**Salmon River JSD 243**

**Riggins Elementary & Salmon River Jr/Sr High**

**CONTINUOUS IMPROVEMENT/Strategic PLAN AND ANNUAL REPORTING  
2018-2019**

Mission:

We will strive to inspire and empower every student to achieve their fullest potential as an individual, to build skills and attitudes necessary to become successful (well-rounded individuals and productive citizens) with personal integrity in an ever changing society.

Vision:

To create partnership that includes students, educators, parents, and community.

To cultivate a healthy environment which promotes the mastery of essential skills.

To instill a lifelong desire for learning.

**GOALS**

1. **College and Career Readiness**
   1. (Goal Statement) **All students will be college and career ready at graduation.**
      1. (Key indications of how the performance will be monitored)
         1. Given a new core aligned ELA curriculum which focuses on writing and grammar, and a schoolwide focus on academic vocabulary, correlating curriculum between subjects by establishing a professional development day for staff on different styles of writing, and pairing classroom test taking behavior and skill norms with standardized testing standards, Grades 6 to 8 ISAT scores will increase from 46% to 48% and Grades 9 to 10 ISAT scores will increase from 60% to 63% by the Spring of 2019.
            1. (Benchmark/Measurable Target) 48% 6-8th grade & 63% 9th-10th grade will meet the benchmark.
         2. We will improve vocational elective opportunities for our students by establishing the "Skills USA" student organization by ensuring that the appointed advisor has registered and applied for the charter and completed necessary training so he may begin recruiting 100% of the welding program students into the Skills USA student organization by the Fall of 2018.
            1. (Benchmark/Measurable Target) 100% welding program students will participate in Skills USA

1. (Previous Year Data relative to indicator)
   * For the 2016 cohort, Salmon River had a Go-on rate of 56%
   * In 2016, 0 high school students met or exceed the composite score of 1500.
   * 2016 was baseline year for district-wide SAT data, 2016 will be the year progress will be measured on this indicator.
   * In 2016 36% of students participated in either AP or dual credit courses.
2. **High School Preparedness**
   1. (Goal Statement) **All students will be prepared to transition from middle school/Jr. high to high school.**
   2. (Key indication of how the performance will be monitored)
      1. Given a new core aligned ELA curriculum that includes independent reading and writing, and formative assessment together with a reading intervention to increase student proficiency, 3rd through 5th grade students at Riggins Elementary will increase ELA ISAT scores from 14/18 (78% proficient) to 17/21 (80%) by the Spring of 2019.
   3. The percentage of students who scored proficient or advanced on the 8th grade ISAT.
   4. (Benchmark/Measurable Target)
   5. 50% (3/6) of 8th grade students will score proficient or advanced on the ELA and Math ISATs.
   6. All (100%)of 8th grade students will take the PSAT
   7. Fourth grade and eighth grade students on IEPs will increase ISAT scores from 0% proficient to 22%
3. (Previous Year Data relative to indicator)
   1. In 2017, 29%-43% of 8th grade students scored proficient or advanced on the MATH AND ELA ISATs. 2017 Spring math and ELA ISAT, 0% students on IEPs scored proficient in grades 4 and 8. Seventy-eight percent (78%) of students 3-5th grade scored proficient on the ELA ISAT.
4. **Student and Parent Engagement**
   1. (Goal Statement) Increase student and parent engagement at all grades level through increase attendance at all grade levels. Increase student engagement by developing and providing a Gifted and Talented Program by the 2018-2019 school year.
      1. (Key indication of how the performance will be monitored)
         1. Increase in student attendance rates as a percentage of total instructional days.
      2. (Benchmark/Measurable Target)
         1. Students will attend at least 95% of instructional days in a given school year.
   2. (Goal Statement) Given training and implementation of PBIS, with a focus on attendance, Riggins Elementary will increase attendance for K-5th grade from 78.22% ADA to 90% by November 2018.
      1. (Key indication of how the performance will be monitored)
         1. Daily attendance tracked
      2. (Benchmark/Measurable Target)
         1. 90% attendance K-5th grade
   3. (Goal Statement) We will begin increasing school (SRHS) unity by restructuring ASB organization norms, which will include having no less than 3 ASB Officer led school wide activities with the focus on involving 85% of the student body.  Attendance/involvement will be monitored through individual student participation in activities. ASB student survey will be given after each event.
      1. (Key indication of how the performance will be monitored)
         1. Student survey and attendance
      2. (Benchmark/Measurable Target)
         1. Given student body elections, 3 ASB officers will lead activities with 85% student body participation as seen through attendance/survey.
   4. (Previous Year Data relative to indicator)

In 2015 the average student attendance rate was 93.3%. In 2016-17, the average student attendance rate was 92.7%. In 2017-18, the average student attendance rate was RES 82.36%,

SRHS 88.8% & 85.58% District average

**Report of Progress (2016-2018)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal** | **Performance Measure/Indicator** | **SY**  **2015-16 (Yr 1)** | **SY 2016-17 (Yr 2)** | | | **SY**  **2017-18 (Yr 3)** | **Imp/Change**  **(Yr 3-**  **Yr 2)** | **Benchmark/ Performance Target** |
| All students will be college and career ready at graduation | # and % of students meeting college ready benchmark in math on the SAT | 75% | 29% | | | 13% | -16pp | %  (10% annual Improvement) |
| 6/8 | 2/7 | | | 1/8 |  | 25% (2/8) |
|  | # and % of students meeting college ready benchmark in reading and writing on the SAT | 88% | 86% | | | 75% | -11pp | 50%  (4/8) |
| 7/8 | 6/7 | | | 6/8 |  | 10% increase |
|  | # of learning plans (developed in grade 8) reviewed by grade level | 9 | 7 | | | 7 |  | 100% reviewed annually |
| 7 | 7 | | | 7 |  | 100% reviewed annually |
| 7 | 12 | | | 7 |  | 100% reviewed annually |
| 10 | 11 | | |  |  | 100% reviewed annually |
|  | # and % of students who go on to some form of postsecondary education 1 yr after graduation | 5/9 | 9/11 | | | 5/7 |  | 4pp annual increase (6/8) |
| 56% | 82% | | | 71% | -11pp | 75% |
|  | # and % of students who go on to some form of postsecondary education 2yr after graduation | 5/11 | 3/9 | | | 7/9 |  | 10% annual increase |
| 45% | 33% | | | 78% | 45pp | 43% |
|  | # of students receiving/participating in college and career advising and mentoring by grade level | | 12 | 9 | 7 | 7 |  | 100 % |
| 11 | 7 | 7 | 8 |  | 100 % |
| 10 | 7 | 12 | 12 |  | 100 % |
| 9 | 10 | 11 | 11 |  | 100 % |
| 8 | 10 | 11 | 6 |  | 100 % |
|  | % of high schools students graduating with an associate’s degree | 0 | 0 | | | 0 |  | 10% |
|  | % of high school students graduating with an industry recognized certification | 0 | 0 | | | 0 |  | 10% |
| All students will be prepared to transition from middle school/Jr. high to high school | # and % of students scoring proficient or advanced on 8th grade math ISAT | 30% | 73% | | | 28.6% | -44.4pp | 50% |
| 3/10 | 8/11 | | | 2/7 |  |  |
|  | # and % of students scoring proficient or advanced on the 8th grade ELA ISAT | 20% | 82% | | | 42.9% | -39.1pp | 50% |
| 2/10 | 9/11 | | | 3/7 |  |  |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 6th grade Math ISAT | 25% | 22% | | | 50% | +28pp | 70% |
| 2/8 | 2/9 | | | 4/8 |  |  |
|  | # and % of students scoring proficient or advanced on the 6th grade ELA ISAT | 25% | 11% | | | 37.5% | +26.5pp | 70% |
| 2/8 | 1/9 | | | 3/8 |  | 7/10 |
| All students will be reading at grade level by the end of 3rd grade (4th grade reading readiness) | # and % of grade 3 students identified as reading at grade level on the Spring IRI | 67% | 100% | | | 75% | -25pp | 89% |
| 4/6 | 4/4 | | | 9/12 |  | 8/9 |
|  | # and % of grade 2 students identified as reading at grade level on the Spring IRI | 75% | 82% | | | 62.5% | -19.5pp | 80% |
| 3/4 | 9/11 | | | 5/8 |  | 8/10 |
|  | # and % of grade 1 students identified as reading at grade level on the Spring IRI | 60% | 60% | | | 67% | +7pp | 70% |
| 6/10 | 6/10 | | | 6/9 |  | 7/10 |
|  | # and % kindergarten students identified as reading at grade level on the Spring IRI | 67% | 44.4% | | | 75% | +30.6 | 81.8% |
| 6/9 | 4/9 | | | 7/12 |  | 9/11 |
| Increase student and parent engagement at all grade levels through increased attendance | Student attendance rates as a percentage | 93.3% | 92.7% | | | RES 82.36%  SRHS 88.8%  SRJSD  85.58% |  | 95% |
|  | Parent Participation at parent/teacher conferences | RES- 85%  SRHS  20% | RES- 85%  SRHS  20% | | | RES-85  SRHS  20 |  | RES-95%  SRHS-30% |
| Increase teacher engagement | Number of hours of job embedded professional development | 20 | 30 | | | 30 |  | 40 |
|  | Number of subject level multi-grade teacher teams | 0 | 0 | | | 0 |  | 0 |
|  | Number of hours available for mentor teachers to mentor or observe/team teach | 1 | 1 | | | 1 |  | n/a |
|  | % of new teachers (within first three years) assigned a mentor/participate in district mentor program | 100% | 100% | | | 100% |  | 100% |

*[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]*

**Analyses of Demographic Data**

Analyses of demographic data from school district.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016-2017** | **2017-2018** | **2018-19** |
| Male | 50% | 50% | 53 |
| Female | 50% | 50% | 47 |
| White | 94% | 94% | 95 |
| Black/African American | <1% | <1% | <1 |
| Asian | 0% | 0% | 0 |
| Native American | 0% | 0% | 0 |
| Hispanic/Latino | 5% | 5% | 4% |
| Free/Reduced Lunch Program | 60.43% | 62.04% | 42.5 |
| Received Special Education (IEP Students) | 9% | 9% | 6% |

[REFERENCE PAGE]

CONTINUOUS IMPROVEMENT PLAN

[**Idaho Code 33-320**](https://legislature.idaho.gov/idstat/Title33/T33CH3SECT33-320.htm)**:**

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
* Statewide student readiness and student improvement metrics

1. Set clear and measurable targets based on student outcomes
2. Include a clearly developed and articulated vision and mission (statement)
3. Include key indicators for monitoring performance
4. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04](https://boardofed.idaho.gov/incorporated_documents/documents/Temporary/0802011602%20Notice%20Temporary%20Proposed%20Continuous%20Improvement%20Plans.pdf?cache=1473890454896).
5. Include a report of progress toward the previous year’s improvement goals.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located: <https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp>

Section 33-1616, Idaho Code may be reference here:  [33-1616](https://www.legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1616.htm)

Administrative Code: [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](https://boardofed.idaho.gov/incorporated_documents/documents/Temporary/0802011602%20Notice%20Temporary%20Proposed%20Continuous%20Improvement%20Plans.pdf?cache=1473890454896)

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located: <https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp>

Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](https://legislature.idaho.gov/idstat/Title33/T33CH12SECT33-1212A.htm)

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan.](https://boardofed.idaho.gov/incorporated_documents/documents/Temporary/0802011602%20Notice%20Temporary%20Proposed%20Continuous%20Improvement%20Plans.pdf?cache=1473890454896)

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website ***no later*** *than October 1 each year*. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) Plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan they may be submitted as a single plan to the Office of the State Board of Education.

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.