

Moscow School District Improvement plan 18-19

Moscow School District

Dr. Greg Bailey, Superintendent
650 N Cleveland St
Moscow, ID 83843-3600

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All K-5 students will demonstrate reading proficiency.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$13000
2	Develop a district-wide assessment system that is vertically and horizontally aligned.	Objectives: 4 Strategies: 5 Activities: 7	Organizational	\$111000
3	Communicate effectively to all Moscow School District stakeholders.	Objectives: 1 Strategies: 5 Activities: 6	Organizational	\$5000
4	All students in Moscow School District will increase their math proficiency.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$24000
5	All students in Moscow School District will increase their language usage proficiency.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$13000
6	Review, revise and update board policy.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Review existing plans, procedures, and systems to maximize a safe environment for our stakeholders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Improve communication with all Moscow stakeholders.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All K-5 students will demonstrate reading proficiency.

Status	Progress Notes	Created On	Created By
N/A	This goal will be addressed within our "K-12 Comprehensive Assessment System" goal.	March 20, 2017	Mrs. Carrie Brooks
N/A	3-8th grade and 10th grade students achieved a 4.28% increase in reading proficiency on the 2016 spring ISAT as compared to the 2015 spring ISAT.	June 06, 2016	Mrs. Carrie Brooks
N/A	The 2016 Spring IRI district-wide results indicate the following: 72.26% of all MSD Kindergarten students are proficient in reading. This was a 10.42% drop as compared to the 2014-15 IRI results. 69.19% of all MSD first graders are proficient in reading. This is a 4.29% drop as compared to the 2014-15 IRI results. 76.76% of all MSD second graders are proficient in reading. This is an 5.42% increase as compared to the 2014-15 IRI. 81.05% of all MSD third graders are proficient in reading. This is a 0.77% drop as compared to the 2014-15 IRI.	June 06, 2016	Mrs. Carrie Brooks

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as measured by the state spring IRI target (K-3); a score equal to or greater than the AIMSweb spring 40th percentile (4-5), and /or a 10% fall to spring increase in the percent of students who are proficient. in Reading by 05/01/2015 as measured by the IRI score or AIMSweb. .

Status	Progress Notes	Created On	Created By
Not Met	All grades levels Kindergarten through third have completed both fall and winter benchmark assessments using the Idaho Reading Indicator. Scores were entered into the district spreadsheet as well as Milepost. Reports were generated to measure progress toward meeting the district's goal of "80% of all students will demonstrate reading proficiency". Based on the Winter IRI scores as compared to the Fall IRI scores, the following results show: At the Kindergarten level there was a 6.36% growth in reading proficiency (63.64% to 70%). First grade had a growth of 22.86% in reading proficiency (49.14% to 72%). Second grade had a growth of 11.36% in reading proficiency (58.64-70%). Third grade had a growth of 12.9% reading proficiency (63.10 to 76%). Reading proficiency for grades 4-5 are measured by AIMSweb RCBM assessments. The Winter benchmark assessment window is currently open for these grades, therefore Fall to Winter growth is not available at this time.	January 30, 2015	Mrs. Carrie Brooks

Strategy 1:

Support and Evaluate RTI Team Structure - Ensure that the data analysis meeting days are used for the following purposes:

- 1) Analyze student data
- 2) Identify student needs

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- 3) Form intervention groups and/or develop research based interventions
- 4) Enter the intervention plans into our student data management system
- 5) Design instruction needed for those groups
- 6) Monitor student progress to determine whether the instructional interventions are resulting in increased student growth.

Research Cited: Using a Response to Intervention Framework to Monitor Learning - Center on Response to Intervention 2013

Activity - Evaluation of the RTI Model Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals at all levels will monitor the implementation of the RTI model within their school. Schools: All Schools	Policy and Process	10/01/2014	06/05/2015	\$0	No Funding Required	Superintendent

Activity - Administrative Guidance in Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will provide clear direction for assessment strategies, including determination for universal screening. Schools: All Schools	Academic Support Program	09/01/2014	06/05/2015	\$0	No Funding Required	Building Principals

Strategy 2:

RTI Training and Support - The district will provide schools with technology, training, and support for integrated Data collection, reporting, and analysis systems.

Research Cited: Tomlinson, C. (1999). Mapping a Route Toward Differentiated Instruction.

Status	Progress Notes	Created On	Created By
N/A	An RTI presentation for new and veteran staff at the elementary level was provided by the Special Education Director and Curriculum Director in May, 2016. Plans for providing ongoing training throughout the 2016-17 school district are in progress.	June 06, 2016	Mrs. Carrie Brooks

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Activity - Differentiated Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide training in Differentiated instruction for all content areas. Schools: All Schools	Professional Learning	10/01/2014	06/05/2015	\$13000	Title I Part A	Superintendent and Curriculum Director

Status	Progress Notes	Created On	Created By
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<p>In Progress</p>	<p>The Moscow School District has provided various in-district professional develop opportunities for all teachers K-12. Descriptions of the professional development trainings offered to date are: 1) Differentiating Instruction for Below Level Learners by Joyce Nace.</p> <p>Joyce Nace is a graduate of Central Washington University, with a degree in Special Education and a Master's Degree in Curriculum and Instruction. Joyce has experience in developing, implementing and training staff in the use of curricula for varied populations. For the past 10 years, Joyce has worked as a National Intervention Consultant for McGraw Hill Education. Joyce has worked extensively with Districts to implement their Rtl model and alignment of programs with the Common Core State Standards.</p> <p>This interactive session will focus on differentiating instruction in mathematics. The session will focus on key concepts that separate differentiation from traditional instruction. Universal screening will be explored as a tool to determine instructional needs of students and organize student instructional groups using data, based on student skills and instructional needs.</p> <p>2) iPads in the Primary Classroom: Strategies and Apps to Support K-2 Instruction by Janice Weesner.</p> <p>Janice Weesner is a 2nd grade teacher on sabbatical from Lena Whitmore Elementary. Janice is currently researching technology integration strategies and practices as she pursues her M.Ed. from the University of Idaho.</p> <p>This workshop will provide resources and rationale for using iPad apps in the primary classroom. Participants will bring their iPads and have hand-on experience with apps and web 2.0 programs to address the CCSS tech standards and core subject areas. Attendees will also come away with iPad resources for behavior management, parent communication, differentiated instruction, readability, as well as tools and strategies to help them organize and manage apps in their own classroom.</p> <p>3) Supporting Students on the Autism Spectrum.</p> <p>Judi Hall is working with the Autism Supports Project through the University of Idaho Center on Disabilities and Human Development. This program provides an on-site coaching model to build school capacity for implementing evidence-based practices. In addition, she provides services through her private consulting business, SUNRISE Educational Services.</p> <p>This interactive, hands-on workshop will provide participants with a roadmap for supporting students on the autism spectrum in inclusive settings. Participants will learn a comprehensive model to establish learning goals and to assess programs and students. Provided will be an overview of evidence-based practices that facilitate individual learning along with a description of core characteristics of autism. The presentation will focus on Peer Mediated Instruction and Intervention, Video Modeling, Social Skill Groups and Structured Work Systems as well as links to supporting resources. Video based examples and individual student outcomes will be shared along with program evaluation data.</p> <p>4) Reading Wonders Implementation Presented by Mc-Graw Hill Trainers Jessica Hunkele and Kim Purcell.</p> <p>This workshop is an on-site workshop delivered by content experts and reading instruction consultants designed to support teachers by introducing the main components and key features of Reading Wonders, as well as, addressing best practices in reading instruction, classroom management, differentiated instruction, Response to Intervention, and the Common Core State Standards.</p>	<p>January 30, 2015</p>	<p>Mrs. Carrie Brooks</p>
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Standards. In addition to these professional development opportunities, the Curriculum Director has provided building level support when requested. Through this process the Curriculum Director has presented strategies for meeting the needs of diverse learners, participated in discussion and analysis of student data and progress toward mastery of skills, and assisted in the administration of student assessments.		
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Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will ensure that weekly collaboration time for all teachers is built into the schedule for the purpose of providing opportunities to evaluate student outcomes to inform instruction, set learning goals, and plan for instructional adaptations and interventions. Schools: All Schools	Academic Support Program	09/12/2014	05/29/2015	\$0	No Funding Required	Principals, Superintendent, Curriculum Director, Special Services Director

Status	Progress Notes	Created On	Created By
Completed	This activity has been completed through the successful implementation of weekly scheduled collaboration for all school district teachers. District-wide efforts are being made to increase the effectiveness of collaboration time (i.e. creating a district-wide collaboration calendar, collaboration reporting features, etc.)	June 06, 2016	Mrs. Carrie Brooks
In Progress	Building Principals facilitate and protect collaboration time for teachers by providing a 45 minute early dismissal each Friday. Safe and successful learning environments are fostered through collaboration, supporting instructional components such as academic standards, curriculum, and assessments. Collaboration Meeting Notes are electronically submitted to administration by teachers, fostering ongoing communication between teachers, building Principals and district Administration.	January 30, 2015	Mrs. Carrie Brooks

Activity - District Assessment Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels, to include the creation and implementation of a district elementary assessment spreadsheet. Schools: All Schools	Academic Support Program	09/05/2014	06/05/2015	\$0	No Funding Required	Building principals, Superintendent, and Curriculum Director

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Status	Progress Notes	Created On	Created By
In Progress	Universal screening is conducted at the elementary level and the data is entered into a district-wide K-5 spreadsheet. Work to develop a K-12 assessment system is underway, along with collaborative conversations concerning an improved systemic process for storing and reviewing data. End of year rubrics aligned to identified learning targets listed on the K-5 Standards Based Report cards have been completed. Plans for completing learning target rubrics for the 1st, 2nd, and 3rd quarter marking periods are scheduled for the 2016-17 school year, along with the creation of a teacher and parent report card guide.	June 06, 2016	Mrs. Carrie Brooks
In Progress	Utilizing the guidance and support of the District Curriculum and Assessment Committee (building and district level administrators and classroom teachers), the district office created grade level appropriate district assessment spreadsheets. The assessments chosen for reading were: IRI (K-3), Star Early Literacy (1), Star Reading (1-5), AIMSweb RCBM (4-5). The assessments chosen in math were: Two and Three Dimensional Shapes (K), Relate Objects to Numbers (K), Fact Fluency (K-5), Missing Number Measure (1), MCOMP (1-5) and NWEA (3-5). The process for distribution of spreadsheets and retrieval of data is as follows: 1) Prior to the Fall testing window, spreadsheets are created for each classroom teacher and updated to ensure that performance levels accurately align with current cut scores. 2) Each building Principal receives spreadsheets to disseminate to their classroom teachers along with a submission deadline. 3) Building Principals then submit all the completed spreadsheets to the Assessment Specialist to be entered in both state and local data bases. 4) All data is entered in a timely manner for use at the district and state level. This process is repeated for Fall, Winter, and Spring Assessment windows. District leaders are monitoring assessments to ensure that every district-mandated test is of high quality, providing the information needed for specific school and district purposes, and is supported by structures and routines (Data Analysis and RTI Meetings) so that assessment results are used and action steps taken to support student learning. Additionally, K-5 Standards Based Report Cards are being developed. Upon completion, the elementary report card will be linked to state standards, providing parents with specific information about which skills and concepts students know and are able to demonstrate in relation to established state standards.	January 30, 2015	Mrs. Carrie Brooks

Goal 2: Develop a district-wide assessment system that is vertically and horizontally aligned.

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N/A	Significant work toward this goal has been accomplished. Our first year of work focused on taking a look at how we were currently assessing and grading our students. Through professional development and collaborative discussions, we discovered the importance of developing a unified vision and common purpose of grading and assessing our learners toward the mastery of essential learning targets. As a district leadership team we brainstormed ideas on how to build shared knowledge in this area. It was suggested that teams of teachers and administrators attend professional development training(s) with the expectation they share the content learned with other district staff. This plan has been extremely successful and played a significant role toward accomplishing our K-12 comprehensive assessment system goal. In addition to professional development we applied for the Idaho Mastery Education Network grant. After researching mastery education, the district leadership team felt that it aligned very nicely with our district goals and made the decision to apply. In June of 2016, our district was selected to participate and awarded the IMEN grant. This opportunity provided additional funding for professional development which has assisted us in developing and strengthening our knowledge, skills and abilities in the area of assessment, grading, reporting, and developing strong professional learning communities as a district. Strong PLCs will be essential in building the foundation of shared mission, vision, collective commitments, and the accomplishment of district goals.	March 20, 2017	Mrs. Carrie Brooks
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Measurable Objective 1:

collaborate to research other assessment systems in Idaho by 11/06/2015 as measured by a written plan and implementation.

Status	Progress Notes	Created On	Created By
Met	Teachers met on February 17th to review competency-based systems in other states. They thoroughly reviewed and discussed each of the exemplar systems, focusing on their learning targets, competencies, and aligned assessments. Knowledge gained from this activity was used as a foundation for creating our own district-wide learning targets/competencies. The next task will be to identify common assessments aligned to each learning target and competency.	March 28, 2017	Mrs. Carrie Brooks

Strategy 1:

Assessment Committee - The committee will meet and look at what other school districts in the state of Idaho are doing for comprehensive K-12 assessment plans.

Research Cited: Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the Common Core State Standards – Achieve 2015, NCLB

Status	Progress Notes	Created On	Created By
N/A	We have moved away from an assessment committee overseeing this work to a unified team lead by district and building administrators, encompassing all grade levels and departments district-wide.	March 20, 2017	Mrs. Carrie Brooks

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N/A	Four staff members from the District Leadership Team were assigned to serve as the Assessment Committee.	April 26, 2016	Mrs. Carrie Brooks
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Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
research and identify other Idaho district's comprehensive assessment plans Schools: All Schools	Professional Learning	05/13/2015	11/06/2015	\$0	No Funding Required	committee members consisting of administrators , teachers, and support staff at all levels

Status	Progress Notes	Created On	Created By
In Progress	District administration and members of the leadership team will research competency-based education systems and their assessment systems/practices K-12 (all content areas).	March 20, 2017	Mrs. Carrie Brooks
In Progress	During the 2015-16 school year, the Moscow School District applied to become part of Idaho Mastery Education Network (IMEN) grant. We were accepted in the first cohort of IMEN. Adopting a mastery-based learning system will assist our educators in creating new assessment language and practices that support increased learning for all students. When implemented correctly, mastery-based assessment can make curriculum, instruction, and assessment one and the same.	December 07, 2016	Mrs. Carrie Brooks
In Progress	Collected a small sample of Comprehensive Assessment systems from Idaho. To expand our sampling we searched for Comprehensive Assessment Systems nationally.	April 26, 2016	Mrs. Carrie Brooks

(shared) Strategy 2:

Supporting systemic change through planned professional development - To create a common vision and meet the needs of staff, purposeful and deliberate professional development will be provided to both teachers and administrators. The funding provided through Title II and IMEN will assist our district in this implementation.

Research Cited: www.centerforpubliceducation.org

Status	Progress Notes	Created On	Created By
N/A	Teams of teachers and administrators have attended numerous professional development trainings, which have made a significant impact toward building shared leadership and a capacity for change.	March 20, 2017	Mrs. Carrie Brooks

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development to support the development of a district-wide assessment system that is vertically and horizontally aligned. Schools: All Schools	Professional Learning	08/19/2015	06/01/2017	\$50000	Other	All district staff
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Status	Progress Notes	Created On	Created By
Completed	On February 21-24 a team of administrators and teachers (elementary, middle school, high school) attended "The Summit on Professional Learning Communities at Work" conference in Phoenix, Arizona. This conference provided training on building and sustaining strong PLCs. This work will be shared with district staff for the purpose of getting our school system ready to work in collaborative teams to achieve outstanding results for the students we serve and assist in paving the way for the mastery-based work we have before us.	March 20, 2017	Mrs. Carrie Brooks
Completed	District administrators will work collaboratively to plan for the district-wide professional development day/learning target and competency workday.	March 20, 2017	Mrs. Carrie Brooks
Completed	On December 1-2, 2016, a team of teachers and administrators attended the "Assessment Training Institute – Sound Grading Practices Conference. This training provided information on "Classroom Assessment for Learning", "Seven Strategies of Assessment for Learning", and "Developing a Balanced Assessment System".	December 07, 2016	Mrs. Carrie Brooks
Completed	On November 17, 2016, four building principals and the curriculum director attended the IMEN training. This training provided information on performance-based assessment.	December 07, 2016	Mrs. Carrie Brooks
Completed	On October 20, 2016, four building principals and the curriculum director attended the IMEN training. This training provided information of building competencies, an important component of a mastery-based education system.	December 07, 2016	Mrs. Carrie Brooks
Completed	On October 6-7, a menu of in-district professional development was provided to certified staff. Troy Gobble presented on Proficiency-based learning and assessment. Peter Dewitt presented on Project-based learning. Various district teachers and administrators presented on assessment topics/knowledge learned from the "ATI Summer Conference" and "Assessment Now training".	December 07, 2016	Mrs. Carrie Brooks

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Completed	On August 1-3, a team of teachers, building principals, and the curriculum director attended the “Assessment Now” training in Minnesota. This training provided information on: Assessment Design <ul style="list-style-type: none"> • Identify the difference among assessment questions, open questions, and engagement questions. • Recognize and write meaningful multiple-choice items at various cognitive levels. • Write constructed-response items that give better information about student learning. • Learn the criteria for selecting complex texts with academic rigor in both ELA and content-area classes, and become a confident writer of text-dependent questions. • Analyze reading or mathematics standards to plan assessments. • Create and utilize assessments that stimulate growth of 21st century skills. • Apply tools to review and revise assessments to effectively guide instruction, involve students, and communicate learning. Standards-Based Grading <ul style="list-style-type: none"> • Understand how and why to develop and scale proficiency-based learning targets. • Experience using SBAC assessment tools to ensure success on high-stakes tests. • Identify ways to establish a standards-based mindset and approach to grading, independent of any changes to school or district policy. • Explore different grading methods, report cards, formats, and other reporting tools. • Report student learning progress to parents and the community with fairness and honesty. • Build effective teacher professional development plans around standards-based grading. Assessment Leadership <ul style="list-style-type: none"> • Create a balanced system of assessment, and embed time for teachers to collaborate and respond to assessment results. • Explore options for skill-specific interventions and extensions during the school day. • Learn the systems, structures, and routines that can redefine accountability and reshape a school’s culture. • Understand the essential role reassessment plays within a learning-centered culture. • Explore the most productive approach to creating district-, school-, department-, or team-based reassessment policies. 	December 07, 2016	Mrs. Carrie Brooks
Completed	On July 19-23, 2016, two building principals and the curriculum director attended the Sanborn Competency Design Studio training on mastery-based education. This training provided information on the nuts and bolts of a mastery-based education system, grading practices, assessment guidelines, and the necessary policies and structures for the successful implementation of a mastery-based system.	December 07, 2016	Mrs. Carrie Brooks
Completed	On July 6-8, 2016, a team of teachers and building principals attended the “ATI Summer Conference – Assessment Training Institute” in Portland. This training provided information on “Classroom Assessment for Student Learning”, “Seven Strategies of Assessment for Learning”, “Sound Grading Practices”, and “Developing Balanced Assessment Systems”.	December 07, 2016	Mrs. Carrie Brooks
Completed	On June 21st & 22nd, four building principals and the curriculum director attended the Idaho Mastery-Education training. The purpose of this training was to provide an overview of the Idaho Mastery Education Network’s (IMEN) goals and expectations for the participating cohort schools.	December 07, 2016	Mrs. Carrie Brooks
Completed	On January 4th Susan Brookhart, Author of “How to Create and Use Rubrics for Formative Assessment and Grading, provided training to our elementary and middle school teachers on how to create and use rubrics. Teachers worked collaboratively within grade level and department teams to create rubrics on a learning outcome of their choice. The presenter provided guidance and support in this process.	December 07, 2016	Mrs. Carrie Brooks
Completed	On December 3rd & 4th, the Curriculum Director and 3 building principals attended the Assessment Training Institute-Sound Grading Practices Conference. This conference provided information on developing balanced assessment systems.	December 07, 2016	Mrs. Carrie Brooks

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Completed	On October 1st & 2nd, 2015, The district held professional development led by Thomas Guskey and Lee Ann Jung for all certified staff that addressed: 1) Designing reporting systems to better communicate and involve parents 2) Understanding effective implementation in standards, assessments, grading, and reporting 3) Targeting innovative strategies to design and measure effective classroom interventions 4) Learning how to create and use learning targets aligned to standards. In December, a team of administrators attended the "Sound Grading Practices Conference" in Portland, Oregon. The attending team shared the information with the Admin Council team and the District Leadership Team. In January, professional development led by Susan Brookhart for Kindergarten through 8th grade certified staff was presented on "How to create and use rubrics for formative assessment and grading".	December 07, 2016	Mrs. Carrie Brooks
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Measurable Objective 2:

collaborate to identify learning targets and aligned common assessments at each level by 06/01/2017 as measured by completion of all tasks. .

Status	Progress Notes	Created On	Created By
Met	On March 7, 2016, all building level principals and members of the district leadership team signed a commitment agreement to participate as a member of the IMEN cohort.	December 07, 2016	Mrs. Carrie Brooks
Met	The Administrative Counsel meets regularly to discuss and share the building level progress toward collaborative work in identifying learning targets and aligned common assessments.	December 07, 2016	Mrs. Carrie Brooks

Strategy 1:

Academic Targets - The district will identify academic targets for each grade level based on state mandates, college and career readiness, and best practices

Research Cited: CCSS

Status	Progress Notes	Created On	Created By
N/A	All department/content areas K-12 will collaborate to create learning target/competency maps. This work will begin on February 17 (district-wide professional development day) and completion of this work is due on June 1st. Progress toward completing this goal will be monitored by building level administration and the District Leadership Team.	March 20, 2017	Mrs. Carrie Brooks
N/A	In the 2015-16 school year, the elementary level worked on ELA and Math "end--of-year" outcomes for all grade levels. Tasks were divided as follows: McDonald Elementary was assigned the reading sections for each grade level K-5, plus K-3 teachers would also complete the two Social Studies/Science standards for their grade level. West Park and Russell was assigned speaking/listening, language, writing, and the operations and algebraic thinking standards K-5. Lena Whitmore was assigned all the remaining math standards at each grade level. All these tasks were completed.	March 20, 2017	Mrs. Carrie Brooks
N/A	The 2016-17 Elementary Chair Committee, to include building administration, is guiding the collaborative district-wide grade level work in developing and identifying learning targets and common assessments. The Elementary Chair Committee will report bi-weekly on progress in these areas. Elementary building administrators will also provide building level reports on progress.	December 06, 2016	Mrs. Carrie Brooks

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N/A	At the middle school, a significant amount of work is being completed. Each department (Math Science, Social Studies, English, Electives and PE) developed goals to measure student success based on common assessments and vertical/horizontally designed Learning Targets. The main goal was to identify learning targets, align curriculum, and develop common assessments for the end of the 2016 school year. They also started the act of separating product and process skills. These goals and activities are a shift toward mastery based learning and education. A byproduct of this work is the development of student lead conferences, PLC's, new concepts of grading, the use of formative and summative assessment, and ideas of how to report academic, process, and developmental growth. The middle school has moved much closer to providing a site based student growth and assessment model.	December 06, 2016	Mrs. Carrie Brooks
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Activity - K-12 Learning Target and Competency Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a learning target and competency map for all content areas K-12. Schools: All Schools	Other - Collaborative work within departments/content area (teachers and administrators)., Technology	10/05/2015	05/01/2017	\$61000	Other, District Funding	All grade levels, departments, and administrators district-wide.

Status	Progress Notes	Created On	Created By
In Progress	On February 17th K-12 teachers and administrators worked collaboratively to create learning target/competency maps for all content areas. It was an extremely productive day. Many departments/content areas were able to complete their learning target/competency maps and are in the process of discussing the next level of work toward identify assessments that are aligned to learning targets and competencies.	March 20, 2017	Mrs. Carrie Brooks
In Progress		April 26, 2016	Mrs. Carrie Brooks

Measurable Objective 3:

collaborate to write a district-wide comprehensive assessment plan by 05/22/2018 as measured by a board of trustees approved policy.

Status	Progress Notes	Created On	Created By
Not Met	Through ongoing professional development opportunities being offered to district staff and the leadership of building administrators, the district has made exciting progress toward this objective.	March 20, 2017	Mrs. Carrie Brooks
Not Met	Through ongoing professional development opportunities being offered to district staff and the leadership of building administrators, the district has made exciting progress toward this objective.	March 20, 2017	Mrs. Carrie Brooks

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Strategy 1:

Identify Assessments - All grade levels and departments will meet to research, discuss, and select assessments and student performance measures that align with the identified learning targets.

Research Cited: Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the Common Core State Standards – Achieve 2015

Status	Progress Notes	Created On	Created By
N/A	A large number of teachers and administrators have been attending professional development focused on assessment. In addition, several assessment books have been purchased and shared with district staff. These books include, but are not limited to; "Simplifying Common Assessment", "Using Formative Assessment in the RTI Framework", "Collaborative Common Assessments", and "How to Create and Use Rubrics". In February teachers were provided a professional development day to collaborate within their grade level and department teams to create learning target and competency maps. Once these maps are completed, teachers will be tasked with identifying common assessments aligned to each learning target and competency. Grade level and department chairs are responsible for leading this work. Some grade levels/departments have started working on this during the 2016-17 school year, but the majority will begin work on aligning assessments in the 2017-2018 school year.	March 20, 2017	Mrs. Carrie Brooks

Activity - Assessment Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels and departments will research and identify assessments and student performance measures that align with our learning targets. Schools: All Schools	Professional Learning	12/01/2015	01/22/2016	\$0	No Funding Required	The district assessment committee.

Status	Progress Notes	Created On	Created By
In Progress	In the 2016-17 school year, it was determined that the interim assessments were deemed too time intensive for full district participation. Tools and materials have been provided to all teachers who wish to utilize the interim assessments.	December 08, 2016	Mrs. Carrie Brooks
In Progress	The K-8 grades participated in the SBAC Interim Comprehensive Assessments for ELA and Math. However, the time commitment prohibited us from requiring all students to complete all portions of the assessment. The information gained from both scoring the ELA and Math performance tasks and the results provided of the students who were able to complete the ICA provided valuable insight into our research. The discussion of alternative assessments is still in progress.	April 26, 2016	Mrs. Carrie Brooks

Activity - Assessment Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All grade levels and departments will select the assessment and student performance measures that best supports their learning targets. Schools: All Schools	Professional Learning	12/01/2015	01/22/2016	\$0	No Funding Required	The district assessment committee.
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Status	Progress Notes	Created On	Created By
In Progress	Grade level and department teams have been working to identify essential learning targets and competencies. Upon completion of this, they are moving to the next step of identifying common assessments for measuring students' mastery toward learning targets and competencies.	March 20, 2017	Mrs. Carrie Brooks

Strategy 2:

Written District-Wide Comprehensive Assessment Plan - The district leadership committee will synthesize all information to construct a written district-wide comprehensive assessment plan that is aligned horizontally and vertically.

Research Cited: Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the Common Core State Standards – Achieve 2015

Status	Progress Notes	Created On	Created By
N/A	Following numerous in-depth professional development and collaborative opportunities, teachers are engaging in dialogue that is leading into meaningful discussions toward the completion of a district-wide assessment plan.	March 20, 2017	Mrs. Carrie Brooks

Activity - Comprehensive Assessment Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop the comprehensive assessment plan in a format to present to the board of trustees. Schools: All Schools	Policy and Process	01/25/2016	05/22/2018	\$0	No Funding Required	The district leadership committee.

Activity - Sustainability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify mechanisms to implement, communicate, monitor, evaluate and sustain the plan. Schools: All Schools	Policy and Process	04/26/2016	05/22/2018	\$0	No Funding Required	The district leadership committee.

Measurable Objective 4:

demonstrate a proficiency in all content areas K-12. This objective encompasses our former math, reading, and language goals, by 06/01/2019 as measured by the vertical and horizontal alignment of all curriculum, identified competencies for all areas with their explicit learning targets and related common assessments. .

Status	Progress Notes	Created On	Created By
Not Met	Grade level and department teams are working collaboratively to identify academic competencies, learning targets, and related common assessments. These systemic changes will ensure that all students are learning and working toward mastery of skills in all content areas.	March 20, 2017	Mrs. Carrie Brooks

(shared) Strategy 1:

Supporting systemic change through planned professional development - To create a common vision and meet the needs of staff, purposeful and deliberate professional development will be provided to both teachers and administrators. The funding provided through Title II and IMEN will assist our district in this implementation.

Research Cited: www.centerforpubliceducation.org

Status	Progress Notes	Created On	Created By
N/A	Teams of teachers and administrators have attended numerous professional development trainings, which have made a significant impact toward building shared leadership and a capacity for change.	March 20, 2017	Mrs. Carrie Brooks

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to support the development of a district-wide assessment system that is vertically and horizontally aligned. Schools: All Schools	Professional Learning	08/19/2015	06/01/2017	\$50000	Other	All district staff

Status	Progress Notes	Created On	Created By
Completed	On February 21-24 a team of administrators and teachers (elementary, middle school, high school) attended "The Summit on Professional Learning Communities at Work" conference in Phoenix, Arizona. This conference provided training on building and sustaining strong PLCs. This work will be shared with district staff for the purpose of getting our school system ready to work in collaborative teams to achieve outstanding results for the students we serve and assist in paving the way for the mastery-based work we have before us.	March 20, 2017	Mrs. Carrie Brooks

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Completed	District administrators will work collaboratively to plan for the district-wide professional development day/learning target and competency workday.	March 20, 2017	Mrs. Carrie Brooks
Completed	On December 1-2, 2016, a team of teachers and administrators attended the "Assessment Training Institute – Sound Grading Practices Conference. This training provided information on "Classroom Assessment for Learning", "Seven Strategies of Assessment for Learning", and "Developing a Balanced Assessment System".	December 07, 2016	Mrs. Carrie Brooks
Completed	On November 17, 2016, four building principals and the curriculum director attended the IMEN training. This training provided information on performance-based assessment.	December 07, 2016	Mrs. Carrie Brooks
Completed	On October 20, 2016, four building principals and the curriculum director attended the IMEN training. This training provided information of building competencies, an important component of a mastery-based education system.	December 07, 2016	Mrs. Carrie Brooks
Completed	On October 6-7, a menu of in-district professional development was provided to certified staff. Troy Gobble presented on Proficiency-based learning and assessment. Peter Dewitt presented on Project-based learning. Various district teachers and administrators presented on assessment topics/knowledge learned from the "ATI Summer Conference" and "Assessment Now training".	December 07, 2016	Mrs. Carrie Brooks
Completed	On August 1-3, a team of teachers, building principals, and the curriculum director attended the "Assessment Now" training in Minnesota. This training provided information on: Assessment Design <ul style="list-style-type: none"> • Identify the difference among assessment questions, open questions, and engagement questions. • Recognize and write meaningful multiple-choice items at various cognitive levels. • Write constructed-response items that give better information about student learning. • Learn the criteria for selecting complex texts with academic rigor in both ELA and content-area classes, and become a confident writer of text-dependent questions. • Analyze reading or mathematics standards to plan assessments. • Create and utilize assessments that stimulate growth of 21st century skills. • Apply tools to review and revise assessments to effectively guide instruction, involve students, and communicate learning. Standards-Based Grading <ul style="list-style-type: none"> • Understand how and why to develop and scale proficiency-based learning targets. • Experience using SBAC assessment tools to ensure success on high-stakes tests. • Identify ways to establish a standards-based mindset and approach to grading, independent of any changes to school or district policy. • Explore different grading methods, report cards, formats, and other reporting tools. • Report student learning progress to parents and the community with fairness and honesty. • Build effective teacher professional development plans around standards-based grading. Assessment Leadership <ul style="list-style-type: none"> • Create a balanced system of assessment, and embed time for teachers to collaborate and respond to assessment results. • Explore options for skill-specific interventions and extensions during the school day. • Learn the systems, structures, and routines that can redefine accountability and reshape a school's culture. • Understand the essential role reassessment plays within a learning-centered culture. • Explore the most productive approach to creating district-, school-, department-, or team-based reassessment policies. 	December 07, 2016	Mrs. Carrie Brooks
Completed	On July 19-23, 2016, two building principals and the curriculum director attended the Sanborn Competency Design Studio training on mastery-based education. This training provided information on the nuts and bolts of a mastery-based education system, grading practices, assessment guidelines, and the necessary policies and structures for the successful implementation of a mastery-based system.	December 07, 2016	Mrs. Carrie Brooks
Completed	On July 6-8, 2016, a team of teachers and building principals attended the "ATI Summer Conference – Assessment Training Institute" in Portland. This training provided information on "Classroom Assessment for Student Learning", "Seven Strategies of Assessment for Learning", "Sound Grading Practices", and "Developing Balanced Assessment Systems".	December 07, 2016	Mrs. Carrie Brooks
Completed	On June 21st & 22nd, four building principals and the curriculum director attended the Idaho Mastery-Education training. The purpose of this training was to provide an overview of the Idaho Mastery Education Network's (IMEN) goals and expectations for the participating cohort schools.	December 07, 2016	Mrs. Carrie Brooks

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Completed	On January 4th Susan Brookhart, Author of "How to Create and Use Rubrics for Formative Assessment and Grading, provided training to our elementary and middle school teachers on how to create and use rubrics. Teachers worked collaboratively within grade level and department teams to create rubrics on a learning outcome of their choice. The presenter provided guidance and support in this process.	December 07, 2016	Mrs. Carrie Brooks
Completed	On December 3rd & 4th, the Curriculum Director and 3 building principals attended the Assessment Training Institute-Sound Grading Practices Conference. This conference provided information on developing balanced assessment systems.	December 07, 2016	Mrs. Carrie Brooks
Completed	On October 1st & 2nd, 2015, The district held professional development led by Thomas Guskey and Lee Ann Jung for all certified staff that addressed: 1) Designing reporting systems to better communicate and involve parents 2) Understanding effective implementation in standards, assessments, grading, and reporting 3) Targeting innovative strategies to design and measure effective classroom interventions 4) Learning how to create and use learning targets aligned to standards. In December, a team of administrators attended the "Sound Grading Practices Conference" in Portland, Oregon. The attending team shared the information with the Admin Council team and the District Leadership Team. In January, professional development led by Susan Brookhart for Kindergarten through 8th grade certified staff was presented on "How to create and use rubrics for formative assessment and grading".	December 07, 2016	Mrs. Carrie Brooks

Goal 3: Communicate effectively to all Moscow School District stakeholders.

Status	Progress Notes	Created On	Created By
N/A	This goal was rewritten. Please see "Improve communication will all stakeholders".	March 21, 2017	Mrs. Carrie Brooks

Measurable Objective 1:

collaborate to develop a district communication plan by 10/31/2015 as measured by District Leadership Members approval.

Strategy 1:

Create Team - Identify team members.

Research Cited: Danielson Model

Activity - Appoint Committee Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Council will select team members that will develop a plan of action to improve communication Schools: All Schools	Recruitment and Retention	03/23/2015	04/30/2015	\$0	No Funding Required	Superintendent

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Strategy 2:

Committee Protocol - Committee will develop meeting dates, goals, resources needed, implementation date.

Research Cited: Effective Home-School Communication – Harvard Family Research Project

Activity - Setting schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting schedule of meetings, times, location, and chairperson. Schools: All Schools	Policy and Process	05/01/2015	05/29/2015	\$0	No Funding Required	Committee chair

Activity - Identify resources needed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify resources to maximize communication Schools: All Schools	Policy and Process	05/01/2015	05/29/2015	\$0	No Funding Required	Committee Chair

Strategy 3:

Gather research and input for best methods of communication - members will gather information

Research Cited: Danielson intrsructional framework

Activity - collect and identify model policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
online searches and conferencing with other districts Schools: All Schools	Other	09/01/2015	10/01/2015	\$0	No Funding Required	Committee chair

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Strategy 4:

Write plan - committee members will identify communication goals

Research Cited: Effective Home-School Communication – Harvard Family Research Project

Activity - Write plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write plan Schools: All Schools	Policy and Process	10/01/2015	10/30/2015	\$5000	Title I Part A	Committee Chair

Strategy 5:

Distribute and execute plan - plan will be communicated to stakeholders with expectation to be executed.

Research Cited: Effective Home-School Communication – Harvard Family Research Project

Activity - implement plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
communicate and implement plan Schools: All Schools	Policy and Process	11/02/2015	06/01/2016	\$0	No Funding Required	Committee chair

Goal 4: All students in Moscow School District will increase their math proficiency.

Status	Progress Notes	Created On	Created By
N/A	This goal will be addressed withing our "K-12 Comprehensive Assessment System" goal.	March 20, 2017	Mrs. Carrie Brooks
N/A	Students in grades 3-8 & 10th grade show a 4% increase in proficiency from 2015 to 2016 as indicated on the ISAT. Overall proficiency on the ISAT was 53%. Overall proficiency on the 2016 ISAT was 58%.	June 03, 2016	Mrs. Carrie Brooks

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Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level specific content standards in Mathematics by 06/08/2016 as measured by Aimsweb m-comp (grades 1-5) & EOC's (grades 6-12).

Strategy 1:

Analyze baseline data collected on student assessments. - Data will be analyzed for current levels of proficiency in each building.

Research Cited: Marzano; RTI

Status	Progress Notes	Created On	Created By
N/A	Universal screeners are administered to all K-5 students in the fall. The data is then used to identify the educational needs of students in the area of math. At the middle school and high school levels, base line data is taken at the end of the school year for the purpose of identifying the needs of students for placement in math courses.	June 06, 2016	Mrs. Carrie Brooks

Activity - EOC's/Common Assessment Procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Document use of EOC's/common assessments in Data Analysis Meeting Minutes. Schools: All Schools	Policy and Process	09/01/2015	06/03/2016	\$0	No Funding Required	Building principals

Status	Progress Notes	Created On	Created By
In Progress	At the high school level, EOCs will be given to Algebra 1 Part A, Algebra 1, Geometry, and Algebra II. Data will be reviewed in the fall of 2016.	June 06, 2016	Mrs. Carrie Brooks

Activity - Common assessments/EOC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to administer the common universal screeners 3 times per year at the elementary level to identify students needing support and enrichment. Schools: All Schools	Academic Support Program	09/01/2015	06/08/2016	\$0	No Funding Required	Curriculum Director, administration, certified staff

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Status	Progress Notes	Created On	Created By
In Progress	At the Middle School, the Math Department has created resources including many different curriculum pieces to improve the alignment of instruction to Common Core. The Math Department provides internal accountability to each other on a weekly basis about alignment of instructional and assessment tasks. All assessments in the department are common and progress is discussed and instructional plans modified as results are determined.	June 06, 2016	Mrs. Carrie Brooks

Strategy 2:

Curriculum - Identify Idaho Common Core aligned math curriculum for all tiered levels.

Research Cited: RTI

Status	Progress Notes	Created On	Created By
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N/A	<p>The process of selecting a well-aligned CCSS math curriculum was a rigorous and compelling undertaking for the Math Adoption Committee.</p> <p>Here is a brief outline of the process that has occurred.</p> <ol style="list-style-type: none"> 1. Sample math curricula was obtained from publishers 2. A textbook adoption committee was formed with input from building administrators and consisted of: <ul style="list-style-type: none"> • Elementary Level <ul style="list-style-type: none"> o Two teachers per grade level o Fair representation per building o Sped/Title representation • Middle School and High School Levels <ul style="list-style-type: none"> o All math teachers were invited to participate 3. The screening and evaluating of math curriculum involved the use of two rubrics. <ul style="list-style-type: none"> • Attributes of High Quality Math Curriculum rubric. This rubric was created by the Elementary Math Adoption Committee and defined their beliefs as to the essential attributes of high-quality math curricula (see attached). It was used for the first round of reviews and narrowed down the selection to four math curriculums that would undergo a more rigorous review. • The EQuIP (Educators Evaluating the Quality of Instructional Products) rubric. This rubric was developed through a collaborative effort of educational leaders facilitated by Achieve.org and is an initiative designed to identify high-quality materials aligned to the CCSS. In order to prepare for this review teachers received training in the use of EQuIP prior to the final review. EQuIP uses criteria focused on four dimensions. <p>Dimension 1: Alignment to the Depth of the CCSS This dimension is non-negotiable. In order for the review of a math curriculum to continue, a rating of 2 (meets many of the criteria in the dimension) or 3 (meets most to all of the criteria in the dimension) is required.</p> <p>Dimension II: Key Shifts in the CCSS - Do the lessons/units reflect evidence of key shifts that are reflected in the CCSS (Focus, Coherence, and Rigor)?</p> <p>Dimension III: Instructional Supports - Are the lessons or units responsive to varied student learning needs?</p> <p>Dimension IV: Assessment – Do the lessons or units regularly assess whether students are mastering standards-based content and skills?</p> <p>After completing a thorough review, the Math Adoption Committees have selected: Eureka Math at the Elementary level, Go Math at the Middle School level, and College Preparatory Math at the High School Level.</p> 	June 03, 2016	Mrs. Carrie Brooks
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Activity - Curricular implementation & review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Review and make a recommendation of math programs at all tiered levels that are CCSS aligned. Schools: All Schools	Policy and Process	09/01/2015	06/08/2016	\$0	No Funding Required	Curriculum Director, Principals, Math Subject Area Committee
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Status	Progress Notes	Created On	Created By
N/A	Math Curricula Adoption requests were made to the Board of Education at the February, 2016 board meeting and received board approval.	June 06, 2016	Mrs. Carrie Brooks

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff implementing new programs will be trained. Schools: All Schools	Professional Learning	08/30/2016	06/07/2017	\$24000	Title I Part A	Curriculum Director, administration, certified staff, and classified staff that are implementing the program

Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Mrs. Carrie Brooks
In Progress	CPM math at the high school level was piloted during the winter and spring of the 2015--16 school year. Training and support were provided by CPM. Two additional days of training will occur on August 23-24, 2016. Go Math was piloted in the winter and spring of the 2015-16 school year and training was provided on June 9th. Eureka math was piloted during the winter and spring of 2015-16. Grade level teams were provided release time to view professional development training videos on Eureka. A two day training will be provided on August 23-24, 2016.	June 06, 2016	Mrs. Carrie Brooks

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will continue to monitor the implementation of math curriculum to ensure CCSS grade level standards are being taught. Schools: All Schools	Professional Learning	09/01/2015	06/08/2016	\$0	No Funding Required	Administration
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Status	Progress Notes	Created On	Created By
Not Completed	Full implementation and monitoring of adopted math curricula will begin in the fall of 2016.	June 06, 2016	Mrs. Carrie Brooks

Activity - Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through district-wide common collaboration time and/or SAC meetings, continue aligning our instruction and assessment vertically and horizontally. Schools: All Schools	Professional Learning	09/01/2015	06/08/2016	\$0	No Funding Required	All district certified staff that are responsible for teaching math

Status	Progress Notes	Created On	Created By
In Progress	MHS departments have been "mapping" their courses by semester—aligning them with the Idaho Core and more specific concepts. This horizontal alignment is 98% finished, and the focus of late has been creating common assessments and planning their administration. Vertical alignment happened (or was largely in place already) as a by-product of the course mapping.	June 06, 2016	Mrs. Carrie Brooks
In Progress	During the 2015-16 school year, conversations, collaboration and initial work focused on math alignment has begun. This work is currently occurring within grade level/building level teams and conversations and work on math alignment between building levels will begin in the 2016-17 school year.	June 06, 2016	Mrs. Carrie Brooks
In Progress		June 06, 2016	Mrs. Carrie Brooks

Strategy 3:

Intervention Math Plans - Through the discovery of areas of need as determined by assessment measures, staff will develop and implement interventions for students to meet proficiency targets.

Research Cited: RTI

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Activity - Datya Analysis Meetings for Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will set meeting dates for teachers to analyze data and develop and review math intervention plans. Schools: All Schools	Academic Support Program	09/01/2015	06/08/2016	\$0	No Funding Required	Curriculum Director; Building Principals

Status	Progress Notes	Created On	Created By
In Progress	On designated days provided by the district, the staff within each school engages in whole-staff assessment of student learning through a review of data and student performance. These collaborative conversations are critical in planning for continued improved student outcomes in math.	June 06, 2016	Mrs. Carrie Brooks
In Progress	On designated days provided by the district, the staff within each school engages in whole-staff assessment of student learning through a review of data and student performance. These collaborative conversations are critical in planning for continued improved student outcomes in math.	June 06, 2016	Mrs. Carrie Brooks

Goal 5: All students in Moscow School District will increase their language usage proficiency.

Status	Progress Notes	Created On	Created By
N/A	This goal will be addressed withing our "K-12 Comprehensive Assessment System" goal.	March 20, 2017	Mrs. Carrie Brooks

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in the area of language usage in English Language Arts by 06/01/2016 as measured by the spring ISAT or CCSS writing rubrics..

Strategy 1:

Curriculum and Instruction - Schools will review adequacy of language usage instruction and materials.

Research Cited: CCSS

Activity - Elementary Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify language usage "must-do's" from Wonders reading program in alignment with the Idaho Common Core. Schools: All Schools	Professional Learning	08/26/2015	11/06/2015	\$5000	Title I Part A	Curriculum Director, Principals, Teachers
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Activity - Secondary Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review/revise alignment of existing language usage curriculum to Idaho Common Core. Schools: All Schools	Professional Learning	08/26/2015	11/06/2015	\$2000	Title I Part A	Curriculum Director, Principals, Teachers

Strategy 2:

Language Usage Interventions - Create a procedure for language usage interventions.

Research Cited: CCSS

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop procedures for identifying students at risk in the area of language usage. Schools: All Schools	Academic Support Program	08/26/2015	11/06/2015	\$0	Title II Part D	Principals and Building Level Teams

Activity - Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify research based language usage intervention materials for K-12. Schools: All Schools	Academic Support Program	08/26/2015	03/11/2016	\$6000	Title I Part A	Curriculum Director, Principals, Teachers

Goal 6: Review, revise and update board policy.

Status	Progress Notes	Created On	Created By
N/A	Through the accreditation process it was found that policies needed to be updated within the District to maintain a positive learning environment for students. The District acknowledges the importance of up-to-date policies to help in the smooth running of the school system.	March 31, 2017	Greg Bailey

Measurable Objective 1:

collaborate to identify specific policies in need of revision. by 06/30/2017 as measured by percentage of policies assigned, completed, adopted or reviewed by Board of Trustees..

Status	Progress Notes	Created On	Created By
Met	<p>The following actions were taken on the selected policies identified through the approach identified in Objective 2. Note that some policies were held due to other activities that would impact the content of the policy were currently being conducted.</p> <ul style="list-style-type: none"> • Attendance (Adopted 4/27/16) • Foreign Exchange (Adopted 3/29/16) • Grade Reporting (Held) • Facility Use (Adopted 4/27/16) • Bullying/Harassment (Adopted 5/24/16) • Social Media Comm. (Not Met) • Community Relations (Adopted 12/3/16) • Out-of-District/Out-of-State (Held) • Homeless (Held) • Student Activities (Not Met) • Credit Appeal/Early Graduation (adopted 12/13/16) • Immunization (Adopted 7/26/16) • Family Medical Leave (Adopted 7/26/16) • Wellness (Adopted 3/28/17) <p>Fourteen policies were identified for review and possible adoption. Of the fourteen policies, nine policies were adopted (64.3%), Three policies were held (21.4%), and 2 policies were not completed (14.3%).</p>	March 31, 2017	Greg Bailey

Strategy 1:

Review Board policy - The administrators and Board will collaborate to review policies identified in possible need of revision and possible recommendations.

Research Cited: Standard 2.1

Status	Progress Notes	Created On	Created By
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N/A	Policies that needed immediate attention because they placed the District at-risk, or were causing problems because they were no longer appropriate, were determined during the September 11, 2015 Administrative Council meeting. These choices by the administration were confirmed by the Board of Trustees at their September 15, 2015 board meeting.	March 31, 2017	Greg Bailey
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Activity - Identifying vulnerable policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative council collaboration to identify vulnerable and or new policies for consideration of revision. Schools: All Schools	Policy and Process	06/01/2015	06/19/2015	\$0	No Funding Required	Administrative staff

Status	Progress Notes	Created On	Created By
Completed	In addition to the identified policies, the following policies were also added or reviewed during the past two years as it was deemed necessary. <ul style="list-style-type: none"> • Immunization • Family Medical Leave • Wellness 	March 31, 2017	Greg Bailey
Completed	The policies selected, in conjunction with the administrative staff and Board of Trustees, that were deemed in need of review were the following. <ul style="list-style-type: none"> • Attendance • Foreign Exchange • Grade Reporting • Facility Use • Bullying/ Harassment • Social Media Comm. • Community Relations • Out-of-District/Out-of-State • Student Activities • Credit Appeal/Early Graduation • Homeless 	March 31, 2017	Greg Bailey

Goal 7: Review existing plans, procedures, and systems to maximize a safe environment for our stakeholders.

Status	Progress Notes	Created On	Created By
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N/A	Utilizing bond funds which became available during the 2014-15 school year, and which must be expended by the close of the 2016-17 school year, the MSD has undertaken security improvements which include the installation of interior and exterior cameras and electronically monitored and controlled access to all MSD facilities. The MSD has also implemented the use of an on-line facilities scheduling system which is currently being used internally, but will be expanded to be used for public requests for the use of MSD facilities by June 30, 2017. The purpose of this system is to ensure that MSD administrators and building maintenance staff are better able to monitor access and plan for supportive services to maintain the safe operational condition of our heavily used buildings. The online scheduling system will be used in conjunction with our new access control system to ensure that MSD staff have access only to the facilities that are necessary for of their employment, and that MSD patrons have access only to the facilities that have been approved for their use, and only during the time approved for their use.	March 29, 2017	Mrs. Carrie Brooks
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Measurable Objective 1:

collaborate to develop and implement a district-wide safety plan that provides a common language and procedures to prevent and respond to emergencies. by 06/30/2017 as measured by a common adopted district-wide safety plan. .

Status	Progress Notes	Created On	Created By
Not Met	During the 2015-16 school year, MSD building administrators reviewed and revised their building emergency response plans and safety procedures. At the start of the 2016-17 school year, the MSD created a new administrative position of Operations Director. The new Operations Director was hired on December 1, 2016. Part of the responsibility assigned to the Operations Director is the review of the individual building emergency response and safety plans in collaboration with the Superintendent, building administrators and Moscow Police and Fire Department representatives, and the development of a standard template to be used for emergency response and safety plans throughout the district. The review of the plans and the outline for the template have been completed. The next steps will be to review the template with Moscow Police and Fire Department administrators, have MSD building administrators and district staff incorporate their existing emergency response and safety plans into the new template, familiarize staff and students with the common response language, and then to hold practice drills that involve our local first responders (Moscow Police and Fire Departments).	March 30, 2017	Mrs. Carrie Brooks

Strategy 1:

Develop a formatted template - A template will be completed by district staff and provided to building administration to import current information into categories.

Research Cited: Standard 4.3

Status	Progress Notes	Created On	Created By
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N/A	The review of the plans and the outline for the template have been completed. The review of the individual building emergency response and safety plans was completed through the collaborative efforts of the MSD Superintendent, Operations Director, building administrators and the Moscow Police Department School Resource Officer. Our immediate next step is review the template with Moscow Police and Fire Department administrators, which will be completed before the end of the 2016-17 school year.	March 29, 2017	Mrs. Carrie Brooks
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Activity - Training and practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will receive training and implement updated safety protocols. Schools: All Schools	Other	08/01/2017	09/29/2017	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress	MSD has increased the use the School Messenger communication program during and after emergency response situations. The Superintendent has set up a menu of prepared announcements in various formats (text, email, voicemail) that can be quickly edited and sent to staff, parents and guardians to keep them informed as we progress through the response to an emergency situation. School Messenger communication can be generated via Smart phone app from any location where cell service is available. The use of the School Messenger system was extremely helpful during our response to a bomb threat at Moscow Middle School when all staff and students were evacuated to the Moscow High School Auditorium. Parents were notified that they could pick up their students at that location, and that they would need picture identification in order to do so. Parents were also notified when the school had been cleared for re-entry and the status of school activities scheduled that day.	March 30, 2017	Mrs. Carrie Brooks
In Progress	Although we have not yet finalized the formatted emergency response/safety plan template, building administrators have been made familiar with the common language we will use from the Standard Response Protocol (SRP) from the "I Love You Guys" Foundation. The SRP involves four potential responses to any potentially life threatening situation that a may be encountered at a school: Lockdown, Lockout, Evacuate or Shelter. All of our schools have practiced lockdowns and evacuations, and most have also practiced lockouts. Shelter responses have not been practiced. In addition to the practice drills, several schools have used one or more of these responses in actual threatening situations: Lena Whitmore (lockout for moose on school campus); Russell (lockout and lockdown for dangerous person); West Park (lockout for dangerous person in the vicinity of the school), and Moscow Middle School (evacuation and shelter for bomb threat).	March 30, 2017	Mrs. Carrie Brooks

Goal 8: Improve communication will all Moscow stakeholders.

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Moscow School District

Measurable Objective 1:

collaborate to review survey data and identify areas of weakness to engage stakeholders effectively in support of the district's purpose. by 11/30/2017 as measured by future surveys..

Status	Progress Notes	Created On	Created By
Met	Recently we reviewed the latest information from November 2016 surveys at the December 13, 2016 board meeting. Communication continues to be an area of concern for parents and staff. The following actions are strategies and activities to assist in providing more information to our stakeholders. In addition, we have also Started a Facebook site for the district, reviewed and revised the staff handbooks, classified handbook, substitute handbook, student handbook, and currently working on the extra-curricular handbook to assure that accurate information is provided.	March 31, 2017	Mrs. Carrie Brooks

Strategy 1:

Improve communication systems - Identify areas of need (website, student management system, emergency notification system).

Research Cited: Standard 2.5

Status	Progress Notes	Created On	Created By
N/A	During the review of the AdvancEd surveys it became apparent that there is a strong interest from our community to be better informed of what is occurring in their schools, and to have easier access to information in the school. Areas that were identified as being able to provide a major positive impact in communication was the district's website, Student Information System (SIS), and mass communication system.	March 31, 2017	Greg Bailey

Activity - School website improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a common format with the support of a outside contractor. Schools: All Schools	Other, Parent Involvement, Community Engagement, Technology	07/13/2015	12/28/2015	\$0	General Fund	Superintendent

Status	Progress Notes	Created On	Created By
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Completed	The Moscow School District introduced a new website for the school district on 8/27/15. The District worked with an outside company, Wovax to assist the District in developing the site. The website was developed so that each of the schools within the district would be connected to the district's site. The schools would also be directed they had to maintain the format of the district site so that stakeholders could more easily locate the information they are seeking. The website system also had the ability to allow information that was consistently shared in each school to also be shared at the district level. An example is the school calendar. If a school places an event onto their school calendar it also would be transferred automatically to the district calendar. This allowed an interested patron to see all of the events occurring in the district in one location if they desired. In addition to this feature the District also consolidated information that is pertinent to all families and placed that on the district site so that it can more easily be maintained. Finally, the website also had an App feature so that stakeholders could gain information on their smart phones, which was identified as a desire in communicating with a sample of stakeholders.	March 31, 2017	Greg Bailey
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Activity - Student management system expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create family accounts Schools: All Schools	Other, Parent Involvement, Technology	08/31/2015	06/01/2016	\$0	No Funding Required	Superintendent, Data Assessment Specialist, secretaries and principals

Status	Progress Notes	Created On	Created By
Completed	In August 2015 the school district made changes in their student Information system (SIS), PowerSchool, to create family accounts. This allows a parent/guardian to view information regarding all of their children in attendance within our district from one login site. The purpose of doing this change was to make it easier for parents to keep informed of their children's education so they become more involved.	March 31, 2017	Greg Bailey

Activity - Notification System Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase utilization of existing parent and staff notification system (School Messenger, Register My Athlete) Schools: All Schools	Other, Parent Involvement, Technology	09/01/2015	06/01/2017	\$0	General Fund	All administrators

Status	Progress Notes	Created On	Created By
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Moscow School District Improvement plan 18-19

Moscow School District

Completed	The Moscow School District utilizes the mass communication system, School Messenger, for many of their notifications. Typically, in the past the phone message option was the only used method of sending communications to families. We now have implemented using the text and email features as well. In addition, we also have utilized the system to send out non-emergency information as well as emergency information as needed.	March 31, 2017	Greg Bailey
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Learning Target and Competency Maps	Develop a learning target and competency map for all content areas K-12.	Other - Collaborative work within departments/content area (teachers and administrators), Technology	10/05/2015	05/01/2017	\$0	All grade levels, departments, and administrators district-wide.
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development to support the development of a district-wide assessment system that is vertically and horizontally aligned.	Professional Learning	08/19/2015	06/01/2017	\$50000	All district staff
K-12 Learning Target and Competency Maps	Develop a learning target and competency map for all content areas K-12.	Other - Collaborative work within departments/content area (teachers and administrators), Technology	10/05/2015	05/01/2017	\$61000	All grade levels, departments, and administrators district-wide.
Total					\$111000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Materials	Identify research based language usage intervention materials for K-12.	Academic Support Program	08/26/2015	03/11/2016	\$6000	Curriculum Director, Principals, Teachers

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Professional Development	All staff implementing new programs will be trained.	Professional Learning	08/30/2016	06/07/2017	\$24000	Curriculum Director, administration, certified staff, and classified staff that are implementing the program
Write plan	Write plan	Policy and Process	10/01/2015	10/30/2015	\$5000	Committee Chair
Secondary Review	Review/revise alignment of existing language usage curriculum to Idaho Common Core.	Professional Learning	08/26/2015	11/06/2015	\$2000	Curriculum Director, Principals, Teachers
Differentiated Instruction Training	The district will provide training in Differentiated instruction for all content areas.	Professional Learning	10/01/2014	06/05/2015	\$13000	Superintendent and Curriculum Director
Elementary Review	Identify language usage "must-do's" from Wonders reading program in alignment with the Idaho Common Core.	Professional Learning	08/26/2015	11/06/2015	\$5000	Curriculum Director, Principals, Teachers
					Total	\$55000

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training and practice	Staff and students will receive training and implement updated safety protocols.	Other	08/01/2017	09/29/2017	\$0	All staff
Appoint Committee Members	Administrative Council will select team members that will develop a plan of action to improve communication	Recruitment and Retention	03/23/2015	04/30/2015	\$0	Superintendent
Collaboration	The principal will ensure that weekly collaboration time for all teachers is built into the schedule for the purpose of providing opportunities to evaluate student outcomes to inform instruction, set learning goals, and plan for instructional adaptations and interventions.	Academic Support Program	09/12/2014	05/29/2015	\$0	Principals, Superintendent, Curriculum Director, Special Services Director
Sustainability	Identify mechanisms to implement, communicate, monitor, evaluate and sustain the plan.	Policy and Process	04/26/2016	05/22/2018	\$0	The district leadership committee.
Datya Analysis Meetings for Math Interventions	Principals will set meeting dates for teachers to analyze data and develop and review math intervention plans.	Academic Support Program	09/01/2015	06/08/2016	\$0	Curriculum Director; Building Principals

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District Assessment Spreadsheet	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels, to include the creation and implementation of a district elementary assessment spreadsheet.	Academic Support Program	09/05/2014	06/05/2015	\$0	Building principals, Superintendent, and Curriculum Director
EOC's/Common Assessment Procedure	Document use of EOC's/common assessments in Data Analysis Meeting Minutes.	Policy and Process	09/01/2015	06/03/2016	\$0	Building principals
Evaluation of the RTI Model Implementation	Building principals at all levels will monitor the implementation of the RTI model within their school.	Policy and Process	10/01/2014	06/05/2015	\$0	Superintendent
Administrative Guidance in Assessment	Building principals will provide clear direction for assessment strategies, including determination for universal screening.	Academic Support Program	09/01/2014	06/05/2015	\$0	Building Principals
Common assessments/EOC's	Continue to administer the common universal screeners 3 times per year at the elementary level to identify students needing support and enrichment.	Academic Support Program	09/01/2015	06/08/2016	\$0	Curriculum Director, administration, certified staff
Identify resources needed	Identify resources to maximize communication	Policy and Process	05/01/2015	05/29/2015	\$0	Committee Chair
Identifying vulnerable policies	Administrative council collaboration to identify vulnerable and or new policies for consideration of revision.	Policy and Process	06/01/2015	06/19/2015	\$0	Administrative staff
implement plan	communicate and implement plan	Policy and Process	11/02/2015	06/01/2016	\$0	Committee chair
Setting schedule	Setting schedule of meetings, times, location, and chairperson.	Policy and Process	05/01/2015	05/29/2015	\$0	Committee chair
Alignment	Through district-wide common collaboration time and/or SAC meetings, continue aligning our instruction and assessment vertically and horizontally.	Professional Learning	09/01/2015	06/08/2016	\$0	All district certified staff that are responsible for teaching math
Assessment Research	All grade levels and departments will research and identify assessments and student performance measures that align with our learning targets.	Professional Learning	12/01/2015	01/22/2016	\$0	The district assessment committee.
Assessment Selection	All grade levels and departments will select the assessment and student performance measures that best supports their learning targets.	Professional Learning	12/01/2015	01/22/2016	\$0	The district assessment committee.
Monitor Implementation	Principals will continue to monitor the implementation of math curriculum to ensure CCSS grade level standards are being taught.	Professional Learning	09/01/2015	06/08/2016	\$0	Administration

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Research	research and identify other Idaho district's comprehensive assessment plans	Professional Learning	05/13/2015	11/06/2015	\$0	committee members consisting of administrators , teachers, and support staff at all levels
collect and identify model policies	online searches and conferencing with other districts	Other	09/01/2015	10/01/2015	\$0	Committee chair
Comprehensive Assessment Plan	Develop the comprehensive assessment plan in a format to present to the board of trustees.	Policy and Process	01/25/2016	05/22/2018	\$0	The district leadership committee.
Curricular implementation & review	Review and make a recommendation of math programs at all tiered levels that are CCSS aligned.	Policy and Process	09/01/2015	06/08/2016	\$0	Curriculum Director, Principals, Math Subject Area Committee
Student management system expansion	Create family accounts	Other, Parent Involvement, Technology	08/31/2015	06/01/2016	\$0	Superintendent, Data Assessment Specialist, secretaries and principals
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School website improvement	Develop a common format with the support of a outside contractor.	Other, Parent Involvement, Community Engagement, Technology	07/13/2015	12/28/2015	\$0	Superintendent
Notification System Expansion	Increase utilization of existing parent and staff notification system (School Messenger, Register My Athlete)	Other, Parent Involvement, Technology	09/01/2015	06/01/2017	\$0	All administrators
Total					\$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Moscow School District

Student Identification	Develop procedures for identifying students at risk in the area of language usage.	Academic Support Program	08/26/2015	11/06/2015	\$0	Principals and Building Level Teams
					Total	\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EOC's/Common Assessment Procedure	Document use of EOC's/common assessments in Data Analysis Meeting Minutes.	Policy and Process	09/01/2015	06/03/2016	\$0	Building principals
Evaluation of the RTI Model Implementation	Building principals at all levels will monitor the implementation of the RTI model within their school.	Policy and Process	10/01/2014	06/05/2015	\$0	Superintendent
Differentiated Instruction Training	The district will provide training in Differentiated instruction for all content areas.	Professional Learning	10/01/2014	06/05/2015	\$13000	Superintendent and Curriculum Director
Collaboration	The principal will ensure that weekly collaboration time for all teachers is built into the schedule for the purpose of providing opportunities to evaluate student outcomes to inform instruction, set learning goals, and plan for instructional adaptations and interventions.	Academic Support Program	09/12/2014	05/29/2015	\$0	Principals, Superintendent, Curriculum Director, Special Services Director
Administrative Guidance in Assessment	Building principals will provide clear direction for assessment strategies, including determination for universal screening.	Academic Support Program	09/01/2014	06/05/2015	\$0	Building Principals
District Assessment Spreadsheet	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels, to include the creation and implementation of a district elementary assessment spreadsheet.	Academic Support Program	09/05/2014	06/05/2015	\$0	Building principals, Superintendent, and Curriculum Director
Research	research and identify other Idaho district's comprehensive assessment plans	Professional Learning	05/13/2015	11/06/2015	\$0	committee members consisting of administrators, teachers, and support staff at all levels

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Curricular implementation & review	Review and make a recommendation of math programs at all tiered levels that are CCSS aligned.	Policy and Process	09/01/2015	06/08/2016	\$0	Curriculum Director, Principals, Math Subject Area Committee
Professional Development	All staff implementing new programs will be trained.	Professional Learning	08/30/2016	06/07/2017	\$24000	Curriculum Director, administration, certified staff, and classified staff that are implementing the program
Appoint Committee Members	Administrative Council will select team members that will develop a plan of action to improve communication	Recruitment and Retention	03/23/2015	04/30/2015	\$0	Superintendent
Monitor Implementation	Principals will continue to monitor the implementation of math curriculum to ensure CCSS grade level standards are being taught.	Professional Learning	09/01/2015	06/08/2016	\$0	Administration
Common assessments/EOC's	Continue to administer the common universal screeners 3 times per year at the elementary level to identify students needing support and enrichment.	Academic Support Program	09/01/2015	06/08/2016	\$0	Curriculum Director, administration, certified staff
K-12 Learning Target and Competency Maps	Develop a learning target and competency map for all content areas K-12.	Other - Collaborative work within departments/content area (teachers and administrators), Technology	10/05/2015	05/01/2017	\$61000	All grade levels, departments, and administrators district-wide.
Alignment	Through district-wide common collaboration time and/or SAC meetings, continue aligning our instruction and assessment vertically and horizontally.	Professional Learning	09/01/2015	06/08/2016	\$0	All district certified staff that are responsible for teaching math
Setting schedule	Setting schedule of meetings, times, location, and chairperson.	Policy and Process	05/01/2015	05/29/2015	\$0	Committee chair
Identify resources needed	Identify resources to maximize communication	Policy and Process	05/01/2015	05/29/2015	\$0	Committee Chair
Assessment Research	All grade levels and departments will research and identify assessments and student performance measures that align with our learning targets.	Professional Learning	12/01/2015	01/22/2016	\$0	The district assessment committee.
collect and identify model policies	online searches and conferencing with other districts	Other	09/01/2015	10/01/2015	\$0	Committee chair

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Assessment Selection	All grade levels and departments will select the assessment and student performance measures that best supports their learning targets.	Professional Learning	12/01/2015	01/22/2016	\$0	The district assessment committee.
Write plan	Write plan	Policy and Process	10/01/2015	10/30/2015	\$5000	Committee Chair
Comprehensive Assessment Plan	Develop the comprehensive assessment plan in a format to present to the board of trustees.	Policy and Process	01/25/2016	05/22/2018	\$0	The district leadership committee.
Sustainability	Identify mechanisms to implement, communicate, monitor, evaluate and sustain the plan.	Policy and Process	04/26/2016	05/22/2018	\$0	The district leadership committee.
implement plan	communicate and implement plan	Policy and Process	11/02/2015	06/01/2016	\$0	Committee chair
Datya Analysis Meetings for Math Interventions	Principals will set meeting dates for teachers to analyze data and develop and review math intervention plans.	Academic Support Program	09/01/2015	06/08/2016	\$0	Curriculum Director; Building Principals
Elementary Review	Identify language usage "must-do's" from Wonders reading program in alignment with the Idaho Common Core.	Professional Learning	08/26/2015	11/06/2015	\$5000	Curriculum Director, Principals, Teachers
Secondary Review	Review/revise alignment of existing language usage curriculum to Idaho Common Core.	Professional Learning	08/26/2015	11/06/2015	\$2000	Curriculum Director, Principals, Teachers
Student Identification	Develop procedures for identifying students at risk in the area of language usage.	Academic Support Program	08/26/2015	11/06/2015	\$0	Principals and Building Level Teams
Intervention Materials	Identify research based language usage intervention materials for K-12.	Academic Support Program	08/26/2015	03/11/2016	\$6000	Curriculum Director, Principals, Teachers
Professional Development	Professional development to support the development of a district-wide assessment system that is vertically and horizontally aligned.	Professional Learning	08/19/2015	06/01/2017	\$50000	All district staff
Identifying vulnerable policies	Administrative council collaboration to identify vulnerable and or new policies for consideration of revision.	Policy and Process	06/01/2015	06/19/2015	\$0	Administrative staff
Training and practice	Staff and students will receive training and implement updated safety protocols.	Other	08/01/2017	09/29/2017	\$0	All staff
School website improvement	Develop a common format with the support of a outside contractor.	Other, Parent Involvement, Community Engagement, Technology	07/13/2015	12/28/2015	\$0	Superintende nt

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Student management system expansion	Create family accounts	Other, Parent Involvement, Technology	08/31/2015	06/01/2016	\$0	Superintendent, Data Assessment Specialist, secretaries and principals
Notification System Expansion	Increase utilization of existing parent and staff notification system (School Messenger, Register My Athlete)	Other, Parent Involvement, Technology	09/01/2015	06/01/2017	\$0	All administrators
Total					\$166000	