

# IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN 2021-2022

<b>School District</b>	<b>91</b>	<b>Name: Idaho Falls School District</b>
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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.

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## 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 2021-2022

## Demographic Analysis \*

	<b>2020-21</b>	<b>2021-22</b>
Male	51%	51%
Female	49%	49%
White	72%	71%
Black/African American	.5%	.5%
Asian	.8%	.7%
Native American	.6%	.5%
Hispanic/Latino	23%	24%
Free/Reduced Lunch Program	44%	31.25%
Received Special Education (IEP Students)	11.4%	11.09%

*\* Demographic analysis based on early September enrollment numbers*

LEA # 91	LEA Name: Idaho Falls School District
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## METRICS

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate	90.0%	<b>80.0%</b>
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		NA	<b>80.0%</b>
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	36.0%	<b>32.0%</b>
	% students who score proficient on the grade 8 Math ISAT	90.0%	<b>38.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	37.9%	<b>45.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	90.0%	<b>58.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	61.2%	<b>65.0%</b>
	% students who score proficient on the grade 6 Math ISAT	90.0%	<b>45.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	47.5%	<b>50.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	90.0%	<b>57.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	60.2%	<b>65.0%</b>

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

<b>Goal</b>	<b>Performance Metric</b>	<b>2020-21 Performance Targets (Previously chosen by LEA)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	90.0%	<b>60.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	90.0%	<b>60.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	90.0%	<b>70.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	90.0%	<b>70.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	90.0%	<b>50.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	<b>65.0%</b>

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of students who scored “intensive” on the Kindergarten Fall IRI who improved by one or more score categories on the Kindergarten Spring IRI:	60%	59.09%	63%
% of students who scored “intensive” on the Grade 1 Fall IRI who improved by one or more score categories on the Grade 1 Spring IRI:	60%	51.01%	60%
% of students who scored “intensive” on the Grade 2 Fall IRI who improved by one or more score categories on the Grade 2 Spring IRI:	50%	56.50%	60%
% of students who scored “intensive” on the Grade 3 Fall IRI who improved by one or more score categories on the Grade 3 Spring IRI:	50%	47.22%	50%
<b>Section III.B: Narrative on Measuring Literacy Progress</b>			
<p>May 2021 iStation data indicates progress toward increasing the percentage of students who improved by one or more score categories on the Spring IRI. On this metric, although kindergarten did not meet the target of 60%, 59% of intensive students improved. Since this was a gain of almost 10 percentage points (in SY19-20 49.58% of intensive students improved) this metric demonstrates the effectiveness of the district-wide extended day kindergarten program. This key piece of the literacy intervention plan is highly-structured and supported with district-coordinated and implemented curriculum and professional development. Compared to the kindergarten intervention program, the school-based interventions at other grade levels do not demonstrate a similar high level of efficacy. In grade 1, the target goal of 60% was not met nor was the grade 3 target goal of 50%. Grade 2 exceeded the goal of 50%, but did not demonstrate the level of growth shown in kindergarten. In response, SY21-22 professional development for primary reading is shifting to a district-level initiative utilizing resources through the Consortium on Reading Excellence in Education (CORE).</p>			

<b>Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)</b>						
<b>Goal</b>	<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>		<b>SY 2020-21 Results</b>		<b>2021-22 Performance Targets (LEA Chosen)</b>
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	1		1		2
	% of students whose learning plans are reviewed annually by grade level	8th grade	85.0%	8th grade	90.0%	100.0%
		9th grade	100.0%	9th grade	43.0%	100.0%
		10th grade	87.0%	10th grade	43.0%	85.0%
		11th grade	88.0%	11th grade	43.0%	85.0%
		12th grade	100.0%	12th grade	90.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		NA	NA	282	636	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	50.0%		44.3%		48.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
NA		NA	292	595		
% students who Go On to a form of postsecondary education within 2 years of HS graduation	50.0%		49.1%		55.0%	



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

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of high school seniors who complete the FAFSA	78.0%	41.0%	<b>80.0%</b>

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

Our district is measuring progress towards college and career advising and mentoring goals using the % of high school seniors who complete the FAFSA. Idaho Falls School District will focus on FAFSA completion rate in 21-22. Coming out of the 20-21 Covid school year we were not able to reach our goal of 78%. This school year we are confident that we will be able to engage at least 80% of our students in filling out the FAFSA application. This also gives our college and career counselors an opportunity to visit with each student in the Junior and Senior class about their post secondary plans and discuss options for post secondary education including; workforce, technical certificates and degrees, community college, or university opportunities. The CCR's are planning many activities to increase the number of students who fill out the application.

**Section VI: Report of Progress Narrative (required)**

During SY20-21 our 4-year cohort graduation rate increased by 1.2 percent. This increase falls short of the chosen target so improvement in this area will be a priority for our high schools. Development of additional intervention supports for secondary students is a focus for SY21-22. ISAT scores for ELA and mathematics exceed the state average in grade six, but decline in grade eight to the state average for mathematics and below the state average for ELA. This trend is concerning and is being addressed by extensive work by teacher teams to identify priority standards and develop common formative assessments. Elementary students continue to show consistent improvement on the IRI with the greatest growth occurring at the kindergarten level. The extended day kindergarten program is highly effective and a model for interventions at other grade levels.

**Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)**

NOTES: No other grade levels or subjects can be aggregated to create an N of 5 or more because of the wide variety of assessment tools used by staff.

**Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets**

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

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	86.0%	<b>88.0%</b>
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	83.0%	<b>85.0%</b>
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	87.0%	<b>89.0%</b>
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	80.0%	<b>82.0%</b>

**Metric Notes :**

No other grade levels or subjects can be aggregated to create an N of 5 or more because of the wide variety of assessment tools used by staff.