 2011-2012 - Increase the percentage of students enrolled in Honors, Advanced Placement, Concurrent Credit, and IB courses
- o 2011-2012 - Increase the number of high school students taking a college entrance exam
- o 2011-2012 – Obtain data on attendance at the accelerated course information meeting
- o 2012-2014 - Increase attendance at our annual Accelerated Course information meeting
- o 2012-2014 - Increase the number of students obtaining an Associate of Arts Degree through Concurrent Credit opportunities and college partnerships.
- o 2012-2014 - Increase the number of IEN (Idaho Education Network) courses offered and student enrollment throughout the district. (Currently at maximum capacity, need to increase facilities)
- o 2011-2014 – Refine and improve IEN instructional delivery through personnel training and equipment maintenance.

Action 3.1.3
Work collaboratively with the Treasure Valley Education Partnership (business, education, non-profits and government) supporting the education vision for the Treasure Valley.

Performance Indicators or Metric
- o Goal – 80% of our students continuing in a college and/or career/technical education pathway.

## Goals, Strategies & Performance Indicators – Curriculum

Goal #4
Improve instructional practice by expanding the use of emerging technologies for staff and students.

Strategy 4.1
Reduce reliance on traditional textbooks by using electronic instructional materials that are current, motivational and highly engaging.

Action 4.1.1
Provide training opportunities for staff on how to find, use, manage, and integrate digital content and software applications to improve students' critical thinking, problem-solving and communication skills.

Performance Indicators or Metric
- 2011-2012 - Provide one hour local trainings at centralized locations (such as the high schools) to train an additional 400 teachers during the 2011-2012 school year on using websites in the classroom and integrating curriculum-related digital content.
- 2011-2012 - Provide a credit to teachers for attending the Tech Expo, requiring each teacher to train an additional 3 teachers about their project. (With 100 teachers earning the credit, 300 more teachers will have been introduced to an application of an emerging technology.)
- 2011-2012 - Provide training on emerging technologies to help administrators apply digital content and use technology tools effectively during Administrative Academy, Spring 2012.
- 2011-2012 – Share presentations on Discovery Education with all schools sometime during the 2011-2012 school year.
- 2011-2012 – Work with schools to train teachers on projectors and document cameras purchased with State Technology Money.
- 2011-2012 - Inservice K-12 librarians on new LiLI databases (World Book Online and Ebscohost) October 2011. Secondary librarians will share the information with their building staff by May 2012.
- 2011-2013 - Highlight digital content sources with periodic Click Here emails to all K-12 teachers.
- 2012-2013 – Discovery Education trainings at all schools
- 2011-2014 - Integrate and promote state digital resources (such as SchoolNet) as they become available.
- 2011-2014 - Integrate and promote electronic databases, web-based digital content, ebook resources as they are updated and/or added to our systems.

Strategy 4.2
Integration of technology into the classroom practices that support teaching and student learning.

Action 4.2.1
Create 21st Century classrooms to include technology-rich learning environments that support collaboration, communication skills, flexibility, problem solving, critical thinking, creativity, innovation, accountability, and self-direction.

Performance Indicators or Metric
- o 2011-12 - Purchase of 675 projectors and installation plus training at secondary level
- o 2011-12 - Purchase of 1,446 document cameras and installation plus training at secondary level

Action 4.2.2
Develop a staff development and support plan that will allow us to train staff on ways to best utilize technology in their classrooms to enhance learning.

Performance Indicators or Metrics
- o Keep a record of training
- o Train 500 teachers on best ways to use technology in the classroom.

Action 4.2.3
Re-evaluate pertinent job descriptions to make sure adequate support is provided for students and staff while learning to use the technology and to support ongoing use of the technology.

Performance Indicators or Metrics
- o Gather information from three elementary schools, one middle and one high school through observation and focus groups to evaluate current technology support and needs

Action 4.2.4
Review and revise K-5 computer curriculum and K-5 library curriculum to make sure they reflect current classroom needs and practice and remove barriers that prevent the curriculum from being taught.

Performance Indicators or Metrics
- o Curriculum reviewed
- o Needed curriculum revised
- o Observations made in 9 libraries and computer labs

## Goals, Strategies & Performance Indicators – Curriculum

Goal #5
Every student will be educated in a learning environment that is safe, drug-free, and conducive to learning.

Strategy 5.1
Establish the behavior supports, structures and social culture needed for all students in a school to achieve social, emotional and academic success.

Action 5.1.1
Increase understanding and knowledge of Behavior Response to Intervention (B RtI) and School-Wide Positive Behavioral Supports (SWPBIS).

Performance Indicators or Metric
- o 1st Quarter of 2011-2012 school year complete weekly submission of B-RtI and SWPBIS information and resources for Trio Times Newsletters
- o 2nd, 3rd, and 4th Quarters of 2011-2012 submit for Trio Times Newsletters monthly reminders and timely resources regarding B-RtI topics.
- o Completion of SWIS Facilitator Training for Regional Directors and Coordinator of Counseling Services October 21, 2011
- o Facilitation of assigned session in Leadership Academy regarding B-RtI, January 2011
- o Creation of a district-wide intranet web-page explaining B-RtI, processes, procedures and giving examples
- o Training of administrative teams about new harassment, bullying, cyberbullying and peer conflict guidelines
- o Creation of parent, student, and staff brochures explaining student aggression (harassment, bullying, cyberbullying, and peer conflict.

Strategy 5.2
Maintain drug prevention and intervention program and services.

Action 5.2.1
Provide targeted interventions for students who violate the district's alcohol, drug, and tobacco policy including:  drug/alcohol assessments; evening drug education classes for students and parents; tobacco education evening classes for students and parents.

Performance Indicators or Metric
- o Annually each school will complete the state of Idaho "Incident Report" in which the following student behaviors are reported:  Alcohol, Drug, Tobacco violations; Bullying; Harassment; Threats; Fights; Insubordination; In-School Suspension; Out-Of-School Suspension; Weapons; etc.
- o Produce annual statistical report will be provided to building administrators on number of students who violate district Alcohol, Drug, Tobacco policy, and the number who attended "interventions" i.e. evening classes by August 30, 2012.
- o Each school will begin using the new state Incident Management program to report student behaviors:  Alcohol, Drug, Tobacco violations; Bullying;

Harassment; Threats; Fights; Insubordination; In-School Suspension; Out-Of-School Suspension; Weapons; etc.
- o Coordinate Tier III Intervention processes with the district Special Education department.

Action 5.2.2
Provide staff and parent information regarding drug prevention/education, harassment, bullying prevention.

Performance Indicators or Metric
- o Harassment training video for staff will be posted on district website by August 30, 2011.
- o Provide free drug prevention materials, speakers, and resources for buildings during Red Ribbon Week (October 24-28, 2011) through Meridian Anti-Drug Coalition and RADAR (Regional Anti-Drug and Alcohol Resource).
- o Provide a link to Meridian Anti-Drug Coalition website by December 2011 from our district webpage to provide up-to-date drug prevention information for parents.

**Goals, Strategies & Performance Indicators – English Language Learners (ELL)**

Goal #1
Every ELL student will be taught using a rigorous curriculum that prepares them for college/career readiness and is supported by challenging instruction targeted to his or her individual needs.

Strategy 1.1
Provide high quality instruction and interventions that match a student's language proficiency and history in the educational system and allows for different pathways based on need.

Action 1.1.1
Create a Newcomers' program at grades 9-12 to develop critical skills to qualifying students entering the system from other countries.

Performance Indicators or Metric
- Program will open on the following time schedule:
  Ninth and tenth grades – August 2011
  Eleventh and twelfth grades – August 2012
  Feasibility study for seventh and eighth grades in Spring 2013

Action 1.1.2
Provide options for ELL students to insure they are prepared to lead productive lives post high school graduation, including college readiness, technical or professional training, or a GED when significant barriers to high school completion are present.

Performance Indicators or Metric
- Increase enrollment of EL/FEP/LEPx students in AP, Concurrent Credit, and IB classes by 5% of eligible students over three years, based on a 2010-2011 baseline. (Unable to obtain verification of concurrent credit by subgroup)
- Increase enrollment of ELL students in Professional Technical classes by 10% of eligible students over three years, based on a 2010-2011 baseline.
- Partner with local university to create a GED option for LEPx and EL students on the site of the Newcomer's program by August 2013.
- Provide translated information in the district's top three languages regarding magnet school opportunities to non-native speaking parents through the district's schools and on the district's website by January 2012.
- Include information on the post high school educational opportunities, Professional Technical pathways, GEDs and the Rebound program in Options Brochure given to parents in three most common languages by August 2012.

Action 1.1.3
Improve intake process at District Office and the schools to better prepare students and their families for the expectations and requirements of the American educational system in general and the Meridian School District in particular.

- Completion of elementary and secondary DVDs explaining options by June, 2012. Parents will view the DVD as a part of the intake process and copies will be given to parents to take home.

### Action 1.1.4

Increase staff development for ELL teachers and paraprofessionals in the areas of RtI, differentiated instructional strategies, the use of progress monitoring with ELL students, and the options available to ELL students in the Meridian School District.

Performance Indicators or Metric
- Four training opportunities for ELL teachers and paraprofessionals will be given each year through the 2013-2014 school year. Surveys will be given each year along with classroom observations to determine the effectiveness of the training in each area.

### Strategy 1.2

Provide a tiered system of support for ELL students that allows for their access to district RtI interventions and core instruction based on state standards for ELL students.

### Action 1.2.1

Provide uniform core and supplemental curriculum and instructional strategies to ELL teachers.

Performance Indicators or Metric
- Each ELL classroom will have a full set of core and supplemental materials. This will be completed by October 2011.
- A module for ELPs will be completed in EXCEED so that ELPs and related data on EL students can be housed in the EXCEED system. This module will be completed by March, 2012.
- EL staff will be training in the use of EXCEED for management of ELPs by August 2012.
- ELPs will be up-to-date at a 90% completion rate and will contain benchmarks based on English Language Development Standards (ELDs) by December 2013.

### Action 1.2.2

General Education, Title I and ELL teachers will be offered at least one training a year in how RtI can serve ELL students at Tiers 1, 2 and 3.

Performance Indicators or Metric
- Training across the district on RtI for ELLs will be provided each year through the 2013-2014 school year.

### Action 1.2.3

Provide comprehensive staff development, including sheltered instruction training, for ELL and general education teachers that support the success of ELL students in the district's curriculum and toward district graduation standards.

Performance Indicators or Metric

> o   Training across the district on Sheltered Instructional and Guided
>     Language Acquisition strategies and the unique needs of ELL students
>     will be provided each year through the 2013-2014 school year.

### Action 1.2.4

Provide guidance and support for school staff in English Language Development
Standards and Educational Learning Plans.

> #### Performance Indicators or Metric
> o   Training across the district on ELDs and ELPs will be provided each year
>     through the 2013-2014 school year.
> o   ELPs will be a part of the EXCEED system and ELDs will be linked to the
>     district's intranet by August 2012.

### Action 1.2.5

Increase capacity of ELL Academic coaches to support ELL and general education
teachers in the use of Sheltered Instruction strategies and the development of academic
language.

> #### Performance Indicators or Metric
> o   Training will be provided four times a year to department coaches each
>     year through the 2013-2014 school year.  Surveys and observations will
>     be provided to determine the effectiveness of the training in each area.

### Action 1.2.6

Provide ELL consultants or coaches to all schools for management and support of ELL
populations.

> #### Performance Indicators or Metric
> o   ELL consulting teachers will be provided to non-magnet buildings each
>     year through the 2013-2014 school year. Consultants will provide support
>     to schools in the areas of RtI for ELL students, including attending
>     meetings, testing, and documentation support.

### Strategy 1.4

Provide support and guidance for ELL families to increase family literacy and educational
opportunities for ELL students.

> ### Action 1.4.1
> The Federal Programs Department will partner with CWI to offer Family Literacy and
> English language development classes each year at two or more elementary sites, each
> year through the 2013-2014 school year.
>
> > #### Performance Indicators or Metric
> > o   Twenty five or more families enrolled in two or more sessions each
> >     semester through the 2013-2014 school year.

## Goals, Strategies & Performance Indicators – Professional Development

Goal #1
Design and implement professional development programs based on district areas of focus and curriculum priorities.

Strategy 1.1
Support highly qualified teachers with professional development opportunities designed to assist in integrating 21st Century skills and courses dealing with needs unique to Joint School District No.2.

Action 1.1.1
Annually review district areas of focus through surveying teachers and administrators (2011-2014).

Performance Indicators or Metric
- o Survey results will be available each spring for use in determining training and courses.

Strategy 1.2
Provide support for novice teachers through professional development.

Action 1.2.1
Create a program utilizing retired teachers to assist and support novice teachers by utilizing one-on-one contact, group instruction and current technologies for communication (2011-2012).

Performance Indicators or Metric
- o Retired teachers trained in methods from the New Teacher Center will mentor novice teachers through instruction and consultation.

Action 1.2.2
Create a series of trainings known as the New Teacher Institute for novices in the teaching profession (2011-2012).

Performance Indicators or Metric
- o Training sessions for a New Teacher Institute will be designed and based on district identified focus areas and new teacher needs as recorded through surveys and participant input.

**Goals, Strategies & Performance Indicators – Professional Development**

Goal #2
Design, develop and implement processes to ensure professional development encourages personnel to meet district, state and federal requirements.

Strategy 2.1
Implement programs that assure administrators, teachers, and staff have access to information that informs them of the need for compliance with federal mandates, state requirement and district policies as they relate to personnel.

Action 2.1.1
Review documents as they relate to teaching assignments of faculty and align with meeting Highly Qualified Teacher status (2011-2014).

Performance Indicators or Metric
o Plans will be created for 100% of faculty who need to become Highly Qualified.

Action 2.1.2
Review Highly Qualified status of Paraprofessionals in Title 1 schools (2011-2014).

Performance Indicators or Metric
o Administrators will be informed of Paraprofessionals in their Title 1 schools who are not documented as Highly Qualified.
o Testing opportunities will be provided for paraprofessionals to meet Highly Qualified standards through the parapro praxis exam.

Action 2.1.3
Create a system that delivers educational modules via electronic options to ensure that personnel are familiar with state and district policies and procedures that are deemed essential (2011-2012).

Performance Indicators or Metric
o Documents will be created and distributed to verify that essential policies and procedures are reviewed.
o Educational modules of essential policies and procedures will be available via the district website.

**Goals, Strategies & Performance Indicators – Professional Development**

Goal # 3
Improve effective supervision and leadership at all administrative levels.

Strategy 3.1
Leadership skills will be developed through district trainings to support administrators as instructional leaders (2011-2015).

Action 3.1.1
All building administrators will be required to attend all District Leadership and Administrator Academy training sessions.

Performance Indicators or Metric
o 2011-2012 Attendance Records of six Leadership Meeting/Administrator Academies will be maintained.

Action 3.1.2
Provide Administrative Staff with professional development opportunities to familiarize administrators with current district programs (2011-2014).

Performance Indicators or Metric
o Administrative Academy structure will be maintained and include other on-going district initiatives.

**Goals, Strategies & Performance Indicators – Professional Development**

Goal # 4
Maintain a centralized calendar of trainings offered by District level departments.

Strategy 4.1
List event title, date, location and target audience as provided by departments on a District Professional Development calendar.

Action 4.1.1
The Staff Development Department will contact department supervisors on a monthly basis to confirm details for trainings listed in the 2011-2014 Strategic Plan to include:

Assessment and Accountability:
- Provide ongoing training and coaching support – including protocols – for data analysis.(See Action1.3.1)
- Develop and disseminate training modules on interpretation and use of assessment data.  Training modules to include data analysis guidelines and protocols.  (See Action 1.3.1, Performance Indicators or Metric)
- Support administrators in the continuous school improvement process including the development of school improvement plans. (See Action 1.3.2)
- Develop a WISE (Ways to Improve School Effectiveness) training module and support materials. (See Action 1.3.2, Performance Indicators or Metric)
- Provide training for administrators in the use of data for school improvement planning including goal writing and evaluation metrics (See Action 1.3.2, Performance Indicators or Metric)

Curriculum:
- Develop and deliver training and planning time for middle school teachers to support the implementation of the Common Core. (See Action 1.1.1, Performance Indicators or Metric)
- Develop and deliver training for the Standards Based reporting systems for ELA, Social Studies, and Health (See Action 1.1.3, Performance Indicators or Metric)
- Provide materials and training for school staff (See Action 2.1.4, Performance Indicators or Metric)
- Provide training opportunities for staff on how to find, use, manage, and integrate digital content and software applications to improve students' critical thinking, problem-solving and communication skills.(See Action 4.1.1)
- Provide one hour local trainings at centralized locations (such as the high schools) to train an additional 400 teachers this year on using websites in the classroom and integrating curriculum-related digital content.(See Action 4.1.1, Performance Indicators or Metric 1)
- Provide training on emerging technologies to help administrators apply digital content and use technology tools effectively during Administrative Academy, Spring 2012. (See Action 4.1.1, Performance Indicators or Metric 3)
- Inservice K-12 librarians on new LiLI databases (World Book Online and Ebscohost) October 2011. Secondary librarians will share the information with their building staff by May 2012. (See Action 4.1.1, Performance Indicators or Metric 5)
- Provide training opportunities for staff on creating digital content using communication platforms such as blogs, wikis, web pages, podcasts, videos,

web 2.0 applications and other editing and application software.(See Action 4.2.1)

- Attendance at the following Staff Development Courses/Trainings(See Action 4.2.1, Performance Indicators or Metric)
  Developing a Sharepoint Website, Spring semester, 2012
  Applying Emerging Technologies , Spring semester 2012
  Mini-sessions at the DSC
- Provide training opportunities for staff on effective and integrated use of technology based devices such as clickers, cell phones, electronic slates and interactive boards, ebook and audiobook devices, digital recording devices, cameras and other emerging electronic tools.(See Action 4.2.2)
- Provide training opportunities on iPad integration to all administrators during a Administrators Academy, spring 2012(See Action 4.2.2, Performance Indicators or Metric 1)
- Offer information about using electronic devices to district administrators through Trio Times. (See Action 4.2.2, Performance Indicators or Metric 2)
- ETS's offer classes on slates, clickers, and interactive boards. (See Action 4.2.2, Performance Indicators or Metric 3)
- Provide training (links to websites, videos, webinars, sample applications) on the district 21st Century Skills website about the use of electronic devices in the classroom. (See Action 4.2.2, Performance Indicators or Metric 4)
- Provide training to staff on devices provided by the Students Come First Initiative. (See Action 4.2.2, Performance Indicators or Metric 5)
- Increase understanding and knowledge of Behavior Response to Intervention (B RtI) and School-Wide Positive Behavioral Supports (SWPBIS). (See Action 5.1.1)
- Completion of SWIS Facilitator Training for Regional Directors and Coordinator of Counseling Services October 21, 2011(See Action 5.1.1, Performance Indicators or Metric 3)

English Language Learners:

- Increase staff development for ELL teachers and paraprofessionals in the areas of RtI, differentiated instructional strategies, the use of progress monitoring with ELL students, and the options available to ELL students in the Meridian School District.( See Action 1.1.4)
- Four training opportunities for ELL teachers and paraprofessionals will be given each year through the 2013-2014 school year. Surveys will be given each year along with classroom observations to determine the effectiveness of the training in each area. (See Action 1.1.4, Performance Indicators or Metric)
- EL staff will be training in the use of EXCEED for management of ELPs by August 2012. (See Action 1.2.1, Performance Indicators or Metric 3)
  General Education, Title I and ELL teachers will be offered at least one training a year in how RtI can serve ELL students at Tiers 1, 2 and 3. (See Action 1.2.2)
- Training across the district on RtI for ELLs will be provided each year through the 2013-2014 school year. (See Action 1.2.2, Performance Indicators or Metric)
- Provide comprehensive staff development, including sheltered instruction training, for ELL and general education teachers that support the success of ELL students in the district's curriculum and toward district graduation standards. See Action 1.2.3)
- Training across the district on Sheltered Instructional and Guided Language Acquisition strategies and the unique needs of ELL students will be provided

each year through the 2013-2014 school year. (See Action 1.2.3, Performance Indicators or Metric)

- Training across the district on ELDs and ELPs will be provided each year through the 2013-2014 school year. (See Action 1.2.4, Performance Indicators or Metric 1)
- Training will be provided four times a year to department coaches each year through the 2013-2014 school year. Surveys and observations will be provided to determine the effectiveness of the training in each area. . (See Action 1.2.5, Performance Indicators or Metric)

Professional Technical Education:
- Provide clear and concise information and training about tech prep opportunities to teachers, counselors and administrators. (See Action 1.2.2, Performance Indicators or Metric 1)

Special Services:
- Training staff necessary to implement effective instruction(See Action 1.2.1)
- Increase the number of special education teachers that administer and score curriculum based assessments as monitored through the data collection system in EXCEED. Year 1, 2011-12 Train staff . (See Action 1.2.2, Performance Indicators or Metric 1)
- Increase the number of special education teachers that administer and score curriculum based assessments as monitored through the data collection system in EXCEED. Year , 2011-12,Train staff. (See Action 1.3.1, Performance Indicators or Metric 2)

Title I:
- Increase training to Title I teachers in RtI, data management, collaboration, and instructional interventions and strategies: training will include academic language, sheltered instruction, differentiated instruction, and reading and math intervention strategies. (See Action 1.2.1)
- Four training opportunities for Title I teachers and paraprofessionals will be given each year through the 2013-2014 school year. Surveys will be given each year along with classroom observations to determine the effectiveness of the training in each area. (See Action 1.2.1, Performance Indicators or Metric)
- Training will be provided four times a year to department coaches each year through the 2013-2014 school year. Surveys and observations will be provided to determine the effectiveness of the training in each area. (See Action 1.2.3, Performance Indicators or Metric)
- Provide training and co-teaching in the area of teaching math strategies and interventions through a Title math coach. (See Action 1.3.1)

Business Operations:
- Budget staff will be available to assist and train staff as needed on the financial system.(See Action 1.1.2)

Communications:
- Provide training for staff in the use of free classroom-based websites (See Action 1.1.2)

Human Resources:
- Design and deliver training to all employees of Joint School District No. 2 in the use and benefits of IFAS Employee Online. (See Action 1.1.2)
- Implement the chosen time clock system throughout the District, including installation of hardware and software and training for use by all affected District personnel. (See Action 2.1.3)

- Introduce new form and train administrators to supervise and evaluate teachers using the new evaluation tool. (Strategy 3.2)
- Intensified trainings for pilot administrators (See Action 3.2.1, Performance Indicator or Metric 2)
- Schedule trainings for administrators new to the district, ongoing(See Action 3.2.1, Performance Indicator or Metric 6)
- Ensure, by way of training, that evaluators assist and support the classroom teacher by gathering data in multiple ways. (Strategy 3.3)

Information Systems:
- All Information Staff will have App-V and System Center Configuration Training during the summer of 2012. (See Action 1.1.2, Performance Indicator or Metric)

Maintenance and Operations:
- Training for all custodians.(See Strategy 1.3)
- On-line training in appropriate topics for all custodians.(See Action 1.3.1)
- Have manufacturer representatives provide training on their products used by District custodial staff.(See Action 1.3.2)
- Identify school maintenance employee's strengths.  Provide training for their field of expertise.  (See Action 2.2.1)

Nursing Services:
- Provide training from school nurse to teams in emergency procedures and response.(See Action 1.2.1)
- Training of emergency protocols and drills documented by June 2013. (See Action 1.2.1, Performance Indicator or Metric 3)
- Train nursing staff in electronic transfer and posting of student health information to staff. (See Action 2.3.1)

Safety:
- Each school must train new staff and provide refresher training for key personnel regarding Rapid Responder. (See Action 1.1.2)
- Conduct training drills regarding fire, lockdown, and natural disasters (See Strategy 1.2)

School Nutrition Services:
- Train kitchen managers on the importance of positive attitude/leadership.(See Action1.2.1)
- Provide leadership training for kitchen managers.(See Strategy 1.3)
- Train and implement USDA guidelines required by the Child Nutrition Reauthorization - Healthy, Hunger-Free Kids Act of 2010 (See Action 1.3.3)

Transportation:
- Increase safety training (See Action 1.1.2)
- Require all drivers to complete safety training modules(See Action 1.1.2)

Performance Indicators or Metric
- An updated calendar, with trainings indicated in the strategic plan, will be available.

Action 4.1.2
The Staff Development department will contact department supervisors on a monthly basis to solicit any additional department trainings (2012-2014).

Performance Indicators or Metric

- Additional and just-in-time trainings will be listed on an updated Professional Development calendar.

**Goals, Strategies & Performance Indicators – Professional Technical Education**

<u>Goal #1</u>
Improve the academic and technical skills, including increased post-secondary advanced learning opportunities, for professional-technical students.

<u>Strategy 1.1</u>
Implement technical skill assessments for professional-technical capstone courses.

    <u>Action 1.1.1</u>

    Meet state performance measures, based on the percentage of professional technical concentrators who take and pass a state approved technical skill assessment by school.

        <u>Performance Indicators or Metric</u>

- Meet or exceed the following benchmarks on the state standards for the next three years:

| | |
|---|---|
| FY 2011-2012 | 75% taking and 73% passing |
| | 703 Total Concentrators |
| | 498    Passed (70.8%) |
| | *Didn't have to write a plan because as an overall district we were 95% of the state standard (70.8/73) |
| FY 2012-2013 | 100% taking and 75% passing |
| | 814 Total Concentrators |
| | 611    Passed (75%) |
| | *Didn't have to write a plan because as an overall district we met the state performance of 75%. |
| FY 2013-2014 | Pending Perkins Reauthorization (Perkins was not reauthorized so the state standard is the same as last year. Test 100% of concentrators with a 75% pass rate. |

    <u>Action 1.1.2</u>

    Analyze technical skill assessment results to guide, monitor, and adjust curriculum and instruction.

        <u>Performance Indicators or Metric</u>

- Determine the gap between student performance and the expected outcome of the technical skill assessment.
    - 2011-2012 -- Determined three areas of concern:  Broadcasting, Hospitality and Pharmacy Tech.  Looking at curriculum alignment with the test and/or industry standard.
        - PTE Coordinator met with Broadcasting, Hospitality, and Pharmacy Tech instructors to discuss importance of Technical Skills Assessments and strategies to improve results.
        - PTE Coordinator presented to Hospitality students and went over what to expect on the Technical Skills

Assessment test. Students were given study sheets and the opportunity to ask questions of the PTE Coordinator. Program not offered 2013-2014.

- FY2012 – Pharmacy Tech scored 14% (5 of 35) passing rate.
  FY2013 – Pharmacy Tech scored 54% (19 of 35) passing.

Areas of concern for 2013-2014 are Business Database (Oracle), Broadcasting districtwide, and Accounting districtwide.

- o Evaluate the number of students failing technical skill assessments.

| 2011-2012 (Tested 75%) | 2012-2013 (Tested 100%) |
|---|---|
| ADA-300 Concentrators<br>211 Passed (70.3%)<br>CHS-59 Concentrators<br>44 Passed (74.6%)<br>EHS-42 Concentrators<br>33 Passed (78.6%)<br>MHS-60 Concentrators<br>50 Passed (83.3%)<br>MVHS-159 Concentrators<br>96 Passed (60.4%)<br>RMHS-83 Concentrators<br>64 Passed (77.1%) | ADA-356 Concentrators<br>292 Passed (82%)<br>CHS-93 Concentrators<br>49 Passed (53%)<br>EHS-54 Concentrators<br>42 Passed (78%)<br>MHS-61 Concentrators<br>50 Passed (82%)<br>MVHS-150 Concentrators<br>110 Passed (73%)<br>RMHS-97 Concentrators<br>66 Passed (68%) |
| o | |

Strategy 1.2

To increase the percentage of professional technical students who successfully complete tech prep courses and purchase corresponding post-secondary credits.

Action 1.2.1

Increase by five percent the number of students eligible to purchase tech prep credits.

Performance Indicators or Metric

- o Meet the district goal of an annual 5% increase over the next three years of the number of students eligible to purchase tech prep credits:

| School Year | Goal | Eligible to Purchase Credit | # students accepted | # students eligible for credit |
|---|---|---|---|---|
| FY 2010-2011 | 67% | Baseline | 1,951 | 1,314 |
| FY 2011-2012 | 72% | 68 % | 2,522 | 1,789 |
| FY 2012-2013 | 77% | 69% | 3,073 | 2,120 |
| FY 2013-2014 | 72% | | | |

Action 1.2.2
Provide guidance and support to increase awareness and student participation in Tech Prep opportunities (2011-2014).

Performance Indicators or Metric

- o Provide clear and concise information and training about tech prep opportunities to teachers, counselors, and administrators.
- o Simplify and increase communication about the tech prep eligibility process for students and parents.
  We supported the Region III Tech Prep Coordinator coming in to meet with District 2 PTE instructors. We updated the tech prep PTE page on the district website. We disseminated a cross walked list of all courses and their corresponding tech prep credits.

  An area of improvement is the number of students who have been accepted into the Tech Prep system. What is impacting the number of students who are eligible to purchase credit is the better option of purchasing concurrent credit.

Action 1.2.3
Work with the Division of Professional-Technical Education and Advanced Learning Partnership to streamline the tech prep process (2011-2013).

Performance Indicators or Metric

- o Review and analyze tech prep articulation agreements and the eligibility process
- o Increase coordination with Region III Tech Prep Coordinator
- o Attend all Advanced Learning Partnership meetings and communicate concerns regarding the current tech prep process
- o Recommend changes needed to improve the tech prep process for both students and parents
  A task-force has been created by the Idaho Division of Professional-Technical Education to look at revamping the entire Tech Prep policies/procedures and processes for the State of Idaho.
  The task force is ongoing and no announcements have been made with regard to the future direction of Tech Prep.

**Goals, Strategies & Performance Indicators – Professional Technical Education**

Goal #2
Initiate, improve, expand and modernize professional technical programs, leading to recognized industry certifications for programs and students.

Strategy 2.1
Update state of the art equipment and technology that aligns to current industry practices.

Action 2.1.1
Identify current equipment and technology needs through input from each program's Professional Technical Advisory Committee.

Performance Indicators or Metric

- o Implementation of an equipment and technology replacement schedule over the course of the next five years (2012-2013).
- o Establish a new inventory process to ensure equipment and technology accountability in all district professional-technical programs (2012-2013).
  We hired Northwest Valuations, Inc. to conduct an inventory of the programs located at Ada PTC and Meridian PTC. The final report will be delivered during the last week in August, 2012. We have the capability to barcode new equipment and add it to the existing inventory spreadsheet.
  The newly purchased inventory software and scanner will be used to manage, update, and maintain inventory at the two professional-technical centers.
- o Develop and execute new check-out procedures regarding professional-technical equipment and technology (2012-2013).
  A building equipment checkout form was developed and distributed to PTE teachers. We plan to update and revise the form during 2012-2013.

Action 2.1.2
Continue to secure federal and state funding to purchase items by meeting the essential components of a quality program.

Performance Indicators or Metric

- o Collaborate with building administrators, instructors, and advisory committees to identify the need for updated equipment and technology in professional technical programs (on-going process).
  We have advisory committee meeting minutes on file. Instructors are asked to hold one advisory committee meeting in the Fall and another in Spring Semester.

**Goals, Strategies & Performance Indicators – Professional Technical Education**

Goal #3
Improve curriculum and increase student/parent awareness of professional-technical middle school programs.

Strategy 3.1
Ensure that the middle school programs have a standardized common core exploratory curriculum.

Action 3.1.1
Evaluate current curriculum in all middle school professional-technical programs.

Performance Indicators or Metric
- o  Examine the following professional-technical middle school curriculums in a three-year rotating cycle:
  FY 2011-2012         Business and Industrial Technology
                                See below
  FY 2012-2013         Family and Consumer Sciences
  FY 2013-2014          ~~Industrial Tech~~ Family and Consumer Sciences
                                and Exploring Computers I & II

Action 3.1.2

Collaborate with professional-technical instructors to create a uniform system of common core exploratory curriculum to be delivered in all middle school programs.

Performance Indicators or Metric

- o  Develop a plan to revise or adopt new curriculum for the middle school business professional-technical programs (2011-2012).
- o  Implement a new Gateway to Technology curriculum into our industrial technology programs (2012-2013).
- o  Provide guidance, support, and follow-up to professional-technical instructors to assist in the implementation of the revised/new curriculum (2012-2014).

We started looking at middle school Business Technology curriculum in Spring of 2011-2012. After several meetings with both instructors and administrators, it was determined that change was needed in the middle school keyboarding curriculum. Based on common core standards, it was determined that change was needed at the elementary level. Currently, a task-force is being considered to look at this issue.

During 2012-2013 the Exploring Keyboarding 6 course description was updated, new software was purchased, and a career research writing project was added to the curriculum. Professional development was offered to teachers and updated curriculum activity guides were provided as supplemental resources.

The Gateway to Technology (GTT) program for the middle school Industrial Technology programs has been launched. The instructors attended a two-week training in June and are ready to implement the new curriculum for the start of the 2012-2013 school year.

We will look at FCS curriculum during the 2012-2013 school year. This action was postponed and will be addressed 2013-2014. Additionally, the Exploring Computers I & II at grades 7 & 8 will be reviewed 2013-2014.

Strategy 3.2
Communicate to 8th grade students/parents professional-technical magnet program opportunities.

Action 3.2.1
Present professional-technical magnet program options to 8th grade students district wide.

Performance Indicators or Metric
- Implement middle school lessons that include orientation to high school professional-technical options as part of the Destination High School lessons to be presented during Advisory time (2011-2012).
Destination High School was implemented which included Professional-Technical magnet information.

- Design, produce, and deliver a professional-technical registration video to be shown prior to Spring registration (2011-2012 – updated video for 2012-2012).
An existing video was updated and shown to all incoming 9th grade students in Spring semester 2012 & 2013.

Registration video will be shown every spring to all incoming 9th grade students.

Using registration video
Presenting/showcasing to all 8th graders district wide
Article about PTE magnet options targeted for parents
Identify 9th grade prerequisites for those students interested in PTE magnet programs so that high school and middle school programs can support students in the registration program.

2013-2014 – 8th Grade Outreach Plan
Present to all 8th graders in the district in small groups through physical education classes at each middle school. After the presentation, each middle school will receive an article about the presentation, including the PTE magnet options, which they are encouraged to disseminate to their parents. In addition, support information and materials are provided to high school and middle school counselors to help assist in the spring registration process.  In addition, 2013-2014 will be the fourth year that the PTE administration office has mailed a promotional letter directly to the parents of all 8th graders that

includes information on all magnet programs and links them to the PTE website information, which includes the registration video. In addition, ongoing tours are provided to Pathways and Crossroads 8th grade students at both ADA and Meridian Professional-Technical Centers.

## Goals, Strategies & Performance Indicators – Special Services

Goal #1
Prepare students with disabilities to lead productive and independent adult lives by:
- ensuring access to the general education curriculum.
- having high expectations as demonstrated through identifying learning needs and setting appropriate goals.
- developing, implementing and evaluating effective teaching to ensure students can meet developmental, social, emotional, behavioral and academic goals.
- tracking progress in a systematic manner towards goals.

Strategy 1.1
Identify students who have a disability and determine individual student needs through a systematic evaluation process.

Action 1.1.1
Implement on-going screening; select, administer, and interpret appropriate diagnostic tools.

Performance Indicators or Metric
- Increase the number of Specific Learning Disability (SLD) eligibility reports that meet state requirements.
- 100% eligibility reports will demonstrate that special education teachers and school psychologists identify and use appropriate diagnostic tools.

Strategy 1.2
Design appropriate programs and support.

Action 1.2.1
Accomplish strategy by:
- Identifying appropriate materials.
- Training staff necessary to implement effective instruction.
- Using materials with fidelity.
- Monitoring effectiveness of material selection, staff support, and programming development.

<u>Performance Indicators or Metric</u>

- o Increase the number of students with disabilities that meet or exceed growth targets in reading, math and language:
  - o Year 1 2011-12      Collect baseline data

| Elem | %Met Growth Score |
|------|------|
| math | 63 |
| reading | 55 |
| middle | |
| math | 59 |
| reading | 60 |
| high | |
| math | 55 |
| reading | 57 |

- o Year 2 2012-13      Increase 5% from baseline data
- o This goal was not met but the growth for students on an IEP was still quite strong.

| Elem | %Met Growth Score |
|------|------|
| math | 61 |
| reading | 54 |
| middle | |
| math | 56 |
| reading | 54 |
| high | |
| math | 53 |
| reading | 48 |

  - o Year 3 2013-14      Increase 10% from baseline data

- o Increase the number of special education teachers that have worked for the district for two or more years that independently create an appropriate matrix demonstrating maximized paraprofessionals time as measured by consulting teachers, supervisors and principal reviews.

  - o Year 1 2011-12      Collect baseline data

- 70% of the elementary ERR teachers are skilled and can independently develop a staff matrix that effectively and efficiently utilizes staff.
- Year 2 2012-13     100%
- 100% special education teachers that have worked for the district for two or more years can independently create an appropriate matrix demonstrating paraprofessional's time.

Action 1.2.2
Develop and implement EXCEED to contain IEP documentation and be a container to hold student data.

Performance Indicators or Metric
- Increase the number of special education staff that are trained and fully utilize EXCEED IEP.
  - Year 1 2011-12     Train staff
  - 100% of the special education teachers, SLPs, PTs, OTs and school psychologists received training and support on Exceed IEP throughout the school year. 251 staff members attended an initial training between August 15 and September 9. A follow up training was offered second semester and 45 attended that training.
  - Year 2 2012-13     100% of the trained staff will fully utilize Exceed IEP
  - Completed - 100% of the staff received training on Exceed IEP and complete all forms like invitations, written notices and IEP through Exceed IEP.
- State and Federal Reports will be completed using EXCEED IEP.
  - Year 1 2011-12     Input data
  - The data has been entered into Exceed IEP and the company continues to fix the ongoing configuration challenges.
  - Year 2 2012-13     All State and Federal Reports will be completed using Exceed IEP
  - Completed - Data was pulled from Exceed to complete all required reports.

Action 1.2.3
Provide effective programs and consistency to meet students' special education needs.

Performance Indicators or Metric
- Increase the number of highly qualified teachers to 100%.
  - Year 1 2011-12     100% Sp Ed staff will be on a plan to meet HQ or meet HQ
  - 100% of the special education staff either meets NCLB HQ status or is currently on a plan to be HQ.
- Increase the number of paraprofessionals that have worked for the district for at least 3 years from 75.6% to 100% that meet state competencies.
  - Year 1 2011-12     80%
  - Currently 82% of special education paraprofessionals meet the state competencies
  - Year 2 2012-13     90%

- Completed - 100% of special education paras that have worked for the district 3 years or longer meet state competencies.
  - Year 3 2013-14        100%
- Increase the number of paraprofessionals that meet NCLB highly qualified status from 67% to 80%.
  - Year 1 2011-12        70%
  - There are 77 new paraprofessionals that have been hired to replace paraprofessionals that left in 2011 and 2012. 73 of those staff do not meet the HQ status under NCLB. Currently 61% of the paraprofessionals meet HQ status under NCLB. All paraprofessionals in Title 1 building meet the HQ status or are on a plan to meet the status.
  - Year 2 2012-13        80%
  - 173 new paras were hired to replace paras in 2012-13 and of those only 61 met HQ status under NCLB.
  - 100% of the paraprofessionals in Title 1 buildings meet HQ.

### Action 1.2.4
Use community transition curriculum with students 16 years and older.

#### Performance Indicators or Metric
- Increase state survey results of post school outcomes for students with disabilities.

  - Year 1 2011-12        Collect baseline data
  - The data will be provided by the SDE to the district next fall.
  - Year 2 2012-13        Increase 5% from baseline data
  - The state has not provided us with this data.
  - Year 3 2013-14        Increase 10% from baseline data

## Strategy 1.3
Implement progress monitoring systems to evaluate instructional effectiveness.

### Action 1.3.1
- Match instructional goals to appropriate progress monitoring tools.
- Administer and score curriculum based assessments.
- Use district data collection system(s) to track student progress.

Performance Indicators or Metric
- Increase the number of students with disabilities that meet IEP objectives, as determined at each student's IEP annual review, as documented through EXCEED.
  - Year 1 2011-12      Collect baseline data
  - Year 2 2012-13      Collect baseline data
  - Currently this information cannot be pulled out of Exceed.
- Increase the number of special education teachers that administer and score curriculum based assessments as monitored through the data collection system in EXCEED.
  - Year 1 2011-12      Train staff
    Year 2 2012-13      Collect baseline
  - Teachers are collecting data and charting it through Exceed
  - Year 3 2013-14      Completed
- Special education students (not eligible for ISAT-Alt) will receive universal screeners at the same frequency as general education peers.
  - Year 1 2011-12      Collect baseline data
  - Students on an IEP receive the same universal screeners at the same frequency as general education peers.
  - 2013-14      Completed

## Goals, Strategies & Performance Indicators – Special Services

Goal # 2
Establish clear staffing guidelines, work/caseload expectations, and entrance and exit criteria for therapeutic services, and develop a system to track this information.

Strategy 2.1
Develop a work group that has the knowledge base, experience, and impartiality to examine the district's current model of therapeutic service provision

Action 2.1.1
Accomplish the strategy by completing the following:
Determine what data is required to effectively manage therapeutic staffing and service delivery.
Determine the underlying causes for the district's higher levels of speech and language identification rates and low exit rates.
Develop a plan to align speech and language service with the district's theory of action.
Develop a monitoring system for staffing, service delivery, and cost.

Performance Indicators or Metric
- Clear staffing guidelines and work/caseload expectations will be developed
- IEP team members will clearly understand entrance and exit criteria for therapeutic services
- Use StaffSmart software to develop a system to track and schedule therapeutic services.
  - Year 1 2011-12        Create the system
  - StaffSmart System has been developed and is in use.
  - Year 2 2012-13        Use the system for scheduling and tracking SLP services
  - Completed - StaffSmart software was used to track and schedule SLP's schedules.
  - Year 3 2013-14        Use the system for scheduling and tracking OT and PT services

**Goals, Strategies & Performance Indicators – Special Services**

Goal # 3
Build on the district's theory of action by identifying and implementing an alternative service delivery model for Resource Room support and the Extended Resource Program.

Strategy 3.1
Define  the role of Resource Room as a part of the district's theory of action for supporting struggling students

Action 3.1.1
Accomplish the strategy by completing the following:
Restructure the role of the Resource Room teacher and articulate in fine detail the role of providing academic support to up to 35 students.
Determine in fine detail the role of Resource Room paraprofessionals in the district.

Performance Indicators or Metric
- A clear theory of action will be developed for supporting struggling students.
- The role of the Resource Room will be clearly defined with an action plan for implementation.
  - Year 1 2012-13        Develop an action plan that will include a theory of action
  - Completed --The learning theory will be embedded in the common core training in the fall.  Students should receive core curriculum instruction and point of need or specially designed instruction to close the learning gap.

Strategy 3.2
Explore, plan, and implement alternative Extended Resource Room model.

Action 3.2.1
Accomplish the strategy by completing the following:
Create a vision for how best to meet student needs in the Extended Resource Room, while fostering lifelong independence in the most effective and cost effective manner.
Create an action plan for the implementation of Extended Resource Room staffing and service delivery.
Assess and explore the expansion of categorical programming in the district.

Performance Indicators or Metric
- A complete action plan for the implementation of Extended Resource Room staffing and service delivery will be developed.
    - Year 1 2011-2012    Develop plan recommendations
    - Information gathered on possible options and recommendations made for the 2012-13 school year
    - Year 2 2012-2013    Implement Step 1 of the recommendations
    - The first step in the recommendation was to redesign three elementary ERR programs in each region. North and central regions each have three schools that have been restructured. The south region will be revisited in the 2013-14 school year to determine if this type of restructure is appropriate.
    - Year 3 2013-2014    Completed

**Goals, Strategies & Performance Indicators – Title I**

Goal #1
Expand the Title I service delivery model to maximize the contribution of Title staff in the district's RtI process.

Strategy 1.1
Assure all qualifying Title I schools complete the school-wide applicant process.

Action 1.1.1
Provide technical assistance and guidance to all schools that qualify for the application.

Performance Indicators or Metric
- o One hundred percent of eligible Title I schools will be school-wide programs within two years of their identification of being a Title I school.

Strategy 1.2
Increase teacher and parent knowledge of intervention models and activities and the role of Title I in the RtI process.

Action 1.2.1
Increase training to Title I teachers in RtI, data management, collaboration, and instructional interventions and strategies: training will include academic language, sheltered instruction, differentiated instruction, and reading and math intervention strategies.

Performance Indicators or Metric
- o Four training opportunities for Title I teachers and paraprofessionals will be given each year through the 2013-2014 school year. Surveys will be given each year along with classroom observations to determine the effectiveness of the training in each area.

Action 1.2.2
Provide greater coordination of academic coaching support with Title II.

Performance Indicators or Metric
- o Federal programs staff will participate in Title II staff meetings 70% or better.

Action 1.2.3
Strengthen the model of Title I academic coaches to work with general education and Title I teachers to increase capacity in the areas of reading and math.

Performance Indicators or Metric
- o Training will be provided four times a year to department coaches each year through the 2013-2014 school year. Surveys and observations will be provided to determine the effectiveness of the training in each area.

Action 1.2.4
Increase parent involvement and expand family literacy through night programs and school based parent education and involvement activities, including opportunities to be involved in building school-wide planning, governance and support.

Performance Indicators or Metric
o   Increase access to computers and the internet for Title I families through family rooms at Title I and ELL magnet schools whenever possible. Increase the number of buildings having such programs from two to at least six by 2013-2014.

Strategy 1.3
Increase the capacity of Title I teachers to support math interventions in tiers 1, 2 and 3.

Action 1.3.1
Provide training and co-teaching in the area of teaching math strategies and interventions through a Title math coach.

Performance Indicators or Metric
o   Increase math scores at Title I schools on the ISAT by 5% by spring 2014, based on baseline data from 2010-2011.

<center>**Strategic Objective #2**</center>

<center>Develop, execute, and evaluate dynamic, efficient, and safe operational systems that maximize student learning.</center>

**Goals, Strategies & Performance Indicators – Accounting**

Goal #1
Create and implement efficiencies in workflow and accounting systems, and continue to improve Associated Student Body Funds (ASB) processes and procedures.

Strategy 1.1
Improve financial reporting for auditing and management purposes.

    Action 1.1.1
    Accounting will work with auditors to tie financial reports produced to Business Plus system.

        Performance Indicators or Metric
          o  Year-end audits will be deficiency free.
             The 2012-2013 audit did not have major deficiencies.

    Action 1.1.2
    Once financial reports are produced accounting will meet with Finance Director periodically to review numbers.

        Performance Indicators or Metric
          o  Timely reports will be produced and published for senior management review on a quarterly basis.
             Controller and Payroll Manager meet with Finance Director quarterly to go through financial statements.

Strategy 1.2
Improve process for ordering products and services from third party vendors to streamline and create efficiencies.  It has been decided after some evaluation that this module in our software program is not a viable option.

    Action 1.2.1
    Accounting will work with software vendor (Business Plus) and third party vendors where products or services are purchased.

        Performance Indicators or Metric
          o  Schools and DSC will work with a sample amount of vendors that are compatible with Business Plus in test environment.

    Action 1.2.2
    Integrate ordering online to automatically upload to Business Plus system to eliminate duplication of work and will work with Business Analyst to help integrate process in the system.

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- Business Plus system will accept this type of transaction with majority amount of major vendors.

## Strategy 1.3

ASB funds and cash will be accounted for and handled on a daily basis. Budget and Accounting has an Accounting Technician position that I have reprioritized main job responsibilities. This person's main job is to be support for all schools from the DSC. This includes helping with support questions, following policies and guidelines, school audits, etc. This is on-going and will continue to be beyond this current strategic plan.

### Action 1.3.1

Cash and checks collected at the buildings will be deposited consistently to ensure GAAP compliance.

#### Performance Indicators or Metric
- Year-end audits will be deficiency-free.

### Action 1.3.2

DSC accounting will conduct yearly audits of schools through a rotating schedule.

#### Performance Indicators or Metric
- DSC will monitor procedures periodically to make improvements or recommendations where necessary.

### Action 1.3.3

District accounting personnel will review bank reconciliations of schools to ensure GAAP compliance.

#### Performance Indicators or Metric
- School personnel will be more aware of proper cash handling and possible consequences if procedures are not followed.

## Goals, Strategies & Performance Indicators – Board Programs

Goal #1
To efficiently administer functions required for the overall operation of the district.

Strategy 1.1
To conduct trustee, bond, and supplemental elections as needed over next three years.

Action 1.1.1
Coordinate election requirement with Ada County Elections.

Performance Indicators or Metric
o    Elections were conducted within the requirements set by state code.
Worked with Ada County election officials to identify and schedule selected school sites for use as precincts at the November, March and May elections.

Action 1.1.2
Administer those portions of each election that remain the responsibility of the school district.

Performance Indicators or Metric
o    Elections were conducted within the requirements set by state code.
Provided Ada County with required ballot information and notice of election for supplemental levy election conducted March, 2012

Supplied candidate filing paperwork for Zone 1 and Zone 3 trustee elections in May, 2013. Worked with county to verify signatures on petitions and provided ballot paperwork to Ada and Canyon counties prior to the election.

Provided Ada County with required ballot information and notice of election for supplemental levy election conducted March, 2014

Action 1.1.3
Produce and provide informational materials appropriate for each election to school district patrons.

Performance Indicators or Metric
o    Production and distribution of materials that provide information about each election within the legal parameters of each type of election.
o
Worked with community liaison to post supplemental levy election voting and ballot information on the district web site

## Goals, Strategies & Performance Indicators – Board Programs

Goal #2
Enhanced use of technology and delivery of board materials

Strategy 2.1
To have trustees trained in the use of technology to access board materials.

Action 2.1.1
Coordinate in depth training on the use of technology with district staff and trustees.
Performance Indicators or Metric
o   Training sessions are scheduled with trustees.
Set up training with Bernadette for two new board members to access board agenda on IPad

Action 2.1.2
Clerk will oversee training of trustees on the use of technology with the board agenda.

Performance Indicators or Metric
o   Trustees access board materials with new technology.
Three of five trustees access board materials through their IPads at board meetings.

## **Goals, Strategies & Performance Indicators – Budget & Finance**

Goal #1
Improve administrators' and supervisors' capacity to manage the budget with training, enhanced reports and open communication.

Strategy 1.1
Increase efficiency and effectiveness of administrative, supervisory and finance staff.   Some of the things we have done towards this are; publishing the Finance Newsletter during the school year, sending out budget reports monthly, adding more charts and graphs in the district budget book, and meeting with some directors and supervisors monthly, etc.

Action 1.1.1
Budget reports will be enhanced with graphs and charts along with numerical data.

Performance Indicators or Metric
- o   Enhanced budget reports will be used to guide board and administrative decisions.

Action 1.1.2
Director of Finance will meet as needed with administrators and supervisors to review and answer questions regarding budgets.  Budget staff will be available to assist and train staff as needed on the financial system.

On-going. Budget and Finance is meeting with Directors and Supervisors to provide training on new finance system. This is allowing the Principals, for example, to be more comfortable with budget movements and tracking budgets.

Performance Indicators or Metric
- o   Financial data will be monitored and adjusted by administrators and/or supervisors weekly/monthly.
- o   Data will show efficient and effective system operational practices.

**Goals, Strategies & Performance Indicators – Business Operations**

Goal #1
Improve and enhance Business Plus, Operations' software, for accuracy, compatibility, and usage.

Strategy 1.1
Upgrade Business Plus software program from current version to updated version.

Action 1.1.1

Performance Indicators or Metric
- o   Project Upgrade Plan will be developed.

Action 1.1.2
Business Analyst will lead and oversee the upgrade while different business departments conduct thorough testing and parallel systems.

Performance Indicators or Metric
- o   Periodic meetings conducted by Business Analyst with department heads to gauge progress of project plan against actual progression.
- o   Testing by departments produces like results in production environment and test environment.

Action 1.1.3
Business departments will ensure testing is adequate for final go live date.

Performance Indicators or Metric
- o   Go live date will be July 1, 2012.

Action 1.1.4
Ensure system compatibility with other business software.

Performance Indicators or Metric
- o   Periodic meetings conducted by Business Analyst with department heads to gauge progress of project plan against actual progression.
- o   Testing by departments produces like results in production environment and test environment.

**Goals, Strategies & Performance Indicators – Communications**

Goal #1
Improve district communications through the use of 21<sup>st</sup> century communication technology.

Strategy 1.1
Maximize the use of electronic communication tools at no additional cost.

> Action 1.1.1
> Develop and promote district information using social media.
> > Created district Facebook page
> > Launch district Twitter Feed
> > Create school-based Facebook pages

> Action 1.1.2
> Provide training for staff in the use of free classroom-based websites.
> > Provided in-person training on the creation of Sharepoint websites
> > Created on-line training resources on the creation of Sharepoint Websites
> > Built and deployed more than 800 teacher sites district-wide
> > Continue to provide training and deploy teacher sites toward goal of 100% participation

> Action 1.1.3
> Develop school-based websites using Sharepoint as the content-manager.
> > Converted all but four secondary websites to Sharepoint
> > Convert remaining sites

> > Performance Indicators or Metric
> > o Track number of visitors to all social media and video sites.
> > o Track number of classroom-based websites available to students and parents.

Strategy 1.2
Create a system to stream district video content via the web page.

> Action 1.2.1
> Negotiate a media streaming agreement with an outside video hosting company.
> > For time and cost efficiency, contracted with SchoolTube to host video content produced by the district and embedded in the district web and school web pages

> Action 1.2.2
> Purchase and install a district-wide video server and develop and promote district video productions via a district YouTube site.

> Action 1.2.3
> Establish and populate district web-based video library.
> > Produced videos for staff development
> > Produced first on-line start of school message
> > Populating the library is on-going

> > Performance Indicators or Metric

      ○  Track the number of videos viewed by staff or the public via the video streaming system.

Strategy 1.3
Implement a systematic approach to measuring stakeholder satisfaction.

    Action 1.3.1
    Create, implement, and tabulate universal stakeholder satisfaction surveys using K12
    Insights.
        Created and deployed first system-wide parent satisfaction survey to provide
        bench line date for future performance
        Deployment of future surveys is on-going

    Performance Indicators or Metric
      ○  Production of an annual stakeholder satisfaction report.

**Goals, Strategies & Performance Indicators – Human Resources**

Goal #1
Provide the employees of Joint School District No. 2 with the ability to access their own payroll personnel records.

Strategy 1.1
Implement BUSINESS PLUS Employee Online module.  Will move forward with implementation September 13 with go live July 2014.  This is a very conservative timeline; implementation dates may be moved up to spring 2013 if Document online proceeds more quickly than expected. Employee online modul3 is working and has been online for two months.

Action 1.1.1
Install and configure BUSINESS PLUS Employee Online module.

Action 1.1.2
Design and deliver training to all employees of Joint School District No. 2 in the use and benefits of BUSINESS PLUS Employee Online.

Performance Indicators or Metric
- o  Improved service to employees as follows:
  - Employees will be able to access, view and print their own payroll documents at their leisure.  The types of documents are as follows:
    - ✓ Payroll stubs
    - ✓ W-2
    - ✓ W-4
    - ✓ Timecards
  - Employees will be able to access their payroll record and make the following changes:
    - ✓ Address
    - ✓ Change bank account for EFT
    - ✓ Submit a new W-4
    - ✓ Submit changes to voluntary withholding such as:
      - Cafeteria Plan
      - 403(b)
      - Life Insurance

Action 1.1.3
Implement policies and procedures to utilize all of the benefits of BUSINESS PLUS Employee Online.

<u>Performance Indicators or Metric</u>
- o Reduction in hard costs for delivering payroll
  - • Reduce postage, paper and envelope cost by approximately $15,000 per year due to the fact that pay stubs will no longer need to be mailed to employees in the summer and other times during the year when school is not in session
- o Increase payroll efficiency by approximately 125 – 150 man hours each and every payroll.
- o As of July 1, 2013, payroll stubs will no longer be printed or mailed.  This is replaced with employee online.

**<ins>Goals, Strategies & Performance Indicators – Human Resources –the upgrade has not yet occurred as other priorities were defined as more important to our efficiency.</ins>**

<ins>Goal #2</ins>
Provide Joint School District No. 2 with the ability to integrate supporting documents with BUSINESS PLUS. This goal has been delayed –leave accrual work has taken the priority away from this work.  We are waiting for a second upgrade to Business Plus (IFAS) before taking action on this goal.

<ins>Strategy 2.1</ins>
Implement BUSINESS PLUS Documents Online module to increase work efficiency by redirecting supporting document storage from the District's current third party system.

> <ins>Action 2.1.1</ins>
> Install and configure BUSINESS PLUS Documents Online module.
>
> <ins>Action 2.1.2</ins>
> Design and deliver training to Joint School District No. 2's HR and Business Departments in the use and benefits of BUSINESS PLUS Documents Online.
>
> > <ins>Performance Indicators or Metric</ins>
> > - HR and Business Departments will be able to attach supporting documentation to corresponding data records.
> > - HR and Business Departments will be able to use BUSINESS PLUS Documents Online to lookup supporting documentation for employee and financial records.

Goals, Strategies & Performance Indicators – Human Resources

Goal #3
Implement an automated time clock system for use by all hourly employees in the District.

Strategy 3.1
Implement an automated time clock system to be used throughout the District.

Action 3.1.1
Create specifications for a time clock system that will interface with the BUSINESS PLUS system. Completed and documented via RFP

Performance Indicators or Metric
- o Submit request for bids from vendors  Completed
- o Select vendor based on low bid in accordance with Idaho Code 67-2806 . Thorough review of vendors; recommendation to the board September 11, 2012.

Action 3.1.2
Implement the automated time clock system throughout the District, including installation of hardware and software and training for use by all affected District personnel.  Pilot schools have been identified.
Currently, the following entities use TimeClock Plus exclusively:
Maintenance, custodial, transportation, DSC, LSMS, Frontier, Pioneer, CHS

The five pilot schools implemented the program with variable success. This new system takes active supervision for success. Out of the five schools, one gave up after a brief time and the other never fully implemented the system.  Training modules will be revamped. Refresher courses for pilot schools will be given.
The current plan (2013-2014) is to add 7 schools per month.  This will foster full implementation by May of 2014.

Performance Indicators or Metric
- o Improved efficiency in processing monthly payroll.
- o Employee Time will no longer be calculated manually.
- o Reduce Errors when manually adding and computing employee hours.
- o Reduce the amount of "lost time" that is paid each and every payroll.
- o Meet or exceed the estimated cost savings for the District based upon the above 3 factors:
  - Expense of Manual Calculation - $7,807.50
  - Expense of Error Factor - $65,744.57
  - Expense of Lost Time - $59,960.16
  - Annual Cost - $133,512.23
- o Increased compliance with the Fair Labor Standards Act (FLSA).
- o Automated time recordkeeping process for all non-exempt employees will help decrease the chances for error in the calculation of overtime, compensation time and overtime compensation time.
- o Increased ability for Principals and Supervisors to see what labor is being performed and when it is being performed.

- Principals and Supervisors will be able to track, view and report employee information in real-time.
- This will provide better supervision in a more efficient manner and allow the Principal and/or Supervisor to spend more time focusing on people and students and less on processing paperwork.
- TimeClock has been successfully implemented on a pilot basis. The entire system will use TimeClock Plus in 2013-2014.
- TimeClock will be fully implemented by January 2014.

**Goals, Strategies & Performance Indicators – Human Resources**

Goal #4
Revise, pilot, (principal/assistant principal completed pilot 2012-2013) and implement certified and administrative evaluations to ensure quality instruction, leadership and to promote growth and reflection among professional staff.

Strategy 4.1
Launch revised teacher evaluation and process for 2011-2012.

> Action 4.1.1
> Revised evaluations to reflect four indicators: Unsatisfactory, Basic, Proficient and Distinguished indicators.
>
> > Performance Indicator or Metric
> > o   Evaluation in full force by 2011-2012

Strategy 4.2
Provide ongoing training for all administrators to improve inter-rater reliability using the new evaluation tool. Training in April (2013) for building administrators using Danielson videos.

> Action 4.2.1
> - With input from administrators create training modules to established inter-rater reliability using the new form. In process of revising the form to conform with Danielson 2013 rubric.
> - Video tape district teachers in order to establish a library of training videos In progress
> - Post videos on district website for ease of use. In progress
> - Provide information from the SDE regarding Danielson Training offered by SDE and/or other agencies 10 principals took advantage of state training; these individuals have helped reconfigure teacher evaluation to match the new Danielson rubric and SDE requirements.
>
> > Performance Indicator or Metric
> > o   Training modules are established and implemented.
> > o   Tapes of district teachers are created and posted on district website
> > o   Training opportunities conveyed to all building and district administration

Strategy 4.3
Ensure, by way of training, that evaluators assist and support the classroom teacher by gathering data in multiple ways.

> Action 4.3.1
> With input from staff devise a system of data gathering for non-observables.
>
> > Performance Indicator or Metric
> > o   Artifact collection is systematic and standardized
> > o   Reflective conversations between administrator and teacher occur before evaluation is written and submitted to personnel file

Strategy 4.4
Construct an observation system that ensures that all teachers have at least two administrators observing their teaching.

    Action 4.4.1
    Regional directors establish partner schools for observation purposes; evaluations will be
    written by home school administrator. Some building administrators did not adhere to this expectation.  Next year this goal will be reinforced by Regional Directors

        Performance Indicator or Metric
           o   Direct observations of teaching are systematically schedules so that two administrators observe each teacher

Strategy 4.5
Quantify teacher ratings for submission to the state. Done

    Action 4.5.1
    Work with data analyst to determine how/where to enter data into ISEE Done

        Performance Indicator or Metric
           o   Rating system developed, Spring 2011; implemented in full 2011-2012. Done

Strategy 4.6
Develop method to gather and report parental input and student achievement data in teacher evaluation. Done

    Action 4.6.1
    Data entry format and location is standardized

        Performance Indicator or Metric
           o   Survey is created, distributed and returned by February 1, 2013
           o   Student Achievement data is entered appropriately and submitted via ISEE

Strategy 4.7
Revise Principal Evaluation aligned with state requirement. Used this year with mixed results; the evaluation form has been revised again and the new version will be used for the 2013-2014 year.

    Action 4.7.1
    Form committee of directors/principals in order to revise principal evaluation form and process.
    Submit results of parental survey and student achievement to the state via ISEE.

        Performance Indicator or Metric
           o   Evaluation revised, Fall 2012
           o   Evaluation piloted Spring 2013

Strategy 4.8
Revise, pilot and implement evaluations for all certified staff.

Action 4.8.1
Teams of stakeholders work collaboratively to revise documents
Pilots and revisions help standardize forms

Performance Indicator or Metric
- Nurse evaluation, revised piloted Spring 2011; fully implemented 2011-2012 school year
- Counselor evaluation, revised and piloted Spring 2011; fully implemented 2011-2012 school year
- Education Psychologist, revised and piloted Spring 2011; fully implemented 2011-2012 school year
- SLP/OT/PT, piloted Spring 2011; fully implemented 2011-2012 school year
- Coordinator/Supervisor, piloted Spring 2012. This needs revision. In committee 9/1/13
- Academic Coach, piloted Spring 2012. Completed
- Assistant Principal, intern piloted Spring 2013 Completed
- Secondary Librarian, piloted Spring 2013 Will be revised In Committee

**Goals, Strategies & Performance Indicators – Human Resources –will be an ongoing work goal as code changes occur each year.**

Goal #5
Align current district policies related to personnel with new Idaho Code provisions This is an ongoing task

Strategy 5.1
Review/analyze statutes and identify policies affected by changes

Action 5.1.1
Revise all policies affected by new education statutes

Performance Indicator or Metric
  o Policies revised by Spring 2012. Completed

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #1
Increase the wireless capacity at all elementary, middle, and high schools to provide for a one-to-one wireless device learning environment.

Strategy 1.1
Provide additional access points which will allow for a robust classroom instructional environment using one-to-one wireless devices at the elementary schools.

Action 1.1.1
Evaluate current data access points and hardware needs at elementary locations. Select two sites, Star and Spaulding, to establish the baseline data costs for the district by September 2011.

Performance Indicators or Metric
- o   Identify current access points and hardware by elementary beta schools.

Action 1.1.2
Identify additional data access point locations and additional switches to provide at least one access point per classroom with additional access points in the hall ways to support full classroom support for one-to one devices.

Performance Indicators or Metric
- o   Work with vendors to outline the necessary access points and switches at each beta elementary school.
- o   Conduct walk-through with vendors to ensure proper location of equipment (October 2011).

Action 1.1.3
Order hardware and purchased services for the installation of wiring to meet existing network standards using plant facilities budget.

Performance Indicators or Metric
- o   Purchase orders sent to vendors (November 2011).

Action 1.1.4
Installation of access points, switches, and wiring at elementary locations.

Performance Indicators or Metric
- o   All equipment installed and brought into service (December 2011)

Action 1.1.5
Select one-half of the elementary schools to be completed in 2012-2013 school year following the same time table.

Performance Indicators or Metric
- o   All equipment installed and brought into service (December 2012).

Action 1.1.6
Select remaining half of the elementary schools to be completed in 2013-2014 school year following the same time table.
All elementary schools completed by June 30, 2104.

Performance Indicators or Metric
- o   All equipment installed and brought into service (June 2014).

Strategy 1.2
Provide additional access points which will allow for a robust classroom instructional environment using one-to-one wireless devices at the high schools.

Action 1.2.1
Work with the State Department of Education and the State Department of Administration to develop a wireless plan for upgrading all high schools by either adding to the existing wireless networks creating an independent wireless network for Students Come First by December 2103.

Performance Indicators or Metric
- o   Identify current access points and hardware by high schools.

Action 1.2.2
Identify additional data access point locations and additional switches to provide at least one access point per classroom with additional access points in the hall ways to support full classroom support for one-to one devices.

Performance Indicators or Metric
- o   Work with the State Department of Education and the Department of Administration on implementing their standards for wireless networks.
- o   Work with vendors to outline the necessary access points and switches at each high school.
- o   Conduct walk through with vendors to ensure proper location of equipment prior to networking each high schools.

Action 1.2.3
Order hardware and/or purchased services for the installation of wiring to meet existing network standards using plant facilities budget.

Performance Indicators or Metric
- o   Purchase orders sent to vendors

Action 1.2.4
Installation of access points, switches, and wiring at high schools.

Performance Indicators or Metric
- o All equipment installed and brought into service April 30, 2014.

Strategy 1.3
Provide additional access points which will allow for a robust classroom instructional environment using one-to-one wireless devices at the middle schools.

Action 1.3.1
Evaluate current data access points and hardware needs at middle school before October 2014.

Performance Indicators or Metric
- o Identify current access points and hardware by middle schools.

Action 1.3.2
Identify additional data access point locations and additional switches to provide at least one access point per classroom with additional access points in the hall ways to support full classroom support for one-to one devices.

Performance Indicators or Metric
- o Work with vendors to outline the necessary access points and switches at each middle school.
- o Conduct walk through with vendors to ensure proper location of equipment November 2014.

Action 1.3.3
Order hardware and purchased services for the installation of wiring to meet existing network standards using plant facilities budget.

Performance Indicators or Metric
- o Purchase orders sent to vendors December 2013.

Action 1.3.4
Installation of access points, switches, and wiring at middle school locations.

Performance Indicators or Metric
- o All equipment installed and brought into service May 2014

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #2
Provide hardware support to all district provided/purchased computers, laptops, wireless devices, printers, servers, Voice Over IP phones, IP cameras, and switches.

Strategy 2.1
Review current support methods of help desk and modify accordingly to meet the needs of the end user regarding the additional technologies in the district.

Action 2.1.1
Base line data has established with the current help desk system.  It is now necessary to review the categories and types of support to meet the increasing needs in the district with newer equipment.

Performance Indicators or Metric
- Add support categories for wireless devices and training on wireless devices.

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #3
Put in a rotation replacement schedule for all hardware to keep 21st technology refreshed in the district with the Total Cost of Ownership striving to support specific equipment devices.

Strategy 3.1
Replace one fifth of the computers annually to ensure a five year replacement schedule on a one in-one out bases.

> Action 3.1.1
> Include costs in plant facility budget annually to meet district needs.

> > Performance Indicators or Metric
> > o   New computers are installed each winter during November and December.

Strategy 3.2
Replace one third of the laptops to ensure a three year replacement schedule on a one in-one out bases.

> Action 3.2.1
> Include costs in plant facility budget annually to meet district needs.

> > Performance Indicators or Metric
> > o   New laptops are installed each winter during November and December. Currenlty waiting on Windows 8.1 images

Strategy 3.3
Replace individual printers with central printing as the individual printers die and their ink supplies are depleted.

> Action 3.3.1
> Include costs in plant facility budget annually to meet district needs to be completed by fall 2015.

> > Performance Indicators or Metric
> > o   New printers are installed each winter during November and December.

Strategy 3.4
Replace school servers on a three year rotation.

> Action 3.4.1
> Replace one third of the school servers to ensure a three year replacement schedule.

> > Performance Indicators or Metric
> > o   New servers will be ordered for elementary, middle school, and high schools on a three year rotation with doing one school grade level at a time and put into production in April of each year.

<u>Strategy 3.5</u>
Replace network switches on a seven year rotation.

    <u>Action 3.5.1</u>
    Replace one seventh of the network switches ensure a seven year replacement
    schedule.  Ongoing yearly.

        <u>Performance Indicators or Metric</u>
        o   New switches will be ordered for at the start of each school year and put
            into service prior to October each year.  Ongoing yearly.

<u>Strategy 3.6</u>
Replace Voice Over IP phones on a ten year rotation.

    <u>Action 3.6.1</u>
    Replace one tenth of the Voice Over IP phones to ensure a ten year replacement
    schedule.  Ongoing yearly.

        <u>Performance Indicators or Metric</u>
        o   New phones will be ordered and broken phones will be replaced during
            the year as needed.

<u>Strategy 3.7</u>
Replace wireless devices on a six year rotation.

    <u>Action 3.7.1</u>
    Replace one sixth of the wireless devices to ensure a six year replacement schedule.

        <u>Performance Indicators or Metric</u>
        o   New devices will be ordered prior to the start of school each fall replacing
            one sixth of the devices in the buildings.

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21ˢᵗ  Century Schools)**

Goal #4
Change the software deployment at all locations by moving from software pushes to Application deployment with Microsoft Application Virtualization (App-V) and System Center Configuration Manager (SCCM).

Strategy 4.1
App-V provides anywhere user access to applications that are dynamically available on any authorized PC without application installs.

Action 4.1.1
Base line data was established 2010-2011 at Rocky Mountain High School with all applications that were App-V capable.

Performance Indicators or Metric
- o App-V applications ran on the school server and were pushed down to the work station when requested by end users.

Action 4.1.2
Install System Center Configuration Manager (SCCM) which will replace Zenworks and provide a centralized system for managing and deploying virtualized applications across the district at select schools. Not done, staff left the district and all knowledge went with this individual.  Beta school was rolled back to standard server for fall 2012.

Performance Indicators or Metric
- o Identify key schools (one high school, middle, and elementary school) to beta test the Install System Center Manager 2012 spring 2012.
- o All Information Staff will have App-V and System Center Configuration Training during the summer of 2012.  Not done, staff left the district and all knowledge went with this individual.  Beta school was rolled back to standard server for fall 2012.
- o Not the direction the district is going to be heading.

Action 4.1.3
Install System Center Configuration Manager (SCCM) which will replace Zenworks and provide a centralized system for managing and deploying virtualized applications across the district.

Performance Indicators or Metric
- o Install System Center Configuration Manager 2012 district wide deploying between 2012-2014 still need to roll out to buildings.

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #5
The district will coordinate and streamline the processes that facilitate the transfer of data between major database software used within the district and the State Department of Education.

Strategy 5.1
Implement strategies between database analysts and directors that facilitate department needs for required reporting and appropriate data driven decision making.

Action 5.1.1
Data input is completed accurately.  Data analysts work with the databases to provide the information required by end users.

Performance Indicators or Metric
- o Downloads from the state transfer smoothly and accurately.
- o Departments are able to download data effectively and efficiently.
- o Superintendents and directors are able to make sound decisions based on accurate data.
- o Business Plus provides student and personnel data accurately and Business Plus interacts with other software as designed.
- o PowerSchool functions as designed to provide data to other systems as well as report information to parents, to the state, and to end users.

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #6
The district will have a longitudinal database system for storing District-wide data for the purpose of reporting information to administrators, principals, and teachers.

Strategy 6.1
The District will develop or adopt a data storage platform to provide a central location for reporting longitudinal data.

    Action 6.1.1
    Evaluate options for a longitudinal database system that can connect with the District's multiple database platforms.   System must be at the enterprise level and have the ability to increase storage capacity as the District's data needs grow.  In addition, the system must have the ability to maintain data integrity through data validation mechanisms.

        Performance Indicators or Metric (completed by June 2015)
- District personnel can and does retrieve longitudinal data in a timely manner.
- Data validation is protecting the longitudinal database system from storing invalid information.
- Production and backup systems are expanding storage as the longitudinal database system grows.

**Goals, Strategies & Performance Indicators – Information Systems  (Improve Information Systems Connectivity for 21st  Century Schools)**

Goal #7
The District will have a unified software interface for accessing a longitudinal database.

Strategy 7.1
The District will adopt enterprise level software for generating reports and other district information from the longitudinal database.

Action 7.1.1
The District will evaluate software that will connect to the longitudinal database, can design and executes reports, is user-friendly, and has mechanisms for applying data security.

Performance Indicators or Metric (completed by June 2015)
- Reports return accurate data from the longitudinal database.
- Report usage is monitored to determine District-wide use.
- Software is able to generate reports from data requests in a timely manner.
- Software is tested to validate employees are getting access to information associated with their District role.

**Goals, Strategies & Performance Indicators – Maintenance & Operations**

Goal #1
Written guidelines, practices, and procedures will be enhanced to support higher standards throughout the department.  Updated equipment will be purchased to facilitate reduced labor costs while enhancing productivity.

Strategy 1.1
Create written guidelines for cleaning standards that meet Department expectations.

Action 1.1.1
Research similar industries for written summaries of techniques used.  Use these ideas and approaches to create a working document.

Performance Indicators or Metric
- Enhanced schools/buildings that are welcoming, clean, and safe for students, staff, and patrons
- Insure all custodians are trained in District cleaning & sanitation standards
- Insure all custodians are informed of end-of-year building & locker clean out procedures
- Created procedure books, unique by school site, which are given to new hires, substitute head custodian/custodian on what is expected when they arrive on site

Strategy 1.2
Improve equipment and tools used by custodial staff.

Action 1.2.1
Research industries that provide latest advances in equipment that reduces labor time expended and increases custodial efficiency.

Performance Indicators or Metric
- Increase in square footage ratio to staff for cleaning.
- Monitor and graph productivity increases.

Strategy 1.3
Training for all custodians.

Action 1.3.1
On-line training in appropriate topics for all custodians.

Performance Indicators or Metric
- o Summary reports will be kept to provide evidence and the number of custodians completing the training successfully. Safe Schools is one of the current online software providers.
- o Created training videos that are available via District Website:
  - Restroom Cleaning Training
  - Mower Operation Training
  - Snow Blade Training
  - Gas Blower & Trimmer Training

Action 1.3.2
Have manufacturer representatives provide training on their products used by District custodial staff.

Performance Indicators or Metric
- o Improved appearance of schools and facilities.
- o Safer and well trained custodial staff.
- o Reduced budget expenditures for equipment and repairs.

Strategy 1.4
Evaluate carpets in all sites yearly to recommend those that may require high pressure steam/ mechanized cleaning approaches.

Action 1.4.1
Create criteria for selection of local contractor with high-end steam cleaning carpet equipment that meets or exceeds factory recommendations.

Performance Indicators or Metric
- o Had Contract Floors Inc. use industrial truck-mounted carpet clearner to do all carpets at Mountain View High School. Results were not to expectations – project tabled.

## Goals, Strategies & Performance Indicators – Maintenance & Operations

Goal #2
Improve response to school maintenance emergencies through standardized procedures.

Strategy 2.1
Develop standardized procedures and guidelines for maintenance emergencies, during school and after hours, occurring at schools or District facilities.

Action 2.1.1
Identify common school maintenance emergencies to Principals/Building Supervisors. Provide written guidelines for these types of emergencies.
- Electrical outage
- Single phasing of electrical devices
- Broken window/windows or vandalism
- Fire sprinkler system or fire alarm panel in failure
- Water damage/flooding
- Roof failure
- Principal is to contact one of the Maintenance Supervisors and inform of the situation so emergency plan can be implemented.

Performance Indicators or Metric
- Guidelines for emergency response completed by January 2012.
- Principal/Building Supervisor provided Maintenance Administrative personnel cell and home phone numbers and organizational chart.
- In school "maintenance emergency" contact Wayne Hanners, Don Lowman, Chad Webster, Greg Parsons or Bill Woffington. They have emergency plan and will start the process of getting appropriate personnel or contractors alerted.

Strategy 2.2
Establish building maintenance emergency response teams of qualified personnel. Establish a list of qualified vendors/contractors to assist in an emergency.

Action 2.2.1
Identify school maintenance employee's strengths. Provide training for their field of expertise. Schedule a maintenance emergency drill and walk through once per year. Provide a team plan with selected vendors.
- Following to each Maintenance Supervisor
- List of qualified vendors/contractors with contact information
- List of maintenance technician's work assignment
- List of maintenance technician's strengths
- List of maintenance technician's cell and home phone numbers
- District phone directory – procedures on obtaining this document from District web site
- Custodial contact list with assignment, home, pager or cell number.

Performance Indicators or Metric
- o Sent two maintenance technicians to a nine-day International Builders, Operators & Operators Association (IBOA) training to become certified. This training has enhanced their mechanical skills and knowledge.
- o Review of maintenance emergency response team documents will provide evidence of performance

**<u>Goals, Strategies & Performance Indicators – Nursing Services</u>**

<u>Goal #1</u>
Improve response to medical emergencies through standardized protocols and training.

<u>Strategy1.1</u>
Develop standardized protocols and guidelines for common medical emergencies.

<u>Action1.1.1</u>
- Identify common medical emergencies in schools
- Provided written guidelines for medical emergency response

<u>Performance Indicator or Metric</u>
- o Guidelines for emergency medical response will be in development phase by January 2012.

<u>Strategy 1.2</u>
Establish building medical emergency response teams of qualified personnel.

<u>Action1.2.1</u>
- Identify school staff/employees currently certified in CPR
- School nurses to train building teams emergency procedures and response
- Schedule medical emergency response drills at least 1X semester
- Provide resources to school staff for CPR and First Aid courses

<u>Performance Indicators or Metric</u>
- o Response teams identified by November 2012
- o 50% of response team members CPR certified
- o Training of emergency protocols and drills will be implemented starting January 2013

**Goals, Strategies & Performance Indicators – Nursing Services**

Goal #2
Develop integrated health and medical information system to:
- Provide information regarding student health concerns, office visits, treatments and care plans.
- Eliminate double charting in duplicate paper and electronic systems.
- Create standardized health information for inclusion district wide application for use by staff.

Strategy2.1
Develop and define procedure for use, storage, and retrieval of electronic and paper student health records.

Action 2.1.1
- Identify current processes for use and storage of both electronic and paper student health records
- Identify which student health records need to be maintained year to year for students currently enrolled in district
- Align student health records procedures with district policy
- Write procedures for storing and accessing electronic student health records.

Performance Indicator or Metric
- o Written policies and/or procedures for use, storage and access of electronic student health records by June 2012. Partially complete. Written policy incomplete.

Strategy 2.2
Implement HealthOffice student health management application to full capacity allowing for student health data to be contained within one electronic system

Action2.2.1
- Transfer immunization data from PowerSchool server to HealthOffice
- Utilize immunization module for tracking, reporting and storing immunization data per Idaho State requirements for annual immunization compliance reporting, including validity testing of required immunizations.

Performance Indicator or Metric
- o Immunization data contained and complete in HealthOffice by June 2012.

Action2.2.2
- Work with HealthOffice vendor to store, access and archive word documents in application.
- Transfer individual care planning and treatment documents into HealthOffice server.

Performance Indicator or Metric
- o Process for inclusion of student health plans and treatment documents in HealthOffice under development by June 2012.

<u>Strategy2.3</u>
Standardize treatment and planning documents for teacher access in district wide information application.

     <u>Action 2.3.1</u>
- Work with assessment and special education departments to investigate inclusion of student health information with assessment information and special programs information.
- Assess and budget for any cost connected with inclusion of health information.
- Test and evaluate use of district application for teacher notification of health plans.
- Design procedure for moving documents from HealthOffice to district information application.
- Train nursing staff in electronic transfer and posting of student health information to staff.

          <u>Performance Indicators or Metric</u>
  - Implementation plan for use of district application for health information completed by January 2014.
  - All nursing staff using district application for teacher notification of health concerns and treatment by September 2014.

## Goals, Strategies & Performance Indicators – Safety

Goal #1
Design, develop and implement a district-wide safety program for students, employees, and patrons.

Strategy 1.1
Maintain a current data set in Rapid Responder.

Action 1.1.1
Each school site must update personnel and school site information annually in Rapid Responder.
All schools will update their personnel and site information at the start of the 2012-13 school year.

Performance Indicators or Metric
- All schools will submit an updated safety plan for the 2012-13 school year to be kept at the DSC.

Action 1.1.2
Each school must train new staff and provide refresher training for key personnel regarding Rapid Responder.

Performance Indicators or Metric
- Alignment between Rapid Responder and current personnel records in Business Plus.
- Examine the training schedule and the record of attendees to determine compliance.

Strategy 1.2
Conduct training drills regarding fire, lockdown, and natural disasters.

Action 1.2.1
Each school will conduct monthly fire drills.

Action 1.2.1
Each school will conduct situational drills at least once each semester (situations may include active shooter, intruder, hostage, earthquake, etc).

Performance Indicators or Metric
- 100% compliance of monthly fire drills.
- Examine the annual records kept at maintenance regarding compliance.

Strategy 1.3
Design, develop, and implement a safety program that decreases the number of workers' compensation claims and student accidents.  Claims costs were reduced from $1,233,664 in 2011 to $401,272 in 2012.  Claims filed were reduced from 210 in 2011 down to 159 in 2012.

Action 1.3.1
Purchase Safe Schools modules and require specific employees to take targeted courses for a particular job function. Transportation, school nutrition, Special Education paras and teachers, maintenance and custodians.  Teachers to be added to safe schools in 2012-2013.

Action 1.3.2
Develop monthly reports of claims and accidents and distribute the information to building level principals and supervisors.

Action 1.3.3
Design, develop and implement a program of identification and remediation of safety hazards that can be utilized by district personnel to create safer schools.

     Performance Indicators or Metric
- Examine and analyze the logs of safe school modules for course completion.
- Examine and analyze summary documents regarding workers compensation claims and student accidents.
- Review the number of work orders placed and tasks completed that are related to safety.  The baseline year will be 2009-2010.
- Review the minutes of the safety committee to determine compliance and effectiveness.

Strategy 1.4
Update and increase the amount of snow removal equipment owned by the district.

Action 1.4.1
Purchase one additional sanding truck.
Purchased new truck to haul double mowers and to be used for winter plowing.

Action 1.4.2
Purchase one additional de-icer tank and spreader.

     Performance Indicators or Metric
- Analyze and compare the 2009 equipment inventory with the 2012 equipment inventory in the grounds department.

**Goals, Strategies & Performance Indicators – School Nutrition Services (Preparing Today's Students for a Lifetime of Health Nutrition)**

Goal #1
Improve School Nutrition Services system operations

Strategy 1.1
Provide healthy meals for Joint School District No. 2 students and other stakeholders that meet state nutritional guidelines and increase participation.

Action 1.1.1
Evaluate menus and improve/replace less popular choices

Performance Indicators or Metric:
- o  Increase the number of reimbursable meals served each fiscal year

| | |
|---|---|
| 2010-11 Baseline | |
| Reimbursable Meals | 3,382,898 |
| 2011-12 | |
| Reimbursable Meals | 3,374,768 |
| 2012-13 | |
| Reimbursable Meals | 3,173,166 |
| 2013-14 YTD | 2,897,183 |
| Reimbursable Meals | |

Action 1.1.2
Utilize OneSource program for effective use of nutrient analysis tools to plan meals that meet state nutritional guidelines (will be met by June 1, 2014 – not by One Source but by contracted service).

Performance Indicators or Metric
- o  Analyze menus to ensure that each meal served meets state nutritional guidelines (completed on USDA spreadsheets, not in One Source. Ongoing every 6 months).
- o  Transition to food based menu planning by August 2012.

Action 1.1.3
Effectively market the school nutrition program

Performance Indicators or Metric
- o  Redesign web page
- o  Advertise/market in each building
- o  Create brochure for distribution at the beginning of each year

Action 1.1.4
Train staff and implement USDA guidelines required by the Child Nutrition Reauthorization - Healthy, Hunger-Free Kids Act of 2010.

Performance Indicators or Metric
- o  Compliance with new requirements

Action 1.1.5
Prepare kitchen staff and patrons for the new meal requirements stipulated by the Healthy, Hunger-Free Kids Act of 2010

Performance Indicators or Metric
- o  Create student/parent advisory committees (elementary and secondary).
- o  Pilot new menus at selected schools during the 2011-2012 school year.

Strategy 1.2
Foster customer satisfaction across the district through friendly service and attention to customer needs

Action 1.2.1
Train kitchen managers in the area of customer service.

Performance Indicators or Metric
- o  Improved atmosphere in serving areas and cafeterias for students, parents, and faculty (Spring 2014 survey completed – will be compared with Spring 2013).
- o  Positive attitudes and better cooperation within kitchen teams (Spring 2014 survey results showed 50% improvement in kitchen atmosphere)
- o  Reduce customer complaints

Action 1.2.2
Work with building registrars and secretaries to enroll new students immediately in PowerSchool and increase use of online application for Free/Reduced Meal Program for 2012-13.

Performance Indicators or Metric
- o  Reduce number of paper applications submitted (numbers reflect processed/scanned applications, not the actual amount submitted):
  11-12  566
  12-13  261
  13-14  245 (YTD)
- o  Online applications will be approved within 24 hours

Action 1.2.3
Provide nutritional/allergen information to patrons

Performance Indicators or Metric
- o  Nutritional/allergen information posted on district web page by the start of each school year

Action 1.2.4
Kitchen managers will attend one building staff meeting a month or meet with the principal each month

Performance Indicators or Metric
- o Each kitchen manager will submit documentation by the end of each school year to the school nutrition supervisor.

Action 1.2.5
Revise mission statement for School Nutrition and create a vision statement.

Performance Indicators or Metric
- o Revision of mission statement/creation of vision statement (current mission statement is Preparing Today's Students for a Lifetime of Healthy Nutrition) by June 30, 2012.

Strategy 1.3
Provide leadership training for kitchen managers.

Action 1.3.1
Schedule meetings with kitchen managers.

Performance Indicators or Metric
- o Improved leadership and professionalism.

Action 1.3.2
Create procedures consistent with Joint School District No. 2 policy for resolution of personnel issues.

Performance Indicators or Metric
- o Improved leadership and professionalism
- o Reduce personnel issues/need for intervention
- o Personnel issues are resolved in an efficient, timely manner and include input from building administration, if necessary

Strategy 1.4
Promote a safe work environment

Action 1.4.1
Post district safety posters in kitchens/train staff on safety and accident prevention

Performance Indicators or Metric
- o Worker's Compensation savings:
  09-10 $176,393          10-11 $21,568.76
  11-12 $16,637.26       12-13 $76,038.12
  13-14 $24,588.77 (estimate – YTD)
- o Reduce number of claims
  09-10  10 claims        10-11  21 claims
  11-12  16 claims        12-13  17 claims
  13-14  14 claims

**Goals, Strategies & Performance Indicators – School Nutrition Services (Preparing Today's Students for a Lifetime of Health Nutrition)**

Goal #2
Operate a fiscally efficient school nutrition program.

Strategy 2.1
Implement system to track revenue and expenses.

> Action 2.1.1
> Utilize OneSource to track inventories and Business Plus to track expenditures
>
> > Performance Indicators or Metric
> > o   Reduce loss/waste of product
>
> Action 2.1.2
> Track spoilage and waste - formulate and implement plans to reduce
>
> > Performance Indicators or Metric
> > o   Reduce loss/waste of product
> >
> > 2011-12 discards - $6,628.36
> >
> > 2012-13 discards - $14,695.99 (not met - donation to food bank and began to require managers to enter all discards in OneSource)
> >
> > 2013-14 discards - $16,599.58 YTD

Strategy 2.2
Identify and implement changes in practice/procedure that will result in reduced expenses.

> Action 2.2.1
> Create menus that efficiently use available USDA commodities
>
> > Performance Indicators or Metric
> > o   Increase use of amount allocated by USDA
> >
> > | | |
> > |---|---|
> > | 2010-11 | $649,747.20 |
> > | 2011-12 | $600,739.43 |
> > | 2012-13 | $867,975.02 |
> > | 2013-14 | $931,548.69 |
>
> Action 2.2.2
> Annually request formal bids for milk, food, produce, and paper (add bread and pizza)
>
> > Performance Indicators or Metric
> > o   Bids for milk, food, and paper posted/opened and submitted to school board for approval prior to June 30
> > o   Bids for produce and pizza posted/opened and submitted to school board for approval prior to August 1

Action 2.2.3
Warehouse chemical items at the District Service Center

Performance Indicators or Metric
- o Chemical items will be delivered directly to schools.

Action 2.2.4
Identify alternative food preparation techniques for cost savings

Performance Indicators or Metric
- o Purchase reduced amount of processed food from vendors

**Goals, Strategies & Performance Indicators – School Nutrition Services (Preparing Today's Students for a Lifetime of Health Nutrition)**

Goal #3
Inventory school nutrition equipment in each building and create preventative maintenance/replacement schedules.

Strategy 3.1
Compile inventory of all kitchen equipment

Action 3.1.1
Inventory equipment at each school

Performance Indicators or Metric
o Completed by the end of the 2012-13 school year

Strategy 3.2
Create preventive maintenance/replacement schedules

Action 3.2.1
Collaborate with commercial maintenance vendors to create maintenance schedules/service plans for each piece of equipment based on daily, weekly, monthly, etc. needed service and preventative maintenance

Performance Indicators or Metric
o Service plans created by the end of the 2011-12 school year
o Reduction in equipment downtime
o Reduction in service calls:

2009-2010    Cottrell HVAC, 67 service calls
             Hobart, 124 service calls
             Ron's Service, 88 service calls

2010-2011    Cottrell HVAC, 40 service calls
             Hobart, 73 service calls
             Ron's Service, 54 service calls

2011-2012    Cottrell/Boise Appliance, 82 service calls
             Hobart/Commercial Service, 61 service calls
             Ron's Service, 80 service calls

2012-2013    Boise Appliance, 133 service calls
             Commercial Service, 89 service calls
             Ron's Service, 62 service calls

2013-2014    Boise Appliance, 138 service calls (YTD)
             Commercial Service, 53 service calls (YTD)
             Ron's Service, 32 service calls (YTD)

o Reduction in property services expense related to equipment

| 2009-2010 | Cottrell HVAC | $25,365.81 | |
| | Hobart | | $36,769.24 |
| | Ron's Service | | $27,247.18 |
| | | | |
| 2010-2011 | Cottrell HVAC | $13,819.80 | |
| | Hobart | | $45,134.25 |
| | Ron's Service | | $19,588.25 |
| | | | |
| 2011-2012 | Cottrell/Boise Appliance | $44,927.10 | |
| | Hobart/Commercial Service | $33,533.68 | |
| | Ron's Service | $30,872.80 | |
| | | | |
| 2012-2013 | Boise Appliance | $51,376.92 | |
| | Commercial Service | $25,409.97 | |
| | Ron's Service | $32,154.59 | |
| | | | |
| 2013-2014 | Boise Appliance | $62,434.42 (YTD) | |
| | Commercial Service | $21,062.34 (YTD) | |
| | Ron's Service | $25,564.67 (YTD) | |

## Goals, Strategies & Performance Indicators – Transportation

Goal #1
Transportation will close the gap between actual costs and state reimbursement and will be at or below state transportation reimbursement by the 2013 -2014 school year.
- o Transportation was under the cap 2007-2008 and all previous years
- o Transportation was over the state funding cap 2008-2009 $369,774
- o Transportation was over the state funding cap 2009-2010 $423,125
- o Transportation was over the state funding cap  2010-2011 $433,385
- o Transportation was under the state funding cap 2011-2012
- o Data for 2012-2013 will not be available until June 2014

Strategy 1.1
Maintain the 10-11 Reduction in Workman's Comp claims.

Action 1.1.1
Identify Safety Concerns
- o Insure proper foot wear during winter months.
- o Insure proper care of the employee parking lot during winter months.
- o Wet floors will be posted and cleaned regularly during inclement weather.
- o Continually winterize icy walk ways and parking lot.
- o Tape down doorway rugs.
- o Remove snow when needed and monitor the parking lot for ice.

Performance Indicators or Metric
- o The Transportation Assistant Supervisors will quarterly evaluate each action item for clarity, affect and completion.

Action 1.1.2
Increase safety training
- o Post safety reminders on a regular basis.
- o Require all drivers to complete safety training modules. If drivers are in an accident or injured, the Assistant Supervisors will identify re-training needs and be responsible for driver completion of the re-training.
- o Establish a minimum driver physical requirement based on their job description and a timeline for all drivers to meet the requirement by 2014.

Performance Indicators or Metric
- o Baseline indicators
  - From 7/1/2005 to 3/1/2010 incurred claim costs by bus drivers totaled approximately 1.2 million dollars. This amount surpassed teachers by approximately $400,000.
  - Approximately $780,000 came from the slips and falls category. This amount was twice of any other category.
  - Work Comp 09-10 equals $362,320
  - Work Comp 10-11 equals $100,335 which is a 72% reduction from 09-10
  - Work Comp 11-12 equals $118,793.09 which is a 67% reduction from 09-10 and a 15% increase over 10-11

- Work Comp 12-13 equals $552,726.87 a 365% increase over 11-12
- Work Comp 13-14 is not available until June 2014
  - o The Transportation Assistant Supervisors will compare new data with the baseline data.
  - o The Transportation Supervisor will be responsible for the implementation and evaluation of the minimum driver physical requirement with input from the Transportation Safety Committee.

Strategy 1.2
Reduce labor costs by $1,300,000 by 2012-2013. (Completed by removal of mid-day busing, and reduction of routes, stops and personnel)

Action 1.2.1
Limit bus mileage.
- o Stage buses at various sites to limit empty driving time and mileage.
- o Construct electrical plug-ins as needed so buses may be left at these sites during the winter months (Competed at EHS and planning for LHMS).
- o Stage buses overnight on the south side of the district by 2014 by adding a fenced area with electrical plugs. This has been put on hold pending the bond election planned for August 2014. If the bond passes for a new middle school the fenced area will be smaller.
- o Establish a shuttle system that maximizes ridership, minimizes mileage, and meets student needs.
- o Continue to streamline the process with the Ad Hoc safety committee to identify and analyze all safety walk zones for possible elimination of bus routes.
- o Audit all routes for load counts, driver time, collection points, and mileage. Data will be covered by the Transportation Supervisor at the monthly staff meeting.
- o Stage buses mid-day at locations throughout the district to eliminate return mileage. Start the staging the second week of school.
- o Buy and install camera systems with passive GPS on all buses by the end of the 2013-2014 school year.
- o Stage older buses at high schools to help decrease activity busing costs for the high school activities
- o Identify cost saving equipment and procedures that can help Transportation save money and become greener.
- o Accounting will apply for taxed fuel sales when buses do not fuel at the yard

Performance Indicators or Metric
- o Ad Hoc safety committee developed and functional in October 2010
- o 45 Bus routes were cut in August of 2010
- o 1221 Stops were removed in August of 2010An additional 1597 stops were removed August 2011 (Mid-day Kinder)
- o An additional 70 routes were removed August 2011 (Mid-day Kinder)
- o The Transportation Supervisor and the Assistant Supervisors will meet monthly to track data related to load counts, staging, and bus mileage
- o The Transportation budget will be analyzed by the Transportation Supervisor to plan for additional passive GPS systems and cameras to be added yearly.
- o Use the Funding Cap Spreadsheets from the State Department for comparison data.

- 2010-2011 - 42 buses were staged mid-day
- 2011- 2012 – 48 buses were staged mid-day
- 2012-2013 – 44 buses were staged mid-day
- Fuel usage will be tracked.
  - 2010-2011 -  saved 51,043 gallons from 2009-2010
  - 2011-2012 – saved an additional 46,376 gallons from 2010-2011 (9 days cut from the calendar)
  - 2012-13 – saved 17653 gallons from 2011-12
  - 2013-14 will be available in June 2014
- Labor cost 2009-10 $9,955,832
- Labor cost 2010-11 $9,027,899     9% reduction over 09-10
- Labor cost 2011-12 $7,408,794     18% reduction over 10-11 (9 days reduction in school calendar)
- Labor cost 2012-13 $8,871,010.51   2% reduction over 10-11
- Labor cost for 2013-2014 will be available in June 2014

## Action 1.2.2
Use driver down time more efficiently.
- Cleaning buses during down time between routes.
- Drivers should make parent contacts during down time between routes if possible.
- Compare route gate times to Kronos check in times to minimize padding of timecards.
- Adjust secondary bell schedules to minimize driver down time

### Performance Indicators or Metric
- The Transportation Supervisor and the Assistant Supervisors will meet monthly to track data related to driver down time to minimize padding of timecards.

## Action 1.2.3
The budget committee will meet monthly to track financial data.

### Performance Indicators or Metric
- A Budget committee has been established that meets on a regular monthly basis to track actual numbers against our budget numbers. This committee will report findings to the Transportation Assistant Supervisors.
- Accounting will provide a year-to-date comparison monthly

## Strategy 1.3
Actively work with the state department to change the funding formula to provide adequate resources for transportation of students.

## Action 1.3.1
The Regional Director that oversees Transportation will meet with the Director of Community Relations and the Assistant Superintendent to identify needed changes to the funding formula.

Performance Indicators or Metric
- The identified changes will be presented to the Legislature by the Director of Community Relations (currently working with a state committee to develop a new formula)

## Goals, Strategies & Performance Indicators – Transportation

Goal #2
Increase internal and external communication to better serve our stakeholders and to decrease mistakes that directly affect our cost.

Strategy 2.1
Identify problem communication areas or communication areas in need of change outside of the Transportation Department.

Action 2.1.1
Identify problem communication areas or communication areas in need of change outside of the Transportation Department.
- o  Provide bus manifests by the end of the first week of school.
- o  Identify schools where the manifest process is working well and duplicate this process at other schools.
- o  Provide a method for Principals to communicate problems/changes to transportation the first week of school. Email will be the protocol. Direct lines will be added for Principals and Activity Directors to directly contact the Assistant Supervisors.
- o  High school student transportation needs must be in PowerSchool for each year to improve high school bus efficiency.
- o  Place bus routes on the website for parent and school viewing.
- o  Contact the news media/police with start of school information (School starts this day/watch for kids, etc…).
- o  Evaluate the system of parent communication to let parents know before day one where their bus is located and the time of pick up.
- o  As walk zones are added, encourage elementary schools to join the YMCA Safe Routes to School program
- o  RideShare will be made available to elementary schools to help parents communicate mid-day busing needs

Performance Indicators or Metric
- o  The Transportation Supervisor will be responsible for the implementation and evaluation of each of the actions.
- o  A satisfaction survey will be provided to the building principal and all Transportation employees annually. The results of the survey will be provided to the Transportation Assistant Supervisors for follow up, development of new action items, and evaluation.
- o  The Director of Community Relations will evaluate all contact with media/police for clarity, content, and effect.

Action 2.1.2
Identify problem communication areas or communication areas in need of change inside of the Transportation Department.
- o  Improve the radio communication training process.
- o  Update all radios to narrowband in the timeframe allotted by the FCC.
- o  Update bus cameras by a minimum of twenty per year.
- o  Evaluate the method of communicating with route drivers, before, during, after routes.
- o  Establish a recognition system to recognize superior employee performance.

- Establish a voice mail numbering system for parents.

  <u>Performance Indicators or Metric</u>
  - The number of phone calls and voice mail received by transportation will decrease the first week of traditional school.
    - The 2010-2011 baseline is 4011 calls for the week
    - The 2011-2012 baseline is 3361 calls for the week a 16% reduction
  - The billing committee will meet with District Athletic Director and high school and middle school activities directors quarterly.
  - Develop a software program that allows schools, transportation, and accounting to view activity and special needs busing information.

**Goals, Strategies & Performance Indicators – Transportation**

Goal #3
Develop a systemic process to evaluate all structures, procedures, and systems in Transportation.

Strategy 3.1
The Transportation Management Team with meet weekly to discuss, analyze and correct procedures, systems and processes.

Action 3.1.1
Identify all transportation systems and procedures.
- o Decide what data is needed and prioritize this data for decision-making.
- o Identify methods, timelines, and resources needed to collect the data.
- o Visit other bus companies for system and procedural ideas.

Performance Indicators or Metric
- o Data is presented at Supervisor meetings on monthly basis.
- o The Transportation Management Team will compare our systems and procedures to other area transportation departments.
- o Pertinent data is current on the "S" Drive.

# Annual Budget
# 2014-2015