

Hagerman School District # 233

2017-2020

Hagerman School District
#233
Continuous Improvement Plan
2017-2020

This plan provides a road map that is continuously updated to reflect our best thinking.

Each school district and public charter school in Idaho shall develop and maintain a strategic plan that focuses 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 strategic plan shall: Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and Include key indicators for monitoring performance.
Idaho Code 33-320

Hagerman School District # 233

2017-2020

To realize this vision, the Board of Trustees and the Staff of Hagerman School District work in a concerted effort to use our resources, talents, and skills to help each student succeed in school. Our Mission, Vision, and Beliefs direct our work, our relationships and our capacity to provide the quality of education students need every day.

Our Mission: To provide a safe, secure environment and quality educational opportunities which prepare our students for a life of learning and achievement.

Vision: Hagerman School District will be a vibrant, nurturing community where all students have pride in their scholastic achievement and are productive, involved citizens of society, with the tools to reach their dreams.

Hagerman School Board Beliefs

The board of trustees believes that this school district should provide the finest administrative, instructional and operating staffs, and the finest physical facilities it can obtain with the limitations of the community's ability and willingness to furnish financial support.

The board believes that it is the responsibility of the schools to provide learning opportunities for all children of school age in the community, and for adult members of the community when such opportunities are desired by a reasonable number of persons.

The board believes that, so far as is administratively and economically feasible, each student should be treated as an individual with his or her own particular capabilities, aptitudes, and personality. The student should be an active participant in the learning process, and not simply a passive observer of knowledge. He or she should learn where to look for and how otherwise to acquire information.

It is the function of the educational process to provide each student with opportunities for obtaining the knowledge, experience, and skills which careful study indicates will best prepare him or her to assume a position in the competitive adult society and will permit him or her to make his or her greatest individual positive contribution to society and to themselves. For some students, this will mean thorough preparation for further formal education. For others, it will mean basic general information plus the attainment of certain vocational skills and experience.

The board believes each student, regardless of whether he or she chooses a vocation or further formal education, should have satisfactorily completed a basic course of study as outlined in the current board policy before being awarded a high school diploma.

Hagerman School District # 233

2017-2020

STATEMENTS OF BELIEF

The Staff of Hagerman joint School District No. 233 affirms the following beliefs about students, learning, and learning opportunities:

- We believe that all students can learn.
We believe that having time to learn and appropriate support systems are crucial to success.
- We believe that the task of schools is to provide a learning environment which creates the opportunity for success.
- We believe a quality learning environment is one in which students and adults are polite, show respect, and have consideration for one another.
We believe that one of our most significant roles is to intentionally enhance the students' self-esteem, which is crucial to their success.
We believe that the rate at which pupils will acquire critical learning will vary, but expectations for their success will not.
The most essential requirement is that pupils become successful learners.
- Teachers must keep the opportunity open and provide support until the critical learning has been accomplished.
- We believe that student learning opportunities should not be limited by the use of tracking.
- We believe that all students can acquire higher cognitive levels of learning.
- We believe that learning will be more successful when the experiences have meaning for the students.
- We believe that all of our professional behaviors need to be intentionally aligned with the best knowledge available concerning learning and individual behavior.
- We believe that learning objectives, learning activities, and the assessment of learning will be clear, open, and aligned at all times.

LEARNING STANDARDS

Our mission will be accomplished when students are

- Academic Achievers who demonstrate competency within measurable learning standards;
- Clear Communicators who can effectively transfer information by listening, speaking, reading, and writing;
- Responsible Citizens who understand the roles and duties of the citizens and how to improve quality of life in their communities;
- Complex Thinkers who use resources, apply academic knowledge to reason, solve problems, and make decisions; and
- Quality Producers whose work, individually, or within a group setting, displays creativity, high standards, and demonstrates excellence across the curriculum.

Hagerman School District # 233

2017-2020

Clear and Measureable Targets

As such the Hagerman School District #233 sets the following goals:

Goal 1: Each Student meets or exceeds proficiency in reading, language, math and science.

Goal 2: Ensure that intervention systems are in place to support and advance high achievement for students

Action 2.1: Use effective instructional strategies that promote acquisition of knowledge, skills, and higher order thinking.

Goal 3: Improve our understanding of how to teach and align Common Core lessons.

Action 3.1: Try to hire instructional leaders to come into each class and work with our teachers/staff

Action 3.2: Evaluate our programs to continuously improve our results for students.

Goal 4: Relationships with students will demonstrate high expectations for their learning and support for their success.

Goal 5: Increase community engagement, and open and transparent communication to build an increase of trust within the school and the community.

Student Success	<ol style="list-style-type: none">1. Proficiency and growth levels on State Assessments as defined by State Reporting.2. Demographic Enrollment Levels.3. Summary of RTI screening targeting the percent of students requiring intervention and invention effectiveness per building and by district.4. College and Career readiness reporting to include at a minimum SAT/ACT scores, Dual Credit and Professional Technical Certifications.5. Course completion and grade level /grade distribution performance.6. School Attendance Reporting.7. Student Conduct based on In School and Out of School Suspension Levels.
District Excellence	<ol style="list-style-type: none">8. Graduation Rate as a K-12 Indicator.9. District and School Performance using Annual Measurable Outcomes or new systems as they maybe developed by the State of Idaho.10. Retention rates of staff
Finance	<ol style="list-style-type: none">11. Fiscal Accountability as described in the annual audit.12. Percent of teachers getting state leadership incentives.13. Percent of teachers in Master Teacher category as the state career ladder is rolled out.14. Grant funds to provide additional opportunities for staff and students.15. Ability to provide a competitive salary to recruit and retain qualified teachers.

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

District #	233 District Name: Hagerman Joint School District
------------	---

METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	3	27	3	19	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	11.11%		15.79%		4.68 percentage points	16%
	% [7 - 12] students participating in one or more advanced opportunity	29.36%		35.70%		6.34 percentage points	37%
	% CTE track HS students graduating with an industry-recognized certification	0.00%		3.33%		3.33 percentage points	4%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	65.00%		75.00%		10 percentage points	75%
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	
	4-year cohort graduation rate	84.60%		90.00%		5.4 percentage points	90%

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	0.00%	8	90.00%	0 percentage points	90%
	% of learning plans reviewed annual by grade level	9	0.00%	9	0.00%	0 percentage points	90%
		10	33.33%	10	0.00%	0 percentage points	90%
		11	0.00%	11	0.00%	0 percentage points	90%
		12	0.00%	12	0.00%	0 percentage points	90%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		11	20	8	20		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	55.00%		40.00%		-15 percentage points	55%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		20	29	13	20		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	68.97%		65.00%		-3.97 percentage points	68%	
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	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		1	28	2	24		
	% students who scored proficient on the 8th grade math ISAT	3.57%		8.33%		4.76 percentage points	10%

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	7	28	4	24	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	25.00%		16.67%			
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	6	26	3	23	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	23.08%		13.04%			
	# students who scored proficient on the 6th grade ELA ISAT	13	26	8	23	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	50.00%		34.78%			
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	19	26	11	25	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	73.08%		44.00%			
	# students who scored "proficient" on the Grade 1 Spring IRI	14	30	16	26	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	46.67%		61.54%			

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	10	17	20	29	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	58.82%		68.97%		10.14 percentage points	see note
	# students who scored "proficient" on the Grade 3 Spring IRI	25	33	13	24	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	75.76%		54.17%		-21.59 percentage points	see note
	Percent of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI					n/a	30%

NOTES:
 We have not included performance data for SY 2017-18 because we are now in the first year of the new statewide IRI assessment through Isation.