



MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF SCHOOL DISTRICT NO. 371J, PAYETTE AND WASHINGTON COUNTIES, IDAHO, NOVEMBER 12TH, 2018 AT 6:00 P.M., IN THE PAYETTE HIGH SCHOOL AUDITORIUM.

<p>Community and Staff Recognition</p>	<p>Chairman Adam Rynearson called the meeting to order in the Payette High School auditorium at 6:05 P.M. with Board members Jessica Lowry, Elisa Massoth, Ethan Mittelstadt and Candita Strong present.</p> <p>Chairman Rynearson welcomed everyone and led the audience in the Pledge of Allegiance.</p> <p>Chairman Rynearson invited Paula McElroy to the microphone to introduce Janet Miller. Ms. Miller was 1 of 5 individuals recognized as a State of Idaho After School Champion. Ms. Miller was honored at the October 25th, 2018 Lights on After School Celebration at the Westside Elementary School.</p> <p>Chairman Rynearson introduced members of the community supplemental levy committee. These individuals were instrumental in the successful passage of the continuation of the supplemental levy election in August.</p> <p>The Trustees congratulated Ms. Miller and thanked the community levy committee members.</p>
<p>Parade of Academic Champions</p>	<p>The first quarter Parade of Academic Champions was sponsored by Tri Cities Real Estate with medals presented by Rick and Jody Greif. Payette High School Honor Society students assisted with the celebration. A list of Academic Champions is attached.</p>
<p>Recess</p>	<p>A recess was called at 6:25 P.M.</p>
<p>Reconvene</p>	<p>The meeting reconvened at 6:42 P.M in the Galleon Room at the Payette Alternative High School.</p>
<p>Agenda Review</p>	<p>Chairman Rynearson reviewed the agenda.</p>
<p>Consent 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"> • Approve Minutes for October 8, 2018 Meeting • Approve Bills for November • Approve District and Individual School Financial Reports • Approve School Reports • Personnel Actions <ul style="list-style-type: none"> ○ Hire Robert Ramirez– MMS Asst. Wrestling Coach
<p>Trustee Interaction with Schools</p>	<p>Motion carried unanimously.</p> <p>Trustees reported on their individual interactions with schools.</p>
<p>ISBA Resolutions</p>	<p>The resolutions to be voted on at the ISBA Annual Convention November 16th were discussed. Trustee Jessica Lowry was given direction on the resolutions but also given the latitude to amend the direction based on discussion at the convention.</p>

<p>Payette School District Page 2 November 12, 2018</p> <p>Payette School District Policy Manual Amendments</p>	<p>The following Payette School District policies were presented for the second reading:</p> <ul style="list-style-type: none"> • Amend Policy 301.8 – Superintendent Evaluation • Amend Policy 303.5 Administrator Evaluation • Amend Policy 402.4 Teacher Evaluation <p>Motion was made by Elisa Massoth and seconded by Candita Strong to amend Policy 301.8 Superintendent Evaluation with the elimination of the first sentence in section E - “Evaluation procedures are developed with training by the Idaho School Boards Association.” Motion carried unanimously.</p> <p>Motion was made by Elisa Massoth and seconded by Candita Strong to amend Policy 303.5 Administrator Evaluation and 402.4 Teacher Evaluation as presented. Motion carried unanimously.</p>
<p>Superintendent Report</p>	<p>Superintendent Robin Gilbert reported on her progress towards goals and gave a district update. The report is attached.</p>
<p>Executive Session</p>	<p>Clerk Choate read: “Be it resolved by the Board of Trustees of School District 371J Payette, Idaho, as provided in Section 74-206 subsection (c) and (d) of the Idaho Code, the Board will now go into executive session at 7:35 P.M. for the purpose of acquiring an interest in real property which is not owned by a public agency, a student request to graduate early and student attendance hearings. Motion is therefore made by Candita Strong and seconded by Jessica Lowry that the Payette School Board go into executive session.” Motion requires a roll call vote.</p> <p>Voting yes: Jessica Lowry, Elisa Massoth, Ethan Mittelstadt, Adam Rynearson and Candita Strong.</p> <p>Voting no: No one.</p>
<p>Adjournment</p>	<p>The board was declared out of executive session at 8:47 P.M.</p>
<p>No Action on Property</p>	<p>No action was taken on the property discussion.</p>
<p>Early Graduation Request Granted</p>	<p>Motion was made by Elisa Massoth and seconded by Jessica Lowry to allow Student “A” to graduate one year early provided that all graduation requirements are met. Motion carried unanimously.</p>
<p>Students Declared Excessively Absent</p>	<p>Motion was made by Elisa Massoth and seconded by Candita Strong to declare Students “B” through “H” excessively absent as defined in Payette School District Policy 502.1 and refer the parents to the prosecuting attorney. Motion carried unanimously.</p>
<p>Adjournment</p>	<p>There being no further business, the meeting adjourned at 8:48 P.M.</p> <p style="text-align: center;">  _____ Attest </p> <p style="text-align: center;">  _____ Approved </p>

Grade	Student Name	Household Parents Combined Mailing Name	Nonresident Parents Combined Mailing Name
KG	Samual Bernard	Dawn Kreps	Eric L Bernard
KG	Cash Decaney	Curtis DeCaney and Ashley McGunnigle	
KG	Howard Kouvaka	Dan & Alisha Kouvaka	
KG	Arturo Martinez Torres	Arturo & Brianna Martinez Torres	
KG	Antonio Morales-Zavala	Rachel and Jose Morales-Zavala	
KG	Myles Willis	Edmund Willis	
01	Olivia Brownfield	David & Sara Brownfield	
01	Isabelle Corona	Antonio Corona & Naomi Leos	
01	Braxton Corta	Steven & Savana Corta	
01	Kyler Midthun	Ashley Shartner and Levi Hart	
01	Celeste Vergara	Maria and Javier Vergara	
02	Gwynn Downey	Ryan Downey	
02	Adrienne Johanek	Archie Johanek & Natalie Sheldon	
02	Alivia Kirkendall	Andy & Andrea Kirkendall	
02	Emma Poston	Devin Poston & Brianna Leos	
02	Addie Ross	Chad & Jessica Ross	
02	Liberty Welch	Jini Welch	Sir Welch
03	Remington Bergquist	Tanner & Melia Bergquist	
03	Maximus Cornia	Evan & Michelle Cornia	
03	Lily Echanis	Patti Campbell	Nick Echanis
03	Bailey Garcia	Adam Garcia & Tara Peralta	
03	Elizabeth Martz	Nicholas & Crystal Martz	
03	Angelina Mendoza Leon	Juan Mendoza & Alicia Leons	
03	Julianna Quick	Jamie and Erik Jones	
03	Ezikkio Ramirez Hernandez	Yessenia Hernandez and Rey Valdez	Justin Ramirez
03	Benjamin Thebo	Brandi Thebo	James Thebo
03	Maliha Tiger	Jesse & Keri Brown	
04	Sofia Anderson	Marie Anderson	Chris Anderson
04	Emmie Atkins	Raelyn Baker	
04	Taylor Baird	Jonathan & Jessica Baird	
04	Eli Cameron	Breanna and Tyson Cameron	
04	Gauge Christy	Joseph & Candace Christy	

04	Viviana Cisneros Gonzalez	Alejandro Cisneros & Maria Gonzalez	
04	Grady Coen	Mandy and Bradley Coen	
04	Madelyn Cortez	Travis & Shandi Cortez	
04	Talon Heinley	Amanda Grosdidier and Brian Feeley	
04	Enrique Herrera	Francisco & Sandy Herrera	
04	Amelia Hightree	Daniel Hightree	
04	Triston Hollibaugh	Chase and Lyndze Hollibaugh	
04	Raelynn Naillon	Russell & Voni Naillon	
04	Kaedyn Nunez	Mario & Tanya Nunez	
04	Raelynn Rodriguez	Sonia and David Rodriguez	
04	Rayna Schiffhauer	Jennifer Macklin and Eric Fenton	
04	Ryder Yokom	Carol Ann Brown and Dusten DeCaney	Nathan Yokom
05	Joel Alba-Bravo	Joel Alba & Nancy Meza	
05	Ella Burke	Matt & Heidi Burke	
05	Ace Christensen	Clark & Christy Heuterman	Jake Christensen
05	Cope Christensen	Clark & Christy Heuterman	Jake Christensen
05	Lesly Davila Nunez	Jose & Maria Nunez	
05	Olyvia Denison	Travis & Renee Denison	
05	Sofia Gonzalez	Chad Wood & Julia Gonzalez	
05	Bethany Jensen	James & Christen Jensen	
05	Allison Kirkendall	Andy & Andrea Kirkendall	
05	Andrez Lopez	Kamila Hawash	Eric Lopez
05	Brooklyn Mittelstadt	Ethan & Kelsie Mittelstadt	
05	Ava Monize	Kerry and Freddie Monize	
05	Nevaeh Naillon	Nick & Chelsie Naillon	
05	Michael Ocampo	Tasha Ocampo and Christopher Alcoser	John Walgenbach
05	Darrien Pecunia	Daniel & Lacey Pecunia	
05	Gabriel Pelayo	Lorenzo & Noemi Pelayo	
05	Jazleen Ramirez Hernandez	Yessenia Hernandez and Rey Valdez	Justin Ramirez
05	Kimber Ruth	Jake & Heather Ruth	
05	Brandi Williams	Carly Beach & Crispin Goodman	Flora Bryce

Payette High School continues to make progress on school goals. The month of October began with senior project presentations and PSAT exams. Feedback for each was positive. All of us at PHS wish to express our gratitude to the community members who participated as judges for the senior projects. The month closed with a large percentage of student and staff volunteering their time to make the Halloween Fair and Haunted House a success.

We continue to invest our weekly collaboration time toward curriculum mapping. As individual departments complete the curriculum maps they are exploring best practices, power standards, and assessments. Committee efforts, including PBIS and the Student Relations Committee continue to explore the systems that drive discipline, motivation and success of our students and entire learning community.

Principal's Council continues to be an effective communication tool between students and administration. In October the council developed a competition between the grade levels to promote increasing attendance and decreasing tardies schoolwide. The council also recognized Brittney Search as the Teacher of the Month for October.

Other Pirates honored in October included Daphne Auxier who represented the Pirates at state for Cross Country. Four Pirates (one from each grade level) were also recognized as the September "Student of the Month" and four as "Teacher's Choice". The winners enjoy either preferred parking or increased privileges at lunch and nutrition break.

Pirate Nation remains focused on improving in all areas. Students and staff arrive each day determined to succeed and "Proud to be Pirates!"

WARREN E. McCAIN MIDDLE SCHOOL

400 N. Iowa Payette, Idaho 83661 642-4122

Rick Hale – Principal

"Pirate Pride"

October Board Narrative
McCain Middle School

The first quarter ended October 19th. 2200 total grades were given to 376 students which were mailed home. 33% of those total grades were A's. 22.1% were B's. 16.1% were C's. 9.7% were D's. 11.3% were F's and 7.8% were P for pass. Girls, once again, earned more A's at 38.2% versus 28.1% for boys. Girls also earned fewer F's at 8% versus 14.5% for boys.

Our 7th grade football team won the SRV championship. Go Pirates! Girls' basketball and wrestling are underway. For the first time the SRV is allowing 6th graders to participate in district wrestling meets and tournaments.

We just finished a successful and fun Red Ribbon Week. MMS has over 230 students participating in Idaho Drug Free Youth. Red Ribbon Week was capped with our IDFY assembly and skits performed by the IDFY officers. They did a great job.

We continue to use our Wednesday collaboration time to further student achievement. Our recent department meetings have focused on student work analysis, assessment data analysis and unit planning and coordination for the second quarter. I continue to participate with the Idaho Principal's Network and am now part of a High Performing Team. This HPT is made up of middle school administrators around the state from similar size schools. We meet in conference calls with a facilitator to discuss and reflect on issues pertaining to school leadership. I am finding the support to be very helpful.

Respectfully,

Rick Hale

Westside Elementary School

Committed to Excellence

MaryBeth Bennett
Principal

Kelly Sullivan
Counselor

Angela Fletcher
Secretary

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Westside Elementary School

November 2018-19 PSD Board of Trustees Report

The trainings provided at the October 4th and 5th in-service days for Westside staff was well received. Our staff participated in research-based instructional strategies, DefinedSTEM's project-based learning, and additional training by Mastery Connect.

The 12th Annual Potato Feed and Raffle was held on Thursday, October 11th. The event was well attended. Student volunteers from classrooms helped with bussing tables, getting drinks for guests and helping with cleaning needs. Staff members and parent volunteers supported the efforts to make the event a success. Funds from the event helped purchase a classroom set of chromebooks and a cart.

School district nurse Anne Hanigan scheduled and oversaw the annual Lions Club vision screenings on October 15th. All 5th graders and referred 4th grade students receive the vision screening. This was also the day that 5th grade student Makiah Weideman was Principal for the Day, and she supported the efforts of the Lion's Club as part of her duties. Principal Weideman earned the privilege by selling the most potato feed tickets for the fundraiser. Mrs. Hanigan has also scheduled hearing screenings for November for our 5th graders and 4th graders by referral. This service is very helpful in identifying possible challenges for students. Her work is appreciated.

Red Ribbon week was held Oct. 22nd-26th. We were treated to the McCain Middle School IDFY group's skit presentations in the morning of the 25th. Our students were attentive, and the messages were well received. As always, the group of IDFY students did a wonderful job presenting and the continued leadership of Ms. Jones, Mrs. Stoneman and Mrs. VanWeerdhuizen is appreciated.

Westside was one of the designated sites for a "Lights On After School", and hosted an event on the evening of Thursday, Oct. 25th. Parents and guests were able to experience some of the activities our students enjoy during the after-school day. We were honored to award and celebrate one of only five people recognized as State of Idaho After School Champions. Our own Janet Miller was honored with the award, presented by Ms. Anna Almerico, Program Director for Idaho Out-of-School Network. Ms. Miller started with the after school program in its first year in 2004. She has continued her work with our students, being the constant during early morning library each day. Janet volunteers to open our library before our before/after

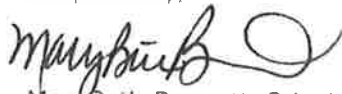
school program begins every year. She is giving of her own time and a friendly face to our students who come in to read or complete homework before school begins each day. Her dedication is appreciated, and we are happy to honor her as a champion.

October 26th was the second month's celebration of Accelerated Reader Certification earners for the school year. It was great to recognize so many students making progress in their independent reading. Our students had many parental supporters on hand to recognize their accomplishments.

Wednesday, Oct. 31st quarter 1 goal earners were rewarded with a movie and popcorn in the gym. To attend the event, students must have earned all their AR points, met their book level goal, and received 85% or higher correct on all AR tests. These same students are invited to choose a book to keep for themselves from our donated books. This program is stocked with books by Shelly McGehee and is a treat for our students. Shelly too is a long-time volunteer, procuring financial donations, finding appropriate books and keeping our bookcase stocked with literary treasures.

Collaboration Wednesdays have been spent examining data to provide meaningful interventions for Westside students. We have explored the possibility of ISAT interim block testing, have identified target assessments, and are tracking grade level "must haves". These are on-going processes and having the designated time set aside to target academic needs is appreciated.

Respectfully,

A handwritten signature in cursive script, appearing to read "MaryBeth Bennett".

MaryBeth Bennett, Principal



KIPP McKENZIE
Principal

MARITZA OLVERA
Secretary

YESSENIA HERNANDEZ
Registrar

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Payette Primary School Board Report

November 12, 2018

Payette School Board:

During the Month of October, I have been continuing to teach a course on The Responsive Classroom Model focused on giving teachers tools to assist with student behaviors. We meet each Thursday, and we have been learning about Problem-Solving Conferences with Students, Student-to-Student Conflict Resolution, and Written Behavior Plans. Christa Lake is heading up our Responsive Classroom Committee that meets every Friday morning to assist and support staff with strategies we have been learning. On Monday, November 5, we had our first All-School Morning Meeting in the gym. Students and teachers had a great time building school wide community.

On October 16th, our School Improvement Team met for the second time. We discussed progress towards our goals of Creating a Safe and Caring Environment and the progress of our Instructional Data Teams. We meet monthly on the Third Tuesday of the month at 3:00.

On October 24-25, we held our fall Parent Teacher Conferences. We had great turn-out with a little over 90% attendance. All feedback from parents was positive, and teachers went over report cards, Individual Reading Interventions, I-Station, and I-Ready data with parents. On both nights staff gathered for dinner, socialized, and were well-fed.

On the evening of October 25th, Payette Primary School hosted one of the Sites for "Lights on After School". In our gymnasium, students showed off their skills concerning their volcano project, simple robotic vehicles, and engineering challenges. We had about fifty students and families show up to participate.

We have been meeting every Monday morning at both 7:30 and 12:00 for grades 1-3 Chess Club. We have 54 students, and we have been learning about the chess board, and how to move each of the pieces. Students got to take home a chess set, and a newly designed Pirate Chess t-shirt. We are looking forward to competing with other schools in January-March.

Early Release Wednesdays have been very productive. We have been designing units of instruction, formative and summative assessments, and discussing student data to inform both instructional groups, and teacher instruction. We are working hard on our newly aligned curriculum in both language arts and math. Our third-grade students completed their first Interim ISAT Assessment and third grade teachers have been scoring them and looking at data to inform which ISAT Block-Testing we want to do prior to our Testing in the Spring.

Kipp A. McKenzie

Special Education November Update

The Special Education Department is working hard to focus on improved student outcomes through the development of achievable and appropriate IEP goals. In October we worked on what is a measurable achievable goal during our monthly collaboration. On Wednesday we were able to meet again and our focus was on progress monitoring to ensure students are on track to meet their goals, ensuring that students are exposed to sample Smarter Balance assessment questions and reviewing IEPs we write for compliance as well as goals we feel will meet the needs of our students to improve their outcomes for graduation, post school goals, behaviorally, as well as on statewide assessments. I am very proud of the staff in their reflection on their current practices and suggesting ways to improve to each other to impact students.

November 1st is always an important date for special education as the ISEE upload will indicate our financial federal funds allotment for 2019-2020. This allotment is based upon our student count. Currently we have 207 students on IEPs.

November is a month to be thankful, so I cannot tell you how thankful I am for energetic willing to learn staff and the time allotted by the District to work with staff to improve our practices in the special education department.

Tammie Morin
Special Education Director

Superintendent Goals for 2018-2019

1. Align pre-K through 12th grade curriculum to state standards so that students graduate ready for college or career.

- a. Strategic Plan goal 1 Align Curriculum and Instruction
- b. Strategic Plan goal 2 Increase Rigor and Measure Student Growth
- c. Superintendent Standards
 - Vision of Learning
 - Instructional Leadership
 - Organizational Management
 - Collaboration with Families and Stakeholders

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

Actions:

- a. Work collaboratively with the Board to develop curriculum policies to guide the expectations and work of teachers.
- b. Utilize a District Curriculum Committee to coordinate curriculum needs and discussions among buildings – Beginning K- 5th grade, expanding to include the Middle School.
- c. The High School will evaluate current curriculum and instructional practices to improve alignment with standards and assessments.
- d. Career Technical pathways will be promoted to increase the number of students receiving industry standard certifications.
- e. Establish district norms for meetings, instruction and grading, adopted by board (SP Goal 1.1)
- f. Train leaders and teachers on how to effectively use early release time for data analysis and planning to increase student achievement of grade level standards. (SP Goal 1.3)
- g. Implement Data Teams and the District and School level to provide accountability and oversight to inform instruction (SP Goal 1.4 modified)
- h. Use teacher collaboration to set agreed upon standards for mastery throughout the year, measured by formative and benchmark assessments.

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.

- a. This goal is in progress in all aspects except updating and generating curriculum policies.
- b. During the summer K-5 curriculum maps were created for ELA, Math, Science and Social Studies. Expectations were delivered to all teachers by me and both principals. Curriculum Administrator keeps me informed of concerns and how they are handled. The Curriculum Committee is meeting quarterly to keep things on track and adjust as needed.

- c. The HS spent two days of PD and work on curriculum maps. An update of expectations was presented recently. Admin reviewed this process in the November meeting. Middle School is aware that they are behind in mapping. HS and elementary sent copies of their format so that Middle School can adopt and develop maps.
- d. Career Technical pathways have been a challenge so far. I have been working with our CTS administrator, school administrator, and Business Manager trying to get instructors certified. I've put in calls to the CTE State officials and brought issues to light at the Red Tape Committee. This is a priority evidenced by the media interviews, contracts and work to provide and expand these programs.
- e. We have well established norms for meetings. Conversations about consistent grading practices continue. This is a big item and may take years, but I continue to go on record for grading practices that support learning and communicate learning.
- f. Wednesday release time was carefully rolled out this year. Effective practices are modeled with administrators monthly. They report out on progress. I try to attend collaboration regularly. We have identified a few areas where teachers are not participating as expected, but these are monitored and addressed by admin.
- g. District Data Team meets monthly and is comprised of two teachers from each building, two administrators and two parents. School Level Data teams are beginning to take shape as reported in our last administration meeting. Most schools refer to them as Leadership Teams. The High School is just starting to set school data teams. Their work on Wednesdays have been set around culture.
- h. Curriculum maps K-5 have the key learning targets set. In admin meeting this past month, we had the conversation about highlighting key standards and assessments on course curriculum maps. This is an understanding for administrators but is not fully developed at the teacher level. This is a work in progress.

2. Student Achievement – Improve IRI, ISAT and SAT scores.

- a. Strategic Plan, Goal 2 Increase Rigor and Measure Student Growth
- b. Superintendent Standard II, Instructional Leadership

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:

- a. Focus administrators and teachers on what we can do rather than our limitations. This is not a student problem but rather an instructional decision.
- b. Evaluate the instructional practices for our students of greatest need and adjust as needed. This may require budget financial reorganization.
- c. Provide professional development for leaders and teachers on how to use data to address the learning needs of students. Specifically, train High School staff on how to engage to positively effect SAT scores using STAR-360 and PSAT scores as predictors.
- d. Provide teachers professional development of College Board and AIR resources to use strategically to improve student understanding in preparation for SAT testing.
- e. Implement and monitor the plan for 2018 district Professional Learning Community time in all schools to address the four PLC questions of:
 - a. What do we want students to know and be able to do?
 - b. How will we know if they are learning?
 - c. What will we do if they are not learning?
 - d. What will we do if they already have learned?
- f. Utilize the STAR assessments to maximize the evaluation and reporting of current student learning and instructional effectiveness.
- g. The high school will work collaboratively to create a plan to address SAT performance for Payette students. The plan will include instructional practices, content alignment, frequent monitoring as well as engaging and involving high school parents.
- h. Develop a plan to address students who have not demonstrated mastery in one or two core areas before promoting to the high school.

Measurable Outcomes: The superintendent will lead the District in setting high expectations for *all* students through professional development, adjustment of 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 benchmark 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.

- a. Administrators and teachers are working on what we can do. Changing how we see students is beginning to take hold in how I hear personnel talk about our concerns. This is a cultural shift but is happening. Our new High School Principal is helping to forward this voice. In fact, in his interview he discussed how he worked to help kids at the Reservation School not think of themselves as just the “Res Kids”. This was a major influencer for his hire.

- b. We have made some progress with this. WSE teachers have divided students into larger groups for intervention so that less experienced teachers can observe and learn. Research based programs are being used more fully so as to support classified employees in delivering content. This will take more time, but Federal Programs, Special Education and administrators are more aware and discuss options to alleviate this problem. This issue has come to greater clarity for me when considering the number of new teachers, we have in the early grades teaching early literacy skills. We need to consider this gap in future planning.
- c. Training has been provided to all building administrators on using data through Mastery Connect. We did a training in October for teachers with very positive feedback from all who participated. The High School is completing the first 48-hour challenge as part of the learning framework of this program. During District Data Team, participating teachers were expressing their excitement for the program and looking forward to expanding it throughout the year.
- d. We have finally pinned a date with the representative from College Board to come and train at the High School. That will take place later this month. The plan is to get most teachers trained on PSAT – SAT scores and resources. Counselors have been advertising the support from Kahn Academy linked to PSAT scores. We also tested all Juniors with the PSAT as well, giving us growth scores from last year and another benchmark toward the spring SAT.
- e. Administrators are held accountable for the use of early release Wednesdays and have held true to focusing the work on the four PLC questions. They are now completing the second testing with STAR and other benchmarks which can be used to drive these discussions as well.
- f. We are testing during November to provide this data.
- g. After the training at the end of the month, the high school will be asked to put a plan together and address instruction in their curriculum maps.
- h. This fall the Middle School and High School scheduled students between the buildings on split schedules to address the needs of advanced 8th grade students and incoming freshman who had not demonstrated mastery in one or two core areas. The students returning to McCain for work did not take advantage of summer school credit recovery.

3. Communicate effectively with board, district and community

- a. Strategic Plan goal 3 Communicate Effectively
- b. Superintendent Standards
 - Instructional Leadership 2.1 Promote Positive School Culture
 - Collaboration with Families and Stakeholders
 - 4.1 Keeps public informed
 - 4.2 Fosters relationships w/business, media, organizations
 - Governance and Legal Leadership
 - 6.1 Demonstrates Communication and Policy
 - 6.2 Keeps Board informed

Target: To communicate in an effective manner that promotes student academic achievement, parent engagement and Payette Pride in our community. (SP Goal 3)

Actions:

- a. Work with the Public Relations leader and committee to create a comprehensive professional communications program.
- b. Increase parent/family communications considering generational impact and provide variety in how to engage.
- c. Work with the communication and volunteer leaders from each school monthly to determine and measure effective communication practices.
- d. Improve student attendance rates with specific actions tied to early, proactive communication with parents/guardians.
- e. Provide professional development for the communication and volunteer leaders to guide the work with proven effective practices.
- f. Implement ongoing electronic parent surveys regarding school climate at the high school.
- g. Evaluate the marketing and branding of the schools and develop plan to increase effect.
- h. Generate a greater positive presence communicating with the community at large. This includes social media, web site, local paper and Twitter. Include athletics, clubs, and events in this endeavor.
- i. Provide greater visibility of the superintendent in and about the District as part of the public relations strategic plan.

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, comprehensive professional communications program, 'branding' work, professional development registrations, news articles, social media feeds.

- a. The Public Relations committee meets monthly. Marci and I are working together with this committee to develop a comprehensive plan. We are coordinating efforts of PR leaders and sharing learning from the summer conference for Public Relation Officers.
- b. Attending the Family And Community Engagement (FACE) Conference in October gave District leaders some new insights as to how to better engage rather than entertain our families. We held a deeper discussion of this at the District Data Team meeting. ELL/Migrant is looking to use

- this information to engage families to work toward our school goals for students. The mantra from the training that guides our work is, "Parenting poor is not the same as poor parenting."
- c. Communication leaders are meeting monthly and are actively engaged in the work of rebranding our District. There is much work taking place on this goal over the next few months.
 - d. I have attended a conference session and purchased a book that will help formulate better practices to improve attendance across the district. Currently, each school is promoting contests for students and tying incentives to attendance goals. I have not yet rewritten letters and materials to advocate attendance for all – rather than reducing absences.
 - e. We have not had specific professional development for this yet but include portions of new ideas at each monthly meeting.
 - f. This has begun. We started with a small pilot group of parents who are also district employees. Feedback as to the process was good. We began the weekly roll out to all parents last week. We are scheduled through the month.
 - g. The marketing /branding of the district is lacking. We have no specific place for patrons to gain information. Webpages all have different color scheme. The district does not have a FB page, Instagram site or Twitter account. Each school hosts their own FB page and the HS has multiple pages with limited support or control from the District. This will be changing in the next two months.
 - h. We have partnered with Target River to help us generate a massive amount of positive presences. They are helping us produce our story. A film and photo crew will be on site December 5. They will also capture data as to the amount of presence and response over a four-month period.
 - i. I am working on this individually and in partnership with the PR Committee. I am in schools, classroom, events and community meetings. I have been doing some photo journaling but there is not a great place to share the images. This will change with our new website, FB and Twitter pages.

4. Build a cohesive, collaborative, culture throughout the District.

- a. Strategic Plan Goal 1 Align Curriculum and Instruction
- b. Strategic Plan Goal 2 Increase Rigor and Measure Student Growth
- c. Strategic Plan Goal 3 Communicate Effectively
- d. Strategic Plan Goal 4 Maintain Safe and Supportive Schools
- e. Superintendent Standards
 - Vision and Strategic Leadership
 - Management of Organizational Leadership

Target: Generate unmistakable positive impact for students through the growth of shared leadership qualities across the district.

Actions:

- a. Articulate often the vision, goals and expectations of the District, aligning the goals of all buildings.
- b. Work WITH district administrative team to develop a systems approach to the education of Payette students, modeling true collaborative strategies.
- c. Conduct pre and post surveys to measure the safe and collaborative cultures and inform decisions for improvement.
- d. Refine teacher evaluation procedures, forms, and expectations to ensure consistency and coherence. Provide additional training in using Teacher Vitae.
- e. District Data Teams will be used to monitor and address the achievement of the District. Leadership positions will be assigned from each school, allowing this committee to meet monthly.
- f. School Data Teams will play the key role of Leadership Teams in each building to monitor and address the learning and achievement of students.
- g. The Curriculum Committee will meet quarterly to monitor the use of common curriculum and to address gaps or needs.
- h. Complete, publish and promote a strategic plan for athletics. This plan will be used to guide budgets and decisions over the course of 5 years. Engaged committee members will meet quarterly to collaboratively build and evaluate progress of this plan.
- i. Complete, publish and promote a strategic plan for technology. This plan will cast a vision for effective use of technology and be used to guide budgets and decisions over the course of 5 years. Engaged committee members will meet monthly to build and evaluate progress of this plan.
- j. Collaborate with District, City, County and National experts to update our emergency response guide.

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, surveys, collaborative strategies implemented with teachers, athletic strategic plan, and technology integration 5-year plan.

- a. Vision, mission and goals were shared out with all schools and staff at beginning of year. School Wide Improvement Plans, school goals and committee goals align and/or reference the District strategic plan.
- b. Still a work in progress. The administrators discuss this regularly and are sharing collaboratively to improve the district.
- c. Pretests were conducted at each of the schools using the Marzano Research documents for High Reliability Schools. Posttests will be given in the spring. This was one way in which to document growth for teachers and administrators.
- d. Held an update training of Teacher Vitae for administrators. Each principal made training available for staff as needed. Staff were expected to use Teacher Vitae portfolios to write individual Professional Learning Plans. All evaluations are conducted through Teacher Vitae.
- e. The District Data Team is fully functioning and growing in the use of data to monitor the achievement of the district. The two main items this team will monitor is the implementation of district adoptions and the effectiveness of each. We have been looking at State data, teacher turnover rates and districts that compare in size to Payette.
- f. School Data Teams are just becoming functional as reported by the administrators and the building representatives on the District Data Team.
- g. These meetings are scheduled quarterly with dates set aside to meet this goal. They have held two meetings as of this report.
- h. The Athletic Strategic Plan was completed in August and has been useful in communication with the Athletic Director and coaches. We have been working together to clarify communications. I need to make sure the quarterly meetings are set as a follow up to monitor our previous work and aid in communication of all stakeholders.
- i. We have a Payette Education Technology Team (PETT) with leadership positions. All technology personnel, the Business Manager and a teacher representative from each school meet with me each month. The PETT has been working to develop the technology plan. They have completed a purpose statement and have begun work on the goals. We are also identifying programs and practices to standardize.
- j. I have met with the Police Chief regarding this work. I attended one full day conference on youth drug and killer issues. In addition, I have met with leaders from Forward Movement regarding the contract with the State Department of Education. Forward Movement will be bringing new training to school staff in the very near future. I have attended trainings on their site as a preview. Payette Council members are also part of this training. The work for rewriting our emergency response guide will take place this spring.