

**NOTICE OF BOARD TRAINING MEETING OF THE BOARD OF TRUSTEES
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331
RUPERT, MINIDOKA COUNTY, IDAHO**

NOTICE IS HEREBY GIVEN that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, August 30, 2021 at 6:00 PM** at the **District Service Center 310 10th Street Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

Bonnie Heins, Chair
Rick Stimpson, Vice Chair
Russ Suchan, Trustee
Jeff Gibson, Trustee
Mary Andersen, Trustee

Dr. Kenneth Cox, Superintendent
Kerri Tibbitts, Board Clerk
Reed Cotten, School Counsel

1. CALL TO ORDER & ROLL CALL
2. TRAINING FROM THE IDAHO STATE BOARD ASSOCIATION
3. ADJOURNMENT

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#boldsubject#

** Robert's Rules of Order will govern all meetings

*** Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10th St., Rupert, Id. (208) 436-4727

Minidoka County School District #331

ISBA Workshop Agenda

August 30, 2021

6:00 - 8:00 PM

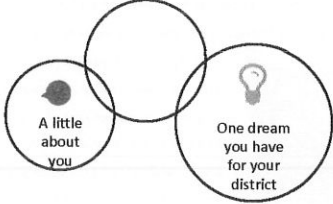
- I. Welcome & Introductions (10 minutes)**
- II. School Board & Superintendent Team Roles & Responsibilities (50 minutes)**
 - Think-Pair-Share:
 - “Code of Ethics for School Board Members”
 - “Effective School Board Member Characteristics”
 - “Eight Characteristics of Effective School Boards: At a Glance”
 - Roles & Responsibilities of a Trustee
 - What Can the School Board Members & Superintendent Expect From Each Other?
 - Redirecting Patron Concern
- III. Short Break (10 minutes)**
- IV. 5-Year Strategic Plan (45 minutes)**
 - Review Idaho School Board Association Standards
 - Community/Stakeholder Involvement (Survey/Roundtable Events)
 - District Goals/Action Plans
 - Superintendent Evaluation
 - District-wide Improvement, Accomplishment & Accountability
- V. Board of Trustees/Superintendent Team PD – Next Steps (5 minutes)**

Idaho School Board Association Workshop
Minidoka County School District
 August 30, 2021




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Welcome
 LET'S INTRODUCE OURSELVES



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Dr. Wiley Dobbs



- **School Teacher / Coach** (9 years)
 Bear Lake High School / O'Leary Junior High / Twin Falls High School / MVHS
 Subjects: American government, English, U.S. History, Literature, World Geography, PE
 Sports: Wrestling, Volleyball, and Track
- **Principal** (10 years)
 Magic Valley Alternative High School / O'Leary Junior High School
- **Director of Operations** (3 years)
 Twin Falls School District
- **Superintendent** (14 years)
 Twin Falls School District
- **Mentor/Consultant for Idaho Trustees, Superintendents and Principals** (4 years)
 Idaho School Boards Association, Idaho Department of Education & NWEd

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Tonight's Agenda



- I. **Welcome & Introductions**
- II. **Review School Board & Superintendent Team Roles & Responsibilities**
 - Think-Pair-Share
 - "Code of Ethics for School Board Members"
 - "Effective School Board Member Characteristics"
 - "Eight Characteristics of Effective School Boards: At a Glance"
 - Roles & Responsibilities of a Trustee
 - What Can the School Board Members & Superintendent Expect From Each Other?
 - Redirecting Patron Concern
- III. **Short Break**
- IV. **5-Year Strategic Plan**
 - Review Idaho School Board Association Standards
 - Community/Stakeholder Involvement (Survey/Roundtable Events)
 - District Goals/Action Plans
 - Superintendent Evaluation
 - District-wide Improvement, Accomplishment & Accountability
- V. **MCSO #331 Board of Trustees - Superintendent Team PD: Next Steps**

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Best Practices for School Boards



Think – Pair - Share

Think – Review and reflect upon these three documents:

- "Code of Ethics for School Board Members"
- "Effective School Board Member Characteristics"
- "Eight Characteristics of Effective School Boards: At a Glance"


Pair – With regard to best practices, discuss with a MCSO Team Member your thoughts about the following:

- As a school board member, we have one of the most important roles in our community. What are we doing well in the MCSO? What are areas where improvements should be made?

Share – What can you share with your MCSO teammates so far that you feel will be helpful.

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Roles & Responsibilities of a Trustee




- Governance of Schools. *See your district policy & I.C. 33-512*
- Set the direction of the district
- Review and set Policy/Strategic Plan
- Employ and evaluate an administrator
- Set the school calendar
- Submit and approve the district budget
- Comply with Idaho Code including open meeting laws


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What the Board Can Expect FROM THE SUPERINTENDENT

- ✓ Personal integrity – will not bend under pressure
- ✓ Does the bulk of the work in developing, and implementing school policy
- ✓ Is sensitive to feelings, beliefs, and commitments of public, staff, and Board





- ✓ Understands that Trustees are volunteers
- ✓ Skilled in communication and delegation
- ✓ Prudent in the management of school resources
- ✓ Develops long-range financial plan
- ✓ Key developer of his/her relationship with the Board
- ✓ Sees that employment decisions are clearly understood by the Board
- ✓ No surprises!



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What the Superintendent Can Expect FROM THE BOARD

- ✓ Trust, confidence, and professional respect
- ✓ Fair, honest job evaluation based on agreed upon criteria
- ✓ Adherence to and support of policies it has adopted
- ✓ Willingness to consider staff recommendations
- ✓ Prepared to do the job
- ✓ Adherence to high standards of ethical behavior
- ✓ Realism, confidence, and patience
- ✓ Strives for educational goals above personal goals
- ✓ No surprises!





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What the Board Can Expect FROM EACH OTHER




- ✓ Make every effort to attend all Board meetings
- ✓ Learn about issues to be considered at each meeting
- ✓ Don't grandstand or spring surprises at Board meetings
- ✓ Improve boardmanship by studying educational issues and by participating in in-service programs
- ✓ Focus on Student Achievement and District Goals when working on district issues
- ✓ Understands they are one voice and it takes the whole board to make a decision
- ✓ Express personal opinions but, once the Board has acted, accept the will of the majority
- ✓ No Surprises!



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Redirecting Patron Concern



This sounds like it could be an issue that could possibly come before the board for consideration in the future. In order to preserve my ability to deliberate after, I would suggest you talk with (teacher or building administrator), as they would be better able to help directly resolve the issue at this point.

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Ready...BREAK!!

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5-Year Strategic Plan

- Why a 5-Year Strategic Plan?
- The Strategic Planning Process
- Effective Utilization of Your Plan
- Timeline
- Q & A
- Next Steps



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Why a 5-Year Strategic Plan?



- Involves your stakeholders and gives them ownership
 - It becomes the "community's plan," not the "superintendent's and/or school boards' plan"
- Focuses your efforts
- You will accomplish more and you will keep track of it
- Your superintendent's evaluation will be based on it
 - Yearly goals and objectives become "Marching Orders"
- Your students, teachers and administrators will have more success

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The Strategic Planning Process





- Gather community input through a survey
- Develop DRAFT "focus areas" and "goal statements" from survey results
- Conduct a Minidoka County School District Roundtable Session to review and refine DRAFT focus areas and goal statements, identify issues, organize and prioritize desired accomplishments (Outside facilitator recommended)
- Develop a DRAFT plan
- MCSD Board of Trustees review and make adjustments
- Present plan back to the public at a board meeting
- Finalize, adopt and utilize the final plan

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Examples:



- Minidoka County School District Community Survey DRAFT
- Parma School District DRAFT "focus areas" and "goal statements" and Twin Falls School District DRAFT plan:

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Planning Process Timeline: 4-6 Months



1. Decide on a schedule with dates
2. Gather community input with survey/develop DRAFT focus areas & goal statements – 2 months
3. Minidoka County School District Roundtable Session/develop a DRAFT plan: 1-2 months
4. School board review, adjustments, back to the public, finalize and adopt: 1-2 months

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What Is Effective "Utilization" of the Plan?



- The plan should become the center of your work as a team
 - Standing agenda item at every board meeting – frequent updates
 - Your plan will "grow" (Keep track of your progress)
 - In reality, it becomes five 1-year plans

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What Is Effective "Utilization" of the Plan?



- Superintendent's "marching orders"
 - Superintendents' evaluation can (should?) be based on it
- School district personnel and community can provide feedback yearly to the Superintendent and Board by survey

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What Is Effective "Utilization" of the Plan?



- I recommend you add three board work sessions to your calendar:
 - **June** – Report on previous year's accomplishments & Development of the coming year's "tasks"
 - **September** - Finalize and approve the year's tasks
 - **January** – Mid-year update

~ After 5 years – repeat! ~

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Questions ~ Comments



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Next Steps



- Your decision – "To plan strategically or not to plan strategically, that is the question?" ~ William Shakespeare
- If yes, decide upon a timeline
 - Superintendent can work with a facilitator to move the process forward
- If no, the board and superintendent may want to utilize the Minidoka County School District CIP (Continuous Improvement Plan) in a manner similar to what we discussed this evening

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Thank you!



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Minidoka County School District #331

Strategic Plan 2015-16

Our Mission:

"We will increase instructional intensity in all classrooms through the use of Idaho Core Standards and by incorporating 21st century strategies to improve academic achievement and demonstrate growth for all students."

The District Focus for 2015-16 will be on

Improving Communication and Supporting Student Success

The Three Pillars of Education in Minidoka County Schools:

21st Century Teaching and Learning

Student Achievement and Success

Accountability and Transparency

Pillar I - 21st Century Teaching and Learning

Vision: The MCSD will establish 21st century learning environments where student learning is enhanced through the use of technology and effective teaching strategies and where students and staff feel safe and respected.

SMART GOAL 1.1: Technology will be utilized as a teaching and learning tool in 90% of all classrooms in the district by May 2016.

Key Indicators: Documentation will be noted on walk-throughs and or observations through the iWALK software program.

SMART GOAL 1.2: All MCSD schools will promote a safe school climate through educating students and staff on the importance of fostering respect for others during student assemblies, in classroom discussions, visual aides and practices throughout the year.

Minidoka County School District Strategic Plan - 2014-15

Key Indicators: Examples of visual aides and evidence of student assemblies will be turned in to the District Office by the end of May 2016.

Pillar II – Student Achievement and Success

Vision: The MCSD will continue to expand the implementation of the Idaho Core Standards through ongoing professional development and will provide support for student success and growth in achieving those standards.

SMART GOAL 2.1: Student achievement will be monitored and analyzed throughout the school year. Students struggling to meet grade level proficiency will have additional opportunities provided through a tiered system of support.

Key Indicators: Monitoring through RTI/MTSS

SMART GOAL 2.2: The MCSD will provide all students an opportunity to demonstrate their knowledge of the Idaho Core Standards, and 90% of those students will show academic growth on a minimum of one academic measure by the end of May 2016.

Key Indicators: An academic measure may include: EOC's, ISAT, IRI, monthly progress monitoring or Star Reports.

Pillar III - Accountability and Transparency

Vision: The MCSD will increase their level of accountability and transparency to the public and their staff through improved communications.

SMART GOAL 3.1: Certified staff will communicate with parents twice a trimester through student led/parent teacher conferences, phone calls, etc.

Key Indicators: Certified staff will be required to submit trimester communication logs to building principals.

SMART GOAL 3.2: Administrators and supervisors will communicate with all staff through at least monthly through regular staff meetings, emails, individual conversations, etc.



Code of Ethics for School Board Members

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

Effective School Board Member Characteristics

Research findings on school board effectiveness can be applied to individual board member characteristics and beliefs. More specifically, studies give us a clue as to the individual characteristics that are seen in stable and more effective school boards. The point of importance is that more stable school boards with less turnover, experience less superintendent turnover, more stable principals and teachers, and higher student performance. While change is sometimes needed to improve a board, frequent turnover and contentious relations among board members are counter-productive. The following table lists the board member characteristic, a brief description, the preferred (stabilizing) disposition, and a practical description.

Board Member Characteristic	Brief Description	Stabilizing Characteristic	Practical Description
1. Understands Role Boundaries	Understands the difference between the role of <i>oversight</i> and <i>micromanagement</i> .	<i>Oversight</i> with knowledgeable critique and advocacy.	If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic.
2. Trustee vs. Delegate	A <i>trustee</i> speaks for themselves and assumes a personal mandate due to their election. A <i>delegate</i> speaks for all stakeholders and maintains constant, open communication with a broad constituency.	<i>Trustee</i> With the ability to shift to Delegate in times of chaos	The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics.
3. Interest- vs. Position-Driven	A <i>position</i> is often polarizing and identifies "friends" and "enemies". An <i>interest</i> is often hidden and needs to be discovered. Often one solution can satisfy multiple interests.	<i>Interest-Driven</i>	The board member avoids declaring allegiance to named organizations or ideologies, but seeks to understand multiple and conflicting interests of all constituents and seeks a solution that can satisfy multiple interests.
4. Broad Student Concern	A stated responsibility to insure <i>all students are afforded social justice</i> . Avoids focused justice for single categories of students or needs.	<i>Social justice for all students</i>	The board member avoids focusing only on a narrow agenda of student issues and needs. Board member avoids focusing only on particular student demographic groups and issues.
5. Contextually Minded	The understanding that the local school district, and each school has <i>unique and shifting needs</i> ; often requiring <i>non-standard solutions</i> .	Recognizes <i>Contextual Need</i> Supports <i>Creative, Non-standard Solutions</i>	The board member avoids reacting to national education issues and focuses on identifying local needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each school as supported by data evidence.
6. Understands Visibility & Influence	The board member understands they possess <i>no individual authority</i> . Power rests in the board as a group only.	<i>School board entity influence</i>	The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established

Eight characteristics of effective school boards: At a glance

“What makes an effective school board – one that positively impacts student achievement? ... The research that exists is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do?”

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
- ✱ 4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective school boards are data savvy: They embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals. ... Effective boards see a responsibility to maintain high standards even in the midst of budget challenges.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>

IDAHO SCHOOL BOARDS ASSOCIATION STANDARDS

Standards

A FRAMEWORK FOR EFFECTIVE GOVERNANCE

Adopted by the Executive Board of the Idaho School Boards Association on February 25, 2014

OUR MISSION

Provide leadership and services to local school boards for the benefit of students and for the advocacy of public education

OUR VISION

Trustee leadership for excellence in Idaho public education



Standards

The Idaho School Boards Association Standards provide a foundation for the critical discussions and ensuing decisions that must be made by school boards to ensure student success within their respective districts.

I Idaho School Boards Association is committed to meeting the governance challenge by providing every public school board in Idaho with high standards of performance. We believe a straightforward approach to school board quality, accountability, and trust will bring excellence in achievement to both the overall district and the individual classroom.



The Development History

In mid-2012, the Board Leadership Development Committee of the ISBA Executive Board began evaluating draft standards and performance indicators for school boards and board members. In November of 2013, these draft standards were presented to the membership at the Annual Convention. A workshop was held during this event to gather feedback and input on these draft standards. From November to February

the draft standards were vetted by individual boards across Idaho. The draft was further edited for both inclusion and alignment of the key works of school boards as well as readability. In February of 2014, the ISBA Executive Board unanimously approved the Idaho School Boards Association standards upon the recommendation of the Board Leadership and Development Committee.

The standards help boards constantly look for ways
to become more effective and efficient
leaders in governance.



Why are the standards important?

The standards matter because quality matters. These standards are designed to better prepare school board members to carry out their governance role. School Districts that are high achieving districts know the importance of a strong School Board and a cohesive Board–Superintendent Team. This type of quality in the boardroom helps drive student success.

What do the ISBA Standards mean to me and my Board?

These standards have been created not only to define the role of the School Board Member but also to provide the specific steps for development and continual improvement of a District's quality management team. This will allow the Board to monitor the progress of student achievement and district goals and thus ensure success. One cornerstone of the standards is continual improvement. No Board should ever be content with where they are at any given moment. The standards help boards constantly look for ways to become more effective and efficient leaders in governance. The standards will allow for a systemic evaluation of not only the individual's contribution to the District's success but also of the ability of the Board to govern effectively.

The Governance Challenge

Local school boards face the challenge of increasing public confidence in Idaho's system of school districts by improving the performance of school boards and their board members.

Framework for the Idaho School Boards Association Standards

The Idaho School Boards Association (ISBA) is committed to assisting school boards with meeting the governance challenges in their respective districts by creating a new reality in which every public school board in Idaho meets high standards of performance as identified by the Idaho School Boards Association Standards.

ISBA has fashioned a straightforward response to public and legislative concerns about school board quality, accountability, and trust. Rather than appointing a task force to spend years studying the problem, ISBA has stepped forward with the development of standards, which we invite the public to use to judge school boards and evaluate their actions. These standards set forth exactly what ISBA believes school boards should be committed to and held accountable for in their governance role. We believe these standards reflect widely held public values, will move public education forward, and will build public confidence.

The Future of Board Standards

ISBA intends to utilize the board standards framework in a variety of ways. We are reshaping our board training program to address the following: developing the most locally appropriate form of these standards; providing practical application of standards in local districts, and preparing school board members to carry out their governance role. ISBA is also pleased to provide an evaluation tool to measure school board performance based on the framework within the Idaho School Boards Association Standards.

*A person cannot
teach what he or
she does not know
or lead where he or
she does not go.*

Definition of Terms

Accountability reflects commitment that all functions and resources within the district focus on student learning and achievement. Governance actions promoting accountability include: development of district policies focused on student growth and wellbeing; monitoring of student achievement targets; compliance with local, state, and federal laws; alignment of district operations with the district vision and goals; and transparency with the public.

Alignment refers to the lining up of all district systems and processes towards the vision and mission of the district. Components include: goals, strategic plan, and measurable outcomes: standards, curriculum, instruction, assessments, district operations, resources, and staffing.

Governance refers to the governing board's leadership role in conjunction with district administrators, including the superintendent, in making plans, decisions, and judgments that address three major aspects of the district. These aspects include:

1. Strategic planning (long term):
In what direction should our school district be headed over time?
2. Operational planning (short term):
Where or what should our school district be now and in the near future?
3. Monitoring (current status):
How well is our school district working?

The types of work to be completed through governance include:

- (a) Development and support of a partnership between the board and the superintendent;
- (b) Evaluation of the superintendent's performance,
- (c) Monitoring the district's performance, and
- (d) Working together to make strategic and operational planning decisions.

The **School Board** consists of an elected body of community members who, in their governance role, provide democratic oversight and represent public ownership of schools within a school district. The board serves as a bridge between public values and professional expertise.

The Standards

of Idaho School Boards Association

Standard 1

VISION & MISSION

The Board supports the development, articulation, and stewardship of a district vision of learning that is shared and supported by schools and the community.

Beliefs About School Board Governance

Actions of school boards should be directed toward:

- Allocating resources effectively;
- Creating and monitoring systems of student achievement, professional performance, and financial management;
- Developing sound operational policies based on state and federal laws and applying them consistently;
- Engaging the public in planning processes that:
 - Assist with the development of the board's vision and priorities,
 - Supports query by board members and the public, and
 - Provides accurate interpretation and application of appropriate information;
- Establishing policies and resources for effective instruction and student learning;
- Generating community support to provide adequate resources for educational programs;
- **Supporting** growth in achievement for all children;
- Hiring a superintendent (CEO) who is best qualified to accomplish the board's vision;
- Providing the policies, expectations, and resources for safe, orderly school environments;
- Incorporating the district's vision and mission with School Board actions.

1.1 The Board develops a shared vision for education and student learning that enhances student achievement, incorporates community priorities, and reflects student needs.

Indicators

- Educational stakeholders (schools, families, and community) participate in the development and/or revision of school district vision.
- The Board annually reviews the district's vision and mission statements when or before adopting board and district goals to support them.
- Core values to be implemented through the vision, mission, goals and strategic plan are identified and articulated.

1.2 The Board demonstrates strong commitment to shared vision through decision-making.

Indicators

- The Board uses the vision as a guide in planning, decision-making, and evaluating district operations.
- The Board communicates its rationale for decisions to the community as a way to reinforce its commitment to the district's vision.
- Board behavior models core values and sets the expectation that core values will drive and shape the climate to be developed within individual schools.

Standard 2

CONTINUOUS IMPROVEMENT

The Board continuously monitors district progress towards vision, mission, goals, and strategic plan utilizing relevant data to measure growth and promotes shared accountability for improved student achievement.

2.1 The Board ensures that a strategic plan as well as long and short-term goals, aligned with the district's vision, are developed and in place.

Indicators

- The Board engages in annual planning and review.
- Input is invited from school staff, students, community, and other stakeholders throughout development of the plan.
- Planning involves extensive participation, information gathering, and reflection.

2.2 The Board ensures non-negotiable goals for student achievement are established and aligned to the vision and strategic plan.

Indicators

- The Board allocates resources to facilitate student achievement consistent with school district goals and plans.
- The Board encourages and supports innovative approaches to teaching and learning in line with the district's vision, mission, strategic plan, and targeted goals.
- The Board proactively identifies and/or addresses issues affecting the education of students.
- The Board sets high instructional achievement goals based on the best available information about the knowledge and skills students will need in the future and their current levels of achievement.

*The difference
between politics
and statesmanship
is philosophy.*



2.3 The Board regularly reviews assessment data on achievement towards high instructional standards, including progress on long and short-term goals.

Indicators

- The Board ensures a variety of indicators are used for evaluating progress.
- The Board pays close attention to climate and culture within individual schools and the district, realizing that climate significantly impacts the behavior and performance of students and teachers.
- The Board reviews measurable data to monitor progress and effectiveness.
- The Board schedules time for periodic review of goals and data.
- Board members consider all recommendations brought before them against the "IS IT GOOD FOR KIDS" (and student achievement) criteria.

2.4 To build or expand capacity to function as a high impact school board, the Board and its individual members model continuous improvement efforts through annual evaluation of Board duties, performance, responsibilities, and its ability to work as a team.

Indicators

- Periodically (throughout the year), the Board takes the time to self-reflect, to diagnose, and to examine its strength, limitations, and mistakes.
- The Board carries out its annual self-evaluation and sets goals for improvement.
- The Board solicits public input regarding its performance toward achieving performance expectations and reports its findings to the public.

Standard 3

ADVOCACY

The Board champions the district's vision by advocating for a thorough and efficient system of public education that reinforces education as a keystone of democracy.

3.1 The Board communicates high expectations for student learning that are aligned with the district vision and mission, have clear goals and include plans for meeting expectations.

Indicators

- The Board articulates conviction and belief that all students can learn and that student learning can improve regardless of existing circumstances or resources.
- The Board ensures that established non-negotiable goals for student achievement are communicated to staff, families, community, and other stakeholders.



3.2 The Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

Indicators

- Board members attend and/or participate in recognition ceremonies when appropriate.
- The Board establishes policy to ensure individuals and groups are recognized for accomplishments.
- The Board recognizes students and others for accomplishments as part of their regularly scheduled meeting activities.

3.3 The Board advocates by establishing strong relationships with families, community, and others to help support students.

Indicators

- Board members weigh actions of individuals and groups that have the potential to impact the school system and act in the best interest of students.
- The Board adopts policy to encourage parent and family, community, and other stakeholders' involvement.
- The Board maintains legislative awareness and communicates with members of local, state, and federal legislative bodies.
- The Board represents student educational interests to other agencies, local authorities, organizations, and state government.
- The Board supports community resources that provide basic academic or enrichment activities that will extend learning opportunities for students.
- The Board supports partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

3.4 The Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

Indicators

- The Board actively informs the community about the role and purpose of school boards.
- The Board involves interested community members.
- The Board provides information to staff and the public about the features of school board service to promote understanding, increase interest, and to advocate for public school education.

Standard 4

ACCOUNTABILITY

The Board supports alignment of all district policies, operations, and programs with the district vision, mission, goals, and strategic plan while meeting students' educational needs.

4.1 The Board adopts a collaboratively developed district strategic plan focused on learning and achievement outcomes for all students.

Indicators:

- Measurement of student academic progress and needs are based on valid and reliable assessments.
- The Board ensures that multiples measures of assessment are used to monitor student achievement/progress.
- The Board receives regular updates on overall student progress and needs.
- Board reports on student progress are linked directly to district vision and mission, specific goals for student achievement, and the strategic plan.

4.2 The Board keeps the district and community focused on educating students.

Indicators:

- The Board clarifies their actions based on established non-negotiable goals for student achievement and the district's strategic plan.
- The Board complies with Open Meeting Law requirements.
- The Board conducts an annual performance evaluation of the superintendent's performance and reports their findings to the public.
- The Board develops written performance expectations for the superintendent based on the district vision, mission, goals, and strategic plan.
- The Board ensures that established non-negotiable goals for student achievement guide all Board deliberations and actions.
- The Board monitors district performance toward accomplishing the vision, mission, goals, and the strategic plan and reports their findings to the public.

Leaders create energy in others by instilling purpose.

4.3 The Board authorizes the superintendent to establish district-wide management systems for the purposes of:

- Compliance with local, state, and federal requirements.
- Effective decision-making processes.
- Enabling school personnel, families, and community to help the district and individual schools achieve their vision and mission.
- Making recommendations for establishing and/or updating policies.
- Maximizing the use of district resources to align with the district vision, mission, goals, and strategic plan.

Indicators

- District-wide management systems directly support implementation of the district vision, mission, goals, and strategic plan.
- Evaluation of district operations ensures compliance with legal requirements and enables the district's vision, mission, goals, and strategic plan.
- Policies are developed that support strong leadership by district administration.
- The Board ensures that financial and human resource decisions are aligned with the district's vision, mission, goals, and strategic plan.
- The Board establishes policy requiring internal and/or external evaluations of district operations as well as administrators, teachers, and staff.
- The Board exercises fiduciary responsibility through alignment of financial and human resources systems with district vision, mission, goals, and strategic plan.

Standard 5

COMMUNITY ENGAGEMENT

The Board encourages and seeks collaboration with families and community members, responding to diverse interests and needs and mobilizing community resources.

5.1 The Board establishes and maintains effective communications to inform and engage parents, students, staff, and community members.


Indicators:

- The Board ensures district information and decisions are communicated community-wide.
- The Board ensures district transparency through processes that are open and accountable.
- The Board solicits input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.
- The Board uses a clear format to periodically report district performance to the public.

5.2 The Board represents the community's values and expectations for schools.

Indicators

- The Board engages and promotes community support by seeking input, building support networks, and generating action to support the mission, vision, goals, and the strategic plan of the district.
- The Board establishes policies enabling personnel, families, the public, and other stakeholders to provide input to school programs and activities in meaningful ways.



*Leadership
is action, not
position.*

Standard 6

BOARD OPERATIONS & TRAINING

The Board demonstrates its commitment to improving student achievement through effective governance practices and informed systems thinking and data-informed decision-making while also increasing community engagement.

6.1 The Board and its individual members conduct district business in an ethical, fair, respectful, and responsible manner.

Indicators

- Board leadership reflects the educational vision and performance set forth by the Board as a whole and the district's established vision, mission, goals and strategic plan.
- Board members' actions in and away from the boardroom and ensuing official decisions reflect best practices from professional development trainings.
- Individual board members support decisions of the majority after honoring each member's individual right to express opposing views and convictions.
- The Board and its individual members perform in a manner that reflects service to the community on behalf of students.
- The Board makes decisions as a group, only at properly called meetings, and recognizes that individual members have no authority to take individual action.
- The demeanor and actions of the Board, as a whole as well as that of individual members, reflect an acknowledgement and acceptance of their role as models for students and as representatives of the community.

6.2 The Board ensures that district operations and Board meetings are effective, efficient, and transparent through policy, established procedures, and proper Board governance.

Indicators

- Expenditures for board activities are clearly identified in the budget and support the development of a high-impact school board.
- The Board aligns all aspects of its operations with the established Professional Standards of the Idaho School Boards Association.



- The Board completes periodic review of agenda formulation, meeting protocol, and effectiveness of meetings.
- The Board hosts informal opportunities for the public to discuss district performance issues.
- The Board solicits input from the superintendent, staff, and community regarding refinements needed to meet the district's vision, mission, goals, and strategic plan.
- The budget for all district expenditures is easily identifiable and available to the public.
- The Board ensures strong leadership and management of the school system by hiring, setting goals with, and evaluating the superintendent.
- The Board engages in ongoing relationship building with the superintendent as part of their efforts to develop a positive and strong Board – superintendent partnership.

6.3 The Board demonstrates a commitment for continuous improvement of decision-making skills, governance function, problem solving strategies, school finances, superintendent-board relationship, teamwork, etc. through an intentional plan for board development.

Indicators

- Board members attend and fully participate in all board development functions paid for by district funds.
- Individual board members report the results of attended board development activities to other board members and to the community during board meetings.
- The Board, in collaboration with the superintendent, takes responsibility for orientation of all new Board members.
- The Board budgets for and participates in board development activities to further develop their governance function and other skills.
- Individual board members report on attended board development activities to other board members and to the community during board meetings.
- The Board, as a whole or as individuals, completes core content area trainings in governance, finance, ethics, superintendent evaluation, and strategic planning.

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Minidoka County School District Strategic Plan - 2014-15

Key Indicators: Documentation may include agendas, Remind, newsletters, emails, etc.

SMART GOAL 3.3: The MCSD will improve and enhance community relations through weekly social media postings and submitting monthly newspaper articles through May 2016.

Key Indicators: Schools will be asked to send a weekly bright spot from their building to the Community Relations Specialist. A schedule will be provided for posting due dates.

Definitions

Instructional Intensity – The use of effective teaching strategies and “interventions to ensure that students receive sufficient learning opportunities to optimize their successful learning and achievement.”¹

21st Century Classrooms Strategies – the effective use of technology in the classroom as a learning tool as well as engaging students in the classroom through project based, collaborative learning activities.

Idaho Core Standards – A set of standards adopted by the State of Idaho that are aligned with college and workforce expectations and include rigorous content and application of knowledge through high-order skills.

Effective Teaching Strategies – Research based teaching methods that help student retain information and share what they have learned with others.

Safe School Climate – An environment where students and staff respect each other and work together to help each other learn, grow, and share ideas without fear of ridicule. Where there would be no bullying, harassment, or teasing among students.

Formative Assessment - Assessments used multiple times throughout a course to determine student progress and understanding so instructional adjustments or review can be made.

Summative Assessment – An assessment used once a year or at the end of a course to determine student progress in a given subject area.

Minidoka County School District Strategic Plan - 2014-15

1 - <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2010.00319.x/abstract>

Data Analysis

Demographics

Student Demographics for the Minidoka County School District as of March 1, 2014:

Demographics	%	PK-12th	Male	Female
American Indian	0.8%	32	14	18
Asian	0.1%	5	3	2
Black/African American	0.3%	14	4	10
Native Hawaiian/Pacific Islander	0.2%	7	5	2
White	97.7%	4012	2145	1867
Two or More	0.9%	38	16	22
Hispanic/Latino	45.6%	1872	1001	871
Special Education (SPE)	11.1%	456	300	156
Gifted & Talented (GT)	2.1%	85	44	41
Migrant (MIG)	3.9%	160	94	66
Free & Reduced Lunch (FRL)	64.7%	2659	1391	1268
Limited English Proficiency (LEP)	7.2%	297	164	133
Preschool	1.8%	72	42	30
Kindergarten	9.3%	383	202	181
1st Grade	8.2%	338	169	169
2nd Grade	8.3%	342	190	152
3rd Grade	7.8%	319	171	148
4th Grade	7.3%	301	152	149
5th Grade	7.3%	299	163	136
6th Grade	6.3%	257	133	124
7th Grade	7.8%	321	160	161
8th Grade	7.7%	316	189	127
9th Grade	7.4%	305	153	152
10th Grade	7.5%	310	183	127
11th Grade	6.6%	272	145	127
12th Grade	6.6%	273	135	138
Total Students Enrolled		4108	2187	1921

Student achievement and growth: Data being compiled.

Graduation rates: Minico High School has a graduation rate of 92% for the class of 2014. Historical data is being compiled and Mt. Harrison High School data is being compiled.

College and career readiness: Data being compiled.