Canyon-Owyhee School Service Agency (COSSA)

19-20 Strategic Plan

Revised by CIT: June, 2019
Community/Stakeholder Group Review: June 11, 2019
Board Approved: July 15, 2019
COSSA Foundation Review: July 16, 2019

School Improvement Team (CIT) members who contributed to the initial draft revision include:

- J.E. Bechtel, Maintenance Supervisor/Safety Officer
- Patricia Frahm, Business/Math Teacher
- Joetta Fulgenzi, Psychologist
- Kelli Korn-Giokas, EMT Instructor
- Jennifer Hansen, Occupational Therapist
- Chynna Hirasaki, Special Education Director
- Sara Hodges, Special Education Support
- Catherine Iaderosa, Special Education Teacher
- Joy Kaplan, Counselor
- Shelby McRae, Welding Instructor
- Diane McSherry, Special Education Teacher
- Isaac Moffett, Social Studies Teacher
- Harold Nevill, Ph.D., COSSA CEO
- Rebecca Owen, Math Teacher
- Robin Peterson, Science Teacher
- Richard Ray, Residential Construction Instructor
- Kristine Rios-Villegas, Special Education Support
- Kris Seaman, Special Education Teacher
- Janie Willden, Registrar
- Mark Winton, Automotive Technician Instructor
**COSSA and CRTEC Mission and Vision Statements**

1. From the Bylaws of the Canyon-Owyhee School Service Agency (COSSA), amended 6-18-12:

   **MISSION STATEMENT:** The mission of the Canyon-Owyhee School Service Agency is to provide educational services for all eligible children and to develop cooperative efforts that enhance the effectiveness of the individual districts.

   “Educational services” include: alternative education provided by the COSSA Academy Alternative Junior/Senior High School, Career and Technical Education (CTE) provided by the COSSA Regional Technology and Education Center (CRTEC), and Special Education and Gifted/Talented services – the majority of which are provided at the students’ home schools.

2. From the COSSA Personnel Handbook, revised and adopted August, 2019:

   **MISSION STATEMENT**
   In accordance with COSSA’s Bylaws, the mission of the Canyon-Owyhee School Service Agency is to provide educational services for all eligible children and to develop cooperative efforts that enhance the effectiveness of the individual districts.

   “Educational services” include: alternative education provided by the COSSA Academy Alternative Junior/Senior High School, Career and Technical Education (CTE) provided by the COSSA Regional Technology and Education Center (CRTEC), and Special Education and Gifted/Talented services – the majority of which are provided at the students’ home schools.

3. From the CRTEC Teacher-Student-Parent Handbook, revised and adopted August, 2019:

   **CRTEC’S MISSION STATEMENT**
   At CRTEC, learning occurs: for every student, every day, in every way!

   **CRTEC’S VISION**
   Students succeed at whatever they do after they leave CRTEC – work, higher education, the military. Our students become productive, contributing members of society.
## COSSA Academy* Student Demographic Data
### School year indicated

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25-May-17</td>
<td>5-Jan-18</td>
<td>15-Oct-18</td>
<td>26-Sep-19</td>
</tr>
<tr>
<td></td>
<td>9-12</td>
<td>7-8</td>
<td>Total</td>
<td>9-12</td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td>13</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>4</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>White</td>
<td>57</td>
<td>12</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>45</td>
<td>5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>105</td>
<td>17</td>
<td>122</td>
<td>123</td>
</tr>
<tr>
<td>IEP</td>
<td>33</td>
<td>6</td>
<td>39</td>
<td>32</td>
</tr>
</tbody>
</table>

*Demographic data for COSSA Regional Technology and Education Center (CRTEC) and for COSSA Special Education students whose services are provided in the students’ home school is not reported as this data is already reported by the students' home school.*
For the 2019-2020 school year, COSSA staff chooses to plan for improvement in six vital areas, with the following overall priorities:

1st   Facilities
2nd   Employee relations
3rd   Stakeholder relations
4th   Student achievement*
5th   School improvement
6th   Student life

*Student achievement goals include mandated State Department of Education (SDE) goals promulgated on the SDE website.

Overall priorities are not listed in any preferential order. Sub-goals within overall priorities are listed in preferred order.

1. Facilities

Vision:  “CRTEC will remain the model of a state-of-the art Alternative and Career and Technical School (CTS), and will enjoy state-of-the-art Special Education facilities.”

Sub-goal 1: Install a shower, and washer/dryer, for students, at CRTEC.

Tasks to achieve this Sub-goal:

1. Determine possible locations and/or options. Consider something outside of the CRTEC building.

2. Engineering plans created in 2019-2020 school year.

Sub-goal 2: Expand CRTEC kitchen facilities.

Tasks to achieve this Sub-goal:

1. Architects have a basic plan we can work toward. The goal of that plan is to build an industrially appropriate training kitchen.

2. Use grants to pay for walk-in chiller and freezer.
2018 Status: Three industrial stoves and a freezer were purchased with CTE PQI grant funds. Conversion of the FCS classroom (removal of carpet, etc) continues.
2019: Plan to submit NSLP equipment grant in fall, 2019.

**Sub-goal 3:** Increase number of available classrooms

Tasks to achieve this Sub-goal:

1. Architects have a basic plan for a 4-classroom addition to CRTEC the north
2. Use grants to pay for routine items to allow saving for the approximately $1M required for this project

2017 Status: Architectural plans complete. No funding available to expand.
2018 Status: No change.
2019 Status: Day Care move (sub-goal #4 below) will offer one additional classroom.

**Sub-goal 4:** Move the Day Care Building onto COSSA property (near the solar array) and use the second half of the building as a classroom or computer lab.

Tasks to achieve this Sub-goal:

1. Contact modular moving company for an estimate
2. Determine ability to hook to City services

2017 Status: Funds have not been available to begin this project.
2018 Status: No change.
2019 Status: Plan to use non-spent insurance payment to move Day Care to CRTEC grounds in summer 2019.

**Sub-goal 5:** Build a steam cleaning area for auto/diesel.

Tasks to achieve this Sub-goal:

1. Architects have a preliminary plan.
2. Shift of Perkins funding to “facility upgrade” may allow some of this project to be completed.

2017 Status: Architectural plans have been created.
2018 Status: Jeker grant for $12,500 obtained.

**Sub-goal 6**: Build a parking lot/metal storage area for welding

Tasks to achieve this Sub-goal:
1. Develop engineering plans
2. Search for funding

2017 Status: Funds have not been available to begin this project.
2018 Status: No change.
2019 Status: No change.

**Sub-goal 7**: Build a developmental pre-school on CRTEC site (or perhaps at Notus?).

Tasks to achieve this Sub-goal:
1. Develop architectural plans
2. Search for funding

2017 Status: Funds have not been available to begin this project.
2018 Status: No change.
2019 Status: No change.

**Sub-goal 8**: Build Intro to Auto/Diesel shops at each consortium high school

Tasks to achieve this Sub-goal:
1. Determine feasibility of building a simple metal shop at Pama, Notus, and Marsing high schools for use by our Intro to Auto/Diesel students

2017 Status: Funds have not been available to begin this project.
2018 Status: No change.
2019 Status: 2-Post Vehicle Lifts offered to PHS and NHS for 2020 school year.

**Sub-goal 9**: Upgrade special education self-contained facilities (modulars) at consortium schools

Tasks to achieve this Sub-goal:
1. Determine feasibility of building new self-contained facilities
Sub-goal 10: Build a dedicated parking lot for staff

Tasks to achieve this Sub-goal:

1. Maintenance Department to research need and ability to create

Sub-goal 11: Build a storage area in the bull pen for auto.

Tasks to achieve this Sub-goal:

1. Determine funding options.
2. Determine best location.

Sub-goal 12: Construct a new bus lane from Penny Lane to the east side of CRTEC

Tasks to achieve this Sub-goal:

1. Develop engineering plans

Sub-goal 13: Widen the east-west road on the north end of CRTEC in conjunction with the north expansion project. Create a student entrance on the north end. Construct a turn-out and covered student entrance

Tasks to achieve this Sub-goal:

1. Develop engineering plans
2. Employee relations

Vision: “COSSA will pursue innovative ways of increasing employee pay and quality of life”.

COSSA will achieve this vision by meeting these sub-goals:

Sub-goal 1: Expand options for employees to use their health benefit contribution from COSSA.

Tasks to achieve this Sub-goal:

1. A team of CEA members continues to explore possibilities.

2018 Status: Employees are able to opt out of coverage, but are not yet able to be paid “in lieu” of coverage.
2019 Status: No change.

Sub-goal 2: Reduce the out-of-pocket expenses of COSSA employees for health benefits.

Tasks to achieve this Sub-goal:

1. A team of CEA members has assembled to identify alternatives to the Blue Cross benefits package.

2017 Status: The CEA team previewed the 2017-2018 benefits plan. This preview will continue in future years. CEA’s concern is that if COSSA shifts coverage to a new provider in order to reduce costs that coverage will be worse in the long run.
2018 Status: No change.
2019 Status: No change.

Sub-goal 3: Create employee tuition assistance program.

Tasks to achieve this Sub-goal:

1. Research how, and at what costs, other districts operate employee tuition assistance programs.

Sub-goal 4: Increase employee pay – certified above the $50K ceiling and classified to a living wage.

Tasks to achieve this Sub-goal:
1. Develop budgets that allow a certified salary ladder above what the state pays on the career ladder.

2. Develop budgets that allow greater than 3% increases in classified salary per year.

**Sub-goal 5**: Fund an IT support position for all COSSA programs.

Tasks to achieve this Sub-goal:

1. Fund a part-time, traveling IT aide.

   2018 Status: A student intern was used off and on during 2017-2018.
   2019 Status: No change.

**Sub-goal 6**: COSSA employees need to be seen as valuable members of the consortium school staff.

Tasks to achieve this Sub-goal:

1. Develop a marketing plan that highlights the value COSSA employees add to the consortium school.

**Sub-goal 7**: Hire more staff to reduce the staff to student ratio.

Tasks to achieve this Sub-goal:

1. Develop budgets that allow the hiring of additional certified and classified staff to reduce staff to student ratios to an acceptable level.
3. Stakeholder relations

Vision: “All stakeholder groups (students, staff, parents, Board, industry partners, Foundation, etc) continue to see COSSA as worthy of their support.”

COSSA will achieve this vision by meeting these sub-goals:

**Sub-goal 1:** Increase involvement of the parent organization

Baseline: 2015-2016 = 82% “good” versus “bad” survey results.  
2016-2017 = 78.5% “good” versus “bad” survey results.  
2017-2018 = 81.25% “good” versus “bad” survey results.

Tasks to achieve this Sub-goal:

1. Work with the parent organization to develop meaningful projects, such as helping to build the basketball court.
2. Continue to use parent surveys to judge effectiveness.

2017 Status: Parent involvement in activities such as the Prom has increased dramatically. Parent surveys conducted in conjunction with parent-teacher conferences continue to show a high percentage of “good things happening to/for my student”

2018 Status: No Change.

2019 Status: Parents completed the SDE engagement survey, and were involved in the creation of the SDE accountability SWIP.

**Sub-goal 2:** Improve “Board relations”.

Tasks to achieve this Sub-goal:

1. Adopt one or more of several possible “relationship building” activities to improve Board relations with CRTEC Staff

2018 Status: No change.

2019 Status: No change.
4. Student achievement

Vision: “COSSA will be the leader in developing alternative education student achievement methodologies.”

COSSA will achieve this vision by meeting these sub-goals:

**Sub-goal 1.** COSSA Academy will meet or achieve all applicable State Department of Education mandated student achievement goals.

Tasks to achieve this Sub-goal:

1. COSSA Academy will create a School Wide Improvement Plan (SWIP).

2019 Status: COSSA Academy has created a School Wide Improvement Plan (SWIP) with the help of an SDE Capacity Builder which will help address these student achievement goals.

**Sub-goal 2.** Positive placement (college, military, work) results for graduating seniors will show at least 60% of the graduates positively placed.

Baseline: 2013 graduates = 50% positive placement.  
2014 graduates = 73.7% positive placement.  
2015 graduates = 65% positive placement.  
2016 graduates = 83% positive placement.  
2017 graduates = 57% positive placement.  
2018 graduates = 78.6% positive placement.

Tasks to achieve this Sub-goal:

1. In February, administration will contact former students who graduated in May of the former year to determine their status

2. Administration will create an annual positive placement report

3. Based on the annual report, the School Improvement Team will investigate ideas to improve positive placement results

2018 Status: Drop to 57%, slightly below goal of 60%.  
2019 Status: In addition to increasing to 78.6%, over $230K in economic impact.

**Sub-goal 3.** Pre- and post-test percentage point increase data, as analyzed by the school’s Continuous Improvement Team for all core classes (English, science, math, Government) in COSSA Academy, will increase to 50%. This will
be both “A” and “B” sections of English 9, 10, 11, and 12; Algebra I, Algebra II, and Geometry; Earth Science, Biology, Environmental Science, Advanced Biology; and Government.

Baseline: 2013 – 2014 = no pre- and post-test data was collected in the past.
2014 – 2015 = average % point increase Q3 34%; Q4 40%
2015 – 2016 = average % point increase Q1 – Q3 = 39.2%
2016 – 2017 = average % point increase Q1 – Q4 = 43%
2017 – 2018 = average % point increase Q1 – Q4 = 43%
2018 – 2019 = average % point increase Q1 – Q4 = 36.75%

Tasks to achieve this Sub-goal:

1. Continuous Improvement Team members will analyze pre- and post-test data and develop a report of same

2. The School Improvement Team will analyze individual student data from pre- and post-test performance from classes to determine further actions to improve student performance

2018 Status: Point increase held at 43%. Need to strategize methods to improve.
2019 Status: COSSA Academy adopted a new “growth” range goal of 30-50% point increase. 2018-2019 results are within new goal.

Sub-goal 4. The number of FAFSA forms submitted by COSSA Academy graduates will reach or exceed 50%

Baseline: 2012-2013 = 17%;
2013-2014 = 50%;
2014-2015 = 17%
2015-2016 = 14.4%
2016-2017 = 30.6%
2017-2018 = 20.8%
2018-2019 = 7.7%

Tasks to achieve this Sub-goal:

1. The school counselor will schedule a FAFSA night in conjunction with parent-teacher conferences

2. Senior seminar classes will include the requirement to complete a FAFSA form (we acknowledge that completion does NOT equal submission)
2018 Status: Counselor continues to schedule FAFSA and parent nights, some in conjunction with parent-teacher conferences.
2019 Status: Worse than ever.
5. School Improvement

**Vision:** “COSSA will positively change the culture of poverty and dependence of our students. Leaders and staff consistently align their decisions and actions toward continuous improvement.”

COSSA will achieve this vision by meeting these sub-goals

**Sub-goal 1:** COSSA Academy graduating seniors will show 50% percentage point gains, in the English 12 and Geometry classes taken by these graduating seniors, as measured by pre- and post-test during the “A” class of these courses.

Tasks to achieve this Sub-goal:

1. COSSA Academy will use the “Renaissance Learning” test platform to test students three times a year: beginning, at end of first semester, and at end of second semester. The data from these tests will be used to assign remediation classes to “fill in the gaps” in student learning

2. Continuous Improvement Team members will analyze pre- and post-test data for seniors in these classes every quarter and report their findings to the School Improvement Team

3. The School Improvement Team will analyze individual student data from Renaissance tests and pre- and post-test performance from classes to determine further corrective action

Note: We discovered that we had to specifically define ‘graduating senior’. We chose “any senior with 4 or fewer credits left at the beginning of quarter 4.”

<table>
<thead>
<tr>
<th>Baseline:</th>
<th>2014-2015</th>
<th>34% English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>53% Geometry</td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td>48% English (+14%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52.5% Geometry (basically unchanged)</td>
</tr>
<tr>
<td></td>
<td>2016-2017</td>
<td>47% English (-1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51% Geometry (-1.5%)</td>
</tr>
<tr>
<td></td>
<td>2017-2018</td>
<td>48% English (+1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57% Geometry (+6%) – student was in “B”, not “A”</td>
</tr>
<tr>
<td></td>
<td>2018-2019</td>
<td>62% English (+14%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61% Geometry (+4%)</td>
</tr>
</tbody>
</table>
2018 Status: Our seniors continue to hover close to our goal of 50%. Need to strategize methods to improve.
2019 Status: Both English and Geometry gains for graduating seniors are above goal.

Sub-goal 2. COSSA Academy will meet or achieve all applicable State Department of Education accountability goals for Alternative Schools in graduation rate (SDE goal 67%) and ISAT performance.

Baseline: 2017-2018 33% graduation rate
ISAT scores not calculated

Tasks to achieve this Sub-goal:

1. COSSA Academy will create a School Wide Improvement Plan (SWIP).

2019 Status: COSSA Academy has created a School Wide Improvement Plan (SWIP) with the help of an SDE Capacity Builder which will help address these school-wide accountability goals.
6. Student life

Vision: “Students and their families will choose to attend COSSA Academy and CRTEC CTS over other alternative school options. CSSA Special Education programs will prepare students for success at whatever they undertake in life.”

COSSA will achieve this vision by meeting these sub-goals:

Sub-goal 1: Create the safest possible environment for all students.

Tasks to achieve this Sub-goal:


2. Enforce “zero tolerance” of negative, hateful language, including “put-downs”.

3. Continue to use student surveys to judge effectiveness.

4. Purchase an anonymous social-media platform for reporting bullying and/or potential violence in the school.

2017 Status: COSSA Academy offers two highly successful anti-bullying programs:
   Sources of Strength anti-bullying campaign
   Annual Teens and Risky Behavior Symposium

COSSA purchased a module of the “SafeSchools” software that allows anonymous reporting of bullying or violence.

2018 Status: No change.
2019 Status: No change.

Sub-goal 2: Construction of an outdoor basketball court at CRTEC.

Tasks to achieve this Sub-goal:

1. Maintenance Department has been tasked to begin planning.

2. Use grants to pay for routine items to allow saving for the approximately $60K required for this project.

2017 Status: Funds have not been available to begin this project.
2018 Status: No change.
2019 Status: No change.
Sub-goal 3. COSSA Special Education will implement an 18-21 year-old transition program for Extended Resource Room (ERR) students.

Baseline: In 2018-2019 there is no transition program at COSSA

Tasks to achieve this Sub-goal:

1. Investigate best practices in transition programs to determine how they operate and how a transition program can be implemented in COSSA.

2. Research using Perkins “transition” funding to pay for this type of program.

2019 Status: No change.