IDAHO FALLS SCHOOL DISTRICT 91
CONTINUOUS IMPROVEMENT PLAN (2023-2024)

LEA	#	Name: Idaho Falls School District 91	
Superintendent	Name: Karla LaOrange		Phone: (208) 525-7519
	E-mail: laorkarl@sd91.org		
CIP Contact	Name: Dr. Thomas Kennedy		Phone: (208) 612-7370
	E-mail: kennthom@sd91.org		

Mission and Vision:

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.

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Community Involvement in Plan Development:

Established Goals:

1. Improved graduation rates for all students. Idaho Falls School District 91's 4-year cohort graduation rate will be 90% by 2027.
2. In Reading, Science and Mathematics reduce the percentage of non-proficient students by one-third over four years as outlined below. "Proficient" means that a student has met or exceeded grade-level standards in a specific subject as determined by performance on the associated assessment.

   Goal Metrics: Decrease the percent of basic and below achievement

Assessment	Spring 2023	Sprint 2024 Goal
Idaho Reading Indicator	35%	30%
ISAT Reading	52%	42%
ISAT Mathematics	62%	55%
ISAT Science	65%	60%

3. Monitor and provide accountability of district and school leadership on High Reliability Schools (Marzano, 2020) progress, academic achievement, parent engagement, and progress reporting to the Idaho Falls School District Board of Trustees.

Goal 1 Strategies: Improved Graduation Rate

➢ Increase the effectiveness of Professional Learning Communities to consistently monitor student progress and implement evidence-based instructional strategies based on identified needs.
➢ Develop a graduation rate monitoring system that provides at-a-glance and student-level information progress reports on credits earned toward s graduation that includes course specific requirement information.
➢ Devise D/F reports that are updated weekly and easily accessible.
➢ Implement Permission to Fail system to ensure students with a learning disability are provided with appropriate learning opportunities.

Goal 2 Strategies: Improved Reading, Science, and Mathematics achievement.

Instructional Goal: Highly effective teacher in every classroom

➢ Implement Professional Learning Communities that utilize formal and informal data as the foundation of learning and instructional decisions.
➢ Incorporate reading, writing, and speaking everyday across all content.

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Reading Goal: Reduce the number of students who are performing below the proficient level.

- ➢ Increase the effectiveness of Professional Learning Communities to consistently monitor student progress and implement evidence-based instructional strategies based on identified needs.
- ➢ Provide structured literacy professional development focused on evidence-based practices and effective progress monitoring.
- ➢ Implement *Core Knowledge Language Arts* with fidelity.
- ➢ Implement structured literacy instructional strategies with consistency.
- ➢ Implement research-based progress monitoring assessments and tools.
- ➢ Implement effective Tier 2 interventions and provide professional development to support improved reading achievement.

Mathematics Goal: Reduce the number of students who are performing below the proficient level.

- ➢ Increase the effectiveness of Professional Learning Communities to consistently monitor student progress and implement evidence-based instructional strategies based on identified needs.
- ➢ Provide effective mathematics professional development focused on evidence-based practices and effective progress monitoring.
- ➢ Implement the *Into Math* program with fidelity.

Science Goal:

- ➢ Increase science knowledge through content reading practices focused on comprehending informational science text, including data analysis, reading charts and graphs, and common science text structures.
- ➢ Administer the science interim assessments and use the data to inform instructional decisions.

Goal 3 Strategies: Accountability of District and School Leadership

Achievement Accountability:

- ➢ Revise the principal evaluation system to include student achievement accountability measures focused on reducing the number of students who are not proficient in reading, mathematics, and science, and increase graduation rates, if applicable.
- ➢ Develop a graduation rate monitoring system that provides principals and schools with at-a-glance and student-level information that reports progress on credits earned towards graduation.
- ➢ Institute the use of D/F reports that are easily accessed and utilized during Professional Learning Community meetings.
- ➢ Create a principal evaluation electronic evaluation portfolio to document improved student achievement.
- ➢ Engage the Idaho Falls School District Community in long-term monitoring and planning for student achievement.
- ➢ Report achievement progress to the Idaho Falls School District School Board at the end of each trimester.

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High Reliability Schools Accountability Levels 1 and 2:

Level 1

- ➢ Assess the safety and orderliness of each school environment.
- ➢ Utilize Professional Learning Communities, School Advisory Councils, and District Advisory Councils to provide formal ways to give input into the decision-making process and operations of the school and district.

Level 2

- ➢ Communicate the district's goals and progress to all employees.
- ➢ Provide job-embedded professional development in the foundational principles of *The New Art and Science of Teaching* (Marzano, 2017).
- ➢ Consistently communicate and monitor evidence-based instructional practices throughout the school and district.

Community Engagement Accountability:

- ➢ Initiate School Advisory Councils with representation from all school stakeholders. School Advisory Councils will provide input into the School Wide Improvement Plan (SWIP).
- ➢ Institute annual meetings of the District Advisory Council with representation from all schools. The District Advisory Council will provide input into the District Continuous Improvement Plan (CIP).
- ➢ Coordinate the Student Advisory Council to provide input to school and community leaders.
- ➢ Consistently and regularly communicate information to stakeholders, including employees, through a variety of platforms.
- ➢ Live stream Idaho Falls School District 91 School Board business meetings to provide community accessibility to Board meetings.

References

Marzano, R. J. (2017). The new art and science of teaching. Solution Tree Press.

Marzano, R. J., Warrick, P., & Simms, J. A. (2011). Learning communities at work and high reliability

Schools: Cultures of continuous learning. Solution Tree Press.

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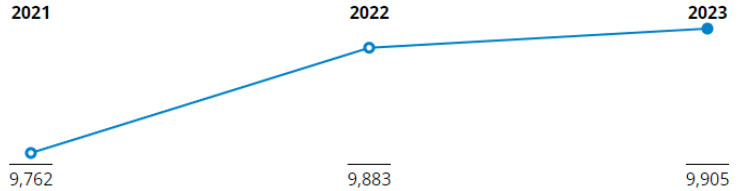# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

Demographic Analysis

https://idahoschools.org/districts/091

ABOUT OUR STUDENTS

TOTAL 2023 SPRING ENROLLMENT

9905

[View Details]

HISTORICAL ENROLLMENT

2021	2022	2023
9,762	9,883	9,905

2023 SPRING ENROLLMENT BY RACE/ETHNICITY

Race/Ethnicity	Percent
Asian	0.6%
Black/African American	0.4%
Hispanic or Latino	21.3%
Native American or Alaskan Native	0.5%
Native Hawaiian or Pacific Islander	0.1%
Multiracial	4.2%
White	72.8%
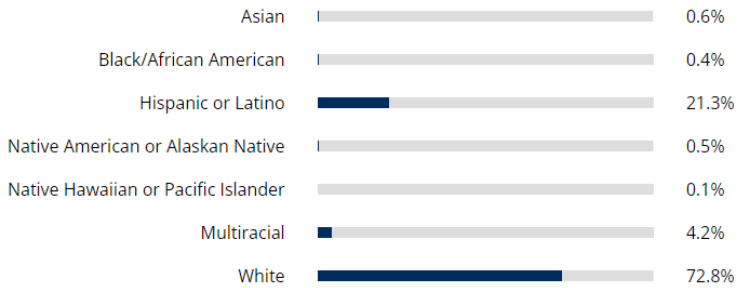
2023 SPRING ENROLLMENT BY STUDENT GROUPS

- 43% Students from Low Income Families
- 7% Students Learning English
- 13% Students with Disabilities
- <1% Students in Foster Care ⓘ
- 2% Students who are Homeless
- 1% Students from Migrant Families
- 2% Students from Military Families
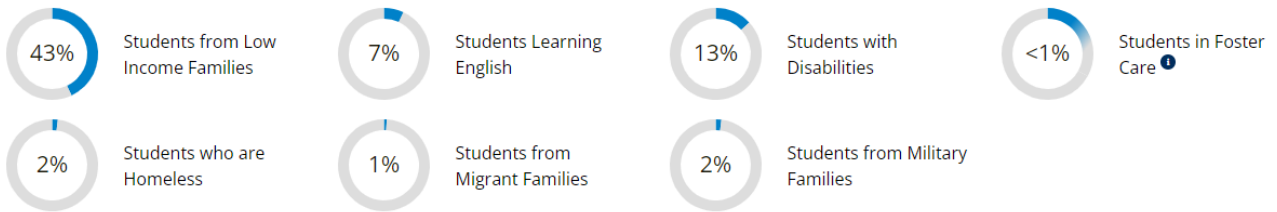
LEA # 91	LEA Name: IDAHO FALLS

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/091

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2021-22 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	**2022 cohort**	**2023 cohort**
		85.0%	**77%**
	5-year cohort graduation rate (optional metric)	**2021 cohort**	**2022 cohort**
		N/A	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	
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	**40.0%**	**40%**
	% students who make adequate growth on the grade 8 Math ISAT	**50.0%**	**40%**
	% students who score proficient on the grade 8 ELA ISAT	**60.0%**	**55%**
	% students who make adequate growth on the grade 8 ELA ISAT	**65.0%**	**60%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	**50.0%**	**40%**
	% students who make adequate growth on the grade 6 Math ISAT	**65.0%**	**60%**
	% students who score proficient on the grade 6 ELA ISAT	**60.0%**	**50%**
	% students who make adequate growth on the grade 6 ELA ISAT	**65.0%**	**55%**

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2021-22 CIP)	2023-24 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	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	65%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	46.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	50.0%

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	2022-23 Performance Targets (From LEA's 2021-22 CIP)	SY 2022-23 RESULTS (if available)	2023-24 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)	70.0%	82.2%	70%
	% of 1st Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	70.0%	64.2%	85%
	% of 2nd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	75.0%	81.0%	70%
	% of 3rd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	75.0%	75.3%	85%

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	2022-23 Performance Targets (From LEA's 2021-22 CIP)		SY 2022-23 RESULTS (if available)		2023-24 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	100%	8th grade	100%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100%	9th grade	100%	9th grade	100%
		10th grade	100%	10th grade	100%	10th grade	100%
		11th grade	100%	11th grade	100%	11th grade	100%
		12th grade	100%	12th grade	100%	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 2022-2023 Performance Targets (as chosen for your 2022-2023 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 SY22-23, 73**%** of the cohort graduated from District 91 high schools. The target for the cohort was 85%. 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 math standards. Beginning SY 23-24, a comprehensive K-6 ELA curriculum and accompanying professionald development plan is in place to bolster curricular and instruction fidelity to ELA standards.

Elementary students perform consistently on the IRI; the addition of all-day kindergarten in SY22-23 has provided 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 2022-23 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 2022-23 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 assesment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS	2023-24 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	85.0%	82.5%	**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%	77.1%	**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	90.0%	86.1%	**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	85.0%	81.1%	**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	85.0%	87.8%	**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	85.0%	88.1%	**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	85.0%	80.2%	**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	90.0%	81.6%	**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	85.0%	91.0%	**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	90.0%	90.3%	**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	90.0%	89.8%	**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	85.0%	79.5%	**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	85.0%	85.5%	**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	85.0%	85.1%	**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	95.0%	89.3%	**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	90.0%	80.1%	**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	90.0%	85.3%	**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	95.0%	90.1%	**90.0%**