TEMPLATE A

[SCHOOL NAME]
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2016 – 2017

Mission:

Vision:

GOALS

1. College and Career Readiness

A. (Goal Statement)
All students will be college and career ready at graduation.

B. (Key indications of how the performance will be monitored)

i. The number and percentage of students meeting the composite college ready benchmark on the SAT.
- (Benchmark/Measurable Target)
  60% of students will meet the benchmark.
  500 students will meet the benchmark

ii. The increase in the number of student who met the college ready benchmark from the previous year.
- (Benchmark/Measurable Target)
  10% increase over the previous year.

iii. The percentage of students participating in one or more Advanced Opportunity.
- (Benchmark/Measurable Target)
  75% of students will meet the benchmark.

C. (Previous Year Data relative to indicator)
- In 2015 35% of high school students met or exceed the composite score of 1500.
- 2015 was baseline year for district-wide SAT data, 2016 will be the year progress will be measured on this indicator.
- In 2015 60% of students participated in either AP or dual credit courses.

2. High School Preparedness

A. (Goal Statement)
All students will be prepared to transition from middle school/Jr. high to high school.

B. (Key indication of how the performance will be monitored)
The percentage of students who scored proficient or advanced on the 8th grade ISAT.
- (Benchmark/Measurable Target)
  90% of 8th grade students will score proficient or advanced on the ISAT.

C. (Previous Year Data relative to indicator)
In 2015 85% of 8th grade students scored proficient or advanced on the ISAT.

3. Student and Parent Engagement

A. (Goal Statement)

Increase student and parent engagement at all grades level through increase attendance at all grade levels.

B. (Key indication of how the performance will be monitored)
Increase in student attendance rates as a percentage of total instructional days.

C. (Benchmark/Measurable Target)
Students will attend at least 95% of instructional days in a given school year.

D. (Previous Year Data relative to indicator)
In 2015 the average student attendance rate was 85%

Report of Progress (2015-2016)

Goal	Performance Measure/Indicator		SY 2015	SY 2016	SY15-SY16 Improvement	Benchmark/ Performance Target
All students will be college and career ready at graduation	# and % of students meeting college ready benchmark in math on the SAT		35%	37%	2%	60% (10% annual Improvement)
			500	550	3	10% increase (605)
	# and % of students meeting college ready benchmark in reading and writing on the SAT		55%	85%	30%	95% (10% annual improvement)
			90	93	3	20% increase
	# of learning plans (developed in grade 8) reviewed by grade level		500	500		100% reviewed annually (500)
			600	600		100% reviewed annually (600)
			700	700		100% reviewed annually (700)
			800	800		100% reviewed annually (800)
	# and % of students who go on to some form of postsecondary education 1 yr after graduation		500	600		10% annual increase (660)
			32%	36%		60%
	# and % of students who go on to some form of postsecondary education 2yr after graduation		500	600		10% annual increase (660)
			45%	50%		80%
	# of students receiving/participating in college and career advising and mentoring by grade level	12	350	400		100 % (400)
		11	250	300		100 % (300)
		10	150	200		100 % (200)
		9	150	200		100 % (200)
		8	100	100		100 % (100)
	% of high schools students graduating with an associate's degree		30%	35%		50%
	% of high school students graduating with an industry recognized certification		35%	65%		80%

All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8th grade math ISAT	85%	87%		90%
		300	350		10% increase (385)
	# and % of students scoring proficient or advanced on the 8th grade ELA ISAT	90%	95%		99%
		500	550		10% increase (605)
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6th grade Math ISAT	85%	94%		90%
		300	350		10% increase (385)
	# and % of students scoring proficient or advanced on the 6th grade ELA ISAT	90%	95%		99%
		500	550		10% increase (605)
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	85%	85%		90%
		200	250		10% increase (275)
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	45%	65%		75%
		300	350		10% increase (385)
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	85%	89%		95%
		100	150		10% increase (165)
	# and % kindergarten students identified as reading at grade level on the Spring IRI	35%	45%		55%
		95	105		10% increase (116)
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	85%	95%		99%
	Parent Participation at parent/teacher conferences	85%	95%		99%
Increase teacher engagement	Number of hours of job embedded professional development	20	40		80
	Number of subject level multi-grade teacher teams	5	6		10
	Number of hours available for mentor teachers to mentor or observe/team teach	30	40		60
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	45%	60%		100%

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on

available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

	2015-2016	2016-2017
Male	70%	68%
Female	30%	32%
White	88%	89%
Black/African American	1%	2%
Asian	1%	2%
Native American	1%	2%
Hispanic/Latino	1%	2%
Free/Reduced Lunch Program	25%	32%
Received Special Education (IEP Students)	8%	7%

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

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

2. Set clear and measurable targets based on student outcomes

3. Include a clearly developed and articulated vision and mission (statement)

4. Include key indicators for monitoring performance

5. Include the statewide continuous improvement measures specified in IDAPA 08.02.01.801, subsection 04.

6. 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.gov/k_12/Training_For_School_Board.asp
Section 33-1616, Idaho Code may be reference here: 33-1616
Administrative Code: IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp
Section 33-1212A, Idaho Code, may be referenced here: 33-1212A
Administrative Code: IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring 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.