
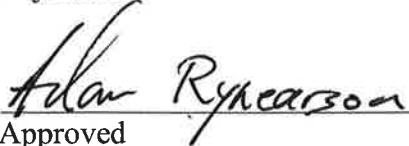


MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF SCHOOL DISTRICT NO. 371J, PAYETTE AND WASHINGTON COUNTIES, IDAHO, SEPTEMBER 11<sup>TH</sup>, 2017 AT 6:30 P.M., IN THE PAYETTE HIGH SCHOOL CHOIR ROOM.

<p>Agenda Review</p>	<p>The regular meeting was preceded by a training session, “Unconscious Bias,” presented by Bobbi Dominick of Gjording Fouser at 5:00P.M. All Trustees were present, no business was conducted during the training session.</p> <p>Chairman Adam Rynearson called the meeting to order in the Payette High School choir room at 6:30 P.M. with Board members Elizabeth Long, Jessica Lowry, Elisa Massoth and Candita Strong present.</p> <p>Chairman Rynearson led those in attendance in the Pledge of Allegiance.</p> <p>Chairman Rynearson reviewed the agenda</p> <p>Motion was made by Jessica Lowry and seconded by Candita Strong to approve the consent agenda.</p> <ul style="list-style-type: none"> <li>A. Approve minutes for the August 14<sup>th</sup>, 2017 and September 6<sup>th</sup>, 2017 meetings.</li> <li>B. Approve September 2017 bills</li> <li>C. Personnel Actions:             <ul style="list-style-type: none"> <li>1. Hire Jenna Ravenscraft – Fall Sport Athletic Director</li> <li>2. Hire Shawn Scow – MMS 7<sup>th</sup> Grade Football Coach</li> <li>3. Hire Tracy Bratcher – MMS Girls Basketball Coach</li> <li>4. Resign Shawn Scow – MMS Asst. Track Coach</li> <li>5. Resign Devon Wadley – MMS 7<sup>th</sup> Grade Football Coach</li> </ul> </li> </ul> <p>Motion carried unanimously.</p>
<p>Board Reports</p>	<p>Trustees reported on their meetings with their assigned schools. All reported that the interaction was valuable and is contributing to improving the staff relationship with the Board.</p> <p>Finance Chairman Elisa Massoth reported that the finance committee implemented the board direction and has authorized an increase to classified salaries and approved the purchase of some additional supplies and textbooks. The finance committee will meet as necessary to address needs.</p> <p>Strategic Planning Chairman Jessica Lowry reported the results of the Board self-evaluation exercise. The overall score was 80% which was the same as the score for the 2015-2016 school year. Trustee Lowry stated board goals have been updated to address areas needing improvement. Amended board goals are attached.</p> <p>Strategic Planning Chairman Lowry asked all Trustees to review the Continuous Improvement Plan and forward any recommended changes to her. The Strategic Planning Committee will meet and make recommendations for adoption at the September 27, 2017 special board meeting.</p>

<p>Payette School District Page 2 September 11, 2017</p>	<p>Superintendent Robin Gilbert presented her updated goals. Superintendent goals are attached.</p>
<p>Authorization to Seek Bus Bids</p>	<p>Chairman Rynearson stated the need to continue purchasing a bus on an annual basis. Trustee Massoth requested that air conditioning be added to the basic bus bid specifications as an option.</p> <p>Motion was made by Candita Strong and seconded by Elizabeth Long to accept all reports as submitted, adopt the amended board goals, adopt the Superintendent goals, and authorize Transportation Supervisor Steve Phillips to seek bids for a new route bus. Motion carried unanimously.</p>
<p>School Reports</p>	<p>Written reports were provided by each Building Administrator. Reports are attached.</p>
<p>ACT Test Results</p>	<p>Superintendent Gilbert reviewed the ACT test results noting that most college bound students take the SAT test. The test results are attached.</p>
<p>Superintendent Report</p>	<p>Superintendent Gilbert reported that the CNA position had been filled. Michille Smith will be an independent contractor and not certified staff.</p> <p>A contract has been signed with Teacher Vitae, a professional growth platform. This is an online tool to assist administrators with evaluations; providing consistency between buildings and evaluators.</p> <p>Dr. Bauscher has been onsite to begin the facilities plan process. The proposed timeline is for him to report his findings to the Board in December.</p> <p>The district has purchased the rights to a grant writing resource. All schools will be given access to the newsletter that provides information about available grants and assistance in writing the grants.</p> <p>Changes to the Parade of Champions medal presentation ceremony were presented. K-5 will continue to be a quarterly celebration. Sixth through twelfth grades will be semester celebrations.</p> <p>Student Achievement Data and October in-service training were discussed. Superintendent Gilbert's report is attached.</p> <p>Chairman Rynearson thanked the students from Ms. Godby's government class for attending the meeting and invited them to attend future meetings.</p>
<p>Adjournment</p>	<p>There being no further business, the meeting adjourned at 7:30 P.M.</p>
<p></p>	<p style="text-align: center;">   _____  Attest </p> <p style="text-align: center;">   _____  Approved </p>

# Mantra: Student Achievement

**Mission Statement:** “The Payette School Board of Trustees is committed to supporting continuous improvement leading to student achievement and student success.”

## **Board Goals:**

### **1. Have student achievement be our top priority and focus**

- Consistently use data to track student and school improvement.
  - Learn what data is important to review and with what frequency.
  - Review and understand data consistently as a Board so that improvement of the district is tracked and measured.
  - Input yearly data into Key Performance Indicator (KPI) chart.
- Make sure that **administrative and** teacher performance/evaluations are consistent with student achievement.
- Continue to discuss student achievement at every Board meeting.
- Continue to acknowledge outstanding student achievement/accomplishments.
- Continue to acknowledge outstanding teacher performance at Board meetings to recognize their efforts regarding student achievement.

### **2. Continue Board Training and Implement Training**

- ~~Get training on, create, and follow a selection process for a new superintendent. Consider that it fully advertises and recruits nationally, includes and informs the community and stake holders, properly screens and interviews top candidates, and uses an outside resource such as the ISBA to assist if necessary.~~
- ~~Get training on, create and implement a process for superintendent evaluations, and conduct superintendent evaluations that comply with Idaho Code.~~
- Create and follow a process for appointing Trustees in empty zones that is consistent with Idaho code and is a transparent process that is used consistently.
- **Develop a program to orient new board members, and** continue to attend ISBA trainings and conduct in house trainings specific to the role of school board trustees, including adherence to Idaho Code.
- **Continue implantation of the superintendent evaluation process in compliance with Idaho Code.**

### **3. Implement the Continuous Improvement/ Strategic Plan**

- Use the Three Year Strategic Plan as the guide to board decisions and district funding.
- Update and revise annually in accordance with Idaho Code.
- Review district policies for consistency with strategic plan and board goals and update as needed.
- **Develop a long range facilities plan and budget accordingly.**

### **4. Support A Collaborative District Environment**

- Support efforts to improve communication between board, administration, school to school, teachers, parents and community.

- Support schools in their recruiting efforts to get more parents/community members interested and actively involved in our schools.
- Support programs that enhance student morale, teacher morale, and community support.
- Support efforts to obtain student input regarding achievement and policies.

**Board direction to SI with follow up**

- What are schools doing to continue to improve communication?
- What efforts are being done within the school district to actively seek more parent participation and interest in our schools? Is it working?
- What efforts are being done to enhance student morale? Teacher morale? (Note: Board members appreciated the graduates going through the schools in their caps and gowns, the extended homecoming parade and keeping the students at school for the whole day on Friday, the good attendance at The Four Rivers Cultural Center, and the morale speaker.)
- What professional development is being provided? Are principals seeking teacher input?
- How many dual credit classes do we offer? How many of our PHS staff is dual credit certified? How many CTE programs do we have available? What is our districts plan to move forward with dual credits and CTE programs in the future? Do we offer any high school courses in the middle school?

## Superintendent Goals

### 1. Build a cohesive, collaborative, administrative team.

**Target:** Generate unmistakable positive impact for students through the growth and learning of school leaders.

**Actions:**

- Articulate often to the administrative team the vision, goals and expectations of the District.
- Invest in professional development of Instructional Leaders towards the District Vision. This may include training in Leadership principles, Professional Learning Communities and/or running quality data team meetings.
- Meet regularly with administrator team to keep each consistently informed of District work, goals and decisions.
- Remodel area for collaborative work in the District, creating space for data work, administrative meetings, Board meetings and negotiations.
- Work WITH district administrative team to develop a systems approach to the education of Payette students, modeling true collaborative strategies.
- As an administrative team, develop consistent teacher evaluation procedures, forms, and expectations to ensure teacher quality.

**Measurable Outcomes:** The superintendent will articulate expectations for systems work and hold administrators accountable for such. Systems work includes teacher evaluations, monitoring curriculum implementation, and training teachers to work collaboratively. Evidenced by meeting agendas, teacher evaluation policies/procedures, collaborative strategies implemented with teachers.

2. **Align pre-K through 12<sup>th</sup> grade curriculum to state standards so that students graduate ready for college or career.**
  - a. Strategic Plan goal 1
    - i. District norms, instruction and grading policies
    - ii. Regular planning w/ data analysis
    - iii. Math English Science
  - b. Strategic Plan goal 2
    - i. Uniform expectations
    - ii. MAP testing
    - iii. Rigor
  - c. Superintendent Standard I, II and III
    - i. Vision of Learning
    - ii. Instructional Leadership
    - iii. Organizational Management

**Target:** Every classroom will be instructed in the written and tested curriculum, based on agreed upon pacing guides to ensure mastery of standards.

**Actions:**

- Work collaboratively with the Board to develop curriculum policies to guide the expectations and work of teachers.
- Utilize a District Curriculum Committee to coordinate curriculum needs and discussions among buildings.
- Establish district norms for meetings, instruction and grading, adopted by board (SP Goal 1.1)
- Provide regular time for data analysis and planning to increase student achievement of grade level standards. (SP Goal 1.3)
- Model data meetings with administrators after each benchmark assessment (SP Goal 1.4 modified)
- Use teacher collaboration to set agreed upon standards for mastery throughout the year, measured by STAR.

**Measurable Outcomes:** The superintendent will lead the district in creating articulated policy and curriculum maps to guide instructional expectations for each classroom. Teachers will meet regularly around common data to determine how to increase student achievement toward state standards. Evidence may include new or revised policies, curriculum committee meeting agendas, data meeting schedules, benchmark assessment reports, pacing guides with mastery standards.

**3. Communicate effectively with board, district and community**

- a. Strategic Plan goal 3
  - i. Communication and Volunteer coordination
- b. Superintendent Standard VI
  - i. Governance and context. Work with Board. Monitors political, social, cultural contexts impacting education.

**Target:** To communicate in an effective manner that promotes student academic achievement and parent involvement. (SP Goal 3)

**Actions:**

- Provide weekly updates to the Board regarding happenings within the District to keep the informed throughout the month.
- Develop process and procedures for electronic board meetings and communication. Acquire necessary hardware and software to push out electronic board packets and facilitate meetings with technological support (laptops, projector, screen and meeting area).
- Meet regularly with the administrative team to ensure a consistent message is received regarding district expectations.
- Generate a monthly report to district staff, to keep them informed regarding the work of the Board and district happenings.
- Work with the communication and volunteer leaders from each school at least quarterly to determine and measure effective communication practices.
- Provide professional development for the communication and volunteer leaders to guide the work with proven effective practices.
- Develop partnerships with community organizations
- Generate a greater positive presence communicating with the community at large. This includes social media, web site, local paper and Twitter.

**Measurable Outcomes:** The superintendent will evaluate, coordinate and participate in effective communication strategies that result in an informed community that supports and promotes high student achievement and parent involvement. Evidence may include Board updates, meeting agendas, newsletters, annual stakeholders survey, professional development registrations, news articles, social media feeds.



**4. Student Achievement – Improve IRI, ISAT and SAT scores.**

- a. Strategic Plan, Goal 2
  - i. Increase academic rigor and regularly monitor student achievement
- b. Superintendent Standards I, II, and III
  - i. Vision of learning
  - ii. Instructional leadership
  - iii. Organizational management

**Target:** The District will score in the top 75% of State schools and in top 50% when compared to districts of similar size and demographics by decreasing the number of students scoring basic or below basic on State achievement measures

**Actions:**

- Focus administrators and teachers on what we can do rather than our limitations. This is not a student problem but rather an instructional decision.
- Evaluate the instructional practices for our students of greatest need and adjust as needed. This may require budget financial reorganization.
- Provide professional development for leaders and teachers on how to use data to address the learning needs of students. Solution Tree trainings on Leadership Now, RTI, and/or PLC.
- Create a plan for 2018 district Professional Learning Community time in all schools to address the four PLC questions of:
  - What do we want students to know and be able to do?
  - How will we know if they are learning?
  - What will we do if they are not learning?
  - What will we do if they already have learned?
- Utilize the STAR assessments to maximize the evaluation and reporting of current student learning and instructional effectiveness.
- The high school will work collaboratively to create a plan to address SAT performance for Payette students.

**Measurable Outcomes:** The superintendent will lead the District in setting high expectations for *all* students through professional development, adjustment in instructional practices for most at-risk students, and collaborative work of teachers and administrators with the end in mind (graduation). Evidence will include semi-annual reports of progress according to STAR assessments and summative report of State achievement measures. Evidence may include professional development reports, meeting agendas or notes, formal plans for restructuring time and for high school commitment to SAT importance and performance.

September Board Narrative  
Payette High School

Payette High School is busy as ever with about 30-40 more students than last year at our last count. This became very apparent at our opening assembly as the seats were filled and students were finding places on the stairs to sit and some even in the isles. This has resulted in larger class sizes and tighter scheduling. Our staff has done a phenomenal job adjusting to the changes. Those changes also include the block scheduling with students and staff getting used to the new routine. We knew the block schedule would increase class sizes by a few students but the increase in enrollment has made it more of an issue. We have noticed a lot less activity in the hallways in a school day as students are only going between classes on a pure passing period once a day. The other two times fit in with nutrition break and lunch.

We had a great training before school started with a guest speaker sharing strategies to engage students that are particularly useful with longer class periods. Several teachers commented that this was the best professional development they had received. We have noticed many teachers implementing these strategies in their classrooms with success.

We have welcomed several new staff members to the high school and they are helping us continue to build and improve our culture. They have been a great breath of fresh air to our building.

This week we are conducting our Star 360 testing with English on Tuesday and Wednesday and Math on Thursday and Friday with makeups being done next week. To accomplish this we have to use both computer labs and three chrome carts all week. That leaves very limited computer access for the other classes. We have about 230 student computers throughout the school. 151 of those will be reserved for the testing. That only leaves 79 computers for the school to use this week.

This week we will bring the three students at the alt school back to the high school along with their instructors. This will allow for a more realistic high school experience. This will still allow them to focus on credit recovery while sprinkling in a few electives. It also allows us to free up our Title 1 instructor to work more with individual students. This should have no impact on funding.

Much time has been spent focusing on getting our new programs up and running in particular the CNA program. We are determined to make these programs successful and productive.

We are looking forward to Homecoming week coming up before we know it. Last year's parade was such a success we look forward to doing it again and waking up the town a bit! It's fun to see people come out on their porch with big smiles on their faces when they realize a band is playing outside and they get to see a parade.

If you haven't seen our new reader board make sure you don't miss it out front!

Respectfully,

Jason Dransfield

Principal

# WARREN E. McCAIN MIDDLE SCHOOL

400 N. Iowa Payette, Idaho 83661 642-4122

Rick Hale – Principal

"Pirate Pride"

September Board Narrative  
McCain Middle School

We started the year at MMS with our first day assemblies and the kids were excited to show their Pirate Pride. We had our Parent Nights on the 24<sup>th</sup> and 28<sup>th</sup> which were moderately well attended. Parents followed their student's schedules and received pertinent information from teachers regarding expectations and course outlines.

We have completed our baseline Star 360 testing in Math and Language Arts. The percentage of students scoring above the 25<sup>th</sup> percentile are as follows:

Math—6<sup>th</sup> grade 63.4%. 7<sup>th</sup> grade—60.2%. 8<sup>th</sup> grade—69.3%.

Language Arts—6<sup>th</sup> grade 63.4%. 7<sup>th</sup> grade—46.3%. 8<sup>th</sup> grade—64.4%.

We investigated the anomalous 7<sup>th</sup> grade Language Arts number and discovered that a number of students had only put in between 10 and 15 minutes on the test. This test should take about 30 minutes. We are retesting those students that went through the test too quickly.

I conducted a lengthy start of the year staff meeting which included the annual required Danielson training. Our teacher leaders have been chosen and our R.T.I. committee has been formed. Our most recent staff meeting concerned fire drill and lockdown procedures. I have visited and conducted observations of all classroom teachers and have visited my newer teachers at least twice as of this writing.

Volleyball and Football games start on the 5<sup>th</sup>. Practices have been going well and we look forward to successful seasons.

We are patiently waiting for the Tyler SIS people to have our parent portal up and running. Until such time as parents can access this we are letting them know that they can email teachers for student grades and progress.

Respectfully,

Rick Hale

# Westside Elementary School

*Committed to Excellence*

*MaryBeth Bennett*  
Principal

*Kelly Sullivan*  
Counselor

*Angela Fletcher*  
Secretary

609 North 5th Street  
Payette, Idaho 83661

208-642-3241  
Fax: 208-642-3307

## Westside Elementary School September PSD Board of Trustees Report

Westside held Meet and Greet on Thursday, Aug. 17<sup>th</sup> to give parents and students an opportunity to put away school supplies and meet the new school year's teacher. Our staff utilized the collaboration days to train on the new student management program gradebook components, taught by our "train the trainers", Shannon Kelly and Shauna Bain. We held additional sessions after we started with students.

We discussed our Parent/Student Handbooks with students in the general education classroom and students took them home to review with parents. In addition, we sent a front/back page that said, "Welcome to Westside" that provided items of interest that were pulled from the handbook (car rider info-pick up/drop off, change of going home instructions, dress, etc.). The hope was that parents would take them time to read the highlights that were also important to them.

Our Title I people have begun our diagnostic assessments (Rewards-decoding words, words per minutes, comprehension, SanDiego- phonics and basic math) that will help us determine which students could benefit from interventions. In addition, we do it all again in the spring to have a record of growth. We track title I progress throughout the year with weekly progress monitoring. Letters to parents will be sent out to those who will receive services. We will be providing 104 intervention opportunities in the areas of math, reading supports, decoding/phonics strategies and English Language Learner supports.

On September 6, I will be meeting with my certified staff to discuss evaluations and the domains of the Charlotte Danielson Framework. We will also discuss professional development plans and set a date for completion of their individual plans.

Our Fifth graders have been studying life cycles and habitats of Salmon and Steelheads and are taking a trip to the Morrison Knudson Nature Center to participate in Salmon and Steelhead Days on Sept. 8<sup>th</sup>. This is by invitation and they are always impressed with the knowledge our students come with- our 5<sup>th</sup> grade students outshine the other 5<sup>th</sup> grade visitors- Yay, teachers and students! (I also have some secret celebration to share with you about one of our teachers- but I have been sworn to silence until the "public reveal").

In looking at our STAR Math and Reading data, we are starting at 4<sup>th</sup> grade with an average grade level of 3.3 for Math and 3.4 for reading. In the 5<sup>th</sup> grade, the average grade level for math is 4.2 and 4.4 for reading. In comparing our starting points with the 2016-17 school year, we are at a very similar starting point. While we plan to move them a whole grade level, our work is always aimed at making more growth than one year.

Respectfully,



MaryBeth Bennett



**KIPP MCKENZIE**  
*Principal*

**MARITZA OLVERA**  
*Secretary*

**YESSENIA HERNANDEZ**  
*Registrar*

**1320 3<sup>rd</sup> AVE. NORTH • PAYETTE, ID 83661 • (208) 642-3379**  
**FAX (208) 642-2169**

## September Board Narrative

### Payette Primary School

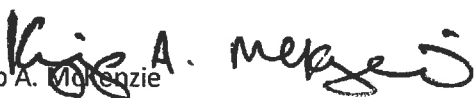
Fall testing is underway! We have currently completed testing for Star 360 Math and English Language, the Fall IRI, and the New Pilot IRI. We applied and were selected to Pilot the new IRI, which will replace the current IRI in the 2018-19 school year. The new IRI is a computerized assessment created by I-station and is proving to be very efficient and student friendly. The State is using our data to compare the current IRI to the Pilot. Data from our fall assessments will be used to determine student services, interventions, and progress throughout the year. We will have our first School Improvement Team Meeting on Tuesday, September 12<sup>th</sup>. We are actively looking for parents and other stakeholders to be a part of that team to analyze data, monitor our Literacy Plan, and to set and hopefully meet our school district and state assessment goals.

We have 7 new certified staff at Payette Primary. We are currently providing training for those teachers in our core academic programs, the evaluation process, and The Responsive Classroom approach, which helps build community and set unified high standards for students. We have been meeting diligently every Thursday after school.

Many exciting opportunities are underway at Payette Primary School. We are starting our VIP program, which stands for Very Important Pirate, in which parents come to a ceremony and luncheon in their kid's honor. We will have our first Student of the Month Ceremony on Friday, October 5<sup>th</sup>. We have set our goals for our B.E.A.R. (Be Excited About Reading) and Math Marvel challenges. Both honor students that meet their personal goals in reading and math. We have had our first Manners Luncheon with the principal, which involves a 30 minute manners lesson and a formal manners luncheon for each class throughout the year. Chess Club is underway each Wednesday for both the Primary School and Westside under my instruction. Students will have the opportunity to learn and compete at local and state tournaments.

Our Kindergarten 21<sup>st</sup> Century Grant is up and running, providing all day services for our kindergarten students. Jennifer Lorentz is our new director for that grant, and she is infusing new energy into our kindergarten programs, including supporting academic achievement. Our 21<sup>st</sup> Century After and Before School grant for grades 1-5 students is also starting in two weeks. Jody Greif is our new Director for that grant, and we are working to make several outstanding changes to those programs to support academic achievement and provide enrichment opportunities for our students.

Respectfully,

  
Kipp A. McKenzie

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College Readiness Letter for:  
**PAYETTE JOINT SCHOOL DIST 371**

September 07, 2017  
Code: 137188

SUPERINTENDENT  
PAYETTE JOINT SCHOOL DIST 371  
20 N 12TH ST  
PAYETTE, ID 83661



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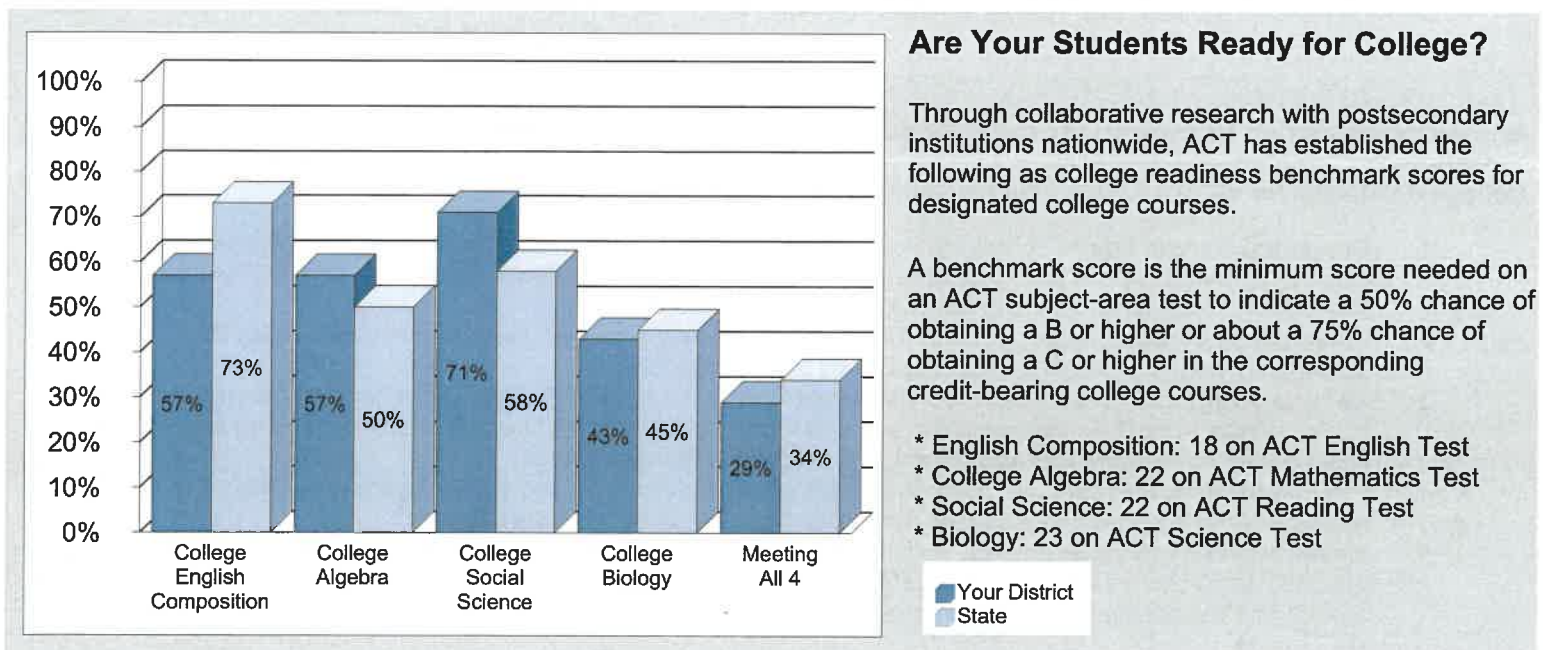
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	32	8,624	20.7	21.5	19.6	21.8	22.7	22.7	20.2	21.8	20.9	22.1
2014	24	8,095	19.8	21.9	19.3	22.0	21.2	23.0	20.5	22.1	20.3	22.4
2015	21	7,362	20.5	22.3	20.0	22.2	22.4	23.4	20.0	22.4	20.9	22.7
2016	9	7,181	19.9	22.3	19.8	22.1	23.8	23.5	21.1	22.4	21.4	22.7
2017	7	7,628	19.3	21.9	20.7	21.8	22.7	23.0	22.3	22.1	21.3	22.3

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**

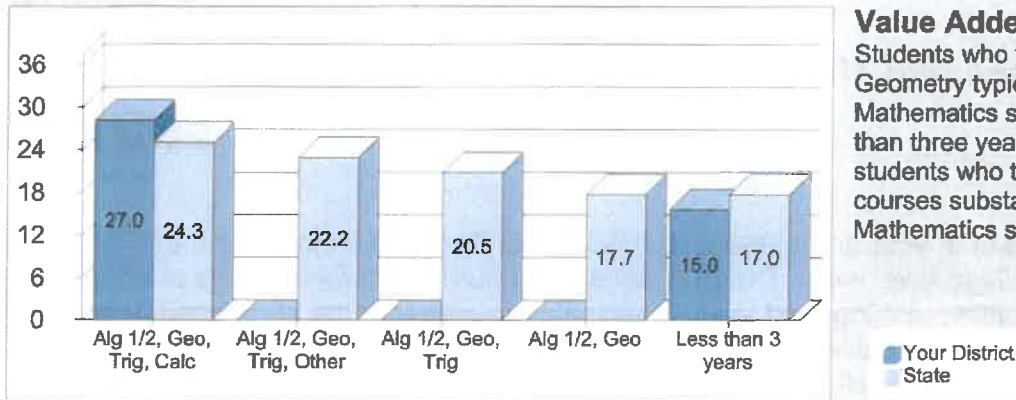


A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for:  
**PAYETTE JOINT SCHOOL DIST 371**

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

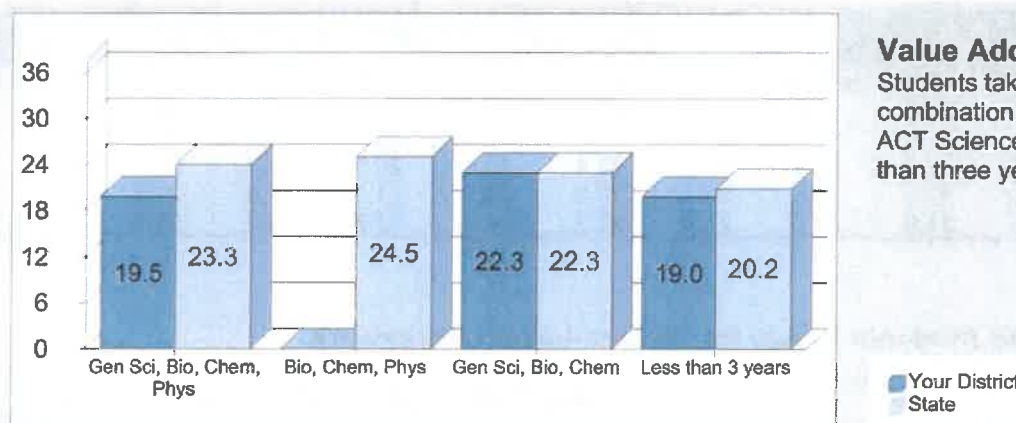
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or [customerservices@act.org](mailto:customerservices@act.org).

**September 11, 2017**  
**Superintendent Report**

1) Contracts

- a) CNA position – Michille Smith
- b) Teacher Vitae – Professional Growth Platform
  - Consistent teacher, admin, superintendent observation, evaluation forms from State models
  - Master Teacher Premium portfolio model
- c) Facilities Plan – Dr. Bauscher meeting and timeline – December Board meeting
- d) Grant Writing resource – Bernadette Sexton, Executive Director of the Education Foundation of the West Ada School District

2) Parade of Champions

- a) K-5 quarterly as in past – Nov, Feb, April, June
- b) 6-12 semester – Feb and June
  - Can earn 2 times rather than watering down expectations
  - 4.0 GPA

3) Student Achievement Data

- a) Report Card posted on SDE last week
- b) ISAT results
  - Data discussion at next admin meeting
  - Training for schools and teachers
- c) IRI - Past model and Pilot model
- d) STAR
  - Consistent testing dates
  - Results for next board meeting

4) October In-service Days – October 5 & 6

- a) Senior Project Judging
  - Previously conducted on this date. Will discuss for future
- b) Technology Day
  - Tyler SIS, Star 360 reports/data, One Note, Office 360, Imagine Learning (ELL), Teacher Vitae, Safe Schools (Bully recognition and intervention)
- c) Culture – Ken Williams “Moving Students To and Through the Bar”

Every educator enters the profession believing they can change the world. The noble aspirations are characteristic of a ‘high levels of learning for ALL’ culture. Yet, I encounter school after school, district after district, working hard and not getting their desired results. I find good dedicated educators, but the students’ learning results do not reflect the energy and effort of the adults. It’s not solely a matter of **practice**, but also of **paradigms**. It’s not a matter of magic bullets, but a matter of **MINDSET**. We’ve got to take students *To and Through The BAR*.