



Camas County Schools

District No. 121

2004-2005

Documented By:
JT Stroder

Camas County Schools

Soldier Road

Fairfield, ID 83327

(208) 267-2472

Camas County School District # 121
School Improvement Plan

Preface

Accreditation Process

PREFACE

ACCREDITATION PROCESS

Camas County School District # 121 is K-12 rural school serving the County of Camas in South Central Idaho. It is located in the town of Fairfield 110 miles east of Boise Idaho. In partial fulfillment of the requirements to be accredited by the Northwest Association of Schools and Colleges (NASC), Commission on Schools. Camas is undergoing the self-study process using the performance based model entitled *School Improvement: Focusing on Student Performance*, published by the National Study of School Evaluation (NSSE), 1997 Edition.

School Improvement Process

Steering Committee

The Steering Committee consists of the following individuals:

| | |
|-----------------|--|
| J.T. Stroder | Principal Camas County School District #121 |
| Ed Marshall | Superintendent Camas County School District #121 |
| Wendy Strickler | District Clerk |
| Leslie Waters | Special Education Coordinator |

Introduction
Camas County School District

INTRODUCTION

Camas County School District

Community Profile

Camas County School District #121 has a long history that began in 1883 with the establishment of its first school

Prior to the settlement of Camas County the Bannock Indians utilized the Camas Prairie as their summer camping area. Here they gathered the Camas and Yampus roots and hunted wild game.

Goodale's Cutoff, a heavily used emigrant trail route was utilized beginning in the early 1850's. This route traversed the length of the Camas Prairie. Following the Bannock War of 1878 the summer gathering of roots by the Indians tapered off dramatically, but, still continued into the 1950's.

In 1877 the government opened the area for settlement and within two years the first land filings were recorded in Boise. In addition to the homestead filings on the prairie there were numerous mining operations of various sizes working in the timbered foothills to the north. By 1883 the first local school was established. Eventually a total of 27 small schools dotted the prairie serving the educational and social purposes of the scattered communities. By 1948 most schools had consolidated with the Fairfield system. The last rural school closed in 1953.

At one time up nine small towns thrived in what is now Camas County. The town of Soldier, located two miles north of Fairfield, was a bustling center of commerce, culture and social activity. Soldier's decline, however, began during the formation of Fairfield in 1911 occasioned by the arrival of the Oregon Short Line Railroad. Hill City, the terminus of the railroad, at one time shipped more sheep than any other point in the world. The railroad served the Camas Prairie for a period of seventy years. A remnant of this bygone era and many of the daily items from the pioneer days to the present still remain within the historic Railroad Depot/Museum building located in Fairfield.

The name "Camas" comes from the Latin *Camassia* and refers to the lily that is found throughout Camas County. The Native Americans used the edible bulb of the Lily as a staple to their diet. Today Fairfield is the largest town in the county and the county seat. It is a small agricultural community that sits at the base of the Soldier Mountains. The population of the town is 395.

Camas students are continually challenged to look honestly at who they are, the quality of their relationships, and the choices that they make. To assist in this process, Camas schools provide a strong peer culture, the opportunity to develop a work ethic, group processes for facilitating reflection and insight through self-exploration and teamwork, and a series of consequences aimed at changing behavior through accountability, understanding, and taking responsibility for one's actions.

Population Served

Camas County School District offers a K-12 academic program that serves approximately 175 students. The majority of the student population is Caucasian. The percentage of free and reduced lunch population is about 50%. Discrimination against any person because of race, color, religious belief, sex, handicap or national origin is strictly prohibited.

Section I
Student and School Profile

SECTION I:

STUDENT AND SCHOOL PROFILE

School Characteristics

Camas County School District is located on the Camas County Prairie in the town of Fairfield. With a student population of less than 200, Camas County School District is able to offer an educational program where everyone can succeed. Despite its small size, CCSD offers a variety of courses and activities. The staff and administration at Camas County are dedicated to student learning as their chief priority. Students are encouraged to achieve to the best of their ability. Educators adjust their teaching methods to address individual learning styles. New and innovative ideas are being investigated. Discipline and leadership programs are enjoying success. These effective teaching and student efforts bring about a continually improving educational system. Our extra curricular activities are well supported – academic, the arts, and sport competitions are encouraged.

Educating children requires a partnership among families, other community members, local businesses and our schools. We all want our children to succeed, and when our children succeed our community succeeds as well. Strong schools build strong communities: Camas County has a long history of pride in its schools and in helping our children grow into productive adults. Through volunteerism, support of school district referenda or just getting to know the children in the community, Camas County residents are active advocates for our schools. Our schools are the hub of the community, and patron involvement is encouraged. With this type of support from all stakeholders, we think our school district is one of the best in the state.

Instructional Program Overview

Classes are taught on a trimester system, enabling students to earn more credits in an academic year than schools which just operate on a semester basis. The curriculum is designed to foster mastery of skills basic to all learning through individualized programs, ranging from remedial to college-preparatory studies. Class schedules and tutorials are determined according to student's achievement level in each subject area. Classes range in size from 10 - 20 students and are scheduled in extended blocks of 70 minutes each.

Curriculum Offerings

The core academic curriculum at Camas schools meets state requirements for a high school diploma and entrance requirements for most colleges and universities are available. 6 Credits are required in both Math & Science for four-year college admission

GRADUATION REQUIREMENTS

| Subject Area | Credits |
|---|-----------|
| Language Arts | 8 |
| Speech | 1 |
| Reading <i>(based on ISAT Proficiency at grade 8)</i> | 1 |
| Math | 5 |
| Science | 4 |
| U.S. History | 2 |
| Government | 2 |
| Economics | 1 |
| Health | 1 |
| Careers | 1 |
| Humanities | 2 |
| SUBTOTAL – CORE | 28 |
| Elective Credits | 17 |
| TOTAL | 45 |

Staff Profile

Staff Qualifications and Experiences

Due to the unique qualities of a small rural community we look for individuals with the following knowledge, skills or abilities:

- teaching credential in designated subject area,
- *ability to develop quality, healthy interpersonal relationships with students, parents and co-workers,*
- *demonstrate a passion for teaching and learning,,*
- *openness and honesty in personal presentation, a willingness to speak on a personal level and be open in displaying emotions,*
- *present a good role model for adolescents,*
- *demonstrate creativity in teaching style and problem solving,*
- *appreciation for and ability to teach to multiple expressions of intelligence,*
- *demonstrate ability to balance empathy and accountability,*
- *ability to set clear limits and boundaries inside and outside the classroom,*
- *understanding of adolescent behavior and development,*
- *high level of flexibility in the work environment,*
- *ability to work as an effective team member.*

CAMAS Schools seek to surround their students with faculty who will serve as excellent role models willing to share their life experiences. The teaching and classified faculty represents a diverse range of talents and interests, while sharing the passion for assisting young people. Equally important to their educational background and experience are their character and personal interests. The latter attributes provide the tools for teaching outside the classroom as well as in.

Student Performance

The following charts were created by the administration of CCSD #121 and reflect the ISAT scores from the spring 2004 ISAT Test. The Change column indicates the change in rank from the fall test to the spring test. The charts compare 99 districts within the state of Idaho and gives their ranking and change from fall to spring:

| ISAT Results Language Usage Spring 2004 | | | | | | | |
|---|-----------|------------------|--------------|--------|-----------|--------------------|------------|
| Change | Rank | | Average | Change | Rank | School District | Average |
| 0 | 1 | Genesee | 219.7 | 15 | 57 | Fremont | 214 |
| 1 | 2 | Meridian | 218.5 | 0 | 58 | Grangeville | 214 |
| 5 | 3 | Cottonwood Joint | 218.5 | -14 | 59 | Troy | 214 |
| -2 | 4 | Moscow | 218.4 | -4 | 60 | Middleton | 214 |
| 17 | 5 | Highland | 217.7 | -21 | 61 | Melba | 214 |
| 3 | 6 | Coeur d'Alene | 217.3 | 11 | 62 | Homedale | 214 |
| 8 | 7 | Kimberly | 217.3 | 4 | 63 | Wendell | 214 |
| 3 | 8 | Twin Falls | 217.2 | -3 | 64 | Kellogg | 214 |
| 3 | 9 | Kootenai | 217.0 | -6 | 65 | MackKay | 214 |
| -5 | 10 | Garden Valley | 217.0 | 13 | 66 | Aberdeen | 214 |
| 14 | 11 | Lakeland | 216.9 | -10 | 67 | Lake Pend Orielle | 214 |
| 11 | 12 | Blaine | 216.8 | 8 | 68 | Hagerman | 213 |
| 7 | 13 | Bonneville | 216.8 | 6 | 69 | Potlatch | 213 |
| -1 | 14 | McCall Donnely | 216.8 | 7 | 70 | Snake River | 213 |
| 26 | 15 | New Plymouth | 216.8 | -5 | 71 | Parma | 213 |
| 3 | 16 | Idaho Falls | 216.7 | -30 | 72 | Camas | 213 |
| 11 | 17 | Castleford | 216.7 | -9 | 73 | Wallace | 213 |
| -11 | 18 | Marsh Valley | 216.6 | -7 | 74 | Boundary | 213 |
| -9 | 19 | Grace Joint | 216.5 | 11 | 75 | Richfield | 213 |
| -16 | 20 | West Side | 216.5 | -9 | 76 | Gooding | 213 |
| 13 | 20 | Filer | 216.5 | -3 | 77 | Nampa | 213 |
| -5 | 22 | Sugar-Salem | 216.5 | 3 | 77 | American Falls | 213 |
| 6 | 23 | Madison | 216.5 | -31 | 79 | Meadows Valley | 213 |
| -10 | 24 | Kuna | 216.4 | -18 | 80 | Bruneau-Grand View | 213 |
| -9 | 25 | Boise City | 216.4 | -21 | 81 | Basin | 213 |
| 13 | 26 | Shelley | 216.4 | -19 | 82 | Valley | 213 |
| -21 | 27 | Nezperce | 216.0 | 4 | 83 | Minidoka | 213 |
| 6 | 28 | Lewiston | 216.0 | -40 | 84 | Butte | 213 |
| -11 | 29 | Soda Springs | 215.9 | -2 | 85 | Weiser | 212 |
| 21 | 30 | Bear Lake | 215.9 | -5 | 86 | Teton | 212 |
| | 31 | Jefferson | 215.9 | -5 | 87 | Bliss | 212 |
| -6 | 32 | Kamiah | 215.8 | -4 | 88 | Vallivue | 212 |
| -9 | 33 | Cascade | 215.8 | 3 | 89 | Murtaugh | 212 |
| -3 | 34 | Oneida | 215.6 | | 90 | Lapwai | 212 |
| | 35 | Ririe | 215.6 | -6 | 91 | Blackfoot | 212 |
| 13 | 36 | Firth | 215.4 | -2 | 92 | Caldwell | 212 |
| -2 | 37 | State | 215.4 | -5 | 93 | Marsing | 212 |
| -17 | 38 | Hansen Joint | 215.4 | -5 | 94 | Payette | 211 |
| -1 | 39 | Salmon | 215.3 | -4 | 95 | Shoshone | 211 |
| 5 | 40 | Pocatello | 215.3 | | 96 | Notus | 211 |
| -11 | 41 | Fruitland | 215.2 | -3 | 97 | Glens Ferry | 211 |
| | 42 | Challis | 215.0 | -5 | 98 | Wilder | 209 |
| 10 | 43 | Kendrick | 215.0 | -4 | 99 | Plummer Worley | 208 |
| -1 | 44 | Preston | 215.0 | | | | |
| -9 | 45 | St. Maries | 215.0 | | | | |
| 4 | 46 | Emmett | 214.9 | | | | |
| -15 | 47 | Whitepine | 214.7 | | | | |
| 4 | 48 | Post Falls | 214.6 | | | | |
| 5 | 49 | West Jefferson | 214.6 | | | | |
| -13 | 50 | Mountain Home | 214.6 | | | | |
| 20 | 51 | West Bonner | 214.6 | | | | |
| -25 | 52 | Orofino | 214.5 | | | | |
| -5 | 52 | Cassia | 214.5 | | | | |
| 11 | 54 | Buhl | 214.5 | | | | |
| 0 | 55 | Horseshoe Bend | 214.3 | | | | |
| 14 | 56 | Jerome | 214.2 | | | | |

| ISAT Results Math Spring 2004 | | | | Change | Rank | School District | Average |
|-------------------------------|-----------|------------------|--------------|--------|------|--------------------|---------|
| Change | Rank | School District | Average | | | | |
| | | | | -31 | 50 | Meadows Valley | 223.4 |
| 0 | 1 | Moscow | 229.8 | 8 | 51 | Snake River | 223.3 |
| 1 | 2 | Genesee | 229.4 | -6 | 52 | Oneida | 223.3 |
| 1 | 3 | Sugar-Salem | 228.3 | -14 | 53 | Soda Springs | 223.3 |
| -2 | 4 | Nezperce | 228.1 | 11 | 54 | Bear Lake | 223.2 |
| 7 | 5 | Cottonwood Joint | 227.4 | -3 | 55 | Troy | 223.2 |
| 16 | 6 | Shelley | 227.4 | 4 | 56 | Post Falls | 223.1 |
| 7 | 7 | Lakeland | 227.1 | 4 | 57 | Pocatello | 223.1 |
| 1 | 8 | Marsh Valley | 227.0 | 10 | 58 | Jerome | 222.8 |
| -2 | 9 | West Side | 226.9 | -11 | 59 | Lake Pend Orielle | 222.8 |
| -2 | 10 | Meridian | 226.7 | -26 | 60 | Melba | 222.7 |
| -6 | 11 | McCall Donnelly | 226.6 | 12 | 61 | Richfield | 222.5 |
| -6 | 12 | Coeur d'Alene | 226.5 | 5 | 62 | Buhl | 222.4 |
| 2 | 13 | Firth | 226.3 | 14 | 63 | American Falls | 222.4 |
| -1 | 14 | Garden Valley | 226.3 | 12 | 64 | Basin | 222.3 |
| 15 | 14 | Madison | 226.3 | 4 | 65 | Horseshoe Bend | 222.3 |
| -6 | 16 | MacKay | 226.0 | -9 | 66 | Teton | 222.3 |
| -6 | 17 | Grace Joint | 226.0 | 3 | 67 | Hagerman | 222.3 |
| 6 | 18 | Ririe | 225.9 | -12 | 68 | Kuna | 222.1 |
| 1 | 19 | Kootenai | 225.9 | -18 | 69 | Mountain Home | 221.9 |
| -4 | 20 | Fruitland | 225.8 | 22 | 70 | Challis | 221.8 |
| 2 | 21 | Blaine | 225.7 | -7 | 71 | Boundary | 221.7 |
| 9 | 22 | West Jefferson | 225.7 | -17 | 72 | Hansen Joint | 221.6 |
| 19 | 23 | New Plymouth | 225.4 | -10 | 73 | Orofino | 221.5 |
| -6 | 24 | Boise City | 225.4 | -34 | 74 | Bruneau-Grand View | 221.5 |
| 0 | 25 | Lewiston | 225.2 | -5 | 75 | Cassia | 221.3 |
| 11 | 26 | Preston | 225.0 | -14 | 76 | Butte | 221.3 |
| 1 | 27 | Kimberly | 224.9 | -5 | 77 | Nampa | 221.3 |
| -7 | 28 | Cascade | 224.9 | 5 | 78 | Caldwell | 221.2 |
| 1 | 29 | Kamiah | 224.8 | -1 | 79 | Parma | 220.8 |
| 6 | 30 | St. Maries | 224.8 | -5 | 80 | Emmett | 220.8 |
| | 31 | Jefferson | 224.8 | -1 | 81 | Kellogg | 220.7 |
| 12 | 32 | Bonneville | 224.7 | -9 | 82 | Valley | 220.1 |
| -2 | 33 | Grangeville | 224.7 | -4 | 83 | Bliss | 219.9 |
| 12 | 34 | Salmon | 224.6 | 3 | 84 | Wendell | 219.8 |
| 10 | 35 | Highland | 224.6 | -3 | 85 | Shoshone | 219.7 |
| -9 | 36 | Whitepine | 224.5 | 2 | 86 | Homedale | 219.5 |
| -2 | 37 | Idaho Falls | 224.5 | 3 | 86 | Minidoka | 219.5 |
| -12 | 38 | Camas | 224.4 | 7 | 88 | Murtaugh | 219.5 |
| -22 | 39 | Kendrick | 224.4 | | 89 | Notus | 219.5 |
| -7 | 40 | Middleton | 224.3 | -4 | 90 | Blackfoot | 219.4 |
| 8 | 41 | Castleford | 224.2 | -10 | 91 | Vallivue | 219.4 |
| 11 | 42 | West Bonner | 224.0 | | 92 | Lapwai | 218.9 |
| 11 | 43 | Fremont | 223.9 | -3 | 93 | Marsing | 218.8 |
| 22 | 44 | Aberdeen | 223.9 | -10 | 94 | Gooding | 218.5 |
| | 45 | State | 223.9 | -10 | 95 | Wallace | 218.1 |
| 12 | 46 | Filer | 223.8 | -3 | 96 | Plummer Worley | 217.4 |
| -6 | 47 | Twin Falls | 223.8 | -3 | 97 | Wilder | 217.3 |
| -10 | 48 | Potlatch | 223.7 | -7 | 98 | Payette | 217.1 |
| 1 | 49 | Weiser | 223.5 | -3 | 99 | Glens Ferry | 216.7 |

| ISAT Results Reading Spring 2004 | | | | Change | Rank | School District | Average |
|----------------------------------|-----------|------------------|--------------|--------|-----------|--------------------|--------------|
| 0 | 1 | Genesee | 219.4 | -4 | 50 | Horseshoe Bend | 213.7 |
| 0 | 2 | Moscow | 219.2 | -1 | 50 | Emmett | 213.7 |
| 2 | 3 | Meridian | 217.6 | 16 | 52 | West Bonner | 213.6 |
| 0 | 4 | Kimberly | 217.2 | -29 | 53 | Camas | 213.6 |
| 16 | 5 | Blaine | 216.8 | -16 | 54 | Lake Pend Orielle | 213.5 |
| 4 | 6 | Cottonwood Joint | 216.7 | -1 | 55 | Whitepine | 213.5 |
| 2 | 7 | Coeur d'Alene | 216.6 | 5 | 56 | Kellogg | 213.3 |
| -5 | 8 | Nezperce | 216.6 | -28 | 57 | Soda Springs | 213.3 |
| 3 | 9 | McCall Donnelly | 216.5 | -6 | 58 | Ririe | 213.1 |
| 8 | 10 | Madison | 216.5 | -2 | 59 | Cassia | 213.0 |
| 15 | 11 | Kootenai | 216.1 | 17 | 60 | Fremont | 213.0 |
| 15 | 12 | Lakeland | 216.0 | 14 | 61 | Jerome | 212.9 |
| 4 | 13 | Cascade | 216.0 | -17 | 62 | Hansen Joint | 212.9 |
| 50 | 14 | Highland | 216.0 | 1 | 62 | Parma | 212.9 |
| -1 | 15 | Boise City | 215.9 | 3 | 64 | Basin | 212.8 |
| -3 | 16 | Idaho Falls | 215.9 | 7 | 65 | Hagerman | 212.7 |
| 31 | 17 | New Plymouth | 215.7 | -50 | 66 | Butte | 212.7 |
| 1 | 18 | Kuna | 215.7 | -2 | 67 | Boundary | 212.5 |
| 4 | 19 | Bonneville | 215.7 | -12 | 68 | Wallace | 212.5 |
| -14 | 20 | Garden Valley | 215.7 | 12 | 68 | Weiser | 212.5 |
| 1 | 21 | Lewiston | 215.6 | -11 | 70 | Potlatch | 212.5 |
| -15 | 22 | West Side | 215.5 | -1 | 71 | Snake River | 212.4 |
| -3 | 23 | Sugar-Salem | 215.4 | -6 | 72 | West Jefferson | 212.3 |
| 1 | 24 | Twin Falls | 215.1 | -20 | 73 | Melba | 212.3 |
| 13 | 25 | Shelley | 215.1 | -1 | 74 | Buhl | 212.2 |
| | 26 | Jefferson | 215.0 | 6 | 75 | Teton | 212.2 |
| 4 | 27 | Filer | 214.9 | -2 | 76 | Nampa | 212.0 |
| -13 | 28 | MacKay | 214.8 | -15 | 77 | Valley | 211.9 |
| 8 | 29 | Pocatello | 214.7 | -2 | 78 | Wendell | 211.9 |
| 25 | 30 | Bear Lake | 214.7 | 5 | 79 | American Falls | 211.8 |
| 3 | 31 | Kamiah | 214.7 | -1 | 80 | Vallivue | 211.7 |
| -21 | 32 | Grace Joint | 214.7 | -3 | 81 | Homedale | 211.7 |
| | 33 | State | 214.6 | 5 | 82 | Aberdeen | 211.7 |
| 16 | 34 | Castlefords | 214.6 | | 83 | Notus | 211.6 |
| 0 | 35 | Fruitland | 214.6 | -57 | 84 | Meadows Valley | 211.6 |
| -4 | 36 | Marsh Valley | 214.5 | -14 | 85 | Bruneau-Grand View | 211.6 |
| -7 | 37 | Preston | 214.4 | -17 | 86 | Gooding | 211.5 |
| 4 | 38 | Troy | 214.4 | 3 | 87 | Richfield | 211.2 |
| 8 | 39 | Firth | 214.4 | | 88 | Lapwai | 211.1 |
| -4 | 40 | Post Falls | 214.4 | -7 | 89 | Marsing | 211.1 |
| -9 | 41 | Kendrick | 214.3 | -2 | 90 | Minidoka | 210.8 |
| -34 | 42 | Orofino | 214.1 | 0 | 91 | Caldwell | 210.6 |
| 15 | 43 | Oneida | 214.0 | -6 | 92 | Shoshone | 210.6 |
| -3 | 44 | St. Maries | 214.0 | -8 | 93 | Blackfoot | 210.5 |
| -1 | 45 | Grangeville | 213.8 | -5 | 94 | Murtaugh | 210.5 |
| -3 | 46 | Mountain Home | 213.8 | -12 | 95 | Payette | 210.1 |
| | 47 | Challis | 213.8 | -4 | 96 | Glens Ferry | 208.4 |
| 12 | 48 | Salmon | 213.8 | -3 | 97 | Wilder | 208.3 |
| 2 | 49 | Middleton | 213.7 | -5 | 98 | Bliss | 207.9 |
| | | | | -4 | 99 | Plummer Worley | 207.9 |

As indicated Camas students performed much better on the math portion of the ISAT. The change in ranking from fall to spring shows a considerable drop on the Language and Reading usage portions.

The data collected from the Spring 2004 ISAT test will be used to evaluate and improve curriculum and instruction to increase the overall performance of Camas students.

Improvement Process:

Based on this data we contacted school districts that had considerable positive changes in ranking to find out what kinds of programs and methods they were using to enhance instruction. We found the following items in common:

- Aligned curriculum to state standards
- Curriculum guides are broken down to skills, including RIT band ranges and benchmarks that are covered each quarter
- Extended reading, math, and written language time with no time spent on Science or SS
- Flexible differentiated groups to work on specific skills that have not yet crossed grade levels but which could.
- Teachers post a learning objective for each lesson on the board at the beginning of the lesson
- Piloting a K – 3 report card that indicates only whether the student has met the standard or not.
- Use the ISAT screeners for practice every 2 – 3 weeks
- Monitor to make sure kids aren't just flipping through answers instead of reading the test and answering thoughtfully
- Basal reader has all aspects of the Lang Arts program :
- K – 3: 90 minutes of reading, followed by 30 minutes of Waterford Reading Lab, followed by 90 minutes of reading (pleasure)
- 4 – 6: 90 minutes of reading, followed by 30 minutes of Waterford Reading lab, followed by 90 minutes of skill focus groups
- For kids who don't/can't read at home - reading buddies from either upper grades or among the adults in the school (secretaries, PE teachers, counselor, etc)
- Houghton Mifflin basal series supplies cross curricular science and social studies centers
- Extensive use of Title 1
- All grades have reading at the same time to allow for flexible groupings between grades if needed
- High school students trained as peer tutors for the elementary school
- Teachers meet weekly – one meeting a week is devoted to RIT scores and discussing what's working and what's not
- Give ISATs 3 times a year – need to give the full battery not just the survey
- Test with Core reading tests every 2 – 3 weeks
- Waterford Reading Lab is used everyday
- Lots of hard work and time devoted to reading
- Teachers use the Instructional Support Guides for the IRI

Based on these findings Camas County School District #121 will start to adopt some of these programs in the 2004/2005 school year. Reports have been created at each grade level based on the ISAT test which breaks down each students RIT scores. Using this information we are creating groups of students who operate within a similar RIT band and focusing on the skills they need in that area to achieve proficiency.

Section II

Beliefs and Mission Statement

SECTION II:

BELIEFS AND MISSION STATEMENT

School Improvement Process - Phase One

Formulation of beliefs should represent the majority thinking of the school community and should focus on the entire school program. The beliefs must be comprehensive in terms of the academic, social, and developmental needs of the students being served in the school program.

The Mission statement should be a concise statement that reflects the beliefs of the school. The statement should be a collective vision that motivates and inspires while giving a clear purpose and direction to the school.

The School Improvement Committee evaluated the basic structure and philosophy of the Academic program within the context of the total service delivery of Camas Schools.

Educational Philosophy

Camas Schools take a holistic approach to learning, believing strongly that "education" must go beyond providing cognitive learning to educating the whole child. Holistic learning places importance on the complete experience of learning and the ways in which the separate parts of the learning experience are interrelated. Often the focus is on the connections in human experience, such as the connections between mind and body or thinking and feeling, relationships between various subject matter, or the individual in society. Teaching methods that complement this type of learning include an interdisciplinary curriculum and brain based research.

In line with educating the whole child, Camas Schools feel that the following types of learning are critical to the experience for the student:

Cognitive learning involves the mental processes involved in learning, such as remembering and understanding facts and ideas. This type of learning is a primary focus of the core subject curriculum.

Affective learning helps students deal in a positive way with their emotions and values and is the foundation of the emotional growth curriculum. Although *cognitive learning* and *affective learning* can occur separately, every effort is made to integrate the two types of learning. The mind stores memories in many ways and everything we learn has emotional connections. In this way, thinking and feeling are interrelated and interdependent.

Character learning teaches students about basic human values including honesty, kindness, generosity, courage, equality, and respect. The goal is to teach students to become morally responsible, self-disciplined adults. Problem solving, decision making, and conflict resolution are important parts of developing responsible behavior as adults. This type of learning is woven through all aspects of the integrated curriculum.

Beliefs

Pursuant to our educational philosophy that endorses educating the whole child, the committee established a set of beliefs that are endorsed by all departments within the school delivering services to children. Increased efforts have been made to familiarize students, staff and parents with the beliefs. These efforts include posting the beliefs in all classrooms and other locations within the school and distributing a copy of the beliefs to staff members in all departments. In addition, an article is planned for a future issue of the parent newsletter *Family Matters* to explain our beliefs and Mission.

1. *All students are capable of learning.*
2. *An environment that is safe both physically and emotionally promotes student learning.*
3. *Students learn in different ways and teaching styles should accommodate and respond to learning styles.*
4. *Students learn best when they are actively engaged and the lesson has personal meaning and value.*
5. *The educational process is best served when new information is built upon previous learning.*
6. *Success breeds success.*
7. *Developing a strong healthy sense of identity is essential to a student's success.*
8. *Responsibility, Respect, Cooperation, Citizenship, Tolerance and Honesty are key components in an individual's character.*
9. *The quality of relationships among staff and students is instrumental in developing trust and making a commitment to learning.*
10. *The character of the teacher is as important as the content of the lesson.*

Mission Statement

Our Mission is to engage the mind and prepare a student for the rigors of a competitive world.

Section III
Desired Learner Results

SECTION III:

DESIRED LEARNER RESULTS

This phase of the school improvement process focuses on defining the desired results for student learning. The *Desired Learner Results* are the knowledge, skills, and understandings that students should possess when they exit from the highest grade in the school. The process requires that a high correlation exist between each Desired Learner Result, the Mission statement, and at least one stated belief. The Desired Learner Results must also be measurable and should be the basis for actual classroom instruction and student learning.

In approaching this section of the school improvement process, the School Improvement Committee focused on the following:

- Defining the *Desired Learning Results* (DLR);
- Relating the *Desired Learning Results* to the belief statements presented in Section II: BELIEFS AND MISSION STATEMENT of this manual,
- Identification and definition of the performance based indicators of the skills, knowledge, and understandings related to each DLR.

Desired Learner Results Defined

For each Desired Learner Result, the committee determined the related beliefs and the performance based indicators of the skills, knowledge and understanding that a student will be expected to demonstrate as a measure of having achieved that learner result. Several beliefs are related to each Desired Learner Result with the *primary* belief listed in bold typeface.

Desired Learner Result 1: Students will demonstrate an understanding of the concepts and the skill proficiencies required for core knowledge competency.

Related Beliefs:

1. All students are capable of learning.
2. An environment that is safe both physically and emotionally promotes student learning.
3. Students learn in different ways and teaching styles should accommodate and respond to learning styles.
4. Students learn best when they are actively engaged and the lesson has personal meaning and value.
5. The educational process is best served when new information is built upon previous learning.
9. The quality of relationships among staff and students is instrumental in developing trust and making a commitment to learning.

Performance Based Indicators of Skills, Knowledge and Understanding:

1. The definition of skills, knowledge and understanding required to demonstrate proficiency in Language Arts, Mathematics, Reading, and Science are detailed in the lesson plans for each course.
2. Student projects will be a key indicator of the understanding and application of knowledge.

Desired Learner Result 2: Students will demonstrate critical thinking skills that allow them to identify and analyze problems in order to create solutions and apply them to new learning environments.

- Related Beliefs:
1. All students are capable of learning.
 5. The educational process is best served when new information is built upon previous learning.
 7. Developing a strong, healthy sense of identity is essential to a student's success.

Performance Based Indicators of Skills, Knowledge and Understanding:
Students will demonstrate the ability to:

1. Research by utilization of:
 - a) Human resources, i.e., interviews, conversations, surveys,
 - b) Written and library resources, i.e., books, journals, magazines,
 - c) Technological resources, i.e., computers, audio, video;
2. Sort information by:
 - a) Credibility of the source,
 - b) Objectivity of the source,
 - c) Relevance of the topic;
3. Analyze information by:
 - a) Establishing cause and effect relationships,
 - b) Identifying patterns;
4. Organize information by:
 - a) Drawing conclusions,
 - b) Creating a plan of action;
5. Synthesize information by:
 - a) Processing information based on existing knowledge,
 - b) Processing information based on personal knowledge,
 - c) Processing information by comparing and contrasting;
6. Evaluate information by:
 - a) Judgments in terms of internal evidence,
 - b) Judgments in terms of external criteria;
7. Effective communication of information by:
 - a) Visual means,
 - b) Auditory means,
 - c) Kinesthetic means,
 - d) Verbal means,
 - e) Written means.

Desired Learner Result 3: *Students will demonstrate an understanding of the concepts and skill applications involved in technological information systems.*

- Related Beliefs:
1. All students are capable of learning.
 3. Students learn in different ways and teaching styles should accommodate and respond to learning styles.
 5. The educational process is best served when new information is built upon previous learning.

Performance Based Indicators of Skills, Knowledge and Understandings:

Students will demonstrate the ability to:

1. Perform and apply basic keyboarding skills;
2. Effectively utilize a word processing software application;
3. Recognize and/or use one or more of the following technological tools:
 - a) Spreadsheets,
 - b) Desktop publishing,
 - c) Database applications,
 - d) Computer imaging processing,
 - e) Multimedia presentations,
 - f) CD-Rom media,
 - g) Graphic calculators,
 - h) Software for accessing library magazine articles.

Desired Learner Result 4: *Students will demonstrate healthy intra-personal understandings and skills.*

- Related Beliefs:
2. An environment that is safe both physically and emotionally promotes student learning.
 4. Students learn best when they are actively engaged and the lesson has personal meaning and value.
 6. Success breeds success.
 7. Developing a strong, healthy sense of identity is essential to a student's success.
 8. Responsibility, Respect, Cooperation, Citizenship, Tolerance and Honesty are key components in an individual's character..
 10. The character of the teacher is as important as the content of the lesson.

Performance Based Indicators of Skills, Knowledge and Understanding:

Students will develop the ability to:

1. Approach unfamiliar tasks and situations with a positive attitude;
2. Practice a healthy lifestyle and maintain good health through participation in physical education, and extracurricular activities.
3. Demonstrate personal self-awareness, responsibility and accountability through self-advocacy;
4. Demonstrate intrinsic motivation by completing assigned tasks without prompting;
5. Recognize the need for, and accept, constructive criticism by:
 - a) Recognizing when assistance is needed,
 - b) Asking for necessary resources,
 - c) Appropriately interpreting and responding to feedback.
6. Identify with and demonstrate basic values of honesty, integrity, respect, kindness, and giving.

Desired Student Learner Result 5: Students will demonstrate interpersonal skills that provide a foundation for responsible and productive citizenship.

- | | |
|------------------|---|
| Related Beliefs: | <ol style="list-style-type: none">2. An environment that is safe both physically and emotionally promotes student learning.4. Students learn best when they are actively engaged and the lesson has personal meaning and value.7. Developing a strong, healthy sense of identity is essential to a student's success.8. Responsibility, Respect, Cooperation, Citizenship, Tolerance and Honesty are key components in an individual's character.9. The quality of relationships among staff and students is instrumental in developing trust and making a commitment to learning.10. The character of the teacher is as important as the content of the lesson. |
|------------------|---|

Performance Based Indicators of Skills, Knowledge and Understanding: Students will:

1. Demonstrate interpersonal skills by:
 - a) Following the instructions and direction of those in authority while maintaining personal integrity,
 - b) Demonstrating the ability to give constructive, respectful feedback,
 - c) Showing others respect and empathy in one or more of the following manners:
 - i) listening,
 - ii) indicating attention,
 - iii) acknowledging the communication of others,
 - iv) common courtesy;
2. Communicate effectively with others using:
 - a) Conversational skills,
 - b) Listening skills,
 - c) Ability to distinguish and respond to verbal and non-verbal social cues;

3. Appreciate diversity by:
 - a) Cooperation with those of other cultural, religious, political, and socioeconomic backgrounds,
 - b) Showing sensitivity for the customs and traditions of others;
4. Practice leadership by:
 - a) Giving direction and instructions respectfully,
 - b) Initiating conversations and interactions or activities,
 - c) Working as a member of a team (teamwork),
 - d) Modeling appropriate behavior,
 - e) Holding others accountable (positive peer culture).

Section IV

Assessment and Alignment

SECTION IV:

ASSESSMENT AND ALIGNMENT

During this phase of the school improvement process, valid and reliable assessment measures are established, implemented and interpreted. The school must identify meaningful assessments that can be used to measure student achievement of each Desired Learner Result. In addition, the school must ensure that there is alignment between the beliefs, Mission, desired learner results, and the instructional and organizational program.

Assessment and Alignment

Desired Learner Result 1: Students will demonstrate an understanding of the concepts and the skill proficiencies required for core knowledge competency.

- Related Beliefs:
1. All students are capable of learning.
 2. An environment that is safe both physically and emotionally promotes student learning.
 3. Students learn in different ways and teaching styles should accommodate and respond to learning styles.
 4. Students learn best when they are actively engaged and the lesson has personal meaning and value.
 5. The educational process is best served when new information is built upon previous learning.
 9. The quality of relationships among staff and students is instrumental in developing trust and making a commitment to learning.

Performance Based Indicators of Skills, Knowledge and Understanding:

1. The definition of skills, knowledge and understanding required to demonstrate proficiency in Language Arts, Mathematics, Reading, and Science are detailed in the lesson plans for each course.
2. Student projects will be a key indicator of the understanding and application of knowledge, e.g., application of geometry concepts and skills in rebuilding a bridge on the school campus.
3. ISAT reports are used to analyze students competencies within RIT bands.

Assessment Methodologies:

1. Student performance in the core areas will be assessed through an analysis of student grades in each core subject area. These grades are based on teacher assessment of student performance on teacher constructed tests, essays and writing projects, oral presentations, student projects, research activities or projects, and classroom participation.
2. Analysis of standardized achievement test scores to determine if student skill levels are increasing.
3. Evaluation of student grade point averages and scores on SAT and ACT college entrance examinations as an indication of whether students have the necessary skill performance for acceptance to college.

Alignment with Instructional Program:

1. Course outlines and lesson plans are being developed that detail for each course the learning objectives, course description, course content, instructional methods, resources, means of assessment and transition indicators. These outlines are in draft form and need to be completed or refined.

Instructional Inhibitors:

There were no instructional inhibitors identified.

Alignment with Organizational Program:

1. Sufficient number of classrooms and teachers are available for instruction of the core curriculum. Class sizes are relatively small with low student-to-teacher ratios allowing individual attention and personalization of instruction.
2. The majority of course sections are taught by teachers within their area of certification or endorsement.

Organizational Inhibitors:

1. Recruiting teachers with the qualities outlined in NCLB is difficult and time-consuming.
2. Opportunities for continued professional development and interaction with colleagues through participation in professional conferences are limited. This is due to a number of factors including:
 - a) Rural location of the schools,
 - b) Seasonal limitations
 - c) Limited financial resources.
4. Teachers in specialty areas are difficult to find in the geographic area in which the school is located.

Desired Learner Result 2: Students will demonstrate critical thinking skills that allow them to identify and analyze problems in order to create solutions and apply them to new learning environments.

Related Beliefs:

1. All students are capable of learning.
5. The educational process is best served when new information is built upon previous learning.
7. Developing a strong, healthy sense of identity is essential to a student's success.

Performance Based Indicators of Skills, Knowledge and Understanding: Students will demonstrate the ability to:

1. Research by utilization of:
 - a) Human resources, i.e., interviews, conversations, surveys,
 - b) Written and library resources, i.e., books, journals, magazines,
 - c) Technological resources, i.e., computers, audio, video;
2. Sort information by:
 - a) Credibility of the source,
 - b) Objectivity of the source,
 - c) Relevance of the topic;

3. Analyze information by:
 - a) Establishing cause and effect relationships,
 - b) Identifying patterns;
4. Organize information by:
 - a) Drawing conclusions,
 - b) Creating a plan of action;
5. Synthesize information by:
 - a) Processing information based on existing knowledge,
 - b) Processing information based on personal knowledge,
 - c) Processing information by comparing and contrasting;
6. Evaluate by:
 - a) Judgments in terms of internal evidence,
 - b) Judgments in terms of external criteria;
7. Effective communication of information by:
 - a) Visual means,
 - b) Auditory means,
 - c) Kinesthetic means,
 - d) Verbal means,
 - e) Written means.

Assessment Methodologies:

1. Instruction in critical thinking and study skills are integral to both the core Academic course curricula and the elective curricula. Tools for measuring the achievement of skills, knowledge and understandings are detailed in each course outline. This includes teacher assessment of student performance on using relevant topics to apply concepts learned in class,

Alignment with Instructional Program:

1. Critical thinking and problem solving skills are integral to the instruction in the core subject areas of English, mathematics, social studies, and science, e.g., scientific inquiry, literary analysis, math word problems, senior research paper, or application of core knowledge in student projects.
2. The character education curriculum requires students to examine their prior and current behavior for patterns and to understand the cause and effect of their actions. Students are taught to look at each situation from different perspectives, to understand how their actions affect others, and to look for new solutions to old difficulties. This learning is then applied to the classroom.

Instructional Inhibitors:

There were no instructional inhibitors identified.

Alignment with Organizational Program:

Primary focus of the character education curriculum is self-exploration, understandings of cause and effect, recognition of success or achievements based on appropriate actions and the relationship of consequences for one's inappropriate actions.

Organizational Inhibitors:

There were no organizational inhibitors identified.

Desired Learner Result 3: Students will demonstrate an understanding of the concepts and skill applications involved in technological information systems.

Related Beliefs:

1. All students are capable of learning.
3. Students learn in different ways and teaching styles should accommodate and respond to learning styles.
5. The educational process is best served when new information is built upon previous learning.

Performance Based Indicators of Skills, Knowledge and Understandings:

Students will demonstrate the ability to:

1. Perform and apply basic keyboarding skills;
2. Effectively utilize a word processing software application;
3. Recognize and/or use one or more of the following technological tools:
 - a) Spreadsheets,
 - b) Desktop publishing,
 - c) Database applications,
 - d) Computer imaging processing,
 - e) Multimedia presentations,
 - f) CD-Rom media,
 - g) Graphic calculators,
 - h) Software for accessing library magazine articles.

Assessment Methodologies:

1. The type and number of classes offered in technological information systems will be analyzed to determine the extent to which technology related instruction is represented in the curriculum offerings.
2. Student performance in classes offered will be assessed as represented by student grades and teacher observed assessments.

Alignment with Instructional Program:

1. Computer Application, Desktop Annual, and Web Page Design requires students to utilize personal computers.

Instructional Inhibitors:

1. Teaching faculty is not sufficiently trained in the use of computers and methods for integrating their use into lesson plans.
2. Financial limitations effect the purchase of current technologies.
3. Due to scheduling conflicts, students have limited accessibility to the computer laboratory.

Alignment with Organizational Program:

1. A computer laboratory is available.
2. The use of Alpha Smart processors is encouraged and the use of this technology is expanding.

Organizational Inhibitors:

1. Teachers have only limited access to the computer lab.

Desired Learner Result 4: *Students will demonstrate healthy intra-personal understandings and skills.*

- Related Beliefs:
2. An environment that is safe both physically and emotionally promotes student learning.
 4. Students learn best when they are actively engaged and the lesson has personal meaning and value.
 6. Success breeds success.
 7. Developing a strong, healthy sense of identity is essential to a student's success.
 8. Responsibility, Respect, Cooperation, Citizenship, Tolerance and Honesty are key components in an individual's character.
 10. The character of the teacher is as important as the content of the lesson.

Performance Based Indicators of Skills, Knowledge and Understanding:

Students will develop the ability to:

1. Approach unfamiliar tasks and situations with a positive attitude;
2. Practice a healthy lifestyle and maintain good health through participation in physical education, life skills and sexual education classes;
3. Demonstrate personal self-awareness, responsibility and accountability through self-advocacy;
4. Demonstrate intrinsic motivation by completing assigned tasks without prompting;
5. Recognize the need for, and accept, constructive criticism by:
 - a) Recognizing when assistance is needed,
 - b) Asking for necessary resources,
 - c) Appropriately interpreting and responding to feedback.
6. Identify with and demonstrate basic values of honesty, integrity, respect, kindness, and giving.

Assessment Methodologies:

1. Teacher assessment of intra-personal skills based upon observations during classroom activities, student projects, reflective writing assignments and journal keeping.
2. Monitoring of the Character Education Plan to make sure implementation is on target.

Alignment with Instructional Program:

1. The integrated curriculum offers instruction not only in academic subject areas but in affective education, character education, and service learning as well.
2. Opportunities for improving intra-personal understandings and skills are offered through the character education curriculum and refocus programs.
 - a) English curriculum: autobiographical writings, poetry and expository writings; iv) History curriculum: photographic essay-timeline provides a personal approach to understanding the importance of history;
 - b) Mathematics curriculum: mathematics quotes by students are posted on the classroom wall to bring the subject matter to a personal level;
 - c) Extra curricular and team sports are available for students to practice and teamwork

Instructional Inhibitors:

There were no instructional inhibitors identified.

Alignment with Organizational Program:

1. Counseling Department provides individual and group therapy to students who may benefit from interventions in better understanding their emotions, thought processes or personal life experiences.
2. Enrichment activities supplement the core curriculum to provide students with additional opportunities for self-reflection and intra-personal development.

Organizational Inhibitors:

There were no organizational inhibitors identified.

Desired Student Learner Result 5: Students will demonstrate interpersonal skills that provide a foundation for responsible and productive citizenship.

Related Beliefs:
promotes

2. An environment that is safe both physically and emotionally student learning.
4. Students learn best when they are actively engaged and the lesson has personal meaning and value.
7. Developing a strong, healthy sense of identity is essential to a student's success.
8. Responsibility, Respect, Cooperation, Citizenship, Tolerance and Honesty are key components in an individual's character.
9. The quality of relationships among staff and students is instrumental in developing trust and making a commitment to learning.
10. The character of the teacher is as important as the content of the lesson.

Performance Based Indicators of Skills, Knowledge and Understanding:

Students will:

1. Demonstrate interpersonal skills by:
 - a) Following the instructions and direction of those in authority while maintaining personal integrity,
 - b) Demonstrating the ability to give constructive, respectful feedback,
 - c) Showing others respect and empathy in one or more of the following manners:
 - i) listening,
 - ii) indicating attention,
 - iii) acknowledging the communication of others,
 - iv) common courtesy;
2. Communicate effectively with others using:
 - a) Conversational skills,
 - b) Listening skills,
 - c) Ability to distinguish and respond to verbal and non-verbal social cues;
3. Appreciate diversity by:
 - a) Cooperation with those of other cultural, religious, political, and socioeconomic backgrounds,
 - b) Showing sensitivity for the customs and traditions of others;
4. Practice leadership by:
 - a) Giving direction and instructions respectfully,
 - b) Initiating conversations and interactions or activities,
 - c) Working as a member of a team (teamwork),
 - d) Modeling appropriate behavior,
 - e) Holding others accountable (positive peer culture).

Assessment Methodologies:

1. Teachers' assessment of students' interpersonal skills based upon observation of student functioning in cooperative class projects, academic field trips, cooperative games, competitive team sports, and other interpersonal situations.

Alignment with Instructional Program:

1. Teaching methods in many courses include active class participation and collaborative learning projects that provide a forum for learning and applying interpersonal skills such as problem solving, negotiating, conflict resolution, listening and communicating.
2. Physical education class involves students in cooperative games and competitive team sports, affording students the opportunity to learn cooperation, conflict resolution, sportsmanship and teamwork.
3. Academic enrichment field trips provide an opportunity for students to interact with members of the community and other schools.

Instructional Inhibitors:

There were no instructional inhibitors identified.

Alignment with Organizational Program:

1. One of the primary focuses of the character education curriculum is on interpersonal relationships.
2. Student council and peer mentoring programs offers students the opportunity to learn and apply interpersonal skills. These include but are not limited to the following:
 - a) Big Brothers and Big Sisters serve as mentors to recently enrolled students,
 - b) Reading buddies to assist students in lower grade with their reading skills.,

3. Community service projects provide opportunities for students to interact with members of the community and practice their interpersonal skills.
4. Student government affords students the opportunity for participatory governance
5. Sporting events with local public schools provide students with the opportunity to interact with other students their age in competitive events.

Organizational Inhibitors:

1. Staffing and scheduling constraints result in insufficient time during meetings for discussion of student progress.
2. Healthy staff-student relationships are effected by the "system's pace", i.e., too much programming in the schedule during certain time periods.

Section V
Developing the Action Plans

Camas SCHOOLS: ACTION PLAN 1

Desired Result for Student Learning: Students will demonstrate an understanding of the concepts and the skill proficiencies required for core knowledge competency.

- Goal Statements:**
- Standardized and genuine assessments will be defined and utilized to measure student performance.
 - Students will demonstrate at least one-year increase in skill proficiency for each year of participation in the program.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|---|-------------|--|--|--|
| The use of student learning portfolios will be implemented as a means of measuring student performance in the core subject areas. | 08/06 | <ul style="list-style-type: none"> - Method for compiling and maintaining portfolios; - Faculty workshops in use of portfolios as an assessment tool; - Storage cabinets. | - Principal | - Implementation of learning portfolios. |
| Creation of reports based on ISAT scores to evaluate student academic proficiency and target areas for growth. | 08/04-05/05 | - Data from NWEA | <ul style="list-style-type: none"> - Principal - Special Education Coordinator | - ISAT RIT Scores |
| The core curriculum will be reviewed and the course outlines revised to insure consistency between the course standards, the performance based indicators, the means of assessment and grading rubrics. This action step will be coordinated with the action plans for other DLR's that require revision of the course outlines to include sections on technology integration, critical thinking skills focus and course content relevancy to career opportunities. | 08/04-08-06 | <ul style="list-style-type: none"> - Planning time for teachers to revise the curriculum; - Internet research capabilities and resources. | <ul style="list-style-type: none"> - Principal - Teachers | - Completion of lesson plans. |

Camas SCHOOLS: ACTION PLAN 1

Desired Result for Student Learning: Students will demonstrate an understanding of the concepts and the skill proficiencies required for core knowledge competency.

- Goal Statements:**
- Standardized and genuine assessments will be defined and utilized to measure student performance.
 - Students will demonstrate at least one-year increase in skill proficiency for each year of participation in the program.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|--|--|---|--|---|
| One core subject area will be targeted for development each fiscal year. Development will include examination and revision of course objectives and content, teaching strategies, experiential and multi-modal focus | <ul style="list-style-type: none"> - English: 08/04 - Mathematics 08/05 - Science: 08/06 - Social Studies: 08/07 | <ul style="list-style-type: none"> - Develop strategy for each core subject area; - Planning time for teachers to develop the curriculum; - Curricular materials; - Professional conference participation for master teachers in targeted core subject area (travel and conference expenses). | <ul style="list-style-type: none"> - Principal - Teachers | <ul style="list-style-type: none"> - Operating plan approval for curriculum development; - Completion of curriculum development in each core subject each fiscal year. |
| Services to learning challenged students will be increased from current level. It is recommended that a Special Education Coordinator or teacher be approved for each school. Currently, one Special Education Coordinator serves all three schools. | 08/04-08/05 | <ul style="list-style-type: none"> - Full-time Special Education Teacher/Coordinator for each school; - Service definition and curriculum development; - Training and coaching for teaching staff regarding students with special needs. | <ul style="list-style-type: none"> - Special Education Coordinators | <ul style="list-style-type: none"> - Service expansion approval by Site , CEO and CFO; - FY2000 Operating Plan approval for full-time special education teacher at each school; |

Camas SCHOOLS: ACTION PLAN 2

Desired Results for Student Learning: Students will demonstrate critical thinking skills that allow them to identify and analyze problems in order to create solutions and apply them to new learning environments.

Goal Statements:

- Application of critical thinking skills will be equally integrated into the academic, emotional growth, and outdoor adventure curricula.
- Students will have an increased understanding of critical thinking skills and how they may be applied in a variety of situations.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|---|-------------|---|---------------------------|--|
| Define how the identified components of critical thinking skills can be developed and applied through each academic curricular area and the character education curriculum. | 08/04-08/05 | - Continued implementation of Character Ed plan | - Principal - Teachers | - Determination of how critical thinking skills will be taught through an elective class and integrated into the curriculum. |
| Identify means for assessing critical thinking skills within each of the curricular areas. | 08/06-08/07 | - Review of established assessment methodology | - Principal - Teachers | - Definition of performance based assessments and grading rubrics. |

Camas SCHOOLS: ACTION PLAN 2

Desired Results for Student Learning:

Students will demonstrate critical thinking skills that allow them to identify and analyze problems in order to create solutions and apply them to new learning environments.

Goal Statements:

- Application of critical thinking skills will be equally integrated into the academic, emotional growth, and outdoor adventure curricula.
- Students will have an increased understanding of critical thinking skills and how they may be applied in a variety of situations.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|---|-------------|---|---------------------------|---|
| Revise course outlines to detail how teaching of critical thinking skills is integrated into each curricular area and method for assessing student achievement. | 08/05-08/06 | - Pupil-free time for teachers and counselors to meet and revise course outlines | - Principal - Teachers | - Course outlines revised to include integration of teaching of critical thinking skills into each curricular area. |
| All staff will be trained to evaluate student ability and progress in applying critical thinking skills. | 08/05-08/06 | - Training for teaching and counseling staff in methods for assessing student ability in applying critical thinking skills. | - Principal | - Training in assessment methods completed. |

Camas SCHOOLS: ACTION PLAN 3

Desired Results for Student Learning: Students will demonstrate an understanding of the concepts and skill applications involved in technological information systems.

Goal Statements:

- Technology as a teaching tool will be integrated into all core subjects across the curriculum.
- Student exposure to technological information systems will increase in frequency and quality.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|--|--------------|---|---|---|
| <p>A comprehensive, school- wide technology plan will be developed which will address the following processes:</p> <ul style="list-style-type: none"> - Envisioning and communicating the vision to others, - Setting goals and objectives which align with other desired learner results, - Identifying resources required (people, time, funds) and potential obstacles, - Implementation strategy and plan for making it happen | Completed | <ul style="list-style-type: none"> - Time allocation for meetings and documentation. - Consultation with IS Department regarding hardware resources. | <ul style="list-style-type: none"> - Principal - Technology Committee | <ul style="list-style-type: none"> - Technology plan developed, documented and submitted for approval. |
| <p>Develop a training strategy for teachers to assist them in gaining understanding and skills as well as to generate enthusiasm for using technology as a teaching tool. This strategy may include on-site training sponsored by the Professional Development and IS Departments or participation in external training or workshops.</p> | 8/01-Current | <ul style="list-style-type: none"> - Training strategy; - Training facility; - Workshops on infusing technology in the curriculum; - Computer skills training; - Release time for teachers to attend training. | <ul style="list-style-type: none"> - Technology Committee - Professional Development Department | <ul style="list-style-type: none"> - Developed training strategy; - Approval of required resources. |

Camas SCHOOLS: ACTION PLAN 3

Desired Results for Student Learning: Students will demonstrate an understanding of the concepts and skill applications involved in technological information systems.

Goal Statements:

- Technology as a teaching tool will be integrated into all core subjects across the curriculum.
- Student exposure to technological information systems will increase in frequency and quality.

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|--|------------|---|---|---|
| A technology committee will be created to evaluate and recommend instructional software. This committee will review software, obtain preview copies for evaluation, and make recommendations for software selection to the teachers and Principal. Final software selections will be included in the FY2000 Operating Plan. | 8/06-8/07 | <ul style="list-style-type: none"> - Catalogs of educational resources - Preview copies of software; - Time allocation for software evaluation. | <ul style="list-style-type: none"> - Principal - Technology Committee | <ul style="list-style-type: none"> - Committee established; - Software evaluated and recommendations compiled |
| Expand current computer lab approach to incorporate a "three computers per classroom" model. Each classroom will be equipped with at least three computers and one TV monitor to provide projection capabilities. | 8/08-8/09 | <ul style="list-style-type: none"> - Three computers and one TV monitor per classroom (approx. \$50K) - IS Department support | <ul style="list-style-type: none"> - Technology Committee - IS Department | <ul style="list-style-type: none"> - Concept approval by Superintendent and Board. - Approved capital project for equipment acquisition; - Installation of equipment |
| Expand in stages the use of Internet research opportunities to staff and larger portions of student population: <ul style="list-style-type: none"> a) Teaching faculty, b) Special classes (Presidential Classroom, Olympic Peninsula, Shakespeare Festival, World Literature, Idaho Business Week), c) All students, supervised within classrooms. | 8/07-8/08 | <ul style="list-style-type: none"> - Training for teaching faculty in use of Internet; - Expanded lesson plans for special classes; - Software to block undesirable web sites; - Electronic database of superior educational web sites. | <ul style="list-style-type: none"> - Principal - Network Administrator | <ul style="list-style-type: none"> - Implementation of Internet research projects into special classes; - Internet access capabilities for all students. |

| Action Steps | Time Frame | Estimated Resources | Person(s) Responsible | Means of Evaluation |
|---|------------|---|--|--|
| Course outlines will be revised to incorporate a section on technology integration for each course. | 8/06-8/07 | - Planning & curriculum development time for teachers. | - Principal - Teachers | - Completed course outlines |
| <p>An expanded curriculum of technology course offerings will be developed. This may include:</p> <ul style="list-style-type: none"> - Basic keyboarding - Business applications, i.e., word processing, spreadsheets, relational databases - Graphics applications - Publishing - Introduction to the Internet - Research capabilities using the Internet - Web site design | 8/06-8/07 | <ul style="list-style-type: none"> - Instructors for elective courses; - Weekly schedule modifications to accommodate elective classes; - Software for computer lab. | <ul style="list-style-type: none"> - Principal - Network Administrator | - Implementation of expanded elective offerings. |