

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN 2018-2019

School District	91	Name: Idaho Falls School District	
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Vision and Mission:

Our Vision:

Idaho Falls School District 91 will provide all students with a culture that empowers, instruction that engages, and technology that enables.

Our Mission:

The mission of Idaho Falls School District 91, in cooperation with our community, is to graduate all students with the knowledge, skills and attributes they need to be successful beyond high school.

Our Collective Commitments:

- Students are our first priority.
- All students can learn and demonstrate measurable growth.
- Individual learning needs are best addressed through differentiated instruction.
- Students learn best when actively engaged.
- Whole child development requires an enriched curriculum that provides a wide array of opportunities.
- Learning is a cumulative, lifelong pursuit.
- Consistent application of research-based teaching and curriculum maximizes student achievement.
- All people have a right to a safe, respectful and orderly educational environment.
- Quality educators make a difference in students' lives.
- Data-based decisions drive and develop academic and professional improvement.
- Our similarities and differences are to be recognized with dignity and respect.
- Expectations, attitudes and efforts directly affect the performance of all people.

Focus Areas, Goals & Research-Based Strategies

As part of a needs assessment, the district conducted a thorough review of both qualitative and quantitative data. The team examined and discussed student achievement data, district demographics, findings from curriculum audits and feedback from parents and patrons collected from surveys and other outreach efforts.

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Established Needs:

- Implement and monitor effective and evidence-based instructional practices
- Recognize students as learners who own their learning
- Establish and maintain positive learner/staff relationships
- Acknowledge and attend to the needs of diverse learners
- Recruit, retain and grow effective teachers
- Establish and maintain welcoming, secure and inclusive learning environments

Focus Area 1: Instruction that Engages

Goals:

- Ensure the adopted curriculum is taught in all classrooms
- Focus on reading, writing and speaking every day across all content areas
- Ensure teachers adjust instruction to meet the needs of all learners

Researched-based Strategies:

- Identify, implement, monitor and evaluate K-12 highest leverage instructional practices
- Implement PLC process with integrity
- Provide coaching, professional learning and resources to strengthen the use of academic language, effective questioning, rich student discourse and formative assessments

Focus Area 2: Culture that Empowers

Goals:

- Build positive relationships in all our schools
- Set high expectations for all learners
- Foster individual ownership of learning

Researched-based Strategies:

- Support implementation of PBIS, Capturing Kids Hearts, Restorative Practices and Trauma Informed Schools
- Build our classified staff's capacity to support positive learning environments through identified strategies
- Provide resources and support to build the organizational health of D91
- Recruit, retain and develop effective teachers, staff and administrators

Focus Area 3: Learner Readiness

Goals:

- All learners will be proficient in reading by the end of 3rd grade
- All learners will be proficient in math
- All learners will be college and career ready for success after high school

Researched-based Strategies:

- Sustained support and interventions for struggling readers
 - Continue monitoring student progress and achievement
 - Align current interventions to new K-3 reading assessment and new K-2 math assessment
- Sustained support for the development of reading specialists and coaches
- Sustained support for math coaching and math practices project (K12)
- Sustained support to address the social-emotional needs of students with targeted interventions

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- Set expectation that all learners have the opportunity to develop attributes of curiosity, responsibility, self-discipline, persistence, risk-taking and kindness
- Provide opportunities for 6th and 8th graders to successfully transition with a plan that includes college/career ready goals

Focus Area 4: School and Community Involvement

Goals:

- Schools will be welcoming
- D91 and its schools will communicate regularly and in a positive manner
- D91 and its schools will invite and encourage input and participation

Researched-based Strategies:

- Support the implementation of outreach efforts that facilitate participation by all parents
- All outreach will be understandable and easily accessible to all audiences
- Communicate regularly about curriculum, assessment and student achievement
- Sustained support for efforts to provide stellar customer service to meet the needs of learners, parents, staff and our community

Demographic Analysis *

	2017-2018	2018-2019
Male	52%	51%
Female	48%	49%
White	73%	73%
Black/African American	1.5%	1.6%
Asian	1.5%	1.6%
Native American	6%	5.6%
Hispanic/Latino	18%	18%
Free/Reduced Lunch Program	48%	54%
Received Special Education (IEP Students)	11%	11%

* Demographic analysis based on early September enrollment numbers.

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CONTINUOUS IMPROVEMENT PLAN
2018-2019**

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

District #

91 District Name: **Idaho Falls School District**

METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	221	669	212	682	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	33.03%		31.09%		-1.95 percentage points	35%
	% students participating in one or more advanced opportunity					0 percentage points	
	% CTE track HS students graduating with an industry-recognized certification					0 percentage points	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					0 percentage points	
	# of high school students graduating with an associate's degree or a career technical certificate	Not Available		820 graduates w/CTE certification		Not Required	900 graduates w/CTE certification
	4-year cohort graduation rate	75.00%		Not Available			88%

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	100%
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	100%
		10	97.50%	10	100.00%	2.5 percentagepoints	100%
		11	100.00%	11	100.00%	0 percentage points	100%
		12	100.00%	12	100.00%	11 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		328	600	334	644		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	54.67%		51.86%		-2.8 percentage points	55%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		334	615	362	600		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	54.31%		60.33%		6.02 percentage points	65%	
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		306	782	326	751		
	% students who scored proficient on the 8th grade math ISAT	39.13%		43.41%		4.28 percentage points	90%

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Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	391	784	394	749	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	49.87%		52.60%			
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	286	776	284	729	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	36.86%		38.96%			
	# students who scored proficient on the 6th grade ELA ISAT	365	777	382	727	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	46.98%		52.54%			
	# students who scored "proficient" on the Kindergarten Spring IRI	596	682	620	703	Not Required	Not Required
% students who scored "proficient" on the Kindergarten Spring IRI	87.39%		88.19%		0.8 percentage points		
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Grade 1 Spring IRI	515	732	465	712	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	70.36%		65.31%			

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Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	504	752	523	744	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	67.02%		70.30%		3.27 percentage points	90%
	# students who scored "proficient" on the Grade 3 Spring IRI	562	804	557	763	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	69.90%		73.00%		3.1 percentage points	90%
NOTES:							