

West Bonner County School District #83



Continuous Improvement Plan 2020-2021

*As required by Idaho Code 33-320.
See West Bonner County School District Policy # 1315.*

Mission Statement

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for greatness!

Vision Statement

Strive for Greatness!

West Bonner School District #83

Message from the Board Chairman

On behalf of the West Bonner County School Board, I would like to welcome you to District 83. Our District and Staff are committed and dedicated to ensure student success through higher education. We desire to create an environment where everyone is valued and respected, encouraged to contribute and recognized for his/her efforts. Our Mission Statement supports our core belief that it takes a community to produce productive and contributing citizens - citizens who will strive for their own definition of greatness.

As a School Board, we are committed to maintain fiscal responsibility, communicate to stakeholders in an open, honest and transparent manner. We encourage community involvement and participation at all levels in our organization. Our Board recognizes that continued community support is a key factor for our District and gives us the tools we need to **Strive for Greatness!**

Respectfully,

Sandra Brower

Board Chairman, West Bonner County School District

Message from the Superintendent

Welcome to West Bonner County School District #83, where our staff strives to provide the best possible education for all students in a safe and caring environment. Our staff continues to train in using best practices to engage students in the learning process, with a focus on the Idaho core standards. We also focus on the entire student, with emphasis placed on work ethic, determination, and striving for greatness in all they do.

Our strategic plan/continuous improvement plan developed in the summer of 2014 by a group of community members, parents, students, educators, and school board members, is a working document to be revisited and reviewed yearly. The intent is to provide a brief overview of the school district, which is visible for all to see, whether you are a current member, or looking to move to our community.

Thanks,

Paul Anselmo

Superintendent (Continuous Improvement Contact)
West Bonner County School District #83
PaulAnselmo@sd83.org
208-448-4439

West Bonner School District #83

Overview of District

West Bonner County School District is located in North Idaho. West Bonner County School District serves students in the communities of Priest River, Priest Lake, Coolin, Nordman, Laclede, Oldtown, Blanchard, Vay, Edgemere and Clagstone. The land area covered is 736 square miles.

Go to [censusreporter.org](https://censusreporter.org/profiles/97000US1600001-west-bonner-county-school-district-83-id/) for further statistical information for West Bonner County School District:
<https://censusreporter.org/profiles/97000US1600001-west-bonner-county-school-district-83-id/>

Our Schools

Priest River Elementary



Idaho Hill Elementary



Priest Lake Elementary



Priest River Jr. High



Priest River Lamanna High



Schools' Specifics

Name	Grades	Address
Priest River Elementary	Pre-K-6	234 Harriet, Priest River, ID
Idaho Hill Elementary	K-6	402 E. 3 rd . St. S., Oldtown, ID
Priest Lake Elementary	K-6	27732 Hwy 57, Priest Lake, ID
Priest River Junior High	7-8	5709 Hwy 2, Priest River, ID
Priest River Lamanna High	9-12	596 Hwy 57, Priest River, ID

School	Year Built	Building Sq. Ft.	Acres	Class Rooms	Enroll
Priest River Elementary	1962, 1964, 1966, 1968, 1975	59,000	6	25	359
Idaho Hill Elementary	1923, 1991	19,200	4	8	107
Priest Lake Elementary	1961, 2006	14,300	9	5	64
Priest River Junior High	1940, 1954	54,000	10	15	139
Priest River Lamanna High	1977, 1989	84,000	17	29	272

Our District has 14 bus routes that cover an average of 202,000 miles per year transporting students to and from school. We also transport students to extra-curricular events with an average miles covered of 28,000 miles per year. Our District transports an average of 655 students per day – one way or 66% of our students are transported by WBCSD buses.

Demographic Analysis

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Male	547	577	521
Female	441	461	420
White	914	968	878
Black/African American	2	0	0
Native American	3	2	3
Hispanic/Latino	29	32	30
Other/Multi-Racial	40	36	30
Free/Reduced Lunch Program	531	450	491
Received Special Education (IEP Students)	138	149	140

District Goals

1. Mathematics

- A. Grades (K-8) 70% of students will score a 3 or 4 (Proficient) on the EasyCBM grade level exam.
- B. Grades (9-12) 70% of students will score a 3 or 4 (Proficient) on the grade level End of Course (EOC) exam.

2. Language Arts

- A. Grades (K-4) Based on the West Bonner County School District Performance Writing Assessment, 65% of all students will achieve a 3 or 4 (proficient) on a four-point writing rubric.
- B. Grades (5-12) ISAT scores will show 25-point growth or student will score proficient.

3. Management

- A. To cultivate a safe nurturing environment:
 - a. Solve issues in a timely manner before they become patterns and problems
 - b. Manage fiscal and physical resources responsibly
 - c. Comply with federal, state and board policies
 - d. Ensure a safe and secure environment for staff and students that is conducive to teaching and learning
 - e. Promote a collaborative environment that's conducive to striving for greatness
- B. Performance will be measured through the following sources:
 - a. Bullying Incident Report
 - b. Participation in Professional Learning Communities
 - c. Report of District Annual Audit Findings

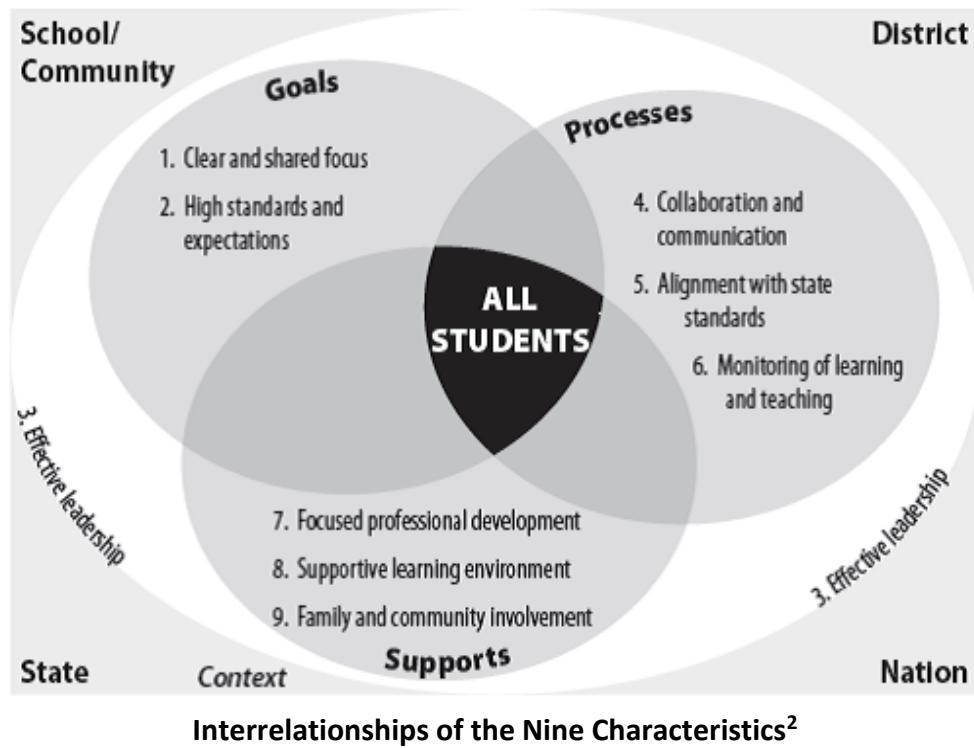
Leadership Responsibilities

In comparing district leadership and student achievement, the district identified five specific district leadership responsibilities that positively correlated with student achievement:¹

- Collaborative process established to set goals;
- “Non-negotiable goals” (that is, goals all staff must act upon once set by the board) established in at least two areas: student achievement and classroom instruction;
- The Board aligned with and supports district goals;
- Goals monitored and evaluated for achievement and instruction; and
- Resources and strategies used to support achievement and instruction goals.

¹ Waters, J. Timothy, Ed.D. & Robert J. Marzano, Ph.D. School District Leadership that Works The Effect of Superintendent Leadership on Student Achievement A Working Paper. Denver, CO: McREL 2006. pg.3. https://www.mcrel.org/wp-content/uploads/2016/03/McREL-research-paper -Sept2006_District-Leadership-That-Works-Effect-of-Superintendent-Leadership-on-Student-Achievement-.pdf

Nine Characteristics of High Performing Schools



District Strategies

- Ensure professional learning communities (PLC) for all staff weekly, where teachers collaborate to improve student achievement
- Utilize committee work: Math Cadre, Literacy Cadre, District Instructional Leadership Team (DILT), and District Response to Intervention (DRTI)
- Align Curriculum
- Establish essential learning outcomes
- Develop syllabi for each course
- Provide staff development opportunities
- Provide professional development for administration
- Create pre and post assessments
- Revisit school improvement plans and keep current
- Update school and data information system
- Use the ISAT interim assessments to guide teacher instruction and improve student learning

² Shannon, G.S. & Bylsma, P. (2007). The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning. (2nd Ed.). Olympia, WA: OSPI.
<http://www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf>.

- Ensure focused district professional development

Continuous Improvement Measures

* Spring of 2020 data not available, due to the early closure of in-person learning.

District Math Assessment

- Spring 2015 – 37% of students proficient or grew 1 point or more. (14% proficient)
- Spring 2016 – 72% of students proficient or grew 1 point or more. (23% proficient)
- Spring 2017 – 69% of students proficient or grew 1 point or more. (30% proficient)
- Spring 2018 – 63% of students proficient
- Spring 2019 – 69% of students proficient

District Writing Assessment

- Spring 2015 – 54.9% of students proficient or grew 1 point or more. (27% proficient)
- Spring 2016 – 67% of students proficient or grew 1 point or more. (37% proficient)
- Spring 2017 – 66% of students proficient or grew 1 point or more. (38% proficient)
- Spring 2018 – 43% of students proficient
- Spring 2019 – 53% of students proficient

Management

- Bullying incident report:

* 2019-2020 data unavailable.

# of Incidents 2017-2018	MALE		FEMALE	
	First Offense	Second Offense	First Offense	Second Offense
	28	16	11	3

# of Incidents 2018-2019	MALE		FEMALE	
	First Offense	Second Offense	First Offense	Second Offense
	24	15	9	3

- Participation in Professional Learning Communities: 100% participation in SY 2017-18 and SY 2018-19 based on feedback from principals and PLC notes submitted to principals.
- Report of Annual Audit Findings: See West Bonner County School District's website for our full audit report at:

http://www.sd83.org/UserFiles/Servers/Server_58684/File/Business/Audited%20Finacial%20Statements/2019.pdf

Dual Enrollment Coursework

Note: Enrollment in both college and high school.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Sociology 101	Sociology 101	Sociology 101	Sociology 101	Sociology 101	Sociology 101	Sociology 101
Chemistry 101	Chemistry 101	Chemistry 101	Chemistry 101	English 101	English 101	English 101
English 101	English 101	English 101	English 101	English 175	English 175	English 175
English 175	English 175	English 175	English 175			
Math 108	Math 108	Math 108	Math 108			
		Outlook CAOT* 115	Outlook CAOT* 115	Outlook CAOT* 115		
				Word Processing I CAOT 120		
		Word Processing II CAOT 121	Word Processing II CAOT 121	Word Processing II CAOT 121		
		Word Processing III CAOT 122	Word Processing III CAOT 122	Word Processing III CAOT 122		
				Excel I CAOT 130		
				Excel II CAOT 131		
		Spreadsheets/Excel III CAOT 132	Spreadsheets/Excel III CAOT 132	Spreadsheets/Excel III CAOT 132		
				Database/Access I CAOT 140		
				PowerPoint CAOT 150		
		Computer Fundamentals CAOT 164	Computer Fundamentals CAOT 164	Computer Fundamentals CAOT 164		
		Living Online CAOT 166	Living Online CAOT 166	Living Online CAOT 166		
		Office Skills Capstone CAOT 250	Office Skills Capstone CAOT 250	Office Skills Capstone CAOT 250		

* CAOT (Computer Aided Office Technology)

Additional Courses Online or Offsite

North Idaho College
English 101
Math 143
English 175
Sociology 101
Math 147
Economics 201
English 102
Math 108
Political Science 101
Political Science 275

Advanced Placement (AP) Courses

Note: Additional courses are offered online through Idaho Digital Learning Academy. Course offerings include the areas of language arts, mathematics, science, social studies, health/fitness, humanities (foreign language and interdisciplinary) and electives.

AP courses are offered through Idaho Digital Learning Academy.

Idaho Digital Learning Academy
AP Computer Science
AP Psychology
AP English Language & Composition
AP English Literature & Composition
AP Calculus
AP Statistics
AP Biology
AP American Government & Politics
AP Microeconomics

School District Fiscal Information

BONNER COUNTY									
WEST BONNER COUNTY SCHOOL DISTRICT # 083									
COMBINED STATEMENT OF REVENUES & EXPENDITURES WITH CHANGES IN FUND BALANCES									
JULY 1, 2018 - JUNE 30, 2019									
	GOVERNMENTAL FUNDS					PROPRIETARY FUNDS			
	GENERAL M & O 100	SPECIAL REVENUE 200	FOOD SERVICE 290	DEBT SERVICES 300	CAPITAL PROJECTS 400	ENTERPRISE FUND 500	INTERNAL SERVICE 600	TRUST 710/720	FIDUCIARY (MEMORANDUM ONLY) TOTALS 100-600
REVENUE									
Taxes	3,201,633	-	-	-	-	-	-	-	3,201,633
Other Local	214,891	-	49,531	-	-	-	-	-	264,422
State Sources	6,686,986	250,801	-	-	-	-	-	-	6,937,787
Federal Sources	-	1,301,471	354,498	-	-	-	-	-	1,655,969
Other Sources	-	-	-	-	1,200	-	-	-	1,200
TOTAL REVENUE	10,103,510	1,552,272	404,029	-	1,200	-	-	-	12,061,011
Transfers In	2,066,979	91,305	118,968	-	89,472	-	-	-	2,366,724
TOTAL REVENUE & TRANSFERS IN	12,170,489	1,643,577	522,997	-	90,672	-	-	-	14,427,735
EXPENDITURES									
Elementary School Program	1,809,210	401,408	-	-	-	-	-	-	2,210,618
Secondary School Program	1,782,075	90,008	-	-	-	-	-	-	1,872,083
Alternative School Program	-	-	-	-	-	-	-	-	-
Vocational-Technical Program	223,102	-	-	-	-	-	-	-	223,102
Special Education Program	633,725	275,396	-	-	-	-	-	-	909,121
Special Education Preschool	59,471	12,660	-	-	-	-	-	-	72,131
Gifted & Talented Program	1,346	-	-	-	-	-	-	-	1,346
Interscholastic Program	293,810	-	-	-	-	-	-	-	293,810
School Activity Program	-	-	-	-	-	-	-	-	-
Summer School Program	14,132	-	-	-	-	-	-	-	14,132
Adult School Program	-	-	-	-	-	-	-	-	-
Detention Center Program	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTION	4,816,871	779,472	-	-	-	-	-	-	5,596,343
Attend./Guidance/Health	283,992	117,891	-	-	-	-	-	-	401,883
Special Educ. Support Services	265,519	328,181	-	-	-	-	-	-	593,700
Instruction Improvement	285,034	206,975	-	-	-	-	-	-	492,009
Educational Media Program	194,134	-	-	-	-	-	-	-	194,134
Instruction-Related Technology	266,918	157,147	-	-	-	-	-	-	424,065
Board of Education Program	-	-	-	-	-	-	-	-	-
Other Support Services Program	231,612	-	-	-	-	-	-	-	231,612
School Administration Program	718,920	11,745	-	-	-	-	-	-	730,665
Business Operation Program	316,108	-	-	-	-	-	-	-	316,108
Central Service Program	-	-	-	-	-	-	-	-	-
Administrative Technology	-	-	-	-	-	-	-	-	-
Buildings-Care Program	852,585	-	-	-	-	-	-	-	852,585
Maintenance-Non-Student	15,844	-	-	-	-	-	-	-	15,844
Maintenance-Student Occupancy	605,545	-	-	-	-	-	-	-	605,545
Maintenance-Grounds	55,371	-	-	-	-	-	-	-	55,371
Security Program	-	-	-	-	-	-	-	-	-
Pupil-to-School Transportation	538,395	-	-	-	90,672	-	-	-	629,067
Pupil-Activity Transport.	39,609	-	-	-	-	-	-	-	39,609
General Transportation Program	4,435	-	-	-	-	-	-	-	4,435
Other Support Services Program	-	-	-	-	-	-	-	-	-
TOTAL SUPPORT SERVICES	4,674,021	821,939	-	-	90,672	-	-	-	5,586,632
Child Nutrition Program	14,069	-	522,997	-	-	-	-	-	537,066
Community Services Program	-	286	-	-	-	-	-	-	286
Enterprise Operations Program	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCT. EXPENDITURES	14,069	286	522,997	-	-	-	-	-	537,352
Capital Assets-Student Occupancy	-	-	-	-	-	-	-	-	-
Capital Assets Non-Student Occupancy	-	-	-	-	-	-	-	-	-
Debt Services Prg - Principal	30,600	-	-	-	-	-	-	-	30,600
Debt Services Prg - Interest	-	-	-	-	-	-	-	-	-
Debt Services Prg - Refund	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	9,535,561	1,601,697	522,997	-	90,672	-	-	-	11,750,927
Transfers Out	2,324,844	41,880	-	-	-	-	-	-	2,366,724
TOTAL EXPENDITURES	11,860,405	1,643,577	522,997	-	90,672	-	-	-	14,117,651
Excess (Deficiency) of Revenues	310,084	-	-	-	-	-	-	-	310,084
Fund Balance as of July 1	2,337,886	68,069	6,372	-	37,768	-	-	2,022	2,450,095
Fund Balance as of June	2,647,970	68,069	6,372	-	37,768	-	-	2,022	2,760,179

Community Involvement in Plan Development

On July 18, 2014, the Board of Trustees gathered with key stakeholders in the community to embark on a strategic planning process. The Committee met and reviewed the mission and vision of the District. Both of these statements were redrafted and the new wording was passed on to the Board of Trustees for their approval. The committee conducted a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the district. Every year the Board of Trustees gathers with key stakeholders in the community to review and update the newest version of the continuous improvement plan (formerly, strategic plan).

2019 Membership of the Continuous Improvement Planning Committee:

1. Sandy Brower – Board Chairman
2. Drew McLain – Vice Chairman/Parent
3. Margaret Hall - Trustee
4. Paul Anselmo – Superintendent/Parent
5. Jennifer Anselmo– Board Clerk/Parent
6. Sara Butler – Teacher/Parent
7. Justice Carson - Student
8. Susie Luckey – Idaho Hill Elementary Principal
9. Todd Sudick – Community Member
10. Connie Kimble – Priest River Elementary Principal
11. Joe Kren – Priest River Lamanna High Principal

Continuous Improvement Measures – Metrics

A majority of the information below can be found on our District Report Card. Annual Report cards can be found at <http://apps.sde.idaho.gov/ReportCard>. From that link you would first select the school year you wish to view. Then you would find SD #83 West Bonner County.

- 2016-2017 Report Card: <http://apps.sde.idaho.gov/ReportCard/SchoolYear/23>
- 2017-2018 Report Card: <http://apps.sde.idaho.gov/ReportCard/SchoolYear/24>
- 2018-2019 Report Card: <https://idahoschools.org/districts/083/profile>
- 2019-2020 Report Card: <https://idahoschools.org/districts/083/achievement>

Appendix A illustrates those metrics identified by the State Board of Education. The metrics are required by the State Board of Education and are currently being addressed by West Bonner County School District.

Performance Metric	Data on District Report Card	SY 2017-2018	SY 2018-2019	SY 2019-2020 (if available)	Improvement/Change	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
# of students who met the college ready benchmark on the college entrance exam - Reading & Writing	No	40	35		N/A	N/A
% students who met the college ready benchmark on the college entrance exam - Reading & Writing	No	53%	57%			Increase by 5%
# of students who met the college ready benchmark on the college entrance exam – Math	No	25	23		N/A	N/A
% students who met the college ready benchmark on the college entrance exam - Math	No	33%	38%			Increase by 5%
% students participating in one or more advanced opportunities	No	24%	26%			Increase by 5%
% CTE track HS students graduating with an industry-recognized certification	No	26%	15%			Increase by 5%
% CTE track HS students who passed the CTE recognized workplace readiness exam	No	100%	100%		No change	Maintain 100%
# of high school students graduating with an associate's degree or career technical certificate	No	1	3			N/A
4-year cohort graduation rate	Yes				N/A	N/A

Performance Metric	Data on District Report Card	SY 2017-2018	SY 2018-2019	SY 2019-2020 (if available)	Improvement/Change	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of students with learning plan created and reviewed in 8 th grade	No	100%	100%	100%	N/A	Maintain 100%
# students who Go On to some form of postsecondary education within 1 year of HS graduation	No	26	38		N/A	N/A
% students who Go On to some form of postsecondary education within 1 year of HS graduation	Yes	38%	56%		18%	Increase by 5%
# and % of students who scored proficient on the 8 th grade math ISAT	Yes				N/A	N/A
# and % students who scored proficient on the 8 th grade ELA ISAT	Yes				N/A	N/A
# and % students who scored proficient on the 6 th grade math ISAT	Yes				N/A	N/A
# and % students who scored proficient on the 6 th grade ELA ISAT	Yes				N/A	N/A
# and % students who scored “proficient” on the Kindergarten Spring IRI	Yes				N/A	N/A

Performance Metric	Data on District Report Card	SY 2017-2018	SY 2018-2019	SY 2019-2020 (if available)	Improvement/Change	2019-20 Benchmarks (LEA
						Chosen 2019-20 Performance Targets)
# and % students who scored “proficient” on the Grade 1 Spring IRI	Yes				N/A	N/A
# and % students who scored “proficient” on the Grade 2 Spring IRI	Yes				N/A	N/A
# and % students who scored “proficient” on the Grade 3 Spring IRI	Yes				N/A	N/A