

Minidoka County School District #331

CONTINUOUS IMPROVEMENT PLAN

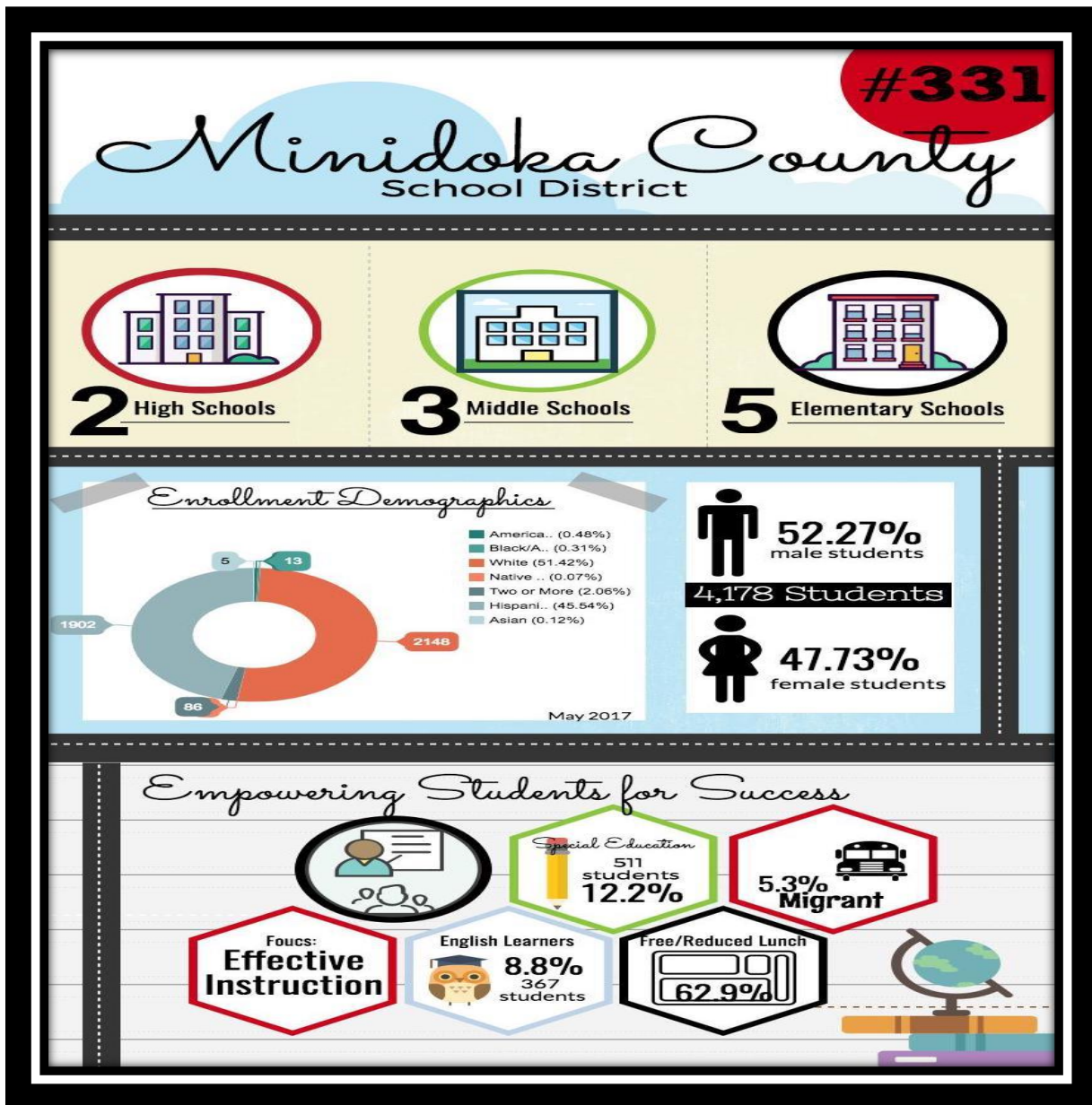
2017 – 2018

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:



Reviewed:
Approved:

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 decreased from 257 FTE to 231. Federal funding cuts, 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:

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

A) MCS D 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 MCS D students scored proficient on Math ISAT 2.0

In 2016-2017, 32% of MCS D 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

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.

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- 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. **Green** indicates the benchmark goal was met, **Yellow** indicates it was nearly met or showed improvement, and **Red** indicates the benchmark goal was not met.

| Goal | Performance Measure | SY 2014-2015 | SY 2015-2016 | SY 2016-2017 | Benchmark |
|--|--|--------------|--------------|--------------|--------------|
| MCSD students will increase math proficiency levels by 20% | % students meeting proficiency on ISAT 2.0 | 29.5% | 33.6% | 33.3% | 35% |
| | % Increase in number of students meeting proficiency on ISAT 2.0 | ----- | 4.1% | -0.3% | 10% increase |

Reviewed:

Approved:

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|--|--|--|--|---|----------------------------------|
| All students will be college and career ready at graduation | % students meeting college ready benchmark on SAT (1500) | 9% | 16% | 17% | % |
| | % Increase in number of students meeting college ready benchmark | ----- | 7% | 1% | 10% increase |
| | % of students proficient or greater on 10 th grade ISAT | E=33.5% M=17.9% | E=35.9% M=15.9% | E=40.9% M=14.2% | E=45% M=30% |
| | % increase in number of students scoring proficient or greater on the 10 th grade ISAT | ----- | E=2.4% M=(-2%) | E=5.0% M=(-1.7%) | 10% increase |
| All students will be prepared to transition from middle school high school | % of students scoring proficient or greater on 8 th grade ISAT | E= 37.8% M=17.9% | E=47.5% M=27.6% | E=43.1% M=28.1% | E=50% M=30% |
| | % increase in number of students scoring proficient or greater on the 8 th grade ISAT | ----- | E=9.2% M=9.7% | E=(-4.4%) M=0.5 | 10% increase |
| All students will be prepared to transition from elementary school to middle school | % of students proficient or greater on 5 th grade ISAT | E=53.7% M=32.6% | E=51.8% M=37.2% | E=49.5% M=40.5% | E=56% M=40% |
| | % increase in number of students proficient or greater on 5 th grade ISAT | ----- | E=0% M=0% | E=(-2.3%) M=3.3% | 10% increase |
| All students will be reading proficiently by the 3 rd grade | % of students identified as reading at grade level on the Spring IRI | K3=72.9% K=88.3% 1=71.8% 2=62.2% 3=68.6% | K3=71.4% K=83.4% 1=64.4% 2=67.9% 3=70.4% | K3=69.6% K=80.3% 1=59.5% 2=64.6% 3=74.4% | K=90% 1=70% 2=70% 3=75% |
| | Increase in the number of students proficient on the Spring IRI | ---- | K3=(-1.5%) K=(-4.9%) 1=(-7.4%) 2=5.7% 3=1.8% | K3=(-1.8%) K=(-3.1%) 1=(-4.9%) 2=(-3.3%) 3=4% | 10% increase |
| MCSD will improve the efficiency, timeliness, and accessibility of communication with parents, staff, and patrons. | Schools will communicate with parents at least once a month through email lists, calendar, Remind, etc. | | | Met | 100% |
| | Schools will increase the methods of communication used (Remind, email, Facebook, printed calendar) | | | Met | 100% |
| | Schools will increase the percentage of parent participation in digital communication by 20% (Remind, email) | | | Met | 100% |
| | The District office will communicate with all employees through a monthly newsletter. | | | Met | 100% |

Reviewed:

Approved:

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

Reviewed:

Approved: