

# IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN 2019-2020

<b>School District</b>	<b>91</b>	<b>Name: Idaho Falls School District</b>	
Superintendent	George Boland		Phone: 208 525-7518
	bolageor@d91.k12.id.us		
CIP Contact	Margaret Wimborne		Phone: 208 525-7504
	wimbmarg@d91.k12.id.us		

## 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.

## Focus Areas, Goals & Research-Based Strategies

As part of a needs assessment, 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

### **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

**Demographic Analysis \***

	<b>2018-19</b>	<b>2019-20</b>
Male	51%	50%
Female	49%	50%
White	73%	72%
Black/African American	1.6%	.7%
Asian	1.6%	.8%
Native American	5.6%	.7%
Hispanic/Latino	18%	23%
Free/Reduced Lunch Program	54%	46%
Received Special Education (IEP Students)	11%	11%

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

# METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

<a href="https://idahoschools.org/districts/091/profile">https://idahoschools.org/districts/091/profile</a>		
Goal	Performance Metric	Targets (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	<b>90%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	<b>90%</b>
	% students who scored proficient on the 8th grade ELA ISAT	<b>90%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	<b>90%</b>
	% students who scored proficient on the 6th grade ELA ISAT	<b>90%</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	<b>90%</b>
	% students who scored "proficient" on the Grade 1 Spring IRI	<b>90%</b>
	% students who scored "proficient" on the Grade 2 Spring IRI	<b>90%</b>
	% students who scored "proficient" on the Grade 3 Spring IRI	<b>90%</b>

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	Targets (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	<b>36%</b>