MOUNTAIN HOME SCHOOL DISTRICT 193

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Continuous Improvement Plan
2021-2022

Mission: *Committed to Learning Today for Tomorrow's World*

Vision: *In partnership with students, parents, and community, the Mountain Home School District creates an exciting & challenging instruction that has value and meaning for each student, encouraging them to become responsible contributing members of society.*

Goals

1. **College and Career Readiness**

   All students will be ready for career, college or specialized vocational instruction upon graduation from the Mountain Home School District.

   Strategies and Indicators
   a. High School graduation rate will improve to 95%
   b. Students participating in advanced educational opportunities (AP, Dual Credit) will increase 5% over the previous year.
   c. Students taking Career Technical Education (CTE) classes will increase 5% from the previous year.
   d. AVID will be school wide at Mountain Home High School by 2018-2019.
   e. Provide programs for a variety of learning needs
   f. Implement a rigorous and relevant curriculum that is aligned K-12
   g. Recruit, retain, and develop quality staff
   h. Engage parents to be active in student learning K-12
   i. Emphasize civic responsibility K-12

2. **High School and Junior High Preparedness**

   All students will be prepared and perform successfully in their respective grade levels.

   Strategies and Indicators
   a. The number of students needing remediation courses and credit recovery in 7th and 8th grade will decrease 5% each year for the first 3 years.
   b. All students will develop a 7-12 academic plan beginning with the first semester of 7th grade.
   c. AVID will be expanded to Hacker Middle School by 2018-2019 to help prepare students for junior high. (completed)
   d. Bennett Mountain Alternative Placement Center (7th and 8th grade) will be expanded by 2018 to accommodate up to 20 at risk students from MHJH. (Accomplished in 2018)
   e. Engage parents to be active in student learning K-12

3. **Community Engagement**

   Improve public perception of the Mountain Home School District through efforts to share positive accomplishments.

   Strategies and Indicators
   a. Community outreach through media, newsletters
   b. Create methods to report positive stories from students
   c. Highlight the excellence in staff
   d. Build the morale of the staff through support and professional development
   e. Provide opportunities for community and staff input (surveys, community forums, etc.)
   f. Increase parental involvement opportunities at schools and school events
   g. Encourage and support students to participate in extracurricular activities

4. **Facilities and Technology**

   Update and remodel facilities as well as build a new High school while continually upgrading technology to meet the demands of 21st Century education.

   Strategies and indicators
   a. Complete renovation plans under the current plant facility levy
   b. Successful formation and mobilization of a Community Advisory Board to explore a possible bond to build a new high school.
   c. Develop a building replacement schedule
   d. Identify technology upgrades
   e. Put access control in all buildings

5. **Statement of Community Engagement**:

   This plan is reviewed annually by the Board of Trustees. The plan is discussed at open board meetings with input provided in writing from parents, staff, patrons, students, and any community member who would like to provide the input. The plan is displayed in poster format in all the schools in the district. Community working groups around each goal area provide additional input throughout the year in the appropriate goal area.

6. **Continuous Improvement Plan**

   The first twelve (12) pages are examples of what needs to be included in the CIP. MHSD's CIP begins on page thirteen (13).

INSTRUCTIONS

EXAMPLES PAGES 3-12

Introductory Information (before Section I):

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are <u>REQUIRED to provide a direct link to your LEA level report card, as posted on idahoschools.org</u>. This provides your demographics and previous years' performance data. **Example:** https://idahoschools.org/districts/431

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

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 CIP or Combined District Plan) for each metric. If you did not set a Performance Target / Benchmark for a specific metric (Example: % students who made adequate growth on ISAT), you may enter "N/A" in the 2020-21 column for that metric.
2. You are required to set 2021-22 Performance Targets for all shaded (blue) metrics in Section I. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

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

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Literacy Plan or Combined District Plan) for each metric. If you did not set targets for a metric (i.e. 4th grade ISAT), you may enter "N/A" in the 2020-21 column.
2. You are required to set 2021-22 Performance Targets for all Section II metrics. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)

1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B.
2. 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 (from your 2020-21 Literacy Plan or Combined Plan).
3. Section III.B allows you to address your plan to measure progress through a short narrative.

INSTRUCTIONS (continued)

Section IV: Required College and Career Advising Performance Metrics (required)

1. All Section IV Metrics are required.

2. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Advising Plan or Combined District Plan) for each metric.

3. You must provide at least one (1) year of previous data (2020-21 results at a minimum) for each metric.

4. Go On Rates data is available on the State Board of Education website under Continuous Improvement Plan / Other Resources.

5. Use the far right column to set your 2021-22 Performance Targets for each metric.

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

1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section V.A or V.B.

2. 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 (from your 2020-21 Advising Plan or Combined Plan).

3. Section V.B allows you to address your plan to measure progress through a short narrative.

Section VI: Report of Progress Narrative (required)

1. Section IV is required. Please use the box to reflect on the progress your LEA made towards the 2020-21 goals you set in your Combined Plan or Continuous Improvement Plan, Advising Plan, and Literacy Plan, as reflected in the 2020-21 Performance Targets column in Sections I - V). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

Section VII: Notes (optional)

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set your 2021-22 Performance Targets.

Section VIII: Staff Performance - Previous Results & Current Year Performance Targets (required)

1. Proceed to the "Staff Performance Report" tab and use the Section VIII table to provide your most recent year staff performance and to set goals for 2021-22. Data should be aggregated by grade and subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**

2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. Add rows as needed.

3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.

4. In the "2020-21 Results" column, provide the aggregated % of students in that grade and/or subject group that met their measurable targets for the 2020-21 school year.

LEA # 431	LEA Name: Weiser School District

EXAMPLE METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/431

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)
All students will be college and career ready	4-year cohort graduation rate	**2020 cohort**	**2021 cohort**
		86.0%	**88.0%**
	5-year cohort graduation rate (optional metric)	**2019 cohort**	**2020 cohort**
		Not required	**91.0%**
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	41.0%	**43.0%**
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	47.0%	**52.0%**
	% students who make adequate growth on the grade 8 Math ISAT	N/A	**63.0%**
	% students who score proficient on the grade 8 ELA ISAT	57.0%	**60.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	**67.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	48.0%	**51.0%**
	% students who make adequate growth on the grade 6 Math ISAT	N/A	**63.0%**
	% students who score proficient on the grade 6 ELA ISAT	64.0%	**68.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	**74.0%**

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	70.0%

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)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	37.0%	36.00%	42.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	59.0%	61.00%	64.0%
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	50.0%

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 measurements that are distinctly *different* than those required in Sections I and II, above.
Example 1 (if III.A is complete): Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A. **EXAMPLE 2 (if III.A is blank):** Our district is measuring progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grades K-3 in the district, schools within our district have set school-based and grade-based targets based on their students (with the expectation their school-based goal for all grades will be no lower than the district goal). For 2020-21, after reviewing previous years of data, we set a goal that 37% of students who did not score proficient on the Fall IRI would gain a performance category by the spring. We fell just short of this goal, as 36% of students did so. Given that this was achieved during the pandemic, we are happy with the result. Since we will have a focus on accelerated learning and resources to provide additional supports to students, for 2021-22, we have set a ambitious goal to have 42% of non-proficient students gain at least one performance category by spring.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results (if available)		2021-22 Performance Targets (LEA Chosen)
	# of HS students who graduate with an associate's degree or a CTE certificate	12		11		14
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	99.8%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	98.7%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	99.3%	100.0%

All students will be college and career ready	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	
		33	62	29	62	Not Required
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	53.2%		46.8%		**51.0%**
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		37	63	33	63	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	58.7%		52.4%		**55.0%**

Section V: 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 andtargets, <u>you may choose to complete either Section V.A **or** Section V.B</u>. 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 V.B allows you to address your plan to measure progress through a short narrative.

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	48.0%	43.0%	**48.0%**
% of high school seniors who apply to at least one post-secondary institution	51.0%	44.0%	**51.0%**
% of high school juniors who complete the [Careers and Financial Literacy course]	61.0%	61.0%	**64.0%**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress
Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Example 1 (if V.A is complete): Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.

EXAMPLE 2 (if V.A is blank): Our district is measuring progress towards college and career advising and mentoring goals using the following: % of students who meet college ready benchmarks on the SAT / ACT (the optional goal we have set in Section I) and the % of students who apply to at least one college or university. In 2020-21, 41% of our students met the college ready benchmarks on SAT/ACT. We have set 43% as our goal for this metric in 2021-22. For 2020-21, we set a goal that 51% of our students who apply to a college/university. Unfortunately, we did not meet this goals, as only 44% of students applied to postsecondary institutions. This seems to be in alignment with other districts and schools throughout the state and may reflect an impact of the pandemic. We set our goal for 2021-22 at 51% and are hoping to better connect with students and support them in identifying and pursuing their future goals.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

EXAMPLE RESPONSE:

Successes

Given the challenges of providing instruction during the pandemic, overall, we are pleased with our districts efforts and results during the 2020-21 school year. Our teachers were flexible and resilient, and put in more work than ever before.

2020-21 Performance Targets Met

Graduation Rate (86.2%); ISAT ELA 6th grade (67.0%) and 8th grade (65.3%); IRI Kindergarten (90.2%) and 2nd grade (71.7%);

Literacy LEA Chosen Goal- Kindergarten proficiency on the MAP (61%); Advising HS learning plans for 10th and 11th grade (both 100%);

Advising LEA Chosen Goal- HS juniors who completed a career and financial aid course (61%).

Planned Strategies to Address Areas of Challenge

There were subjects where we did not meet our 2020-21 targets. While we were close to our targets for IRI for 1st and 3rd grade, we were not close to meeting our goals for ISAT Math (both 6th and 8th grade) or our Go On rates. These will be areas of focus for 2021-22. We have already reached out to the regional math center to develop targeted professional development to accelerate math learning. Our counselors are also working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it.

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

NOTES: In setting our 2021-22 Performance Targets, we reviewed previous years of available data, as well as fall data when available.

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets
(Section VIII is required; metrics should be aggregated by grade and subject or goal, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K-5	Physical Education	% 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	Presidential Youth Fitness Club (K-3) & Award (4-5)	78.0%	80.0%
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%	90.0%
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	86.0%	90.0%
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	87.0%	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	ISAT ELA & Math	67.0%	70.0%
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	ISAT ELA & Math	68.0%	70.0%

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	ISAT ELA & Math	65.0%	70.0%
6-8	Physical Education	% 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	Presidential Youth Fitness Award	73.0%	75.0%
6-8	Music	% 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	Iowa Test of Music Literacy	68.0%	70.0%
6-8	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	Imagine Learning Spanish Assessment	73.0%	75.0%
6-8	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	ISAT Science, Grade 8	77.0%	80.0%
6-8	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	ISAT Math	60.0%	65.0%
6-8	English	% 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	ISAT ELA	67.0%	70.0%
9-12	Physical Education	% 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	Presidential Youth Fitness Award	68.0%	70.0%
9-12	Music	% 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	Iowa Test of Music Literacy	81.0%	85.0%

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	Imagine Learning Spanish Assessment	72.0%	**75.0%**
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	ISAT Science, Grade 11	71.0%	**75.0%**
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	ISAT Math	56.0%	**60.0%**
9-12	English	% 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	ISAT ELA	73.0%	**75.0%**
9-12	U.S. History & Government	% 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	U.S. Citizenship Test	87.0%	**90.0%**

LEA #	**193**	LEA Name:	**Mountain Home School District**

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	**https://idahoschools.org/districts/193**

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)
All students will be college and career ready	4-year cohort graduation rate	*2020 cohort*	*2021 cohort*
		90.0%	**90.0%**
	5-year cohort graduation rate (optional metric)	*2019 cohort*	*2020 cohort*
		Not required	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	60.0%	**50.0%**
	% students who make adequate growth on the grade 8 Math ISAT	N/A	**50.0%**
	% students who score proficient on the grade 8 ELA ISAT	60.0%	**60.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	**50.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	**50.0%**
	% students who make adequate growth on the grade 6 Math ISAT	N/A	**50.0%**
	% students who score proficient on the grade 6 ELA ISAT	60.0%	**60.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	**50.0%**

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 1 Spring IRI	70.0%	**70.0%**
	% students who score proficient on the Grade 2 Spring IRI	76.0%	**76.0%**
	% students who score proficient on the Grade 3 Spring IRI	76.0%	**76.0%**
	% students who score proficient on the Grade 4 ELA ISAT	N/A	**70.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	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, <u>you may choose to complete either Section III.A **or** Section III.B</u>. 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)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of students who scored proficient or advanced on the Grade 3 ELA ISAT	45.0%	38.00%	**45.0%**

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 measurements that are distinctly *different* than those required in Sections I and II, above.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	75		115		**125**
	% of students with learning plans created and reviewed in 8th grade	**8th grade**	100.0%	**8th grade**	100.0%	**100.0%**
	% of students whose learning plans are reviewed annually by grade level	**9th grade**	100.0%	**9th grade**	90.0%	**100.0%**
		10th grade	100.0%	**10th grade**	90.0%	**100.0%**
		11th grade	100.0%	**11th grade**	92.0%	**100.0%**
		12th grade	100.0%	**12th grade**	100.0%	**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
		125	250	79	242	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	50.0%		32.6%		**40.0%**
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	**# Enrolled**	**# 2019 cohort**	**# Enrolled**	**# 2019 cohort**	Not Required
		125	250	98	227	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	50.0%		43.2%		**50.0%**

Section V: 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 andtargets, you may choose to complete either Section V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

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 filled out the FAFSA	80.0%	51.0%	**60.0%**
% of high school seniors who applied to at least one college/university	80.0%	49.0%	**60.0%**

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

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

Successes:

Despite our teachers having to provide instruction online for a large part of the year, we are pleased with the progress we are making with our College and Career Advising. Last year, 115 seniors earned a total of 277 CTE certificates, far exceeding previous totals. Students continue to use Naviance to prepare for their post-secondary plans, whether that be college, trade school, or the workforce. In addition, students continued to access our Career Center Coordinator and counselors throughout the pandemic to explore college and career options. Our new Naviance coordinator at the junior high school continues to meet with every 8th grade student and create their 4-year learning plan.

2020-21 Performance Targets:

Due to the hybrid model and having less contact time with students, our counselors were not able to meet with 100% of all of our students to review their learning plans. Counselors were told to focus on the seniors to ensure that all seniors graduated.

On paper, we also didn't meet our goal of 50% of our students going on. However, when you factor in that we are a military community with about 15% of our students opting to join the military and another 5% choosing to go on a church mission, we feel we're about where we need to be.
Only 38% of our 3rd graders scored proficient on the ELA ISAT. Even with distance learning and an abbreviated ISAT, that is a concerning % and drop from previous years.

Despite having a large number of students who enter the military or serve on a church mission right after high school, we would still like to increase our number of students who complete the FAFSA and complete at least one college application. We feel this will increase the chance of some students who feel they can't afford college, receive the financial aid they need to attend college. As of right now, our FAFSA night is scheduled for October 27th and will be in person this year, so we are hoping to have more of our seniors show up this year to get assistance in completing the FAFSA. We've also learned that while most of our students receive the letter from the state that they have been accepted into the Idaho Universities, many students think they are done and don't have to complete the application. We will place more of an emphasis on having students complete their Next Steps.

Planned Strategies to Address Areas of Challenge:

We are using the State Learning Loss funds to provide an assortment of after school programs to help our students address learning loss that happened last year. We are increasing our number of hours we have tutors available, along with providing over 40 different learning loss activities throughout the school year at all grade levels.

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

NOTES: Due to the size of our district, after 6th grade, no grade level department or elective teachers have more than 5 teachers, so we are unable to report those out. For example, we have two English 9 teachers, 3 English 10 teachers, 3 9th grade math teachers, 2 7th grade Reading Teachers, 3 art teachers, 1 drama teacher, 1 automotive teacher, etc. Some of our high school departments have more than 5 teachers total, but they don't all use the same assessment tool.

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	67.0%	**75.0%**
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	58.0%	**75.0%**
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	65.0%	**75.0%**
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	66.0%	**75.0%**
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	ISAT ELA & Math	51 & 36%	**60 & 50%**
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	ISAT ELA & Math	38 & 21%	**60 & 50%**
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	ISAT ELA & Math	44 & 26%	**60 & 50%**
		% 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			
		% 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			

Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
	% 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			
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Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
		% 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			
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		% 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			

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LEGAL REFERENCE:
Idaho Code Section 33-320 – Continuous Improvement PlansTraining
IDAPA 08.02.01.801 – Strategic Planning and Training

BOARD APPROVED: June 18, 2013 (TVEP) & October 15, 2013 (Common Core)
FORMALLY ADOPTED: September 16, 2014
Board Approved: September 29, 2015 – Board approved the actual Strategic Plan without any revisions in order to meet the SDE requirement of an annual review no later than 1 October, with the caveat to continue the revisions throughout the 2015-16 school year – September 29, 2015

Revised: August 16, 2016   Revised: August 15, 2017   Revised: August 21, 2018
Revised: August 20, 2019   Revised: August 18, 2020   Revised: August 17, 2021