CONTINUOUS IMPROVEMENT PLAN

LITERACY INTERVENTION PROGRAM PLAN
COLLEGE AND CAREER ADVISING MENTORING PLAN

2017-2018 SCHOOL YEAR
FINAL REPORT

Board of Trustees

Soda Springs Jt. School District 150 2018

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THE CONTINUOUS IMPROVEMENT PLAN (CIP) IS A STANDING ITEM ON THE BOARD AGENDA AND THUS REVIEWED MONTHLY AT THE REGULARLY SCHEDULED BOARD MEETING.

ALL OTHER PLANS REQUIRED BY THE SDE OR SBOE ARE PRESENTED TO THE BOARD AND REVIEWED.

OVERVIEW OF STATUTORY REQUIREMENTS

Please note, pursuant to Idaho Code §33-320 Districts' Continuous Improvement and Training Plan (CIP) must be submitted to the State Board of Education by **October 1** annually. The CIP will contain the Literacy Intervention Plan as well as the College and Career Readiness Plan. 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 annual 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;

- Include key indicators for monitoring performance;

- Include, at a minimum, the statewide student readiness and student improvement metrics; and

- Include a report of progress toward the previous year's improvement goals.

MISSION (CREATED 4-30-2014 AMENDED 8-12-2015)

The Soda Springs School District will:
- Promote success by advocating and sustaining a school culture conducive to student learning with excellence in teaching.
- Value uniqueness and diversity by fostering respectful relationships and engaging every student through varied learning strategies.
- Assist students in developing character, physical, social/emotional maturity and a positive work ethic.
- Incorporate relevancy, technology, and critical thinking through rigorous academic learning experiences resulting in high student achievement.
- Provide and maintain safe facilities which meet the current and future academic needs of the students and the community.
- Demonstrate fiscal accountability and responsible governance.

VISION (CREATED 4-2-2014 AMENDED 7-06-2016)

The Soda Springs School District, in association with our community, will provide a safe and supportive learning environment combined with educational opportunities wherein each student becomes an educated, responsible, contributing citizen.

GOALS (2017-2018)

1. STUDENT ACHIEVEMENT (See Progress Monitoring)
Promote excellence in teaching, critical thinking, and rigorous academic learning. The district will maintain an efficient data management system allowing for frequent progress monitoring, and collect all achievement data, establish a student data management plan, and set achievement targets and expectations for all students.
   a. *College and Career Readiness: All students will be college and career ready at graduation.*
   b. *All students will be ready to transition from middle school to high school*
   c. *All students will be ready to transition to the next grade*
   d. *Student and Parent Engagement: Student daily attendance and parent attendance at Parent Teacher Conferences will increase.*

2. STAFF AND HUMAN RESOURCES
Professional development will be provided to all instructional staff on standards, subject matter knowledge, and meeting individual student developmental needs.

3. FACILITIES
The district will continue the planning process relative to future facility needs.

PLAN TO ENGAGE STUDENTS, PARENTS, EDUCATORS, AND THE COMMUNITY IN THE DEVELOPMENT OF THE CONTINUOUS IMPROVEMENT PLAN
- The CIP is addressed at all stages of development at the Board and Community levels at monthly Board meetings as a standing agenda item which allows for Public Input.
- Faculty and Staff meet with the leadership team to discuss data and set goals and benchmarks.
- The College and Career Mentoring Plan and the Literacy Plan are formulated at the building level with input from staff. In addition, parent and student input will be gathered at Career and College parent nights (secondary) and Leadership Parent Nights (elementary/middle).
- Notification is sent to parents and students through building level newsletter indicating the CIP is posted on the District website. On the website, there is an email address posted to take additional comments.

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Report of Progress

Continuous Improvement Measures in blue are required "Statewide Continuous Improvement Measures"
Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change 2017-2018	SY 2017-18
College and Career Readiness: All students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT)	36%	48%	5 percentage points	53%
	# of students meeting the college ready benchmark on the college entrance exam (SAT)	16	28	1	29
	% of career-technical track high school students graduating with an industry recognized certification	0%	0%	0 percentage points	0%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0%	0%	0 percentage points	0%
	# of high school students graduating with an associate's degree or a career technical certificate	0	0	1	1
	4-year cohort graduation rate	94%	90.6%	percentage points	Available Fall 2018
	% of learning plans review annually in grade 9	100%	100%	100%	100%
	% of learning plans review annually in grade 10	100%	100%	100%	100%
	% of learning plans review annually in grade 11	100%	100%	100%	100%
	% of learning plans review annually in grade 12	100%	100%	100%	100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school		21	2	23
	% of students who go on to some form of postsecondary education within one year of graduation from high school		45%	3 percentage points	48%
	# of students who go on to some form of postsecondary education within two years of graduation from high school		20	1	21
	% of students who go on to some form of postsecondary education within two years of graduation from high school		41%	3 percentage points	45%
High School Readiness: All students will be	% of students who scored proficient or advanced on the 8th grade math ISAT	47%	43%	- 3 percentage point	40%

prepared to transition from middle school / Jr. high to high school				
	# of students who scored proficient or advanced on the 8th grade math ISAT	27	33	-9	24
	% of students who scored proficient or advanced on the 8th grade ELA ISAT	39%	38%	8 percentage points	46%
	# of students who scored proficient or advanced on the 8th grade ELA ISAT	22	30	- 2	28
7th Grade Readiness: All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6th grade math ISAT	19%	29%	12 percentage points	41%
	# of students who scored proficient or advanced on the 6th grade math ISAT	11	21	15	36
	% of students who scored proficient or advanced on the 6th grade ELA ISAT	29%	40%	13 percentage points	53%
	# of students who scored proficient or advanced on the 6th grade ELA ISAT	17	29	3	32
4th Grade Readiness: All students will demonstrate the reading and math readiness needed to transition 4th grade	% of students who scored proficient or advanced on the 3rd grade ISAT ELA assessment	48%	38%	3 percentage points	41%
	# of students who scored proficient or advanced on the 3rd grade ISAT ELA assessment	27	28	-1	27
	% of students who scored proficient or advanced on the 3rd grade ISAT math assessment	41%	32%	6 percentage points	38%
	# of students who scored proficient or advanced on the 3rd grade ISAT math assessment	23	23	2	25
	% of students reading at grade level on the spring statewide reading assessment (IRI)	87.5%	77.78%	2.52% percentage points	80.30%
	# of students reading at grade level on the spring statewide reading assessment (IRI)	49/56	56/72	-3	53/66

3rd Grade Reading Readiness: All students will demonstrate reading readiness needed to transition to 3rd grade	% of students who scored proficient on the 2nd grade statewide reading assessment (IRI)	82.81%	83.33%	-16.66 percentage points	66.67%
	# of students who scored proficient on the 2nd grade statewide reading assessment (IRI)	53/69	50/60	-6	44/66
2nd Grade Reading Readiness: All students will demonstrate reading readiness needed to transition to 2nd grade	% of students who scored proficient on the 1st grade statewide reading assessment (IRI)	71.65%	60%	17.78 percentage points	77.78%
	# of students who scored proficient on the 1st grade statewide reading assessment (IRI)	48/62	39/65	17	56/72
1st Grade Reading Readiness: All students will demonstrate reading readiness needed to transition to 1st grade	% of students who scored proficient on the kindergarten statewide reading assessment (IRI)	93.65%	95.65%	-.49 percentage points	95.16%
	# of students who scored proficient on the kindergarten statewide reading assessment (IRI)	59/63	66/69	-7	59/62
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94%	96%	percentage points	
	Parent participation at parent/teacher conferences	TES 90% TMS 80% SSHS 56%	TES 96% TMS 81% SSHS 58%	6/1/1 percentage points	78.33
Increase teacher engagement	Number of hours of job embedded professional development	N/A	N/A	N/A	N/A
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%	0	100%

Analyses of Demographic Data

	2016-2017	2017-2018
Male	50%	50%
Female	50%	50%
White	93%	93%
Black/African American	.24%	.24%
Asian	.24%	.36%
Native American	0%	.12%
Hispanic/Latino	3%	2%
Free/Reduced Lunch Program	35.32%	35.22%
Received Special Education (IEP Students)	12%	11%

2018 PROGRESS OVERVIEW
(2017 / 2018 Data)

Career and College Readiness

The number and percentage of students meeting the college ready benchmark on the college entrance exam (SAT) increased (48% / 53%). Students received College and Career Counseling and participated in CIS activities. There were no industry certificates or CTE recognized readiness exams. There was (1) associate degree obtained. All students learning plans were reviewed. The graduation 4-year cohort rate _____. Note: The graduation rate is not available until the fall semester after the appeals window has closed.

High School Readiness

Local measures of career exploration, CIS participation, and students participating in high school credit were positive. The percentage of 8th grade students scoring proficient or advanced on the ELA ISAT increased (38%/46%) while MATH decreased from the previous year (43% / 40%).

Grade Transitions Readiness

7th Grade Readiness: The percentage of 6th grade students scoring proficient or advanced on the ISAT increased in both ELA (40% / 53%) and Math (29% / 41%). **4th Grade Readiness:** The percentage of 3rd grade students scoring proficient or advanced on the ISAT increased in both ELA (38% / 41%) and Math (32% / 38%). IRI results indicating students reading readiness increased from the previous year's 3rd graders (77.78% /80.30%). **3rd Grade Readiness:** The percentage of 2nd grade students reading at grade level (IRI) decreased (83.33 / 66.67%). **2nd Grade Readiness:** The percentage of 1st grade students reading at grade level (IRI) decreased (60% / 77.78%). **1st Grade Readiness:** The percentage of kindergarten students reading at grade level (IRI) decreased slightly (95.65%/95.16%).

Student and Parent Engagement: Student daily attendance increased (94%/ 96%). Parent/Teacher conferences attendance: Thirkill Elementary 96%, Tigert Middle School 81%, SSHS 58%. Parents received electronic newsletters and attended College and Career Readiness Nights, FASFA Nights, and Leadership Nights and have access to surveys through the SDE and Advanced Ed Accreditation. Teacher engagement data will begin 2018-2019.

Note: ISAT and IRI testing results are reported by individual grade level for this report. The percentage change every year is contained to the grade level and not a student growth indication from year to year. The building principals use growth data at both the grade and student levels to measure achievement.