

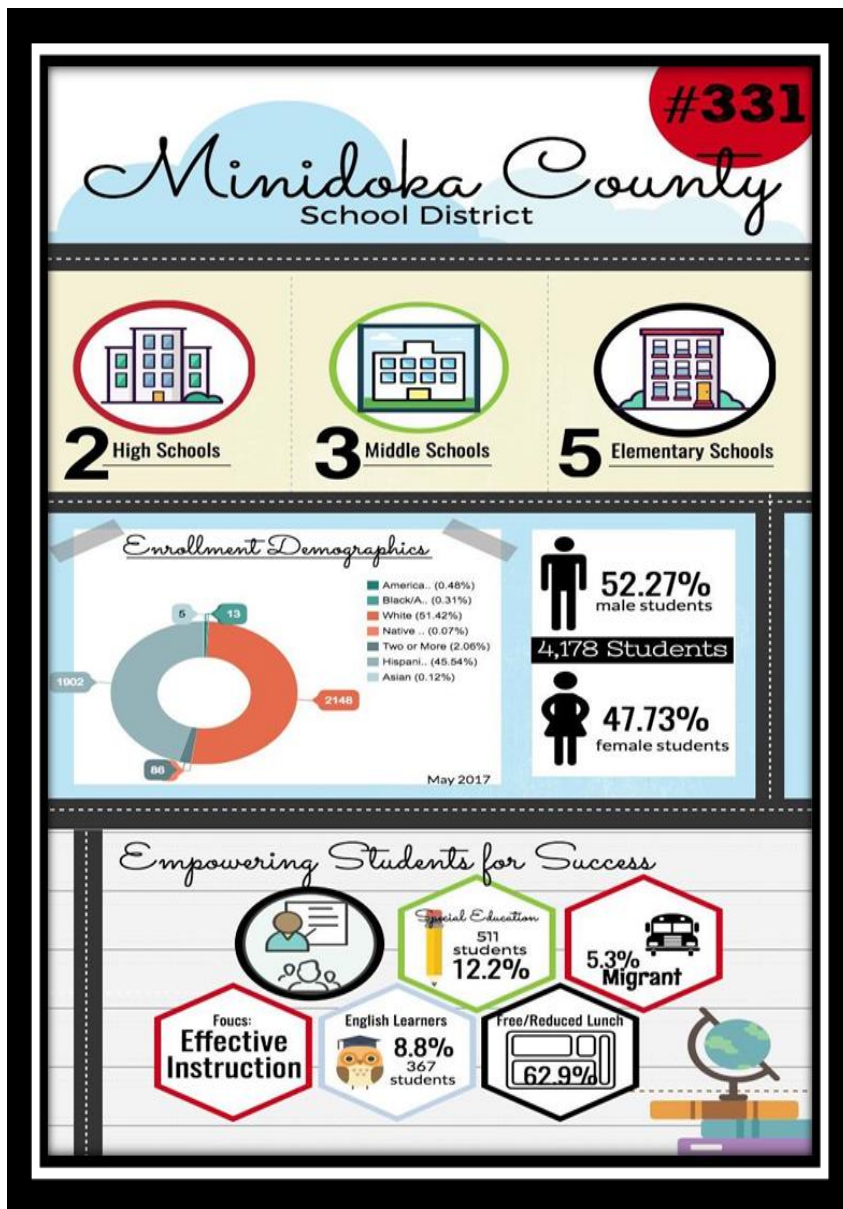
Minidoka County School District #331
CONTINUOUS IMPROVEMENT PLAN
2017 – 2018

Mission: Empowering Students for Success

Vision: The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.

Priority Focus: Effective Instruction

Analysis of Demographic Data:



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	2015-16	2016-17
Male	53.3%	52.3%
Female	46.7%	47.7%
White	97.8%	51.4%
Black/African American	0.2%	0.3%
Asian	0.1%	0.1%
Native American	0.1%	0.1%
Hispanic/Latino	46.1%	45.5%
Two or more	1.1%	2.1%
Free/Reduced Lunch	65.7%	62.9%
Migrant	3.9%	5.3%
English Language Learners	6.7%	8.8%
Special Education	12.2%	12.2%

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In addition to the above demographic information, over the last several years the Minidoka County School District has experienced drops in federal funding, increased staffing costs, increased student enrollments, and a shortage of highly qualified teachers. In 2016-2017 alone, 8% of our teaching staff taught under the alternative authorization umbrella, and since 2010 our student population has grown from 3996 students to 4262, while the number of certified staff has increased by less than 2 certified staff from 244.25 FTE to 246. Federal funding cuts, highly qualified teacher shortages and increased student enrollment numbers have left our schools with large class sizes and minimal staff, many of which do not have the specialized training necessary to meet the unique needs of our most at-risk students.

GOALS:

Goals for the Minidoka Continuous Improvement Plan are established based on various student, staff, and parent surveys conducted throughout the year, including the Educational Effectiveness Survey, a staff Needs Assessment Survey and Parent/Patron Surveys. The MCSD also meets monthly with the Parent/Patron Advisory Committee, (which includes parents, community members, school board members, and administrators), to discuss areas for improvement.

1) Student Achievement and Success (Literacy * Numeracy * Writing)

A) MCSD will increase math proficiency levels by 20%.

B) 2017-2018 Indicators and Benchmarks

i) 35% of students will be proficient or advanced on Math ISAT 2.0.

ii) 20% increase in the number of students meeting proficiency on the Math ISAT 2.0 from the previous year.

C) In 2015-2016, 33.6 % of MCSD students scored proficient on Math ISAT 2.0

In 2016-2017, 32% of MCSD students scored proficient on Math ISAT 2.0

2) College and Career Readiness

A) All students will be college and career ready at graduation.

B) 2017-2018 Indicators and Benchmarks

i) 50% of students will meet the composite college ready benchmark of the SAT.

ii) 10% increase in students who met the college ready benchmark.

iii) 35% of students participate in Advanced Opportunity.

C) In 2015-2016, 35.9% of 10th grade students scored proficient on ELA ISAT 2.0.

In 2016-2017, 41% of 10th grade students scored proficient on ELA ISAT 2.0

D) In 2015-2016, 15.8% of 10th grade students scored proficient on Math ISAT 2.0.

In 2016-2017, 14% of 10th grade students scored proficient on Math ISAT 2.0.

3) High School Readiness

A) All students will be prepared to transition from middle school to high school.

B) 2017-2018 Indicators and Benchmarks

i) 50% of 8th grade students will score proficient or advanced on ELA ISAT 2.0, 30% of 8th grade students will score proficient or advanced on Math ISAT 2.0

ii) 10% increase in the number of students meeting proficiency on the ISAT 2.0 from the previous year.

In In 2015-2016, 47.5% of 8th graders scored proficient or advanced on ELA ISAT 2.0.

In 2016-2017, 43.1% of 8th graders scored proficient or advanced on ELA ISAT 2.0.

C) In 2015-2016, 27.6% of 8th graders scored proficient or advanced on Math ISAT 2.0.

In 2016-2017, 28.1% of 8th graders scored proficient or advanced on Math ISAT 2.0.

4) Middle School Readiness

A) All students will be prepared to transition from elementary school to middle school.

B) 2017-2018 Indicators and Benchmarks

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- i) 56% of 5th grade students will score proficient or advanced on ELA ISAT 2.0, 40% of 5th grade students will score proficient or advanced on Math ISAT 2.0
 - ii) 10% increase in the number of students meeting proficiency on the ISAT 2.0 from the previous year.
- C) In 2015-2016, 51.8% of 5th graders scored proficient or advanced on ELA ISAT 2.0.
In 2016-2017, 48% of 5th graders scored proficient or advanced on ELA ISAT 2.0.
- D) In 2015-2016, 37.2% of 5th graders scored proficient or advanced on Math ISAT 2.0.
In 2016-2017, 38% of 5th graders scored proficient or advanced on Math ISAT 2.0.

5) Early Reading Readiness

- A) All students will be reading proficiently by the 3rd grade.
- B) 2017-2018 Indicators and Benchmarks**
- i) 75% of 3rd grade students will score a 3 on the Spring IRI.
 - ii) 70% of 2nd grade students will score a 3 on the Spring IRI.
 - iii) 70% of 1st grade students will score a 3 on the Spring IRI.
 - iv) 90% of Kindergarten students will score a 3 on the Spring IRI.
 - v) 10% increase in the number of students meeting proficiency on the IRI from previous year.
- C) In 2015-2016, 71.4% of all K3 students scored proficient on the IRI.
In 2016-2017, 69.6% of all K3 students scored proficient on the IRI.
- D) In 2015-2016, 70.4% of 3rd graders scored proficient on the IRI.
In 2015-2016, 67.9% of 2nd graders scored proficient on the IRI.
In 2015-2016, 64.4% of 1st graders scored proficient on the IRI.
In 2015-2016, 83.4% of Kindergarten scored proficient on the IRI.
In 2016-2017, 74.4% of 3rd graders scored proficient on the IRI.
In 2016-2017, 64.6% of 2nd graders scored proficient on the IRI.
In 2016-2017, 59.5% of 1st graders scored proficient on the IRI.
In 2016-2017, 80.3% of Kindergarten scored proficient on the IRI.

6) Improving Effective Instruction

- A) MCSD will improve the effectiveness of instruction throughout the district.
- B) 2017-2018 Indicators and Benchmarks**
- i) An Instructional Review Form will be developed with teacher input that identifies the attributes of effective instruction that will be focused on during the year.
 - ii) At least one Instructional Review will be conducted in each school in the District.
 - iii) Each teacher will be asked to complete a non-evaluative self-reflection survey on their implementation of effective teaching strategies in October and again in April.
 - iv) Administrators will monitor the use of the identified effective teaching strategies in their building during their regular classroom visits.

Progress Report on 2016-17 Goals:

The following report indicates the scores and progress made on meeting the 2016-17 Continuous Improvement Plan (CIP) Goals. Please note that the number of students listed for ISAT performance below is from the ISAT 2.0 reporting website and includes all students enrolled at the time of testing, whereas the percent of students scoring proficient or advanced is from the State Report Card. State Report Cards do not report the number of students in these categories and excludes students not continuously enrolled in performance calculations. Goals for the number of students meeting benchmarks are based on the number tested and the percentage performance target. Those questions left unanswered are included in the Minidoka College and Career Advising and Mentoring Plan which was submitted separately to the OSBE. All plans can be accessed on the MCSD website.

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Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
MCSD students will increase math proficiency levels by 20%	% students meeting proficiency on ISAT 2.0	33.6%	33.3%	-0.3 percentage points	35%
All students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	16%	17%	1 percentage point	10% increase
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)				
	% of students participating in one or more advanced opportunity				
	% of career-technical track high school students graduating with an industry recognized certification				
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam				
	# of high school students graduating with an associate's degree or a career technical certificate				
	4-year cohort graduation rate				
	% of learning plans review annually in grade 9				
	% of learning plans review annually in grade 10				
	% of learning plans review annually in grade 11				
	% of learning plans review annually in grade 12				
	# of students who go on to some form of postsecondary education within one year of graduation from high school				
	% of students who go on to some form of postsecondary education within one year of graduation from high school				
	# of students who go on to some form of postsecondary education within two years of graduation from high school				
	% of students who go on to some form of postsecondary education within two years of graduation from high school				
All students will be prepared to transition	% of students who scored proficient or advanced on the 8 th grade math ISAT	27.6%	28.1%	0.5 percentage points	30%

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from middle school / Jr. high to high school					
	# of students who scored proficient or advanced on the 8 th grade math ISAT	68	83	15	89
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	47.5%	43.1%	-4.4 percentage points	50%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	122	128	6	149
All students will be prepared to will be prepared to transition from grade 5 to grade 6 (elementary to middle school)	% of students who scored proficient or advanced on the 5 th grade math ISAT	37.2%	40.5%	3.3 percentage points	40%
	# of students who scored proficient or advanced on the 5 th grade math ISAT	114	122	8	128
	% of students who scored proficient or advanced on the 5 th grade ELA ISAT	51.8%	49.5%	-2.3 percentage points	56%
	# of students who scored proficient or advanced on the 5 th grade ELA ISAT	162	153	-9	179
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	70.4%	74.4	4 percentage points	75%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	238	270	32	272
	% of students who scored proficient on the 2 nd grade statewide reading assessment	67.9%	64.6%	-3.3 percentage points	70%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	252	208	-44	225
	% of students who scored proficient on the 1 st grade statewide reading assessment	67.9%	64.6	-3.3 percentage points	70%
	# of students who scored proficient on the 1 st grade statewide reading assessment	221	204	-17	240
	% of students who scored proficient on the kindergarten statewide reading assessment	83.4%	80.3%	-3.1 percentage points	90%
	# of students who scored proficient on the kindergarten statewide reading assessment	276	249	-27	279
MCSD will improve the efficiency, timeliness, and accessibility of communication with parents, staff, and patrons.	All schools will communicate with parents at least once a month through email lists, calendar, Remind, etc.	9 schools out of 9 schools	9 schools out of 9 schools	0	100%

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	All schools will increase the methods of communication used (Remind, email, Facebook, printed calendar)	9 schools out of 9 schools	9 schools out of 9 schools	0	100%
	Schools will increase the percentage of parent participation in digital communication (Remind, email)	9 schools out of 9 schools	9 schools out of 9 schools	0	100%
	The District office will communicate with all employees through a monthly newsletter.	----	2 out of 2 months	0	100%

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CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus 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 annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates
 - ✓ College and career readiness
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. Include a report of progress toward the previous year's improvement goals.

The annual continuous improvement plan must be reviewed and updated annually *no later than October 1 each year.*

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

The plan must be made available to the public and shall be posted on the school district or charter school website (no later than October 1 each year).

Section 33-320, Idaho Statute