**Glenns Ferry School District #192**

**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2020**

Vision: Glenns Ferry School District is a place where exploration, creativity, and imagination makes learning exciting and where all learners aspire to reach their dreams.

Mission: The purpose of Glenns Ferry School District is to prepare, engage, empower, and inspire our students to be learners striving for their dreams.   **–** RESPECT**-** RESPONSIBILITY**-** COMMITMENT**-** INTEGRITY**-**

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| --- | --- | --- | --- | --- | --- |
| **Goal** | **Performance Measure/Indicator** |  **SY 2017-18** | **SY 2018-19** |  **SY 2019-20** | **Improvement Target Benchmark/ Performance**  |
|  |  |  |  |  |  |

**Student Accountability**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Achievement** | Pk meet or exceed School Common Assessment Goal of 80% Mastery |  |  |  |  | 80% of the students will meet the Common Assessment Mastery Goal |
|  | K-3 grades meet state IRI score of 3 to be at grade level  |  |  |  |  | 80% of the students will meet the state IRI grade level score |
|  | 3-5 grades meet or exceed School Common Assessment Goal of 80% Mastery |  |  |  |  | 80% of the students will meet the Common Assessment Mastery Goal |
|  | 6-8 grades will show growth on End of Course Assessment |  |  |  |  | 80% of the students will show growth on End of Course Assessment **088** |
|  | 9th- 12th will show growth on End of Couse Assessment |  |  |  |  | 80% of the students will show growth on End of Course Assessment **088** |
| **All students will be college and career ready at graduation** | # and % of students meeting college ready benchmark in math on the SAT |  |  |  |  | 35% of the students will meet the Readiness Goal on the SAT |
|  |  |  |  |  |  |  |
|  | # and % of students meeting college ready benchmark in reading and writing on the SAT |  |  |  |  | 65% of the students will meet the Readiness Goal on the SAT |
|  | # of students with 4-year learning plans (developed in grade 8) reviewed at each grade level |  |  |  |  | 100% of Students (8-12 grades) with learning plan |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | # and % of students who go on to some form of postsecondary education 1yr after graduation |  |  |  |  | 60% of graduates after 1 year will be in Post-secondary Education  |
|  | # and % of students who go on to some form of postsecondary education 2yr after graduation |  |  |  |  | 50% of graduates after 2 year will be in Post-secondary Education (if Data is available)  |
|  | # of students receiving/participating in college and career advising and mentoring by grade level  |  |  |  |  | 100% of students (8- 12 grades) will be in a college and career awareness program  |
|  | % of high schools students graduating with an associate’s degree |  |  |  |  | 10% of students graduating with Associate Degree (Dual Credit/Advance Placement)  |
|  |  |  |  |  |  |  |
|  | % of high school students graduating with an industry recognized certification |  |  |  |  | 10% of students graduating with Industry Recognized Certification (If Offered)  |
|  |  |  |  |  |  |  |
| **All students will be prepared to transition from middle school/Jr. high to high school** | # and % of students scoring proficient or advanced on grade 8 Math ISAT  |  |  |  |  | 80% of students will meet or exceed Proficient or Advance for Grade 8 Math ISAT |
|  | # and % of students scoring proficient or advanced on the grade 8 ELA ISAT |  |  |  |  | 80% of students will meet or exceed Proficient or Advance in Grade 8 ELA ISAT |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **All students will be prepared to transition from elementary school to middle school/Jr. high school** | # and % of students proficient or advanced on the grade 6 Math ISAT |  |  |  |  | 80% of students will meet or exceed Proficient or Advance in Grade 6 Math ISAT  |
|  | # and % of students scoring proficient or advanced on the grade 6ELA ISAT |  |  |  |  | 80% of students will meet or exceed Students Proficient or Advance in Grade 6 Math ISAT  |
|  |  |  |  |  |  |  |
| **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 |  |  |  |  | 80% of students in grade 3 will meet or exceed grade level scores on the Spring Reading IRI  |
|  | # and % of grade 2 students identified as reading at grade level on the Spring IRI |  |  |  |  | 80% of students in grade 2 will meet or exceed grade level scores on the Spring Reading IRI |
|  |  |  |  |  |  |  |
|  | # and % of grade 1 students identified as reading at grade level on the Spring IRI |  |  |  |  | 80% of students in grade 1 will meet or exceed grade level scores on the Spring Reading IRI |
|  |  |  |  |  |  |  |
|  | # and % kindergarten students identified as reading at grade level on the Spring IRI |  |  |  |  | 80% of kindergarten students reading at grade level on the Spring IRI  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Implementing Learning**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **School Curriculum** | Math Program |  |  |  |  | Increase math curriculum offerings |
|  | Dual Credit/ IDLA |  |  |  |  | Provide 25 Dual Credit/ 100 IDLA credits per semester |
|  | Student Attendance |  |  |  |  | 90% student attendance for each school of the District  |
| **Technology**  | Three year plan \* |  |  |  |  | Meet yearly goals as presented In plan |
|  |  |  |  |  |  |  |

**High Performing, Innovative Instruction**

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| --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |  |  |  |
| **Professional Development** | 3 year Plan \* |  |  |  |  | Meet yearly goals as written in the plan |
|  | Rise Connection |  |  |  |  | 5 events per year both locally and regional |
| **Quality School Management** | Leadership Counsel \* |  |  |  |  | Meet annual expectations as provided in the plan |
|  | Orientation for Sub |  |  |  |  | Regular scheduled meeting (at least 2 per year) |
| **Community Engagement** | Communication with public |  |  |  |  | 75 Contacts made to parents and/or community about events in the School (Being judges, Chaperons, E-alerts, Parent/Teacher Conference, etc.) |

**Learning Environment**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **Facility/Maintenance** | 3-years of 10 year plan \* |  |  |  |  | Meet yearly objectives of the plan |
| **Budget**  | Budget  |  |  |  |  | Maintain 3 month carry-over reserve |

\* See plan at website: wwwglennsferryschools.org

**Analyses of Demographic Data**

Analyses of demographic data from school district.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2017-18 | 2018-19 | 2019-20 |
| Male |  |  |  |
| Female |  |  |  |
| White |  |  |  |
| Black/African American |  |  |  |
| Asian |  |  |  |
| Native American |  |  |  |
| Hispanic/Latino |  |  |  |
| Free/Reduced Lunch Program |  |  |  |
| Received Special Education (IEP Students) |  |  |  |

CONTINUOUS IMPROVEMENT PLAN [REFERENCE PAGE]

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

 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;

1. 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.qov/k 12/Traininq For School Board.asp Section 33-1616, Idaho Code may be reference here: 33-1616

Administrative Code: IDAPA 08.0201.801, subsection 05, Annual Literacy Intervention Plan

Appendix B: Colleqe and Career Advisinq and Mentorinq Plan: See Templates 3 and 4 on our website located: https://boardofed.idaho.qov/k 12/Traininq For School Board.asp Section 33-1212A, Idaho Code, may be referenced here: 33-1212A

Administrative Code: DAPA 08.02.01.801, subsection 06. College and Career Advisinq and Mentorinq Plan.

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.

Reviewed \_\_\_\_\_\_\_\_\_\_

Approved \_\_\_\_\_\_\_\_\_\_