

Sugar Salem School District #322

Continuous Improvement Plan 2017/2018

Each school district and public charter school in Idaho shall develop and maintain a Continuous Improvement Plan that focuses on improving the student performance of the district or public charter school. The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The Continuous Improvement Plan shall:

Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and Include key indicators for monitoring performance.

Idaho Code 33-320

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SUGAR-SALEM SCHOOL DISTRICT NO. 322

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Message from the Superintendent

Dear Sugar-Salem Patron,

The Sugar-Salem School District Continuous Improvement Plan is a joint effort of numerous people including members of the teaching and classified staff, district administration, board of trustees, community, parents, and students. It represents the vision of all members of our community and the significant value they place on our students and staff. I encourage you to read and understand both the facts, as they are presented, as well as the goals, which are based on those facts.

The Continuous Improvement Planning Committee provides this plan with the knowledge and understanding that it is “living” document and as such is subject to change as often as the needs of the district and community may change.

It is to be reviewed numerous times each year and is the basis for the actions of each of the district’s board and staff members.

If you have suggestions for improvement of this plan, or the manner in which the district is responding to this plan, please contact myself or any member of the Continuous Improvement Planning Committee.

Sincerely,

Alan V. Dunn Ed. S.
Superintendent of Schools

Continuous Improvement Planning Committee Members

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Purpose, Vision, Mission, and Values Statements

Purpose Statement (Why we are here)

Learn, Achieve, Succeed

Vision Statement (What we will become)

The Sugar Salem School District staff will maximize the student potential of becoming life-long learners and promote excellence through the collaborative support of family, school, and community partnerships.

Mission Statement (How will we attain our vision)

All staff members of the Sugar-Salem School District, in partnership with the community, are committed to provide an educational environment where teaching and learning can adapt constructively in a changing society. Sugar-Salem School District emphasizes demonstrable lifelong skills along with knowledge and values which develop responsible, contributing members of society.

Values (What we believe about education)

1. Positive attitude is essential to learning.
2. Safe and secure surroundings are essential to learning.
3. Civic responsibility is essential to the success of our community, state, and nation.
4. Each person should have an opportunity to reach his or her potential. Developing a student's full potential is a shared responsibility of the student, family, school and community, each actively participating.
5. The recognition of success promotes the desire for future success.
6. Each individual can and does learn in his or her unique way through varying learning styles.
7. There is an inescapable relationship between our example of integrity, honesty, and love of learning and its influence on others.
8. Extra-curricular and co-curricular activities are important aspects of learning.
9. Positive self-image is fostered by a focus on the individual.

Overview of the District

Sugar City, combined with neighboring communities of Plano, Salem, Moody, and Newdale, comprises Sugar Salem School District #322. It is located approximately 37 miles northeast of Idaho Falls, Idaho just east of State Highway 20. The district provides education to between approximately 1600 students PreK through 12.

The district covers an area of approximately 197 square miles and is almost 30 miles long and 10 miles wide. It is sandwiched between the neighboring districts of Fremont #215 to the north and Madison #321 to the south.

The Board of Trustees has five members, each representing a different zone or area. Trustee meetings are held monthly and are open to the public. They are committed and conscientious in their efforts to maintain and improve both academic and extra-curricular programs.

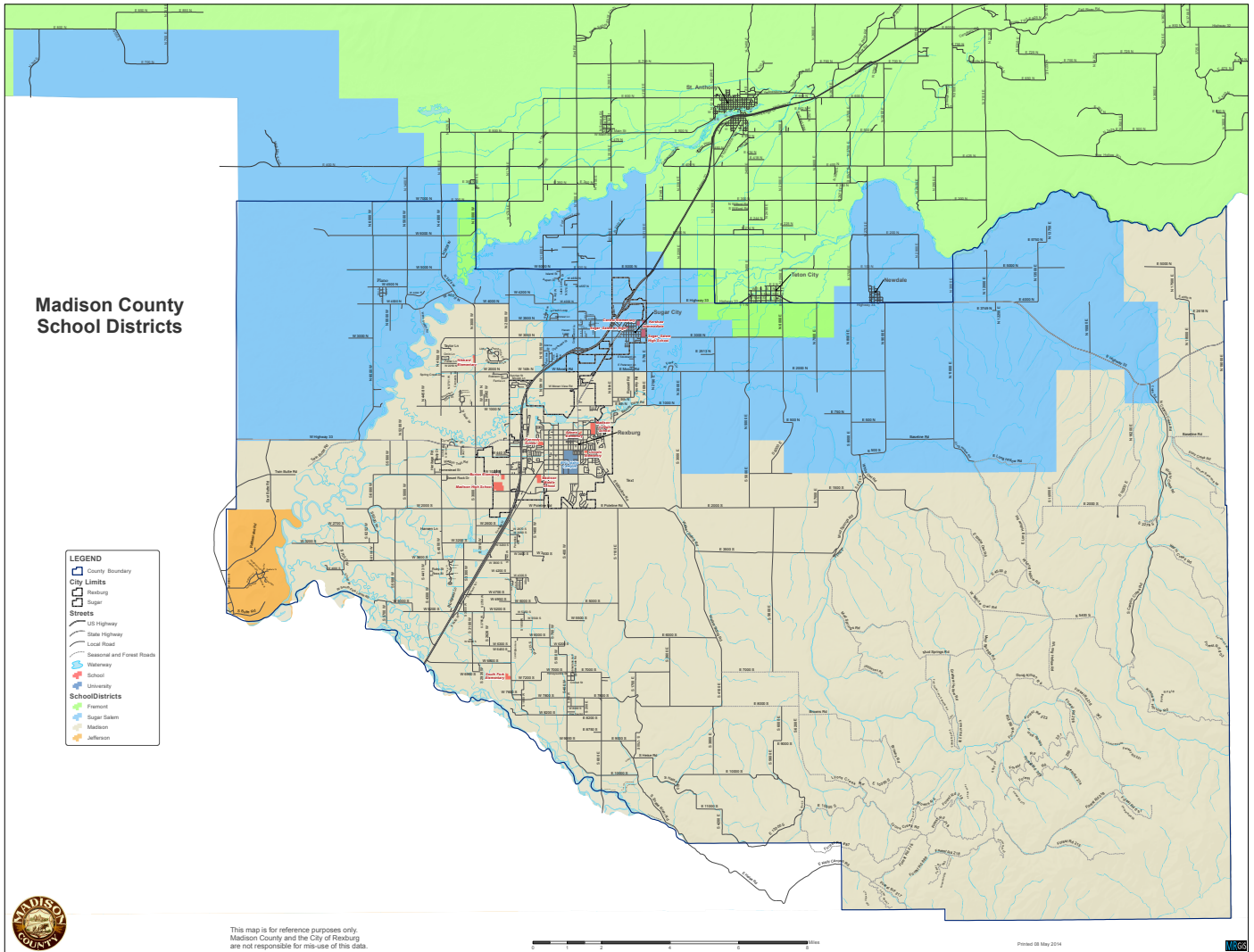
Sugar Salem School District #322 has five schools, all of which are found in Sugar City.

About one-third of the students live in Sugar City. The others come from Salem and surrounding areas as far away as Newdale, eight miles to the east and Plano, 10 miles to the northwest. Over 300 of the district's students live outside district boundaries but attend Sugar-Salem schools by choice.

Sugar-Salem schools are known for academic excellence, with the high school being one of two in Idaho designated a National Blue Ribbon School by the U.S. Department of Education. Sugar-Salem High School also boasts award-winning band, orchestra and drama programs and excels in competitive sports.

Map of District

Blue portion is Sugar Salem School District



Students and Teachers

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Total Students*	1438	1486	1477	1435	1530	1583	1558	1546	1576	1623
Total Teachers							82.6	83.6	84.6	87.9
Student Teacher Ratio	18.3	18.7	18.5	19.3	19.4	19.8	18.9	18.5	18.62884161	18.46
Students with Disabilities								120	127	130
Limited English Proficient Students							45	35	41	40
Limited English Proficient Teacher							1	1	1	1
Title I Teacher								1	1	1
Total Non-Resident Enrollees							218	263	310	
Preschool Teachers	1	1	1	1	1	1	1	1	1	1
Kindergarten Sections/Teachers	5/2.5	5/2.5	5/2.5	5/2.5	6/3	6/3	6/3	4/2	6/3	6/3
Elementary	18.5	19.5	20	17	19	17	15	16	18.5	21
Intermediate	11	12	12	11	13	14	13.99	13.99	14.99	18.33
Junior High	10	10	11	11.5	12.49	12.49	13.49	13.49	13.5	15.2
High School	22.5	22.5	22.5	21	23	22.9	23.09	24.09	25	28.1
Valley View HS	1	1	1	1.5	1.5	1.5	1	1	1	1
Special Education	6	6	6	6	6	6	6	6	7	7
Gifted and Talented	0.5	0.5	0.5	0	0	1	1	1	1	1
Total Guidance Counselors	2	2	2	2	2	2	2	2	2	3
Library Media Specialist	1	1	1	1	1	1	1	1	1	1
Paraprofessionals	50	50	56	61	61	55	48	41	41	48
Maintenance	9	8	6	8	8	7	7.5	7.5	7.5	8.5
Food Service	18	17	18	18	20	17	13	13	13	13
Transportation	15	16	16	17	19	16	16	16	15	14
District Administration	1	1	1	1	1	1	1	1	1	1
School Administrator	4.5	4.5	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
Secretarial	6	6	6	6	6	7	7	7	7	7
* Taken from day three of school year each year.										
** Estimated										

Facility Summary

School	Grade Levels	Year Built/age	Sq. Ft	Acres	#Classrooms	Enrollment	Years of additions	Heating	Type of Construction
Central Elementary	PreK - 3	1956/58	42099	15	22	450	68	Electric	Load bearing masonry
Central Portable Classroom	PreK - 3	2005/9	1900	NA	2	NA	NA	Electric	wood
Kershaw Intermediate	4 - 6	1964/50	39800	10	16	375	79, 82	Electric	Load bearing masonry
Kershaw Portable Classroom	4 - 6	2006/8	1900	NA	2	NA	NA	Electric	wood
Sugar Salem Junior High	7 - 8	1954/60	38000	4	19	275	76	Gas and Electric	load bearing masonry
Junior High Lunch Room	7 - 8	1979	3150	3		NA	NA	Gas	Load bearing masonry
Sugar Salem High School	9 - 12	1989/25	118000	30	48	500	2013	Gas and Electric	Steel Frame
High School Greenhouse	9 - 12	1995	360	NA	NA	NA	NA	Gas	Steel frame
High School Technology Annex	9 - 12	1999	2822	NA	NA	NA	2004	Gas	wood
High School Storage	9 - 12	1998	1702		NA	NA	2002	Gas	wood
Valley View Alternative High School	9 - 12	1996 pur in 08	616	NA	NA	15	NA	Electric	wood
Maintenance/Transportation Building	NA	1979	13350	3	NA	NA	NA	Gas	Load bearing masonry
Maintenance Storage Building	NA	2016	3000	2.2	NA	NA	NA	None	Steel

Test Performance

ISAT

The Smarter Balanced Assessment Consortium test (SBAC) replaced the old ISAT test in 2014-2015. The new SBAC, now again called the ISAT, was first taken in the spring of 2014 as a field test and no scores were provided to districts. The District first took the complete test in the spring of 2014/2015.

The public can see sample test items online at numerous sites by typing Sample SBAC or Sample Smarter Balanced Assessment Questions.

Spring 2015 ISAT Test Results						
ELA/Literacy		% Proficient		Math		
Grade	No. Tested	District	State	No. Tested	District	State
3	94	34	48	96	43	50
4	104	39	46	103	46	43
5	104	62	52	104	43	38
6	89	54	49	88	41	36
7	135	58	51	135	46	38
8	107	50	52	104	46	37
9	Not Tested					
10	118	72	60	119	37	30
11	23	22	61	21	10	35

Those marked in yellow are higher than the state average.

Spring 2016 ISAT Test Results						
ELA/Literacy		% Proficient		Math		
Grade	No. Tested	District	State	No. Tested	District	State
3	124	39	49	125	50	52
4	99	35	50	99	43	47
5	110	45	54	110	35	40
6	110	58	51	108	65	39
7	93	42	53	91	31	42
8	146	54	54	146	47	38
9	Not Tested					
10	128	77	62	128	46	31
11	Not Tested					

Those marked in yellow are higher than the state average.

End of Course Assessment (ECA)

End of course assessments are given in all grades from fourth through twelfth. Teachers use these scores to evaluate how well they are teaching the curriculum for their particular subject. Students also receive grades for each ECA they take and schools are working right now to standardize the weight these tests have on each students grade.

Idaho Reading Indicator (IRI)

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Endless research-based studies show reading skills are directly related to a child's success in school. Idaho Statute 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills.

At Grade Level, Near Grade Level, Below Grade Level are the three categories the state has designated on this test

Idaho Reading Indicator Results for Sugar Salem School District								
Percent of students At Grade Level								
Year	Kin	State	First	State	Second	State	Third	State
2010 - 2011	83.56	79.86	77.06	73.21	65.56	72.78	74.17	74.45
2011 - 2012	90.91	82.37	76.77	72.39	81.82	72.34	76.92	75.66
2012 - 2013	82.41	82.03	71.89	71.86	71.72	71.15	81.9	75.84
2013 - 2014	86.52	79.23	67.52	68.65	71	70.07	72.9	73.85
2014 - 2015	84	79.06	66	67.82	70	68.37	73	73.61
2015 – 2016*	79	60*	73	70*	67	80*	75	85*

* In 2015-2016 the state declined to give us the state scores. Instead they provided the state goals of 60% for Kindergarten, 70% for First Grade, 80% for Second Grade, and 85% for Third Grade.

ACT

Originally, ACT stood for American College Testing but in the mid 90's the name was changed to simply ACT. The Act scores reflect how successful graduates of Sugar Salem High School may be in post-secondary education programs. Students are tested on English, Math, Reading, and Science. Total ACT scores are shown below. It is noted that although we have nearly all of our students take the ACT, other districts in the state have only a small percentage of their higher students participate.

ACT Test Scores for Sugar Salem School District										
Year	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2009 - 2010	22		22.2	21.4	22.8	22.4	21.9	21.6	22.4	21.8
20110 - 2011	21.4		22.3	21.3	22.4	22.2	21.6	21.5	22.1	21.7
2011 - 2012	21.3	21	20.8	21.3	21.9	22.1	20.9	21.4	21.3	21.6
2012 - 2013	21.3	21.5	21.9	21.8	22.3	22.7	22.3	21.8	22.1	22.1
2013 - 2014	20.8	21.9	20.7	22	21.5	23	21.2	22.1	21.1	22.4
2014 - 2015	21.9	22.3	21	22.2	22.5	23.4	21.1	22.4	21.7	22.7
2015-2016	20.7	22.3	20.6	22.1	21.8	23.5	20.6	22.4	21.1	22.7

Advanced Placement Courses

Sugar Salem High School teaches Government, Calculus, English Literature, and Art (depending on student interest)

Sugar Salem High School								
	2010	2011	2012	2013	2014	2015	2016	2017
Total AP Students	32	30	22	28	28	12	20	8
Number of Exams	40	41	28	42	37	15	20	7
AP Students/Tests with 3+	19	20	20	21	20	11	10	5
% of Total AP Students with 3+	59.4	66.7	90.9	75	71.4	91.7	50	71.4
Idaho								
	2010	2011	2012	2013	2014	2015	2016	2017
Total AP Students	4823	5015	5501	5753	5693	6165	6777	7864
Number of Exams	8141	8615	9405	9767	9596	10476	11353	13233
AP Students with 3+	3329	3459	3817	3851	3848	4032	7095	7793
% of Total AP Students with 3+	69	69	69.4	67.2	67.6	65.4	62.4	59
Global								
	2010	2011	2012	2013	2014	2015	2016	2017
Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2352026	2496389	2,624,735	2,760,400
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4199454	4514151	4,740,278	5,002,582
AP Students with 3+	1,116,959	1,193,662	1,295,051	1,354,800	1442136	1514582	2,751,288	2,903,685
% of Total AP Students with 3+	60.2	60.2	61.5	60.9	61.3	60.7	58	58

Dual Enrollment

Dual enrollment classes are those where students take one class and get credit that applies to both high school graduation and college transcripts. The following table shows the number of students taking dual enrollment classes.

Dual Enrollment Classes Class	Student Enrollment (100% pass rate)							
	2010	2011	2012	2013	2014	2015	2016	2017
Psyc 101	47	43	33	54	44	49	57	23
Engl 101	4	1	5	14	1	8	23	26
Engl 102				8	1	0	NA	4
Engl 110			0		0	NA	NA	NA
Math 1153 Statistics			0	20	0	NA	NA	NA
Comm 101			5	12	18	8	10	21
Hist 1101	6		2	6	0	NA	3	NA
Hist 111			2	11	17	NA	NA	NA
Hist 112			0	3	0	2	NA	NA
Pol Sci 101			2	0	4	NA	4	NA
Cert Nurs Asst	18	16	8	8	2	16	8	8
Com Info Systems 101		8		7	25	NA	NA	NA
Comp Network 101	3	9	3	7	3	NA	NA	NA
PHYE 155 Health and Well		58	26	21	50	44	96	69
Health 101	30				0	NA	NA	NA
Math 144		22	21	25	23	20	14	27
Math 143 Pre-Calc		32	36	30	26	30	18	30
Span 101			0		0	NA	NA	NA
Econ 202			3		0	NA	0	NA
Math 1170 Calculus					8	14	11	9
Phil 103					1	NA	NA	NA
Soc 101						2	8	7
Geology 104								38
Geology 101								69
Intermed Algebra					1	NA	NA	NA
Total	75	60	57	136	224	193	252	331

Graduation Rate

The graduation rate at Sugar Salem High School is at, or near, 100% every year. Occasionally, there is one student who does not graduate but our school is very good at helping every student to make the progress needed.

Attendance at Post Secondary Institutions

Although state data shows a low number of students attending post-secondary institutions immediately after graduation from high school, a majority of students serve a mission for the Church of Jesus Christ of Latter Day Saints. For young men that experience is for two years and for young women it is for eighteen months. After that, a high percentage of our students attend post-secondary colleges and universities. We do not have data on what that percentage is, however.

Curriculum

The State of Idaho has officially adopted the Common Core Curriculum and required its schools to do so as well. Sugar Salem School District has been proactive in the adoption cycle and has fully accepted the new curriculum.

Extra-Curricular Activities and Awards

Sugar Salem School District has a long and rich tradition of outstanding achievement in extra-curricular activities.

In 1918 the district won its first state title in Boys' Basketball. The next title came in 1962 with another title in Boys' Basketball. In 1973 there was another state Boys' Basketball title. 1983 brought the first Girls' Basketball state championship. As time has gone on our championships have come more and more frequently. In total there are 68 state championship banners in our gymnasium and some in almost every sport including boys' and girls' basketball, volleyball, girls' and boys' track and cross country, wrestling, and cheerleading. There are also well over 100 district championships.

We have also won numerous state awards in Speech, Debate, and Drama. Notably, Drama has won state championships thirteen times since 1999.

Our recently created Academic Decathlon team took state in 2014-2015 and went to Nationals in Hawaii, raising their own funds with a completely volunteer coach. They followed that up with a state championship in 2015-2016 and traveled to Alaska for Nationals, again with a volunteer coach and by raising all funds themselves.

The past few years we have had seven individual students win state sportsmanship awards and ten times we have had teams win the state sportsmanship award.

Our high school was named a National Blue Ribbon school in 2013-2014 with its Principal, Jared Jenks who received the Terrell H. Bell award for outstanding school leadership from the U.S. Department of Education. He was also named Idaho Principal of the Year in 2014. Our high school was one of three in the United States to be featured by the National Blue Ribbon Schools Association and information about Sugar Salem High School's success was sent to schools around the country as a highly successful school and one which other schools can look to and emulate.

Sugar-Salem High School has been awarded a silver or bronze star from the U.S. News and World Report for the past nine years for success on AP tests and academic performance. 2008-2015.

In 2015, Sugar-Salem High School was recognized on the Top 500 list of "Beating the Odds" of Newsweek Magazine. Sugar-Salem was awarded this distinction due to helping students be successful academically a low socioeconomic school.

In 2012, Sugar-Salem High School was recognized by Top High Schools in the USA.Com for academic performance.

In 2013, the Idaho Department of Education recognized Sugar-Salem High School as an “Exemplary Improving School”. This was an award for improving reading scores by 11 points and math scores by 14 points on the ISAT.

In 2016 Central Elementary and Connie Dunn, PE Teacher, were awarded the Let’s Move Active Schools (LMAS) Physical Education. This is the highest award given nationally for physical education. This award was for the quality of the PE program at Central Elementary.

The 2016/2017 school year was what some might call a “Banner” year! The district received more state championship banners than any year in its history! In fact, to the best of our knowledge, the highest number of banners we have gotten previously in one year has been four, a fantastic accomplishment. **This past year student academic and athletic teams have doubled that, garnering eight 1st place trophies and banners.** Some of our teams are developing a reputation as being the best, year after year.

Starting in the fall, **Boys’ Cross Country** took 1st place over a plethora of tough teams. It is notable that the Girls’ Cross Country team came very close to joining the boys with a banner, taking 2nd place at state. The boys set a 3A record for the lowest team score ever recorded, 21 points. They did that by finishing 2, 3, 4, 5, and 7 in a field of over 120 runners. The low score wins in CC, which is sometimes confusing. The team also received a national award from the United States Federation of Coaches. Our team was voted Co-National Division II Champion for teams under 700 students.

Competition in **Volleyball** is always tough, but our girls rose to the occasion, beating an outstanding field of competition to get another 1st place banner. Head Coach, Cami Dodson says, “the girls were able to overcome a host of injuries and they used those injuries to help stay focused on goals and work even better as a unit.” She feels that, in volleyball, team play is especially important and that one of the main factors in winning the Championship was the girls’ dedication to playing and working together. The final game pitted state powerhouse, Timberlake, against Sugar. Coach Dodson says that although their hitters and setters had been very well-prepared for us, and they had played great defense all year long, our girls didn’t lose their composure. “In fact,” she says, “our girls got stronger as the game went on. Our girls didn’t let anything drop in that final game and our hitters kicked in so we were able to run all the options we have trained for.”

Our **Drama team**, not surprisingly, brought home another state 1st place award. Over the past 20 years they have been considered the most accomplished team in the state, even when compared to 4A and 5A schools. Our students took home the state banner last year as well as this year. This year Julianne Gee, Miranda Fullmer, Stockton Rose, Jenna Henry, Maigan Williams, Mary Estes, Maggie Campbell, and Josh Sevy made it into the semi-finals. Coach Nancy Robinson says that, “In finals Mary and Maigan did a pantomime and Maggie and Josh were in Solo Musical Theater. This was one of the most competitive years we have ever seen, and I am especially proud of how well our students performed!”

In March, Sugar-Salem’s **Academic Decathlon** team took first place in their division at State, bringing home a total of 76 individual medals and three college scholarships. They also beat out the larger schools to take the overall trophy, qualifying them to represent Idaho at Nationals held in Madison, Wisconsin. In this program, students compete in ten events, ranging from math and science to the fine arts, all of which have focused this year on the theme of World War II. Preparation centered on these subjects throughout many personal study hours and weekend study sessions leading up to Nationals. In Wisconsin, team members were able to connect with competitors from across the nation and from other countries such as England and China. Lindsay Wise, Logan Weaver, Sevanna Baird, and Jacob Andrews won individual medals, and Sugar-Salem set a new team record, pulling ahead of Hawaii to take fourth in their division.

There are approximately 20 teams who send **wrestlers** to state and our team came out on top this year. Sixteen of our athletes qualified to compete. Sophomore, Jon Marin, Sophomore, Dylan Glider, Sophomore, Caleb Norman, Freshman, Ken Copley, Senior, Seth Price, and Senior, Colby Ingram made it into the semi-final round. Jon and Ken made the finals with Jon being named state champion and Ken taking second. Dylan, Seth, and Colby each garnered a third. Coach Glider states that, “many other young men garnered points making the win at state truly a team effort.” It is notable that Coach Glider was named “Coach of the Year” by both the Idaho High School Activities Association as well the Idaho Falls Post Register.

Although an underdog most of the year, our **Boys’ Basketball** Team came together at just the right time to take a highly contested State championship. Parker Miller’s slam dunk in the game against Gooding summed up their winning attitude. Coach Shawn Freeman says that he is so proud of how well the boys stayed focused on their goals and worked together as a team. He stated that he would rather be at Sugar than anyplace else! Coach Freeman received several awards himself. He was named coach of the year by the Idaho High School Athletic Association. The Standard Journal named Hayden Wood the Boys’ Basketball Player of the Year and the team as the “Team of the Year” at the SJ Sports Stars Celebration held at our high school.

When talking basketball, we have to mention that **our girls’ team was ranked #1 for most of the year** and lost only to a scrappy Timberlake team. They ended up taking second in the state tournament.

It’s incredible when a team takes one title but when both boys and girls take a sweep it is doubly special. This is what our **boys and girls did in Track** this past year. There are 21 schools in the 3A ranks and both our teams were number one again. In the past 6 years the boys have won the state 4 times, as have the girls, but they have swept both boys and girls together in the same year in 2013, 2014, and 2017.

Coach Brett Hill was named the state coach of the year for both boys and girls 3A track. He also received the award for Distinguished Coach of the Year, which encompasses all divisions in the state and qualified him to compete for the national award. Currently, Coach Hill is a finalist for that award!

State Championships since 2001-2002 school year. (49)

- Wrestling State Championships 2002, 2003
- Volleyball State Championships 2003, 2006, 2007, 2008
- Girls Track State Championships 2007, 2008, 2010, 2012, 2013, 2014
- Boys Track State Championships 2013, 2014, 2015
- Girls Basketball State Championships 2007, 2009, 2011, 2015
- Boys Cross Country State Championships 2009, 2015
- Girls Cross Country State Championships 2012, 2013
- Cheerleading State Championships 2006, 2007, 2008, 2012, 2013, 2014, 2015
- Drama State Championships 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2015
- Speech State Championships 2001, 2002, 2003, 2004, 2005, 2007, 2008, 2009, 2010

Academic State Championships

- Volleyball 2006
- Boys Cross Country 2007, 2010, 2011

- Krista Bustamante 2006
- Devin Bean 2009
- Amree Bean 2015

State Sportsmanship Awards

- Volleyball 2006
- Girls Basketball 2007
- Boys Soccer 2008, 2009
- Girls Soccer 2010

Individual Sportsmanship Awards

- Ken Ward 2002
- Madeline Brown 2007
- Jocelyn Ostermiller 2010
- Vanessa Hawkes 2011
- Kevin Zhao 2012

Three “Interscholastic Star” recipients:

Since 2001, Sugar-Salem High School has earned over 60 district championships

Financial Data

		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016-2017
Revenues	Local Sources						
	Property Taxes	\$501,892	\$983,163	\$866,160	\$992,658	\$1,317,171	\$1,165,521
	Earnings on Investments	\$22,816	\$10,632	\$3,615	\$3,847	\$11,312	\$29,265
	Lunch Sales	\$198,638	\$204,809	\$207,590	\$207,405	\$220,999	\$233,131
	Other	\$450,770	\$173,565	\$156,768	\$193,657	\$155,677	\$184,166
	State Sources						
	State Apportionment	\$6,188,018	\$6,628,921	\$6,971,112	\$7,213,029	\$7,658,708	\$8,129,810
	Other	\$478,489	\$1,136,407	\$2,012,516	\$1,335,344	\$1,274,033	\$1,386,815
	Federal Sources						
	Educational Programs	\$1,217,024	\$1,168,757	\$1,287,383	\$1,161,501	\$1,167,759	\$1,079,591
	Total Revenues	\$9,057,647	\$10,306,254	\$11,505,144	\$11,107,441	\$11,805,659	\$12,208,299
	Student Enrollment	1530	1583	1558	1546	1,573	1,611
	Amount per student (st/state appor)	\$4,044	\$4,188	\$4,474	\$4,666	\$4,869	\$5,046
Expenditures	Instructional	\$5,985,127	\$6,343,684	\$5,910,409	\$5,856,203	\$6,066,748	\$6,200,803
	Pupil Support	\$227,340	\$250,589	\$212,446	\$155,518	\$128,087	\$115,284
	Staff Support	\$148,862	\$148,869	\$291,613	\$190,278	\$278,125	\$540,403
	District Admin	\$198,652	\$204,953	\$278,498	\$273,052	\$207,321	\$248,820
	School Admin	\$513,029	\$560,228	\$568,800	\$544,397	\$584,375	\$607,962
	Business Services	\$121,895	\$110,310	\$143,985	\$110,207	\$145,449	\$111,494
	Operations	\$771,460	\$762,970	\$809,626	\$797,168	\$874,402	\$955,121
	Security	\$26,093	\$25,940	\$45,905	\$0	\$0	\$0
	Transportation	\$435,837	\$447,111	\$432,826	\$407,325	\$396,936	\$429,165
	Non-Instructional	\$776,180	\$1,001,047	\$1,083,805	\$733,502	\$778,306	\$848,515
	Bond/Levy Payments	\$520,000	\$540,000	\$1,020,000	\$1,050,000	\$1,070,000	\$1,090,000
	Bond/Levy Interest Payment	\$30,246	\$100,724	\$91,600	\$70,750	\$49,450	\$22,175
	Total Capital Outlay	\$42,000	\$3,148,480	\$2,430,015	\$144,219	\$214,323	\$503,048
	Total Expenditures	\$9,796,721	\$13,644,905	\$13,319,528	\$10,332,619	\$10,793,522	\$11,672,790
	Other financing (bond/levy)	\$201,907	\$5,505,998	\$920	\$0	\$0	\$0
	Fund Balance (M&O)	\$258,101	\$105,543	\$155,545	\$514,892	\$884,079	\$854,249

Historical Information on Tax Levies

Sugar Salem School District has always been very cautious about using its taxing authority to support public education.

Two bonds were passed in the 1980's to build the High School and Kershaw Intermediate. These were so long ago, that the levy rates and property value amounts are rather irrelevant when we consider the history of tax levies in this District.

The last property taxes to pay off the High School were levied in 2003, received in 2004 and paid out in 2004 when the bonds were retired. That levy rate for the year was .006618880, or \$661.89 per \$100,000 of taxable property value.

In 2004, 2005, and 2006, the district had a plant facility levy to be used to upgrade our school buildings. The levy rates for these fiscal years were .005600766, .004618543, and .004020556 respectively. These funds were used for such things as upgrading the telephone system in the district, purchasing buses, a major roof repair on the Junior High School and other needed maintenance items.

In 2008, as the plant facility levy ended, the district passed a bond to be used for the same purpose as a plant facility levy. We passed a bond in order to be able to take advantage of Idaho's bond levy equalization program. Over the life of the bond, we have realized 2.5 million dollars' worth of benefit while levying taxpayers in our District about 1.8 million in property taxes. The other \$700,000 came to the District from the state's bond levy equalization program. The levy rates from 2008 to 2011 were .003046113, .002379762, .002057117, and .003494298 respectively. In 2010, the patrons of the District also approved a two year supplemental levy in the amount of \$450,000 per year.

In May of 2012, the patrons of the District approved a five year, \$5,345,000 bond to be paid off by February 2018. The bond was used to pay for an addition on the high school, and make necessary repairs at all schools. The levy rates for FY2012 to FY2015 were .001982615, .004061269, .003446635 and .003965498 respectively.

In May of 2015, a supplemental levy for \$450,000 per year for two years was approved. The district will use these funds to purchase textbooks, copy machines, computers, bleachers, a new maintenance shop, and lunch tables. It will also use the funds to make necessary repairs, hire a resource officer, and give a stipend to extra-curricular staff members. The levy rate for the 2015-16 school year was .005113926. The levy rate for FY2017 (2016-17 school year) is still being determined because the taxable value of all properties within the district has to be determined by Madison and Fremont counties each year.

Historical Tax Levy Rates:						
2016	0.005113926	Supplemental levy passed for 450,000 for two years.				
2015	0.003965498					
2014	0.003446635					
2013	0.004061269	5 year Bond Passed on Aug 8,2012 - \$5,345,000 (Final Payment due Feb. 15, 2018)				
2012	0.001982615					
2011	0.003494298	Supplemental levy passed for 450,000 for two years.				
2010	0.002057117					
2009	0.002379762	5 year Bond Passed - \$2,490,000 (Final payment made in 2013)				

Grants

Sugar Salem School District has applied for and received numerous grants during the past few years. These include:

- 300.00 – Beyond Question for classroom “clickers”, Darla Arnold, 2008
- 10,000.00 - Qwest/CenturyLink technology grant, Fred Woolley, 2010
- 10,000.00 – Qwest/CenturyLink technology grant, Jared Gee, 2010
- 450,000.00 - One to One Device Grant from the Idaho State Department of Education, Spring 2013
- 16,000.00 – Science Grant from the Coeur d’Alene Indian Tribe in Eastern Idaho, Spring 2014
- 5000.00 – School Net Grant, Idaho Department of Education, Fall 2012
- 100,000.00 – Technology Grant, Idaho State Department of Education, Spring 2012
- 3000.00 – Superintendent Network Grant, Idaho State Department of Education, Spring 2012
- 1400.00 – Fuel Up to Play, Idaho State Department of Education, Spring 2013
- 500.00 – Dairy Council of Idaho, Fall 2013
- 5000.00 – Wellness Grant, Idaho State Department of Education, Spring 2014
- 1500.00 – Madison Memorial Hospital, Jared Gee, Spring 2014
- 25,000.00 – Childhood Obesity Prevention Grant, Blue Cross of Idaho, Fall 2013
- 2500.00 – Fuel Up to Play, Idaho State Department of Education, Fall 2014
- 5000.00 – Orchestra grant from Basic American Foods, Fall 2014
- 5000.00 – Gifted and Talented Grant from the Community Hospital Corporation, Sterling Wilford, Summer 2015
- 4800.00 – Technology grant for iPads, Holly Harrison, 2014
- 5000.00 – Library Grant to Central Elementary, Sheri Vail, 2014
- 3200.00 – Math Grant to Central Elementary, Fay Harris and Cira Neilson
- 5000.00 – Fuel Up to Play, Central Elementary, Connie Dunn, Fall 2015
- 750.00 – Cap Ed Foundation, Jared Gee Spring 2015
- 1500.00 – Exploring Computer Science Grant, Jim Winn, Fall 2015
- 2000.00 – Orchestra grant from the Lee family, Fall 2015
- 4000.00 – Central PE grant from Fuel Up to Play, Fall 2015
- 1000.00 – Central PE Team Nutrition Grant, Fall 2015
- 3000.00 – Team Nutrition Grant for Kershaw, JH, and HS, Fall 2015
- 5000.00 – CHC Foundation for Gifted Education, Winter 2015
- 7000.00 – CHC Foundation for Gifted Education, Spring 2016
- 4000.00 – Central PE grant from Fuel Up to Play, Fall 2016
- 1000.00 – Central Presidential Youth Fitness Grant, Fall 2016
- 3250.00 – CHC grant for Orchestra, Fall 2016
- 2000.00 – Idaho Community Foundation, Fall 2016
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SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

Strengths

Staff members who are committed to education. They sacrifice time and go above and beyond.
Very good administration – principals and superintendents
Trustees who are positive and committed to education
Patrons and parents who are supportive of education and want their children to learn
Parents who want to be involved and in the schools
Community has a very high level of the same desires and goals for the district
District is above the state average in Math and Reading
High expectations by all stakeholders
District is always looking to improve and change
Better understanding of financial issues
No gangs, positive and ethical student body
Dual credit / IEN college credit opportunities
Good local resources – college
Technology – District has excellent access to technology for students and staff
Extracurricular success is excellent

Weaknesses

Staff insurance benefits are very expensive
Too high staff turnover
Not enough staff in maintenance and food service
State funding is too low. Staff pay is too low.
Communication with patrons needs to be more proactive
Could be higher academically. Too low in Language Arts.
Need better public relations
Geographically spread out and diverse which affects communication
District has high economic diversity and beliefs about educational funding

Opportunities

Lower funding has helped district tighten its belt and become more frugal and responsible in its spending
Small district size allows us to react more quickly to needed changes
Homogenous community values create opportunity for positive change
There is an opportunity to improve communication
Funding level creates opportunity to propose supplemental levy
More ACT preparation
Have had opportunities to do a great deal with technology
Need to do more grants

Threats

Community misunderstanding and gossip travels very quickly
Low funding – fear factor
Poor media coverage
Political issues or negative feelings from legislature
“Happy Valley” concept creates false sense of security
Apathy – Things are fine how they are and we don’t need to change
Student use of technology is not always academic at HS

Continuous Improvement Goals

District progress on the above data will be reviewed each year by the Continuous Improvement Planning Committee and goals will be revised according to district needs.

Student Achievement

Board member overseer – Kristin Galbraith

1. 75% of students in grades k-3 will be proficient in reading as measured by the Idaho Reading Indicator.
2. Every student will know and understand the ISAT format and question strategy.
 - a. Every Math and LA teacher will provide and cover one ISAT sample question per week in grades 3-8 and 10.
 - i. Teachers will provide cross-curricular questions as posed on the ISAT
 - b. Call other districts, which have excellent test scores, exploring what they are doing to raise test scores.
 - c. Review common core standards – How often do they review them.
 - d. There will be intra-grade correlation between 3/4, 6/7, and 8/9
 - e. Communicate with parents the changes we are seeing in our district between old and new curriculum. (Mary Louise)
 - f. Principals will provide teachers with sample test questions and review the format of the test with all teachers. (Done)
 - g. Teachers will provide students with sample test questions and review the format of the test with all students. Teachers should spend some time weekly with students in review of the SBAC. (In process)
 - h. Links to Training and Resources will be posted on the District website.
 - i. Administration will provide time for collaboration with other districts and teachers and between our staff members for communication and development concerning the SBAC. (Mary Louise Barney – In Process)
3. Higher percentages of students will take the ACT test preparation class taught at the high school.
 - a. Counselors, teachers, and administrators will promote the ACT prep class to all students and parents
 - i. Explanation of ACT prep class in school newsletter.
 - ii. Explanation of ACT prep class on website.
 - iii. Counselors will review ACT prep class with students as they counsel with them on class scheduling.
 - iv. Administration will encourage eighth grade students to take the ACT class in high school.
 - v. Teachers and administrators will improve and update curriculum in the ACT test preparation class.
 - b. Promote the ACT Gradpoint class for all students in 10th through 12th grades.
(ACT Preparation Classes are an elective. Classes are large. No funding for further expansion)
4. During the 2016/2017 school year the high school administration will plan to transition from the ACT test for most students to the SAT.
 - a. Appropriate teachers will take the SAT
 - b. Counselors and College Prep staff will gain knowledge about the SAT
 - c. High School Administration/Counselors will provide information about the transition to teachers, parents, and students.

- d. High School Administration/Counselors will provide information about the SAT to teachers, parents, and students.
- e. High School staff will prepare SAT preparation class for implementation during 17/18 school year.
 - i. This class should be prepared for implantation on both an in-person basis as well as online.
5. The HS administration/Counselors/Parent/Teacher group will create a program to help incoming freshmen better transition from the JH to the HS.
6. Word Processing – Students will improve their word processing skills.
 - a. Third Grade – students will know and be able to use the home row keys without viewing their fingers. (Done)
 - b. Sixth Grade – By the end of their sixth grade year, students will be able to type using the home row, tab row, and shift row, at 25 words per minute. (Done)
 - c. Eighth Grade – By the end of their eighth grade year, students will be able to type, using all keys, at 40 words per minute. (Rule is that if they get 40 wpm don't have to take HS course. If under then course is required)
 - d. Twelfth Grade – By the end of their twelfth grade year, students taking the keyboarding class will be able to type, using all keys, at 50 words per minute.

Communication

Board member overseer – Doug McBride

The district collectively will improve communication with each of the following groups:

1. Parents/Patrons
2. Faculty, Staff, and Administrators
3. Board of Trustees
4. Students

Action steps to accomplish these goals include:

Parents/Patrons

1. The superintendent and principals will concentrate, in the school year 2016-2017, on identifying a method of communication with parents and patrons that can be universally accepted to the best of their abilities. This one method should be advertised as the major communication channel. Other communication methods can and should be used to help enhance the communication process.
2. The superintendent and principals will work on developing a quarterly district newsletter with information about district events and activities as well as the state of district finances and other pertinent issues.
3. Superintendent will oversee the district website and ensure that information is accurate and updated regularly.
4. Principals will oversee the process of their own school website with current information about their school, faculty, and staff that can be linked to the district website.
5. Principals will promote encouragement for parents/patrons to keep themselves informed about the functions and activities of the school.

Faculty, Staff, and Administrators

1. The superintendent will concentrate in the school year 2016-2017 on identifying a method of communication with faculty, staff, and administrators that can be universally accepted. This one method should be advertised as the major communication channel. Other communication methods can and should be used to help enhance the communication process.

2. The superintendent will provide training on all newly revised or adopted board policies and procedures.
3. Faculty and Staff will make every effort to be informed of district updates and instructions, and be willing to offer suggestions on communication improvements.

Board of Trustees

1. The superintendent will communicate via email to board members with updates and information pertinent to their functions as school board members.
2. Board of Trustees members will be active listeners and make sure that their zones are properly represented.

Students

1. Principals will provide students with resources to increase awareness of assignments and school activities. School Councilors should be actively notifying students of upcoming opportunities for scholarships, class schedules, volunteer and other learning opportunities.
2. Students will be encouraged to be active in keeping themselves informed and to participate in opportunities to enhance their learning experiences.

Funding

Board member overseer – Greg Stoddard

1. Utilize resources more efficiently through maintenance repairs, equipment updates, and power management.
2. Analyze what areas need the most assistance through budget reviews and revisions to our maintenance plan.
3. Pursue alternative revenue sources for extra-curricular activities.
4. Create a competitive compensation package to reduce employee turnover.
5. Quarterly reports of individual school activity funds.
 - a. November, February, May
6. Disseminate monthly levy expenditure reports.
7. Maintain transparency in all financial matters.
8. Create and maintain a fiscally responsible saving account and as a district become more proactive vs. reactive.
9. Find avenues and connections to our Idaho state congress and senate in order to maintain pressure on legislature to procure and allocate additional funding for education.