

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN 2022-2023

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.

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN 2022-2023

Focus Areas, Goals & Research-Based Strategies

As part of a needs assessment to develop the Continuous Improvement Plan, 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.

Established Needs:

- Implement and monitor effective and evidence-based instructional practices
- Utilize PLC process to improve student achievement
- 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: 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 beyond high school

Researched-based Strategies:

- Provide solid core instruction aligned to the standards
- Provide intervention and enrichment for learners
- Use assessments to guide instruction and to evaluate the extent of success in accomplishing goals

Focus Area 2: Culture that Empowers

Goals:

- Establish a safe, supportive, orderly and collaborative culture in all our schools
- Set high expectations for all learners
- Foster individual ownership of learning

Researched-based Strategies:

- Support implementation of positive behavior supports
- Build our classified staff's capacity to support positive learning environments
- Set the expectation that all learners have the opportunity to develop attributes of curiosity, responsibility, self-discipline, persistence, risk-taking and kindness
- Recruit, retain and develop effective teachers, staff and administrators

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Focus Area 3: Instruction that Engages

Goals:

- Implement PLC process with integrity
- Focus on reading, writing and speaking every day across all content areas

Researched-based Strategies:

- Ensure all staff are following PLC process with fidelity to learning/assessment cycle
- Provide a guaranteed and viable curriculum
- Review K-12 research-based practices to adopt a D91 Instructional Model
- Provide coaching, professional learning and resources to strengthen the use of academic language, effective questioning, rich student discourse and formative assessments

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:

- Ensure outreach efforts are easily understandable, accessible and encourage participation by all
- Communicate regularly about curriculum, assessment and student achievement
- Conduct outreach that encourages the community to help ensure all children enter school ready to learn
- Provide stellar customer service that meets the needs of learners, parents, staff and our community

Community Involvement Practices:

- Patrons provide input through annual parent engagement and satisfaction surveys in addition to targeted surveys on how to support families and student learning
- Focus groups review district and school improvement plans
- Information is made available to stakeholders through a variety of platforms: electronic newsletter, email, social media, texts
- School Board meetings are live streamed to provide additional accessibility

**IDAHO FALLS SCHOOL DISTRICT 91
CONTINUOUS IMPROVEMENT PLAN
2022-2023**

Demographic Analysis *

	2021-22	2022-23
Male	51%	50.6%
Female	49%	49.6%
White	71%	72.0%
Black/African American	.5%	.5%
Asian	.7%	.6%
Native American	.5%	.6%
Hispanic/Latino	24%	22.0%
Free/Reduced Lunch Program	31.25%	39.1%
Received Special Education (IEP Students)	11.1%	11.9%

** Demographic analysis based on early September enrollment numbers*

DRAFT

LEA # 91	LEA Name: IDAHO FALLS
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/091
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
		2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	80.0%	85.0%
	5-year cohort graduation rate (optional metric)	80.0%	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	32.0%	
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	38.0%	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	45.0%	N/A
	% students who score proficient on the grade 8 ELA ISAT	58.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	65.0%	N/A
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	45.0%	50.0%
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	N/A
	% students who score proficient on the grade 6 ELA ISAT	57.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	N/A

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	60.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	60.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	N/A

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% of Kindergarten students who improve a full tier or remain proficient on the IRI (Fall - Spring)	N/A	N/A	70%
	% of 1st Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	N/A	N/A	70%
	% of 2nd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	N/A	N/A	75%
	% of 3rd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	N/A	N/A	75%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)		SY 2021-22 RESULTS (if available)		2022-23 Performance Targets (LEA's Chosen Goals)	
All students will be college and career ready	% of students with learning plans created and reviewed in 8th grade	8th grade	100%	8th grade	78%	8th grade	100%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100%	9th grade	96%	9th grade	100%
		10th grade	85%	10th grade	87%	10th grade	100%
		11th grade	85%	11th grade	87%	11th grade	100%
		12th grade	100%	12th grade	98%	12th grade	100%

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chose Performance Metric listed in Section IV.A.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

During the SY21-22, 78% of the cohort graduated from District 91 high schools. The target for the cohort was 80%. Graduation rate continues to be the focus and priority for our high schools. Efforts to increase the graduation rate include developing plans at each high school on how to increase rates. Principals and their leadership teams will work together to create plans using the HRS framework for their individual schools. These plans will include identification of all students at risk of not graduating, tracking these student's progress with the assistance of a graduation advocate, and college and career advisors meeting with these students to help them look at their future opportunities, college or career focused. A counseling intern has been hired at each high school and middle school to allow counselors more time to work with this group of students on mental health and other issues that may keep them from staying in school. There will also be an emphasis placed on getting the identified students to register for CTE classes. Additionally, middle school student success advocate positions have been added to support increased student engagement and retention.

All high school math teachers will teach either Algebra I or Geometry in another effort to help increase graduation rate. These teachers are using PLC collaboration time to target success in those two classes. Both high schools now offer a math lab each hour of the day where students may receive additional instruction and support.

ISAT scores for elementary ELA and mathematics have been relatively flat over the past two years while 8th grade scores in both ELA and mathematics declined. Beginning SY 22-23, a comprehensive K-8 math curriculum and accompanying professional development plan is in place to bolster curricular and instructional fidelity to standards. Over the course of this school year, an ELA curriculum review process will be completed in anticipation of a SY23-24 adoption and implementation.

Elementary students perform consistently on the IRI; the addition of all-day kindergarten in SY22-23 will provide additional time for students to achieve proficiency in foundational literacy and numeracy.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	88.0%	81.0%	85.0%
1	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	85.0%	85.0%	85.0%
2	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	89.0%	89.0%	90.0%
3	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	82.0%	83.0%	85.0%

4	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	81.0%	85.0%
5	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	81.0%	85.0%
6	ALL SUBJECTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	84.0%	85.0%
7-8	LANGUAGE ARTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	91.0%	90.0%
7-8	MATH	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STUDENT LEARNING OBJECTIVE	N/A	84.0%	85.0%
7-8	PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	86.0%	90.0%
7-8	SCIENCE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STUDENT LEARNING OBJECTIVE	N/A	88.0%	90.0%

7-8	SOCIAL STUDIES	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	84.0%	85.0%
9-12	LANGUAGE ARTS	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	85.0%	85.0%
9-12	MATH	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	TEACHER CONSTRUCTED	N/A	84.0%	85.0%
9-12	PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	91.0%	95.0%
9-12	SCIENCE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	88.0%	90.0%
9-12	SOCIAL STUDIES	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	88.0%	90.0%
9-12	SPANISH	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PRE/POST TEST	N/A	96.0%	95.0%