



# CONTINUOUS IMPROVEMENT PLAN FOR THE PAYETTE SCHOOL DISTRICT

## VISION

**Our students will attain success through education such that each graduate with measurable college or career readiness.**

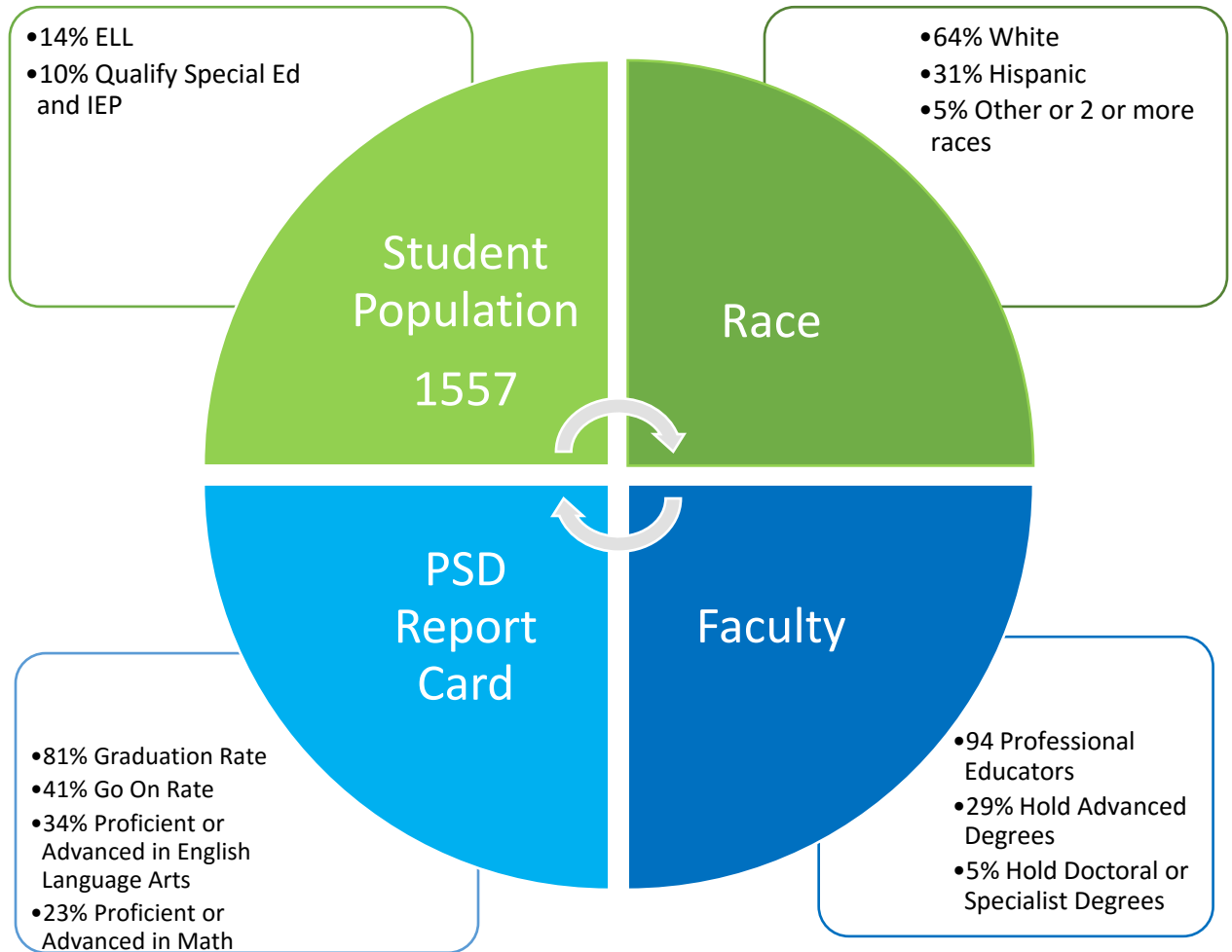
## Table of Contents

Idaho Code Section 33-320	2
Payette School District Demographics	3
Vision, Mission, Goals	4
Goal 1: Align Curriculum and Instruction	5
Goal 2: Increase Rigor and Measure Student Growth	7
Goal 3: Communicate Effectively	8
Goal 4: Maintain Safe and Supportive Schools	10
Key Performance Indicator Chart	12

## **Idaho Code Section 33-320**

### 33-320. CONTINUOUS IMPROVEMENT PLANS AND TRAINING.

- (1) 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.
- (2) (a) 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.  
(b) The annual continuous improvement plan shall:
  - (i) 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;
  - (ii) Set clear and measurable targets based on student outcomes;
  - (iii) Include a clearly developed and articulated vision and mission;
  - (iv) Include key indicators for monitoring performance; and
  - (v) Include a report of progress toward the previous year's improvement goals.
- (c) The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.
- (d) 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.
- (3) The plan must be made available to the public and shall be posted on the school district or charter school website.
- (4) Of the moneys appropriated in the public schools educational support program, up to six thousand six hundred dollars (\$6,600) shall be distributed to each school district and public charter school to be expended for training purposes for district superintendents and boards of trustees, public charter school administrators and boards of directors. Funds shall be distributed on a reimbursement basis based on a process prescribed by the superintendent of public instruction. Qualified training shall include training for continuous improvement processes and planning, strategic planning, finance, superintendent evaluations, public charter administrator evaluations, ethics and governance.
- (5) The state board of education shall be granted rulemaking authority to establish appropriate procedures, qualifications and guidelines for qualified training providers and shall prepare a list of qualified training providers within the state of Idaho.



# CONTINUOUS IMPROVEMENT PLAN FOR THE PAYETTE SCHOOL DISTRICT

## YEAR ONE of THREE YEAR PLAN

**VISION :** Students will attain success through education such that each graduates with measurable college or career readiness.

**MISSION STATEMENT:** The Payette School District will provide rigorous, high quality instruction aligned to state standards in a collaborative, safe learning environment resulting in high student achievement.

*This plan is adopted in accordance with Idaho Code Section 33-320 and shall be reviewed and updated by October 1<sup>st</sup> of each year.*

GOAL 1: ALIGN CURRICULUM AND INSTRUCTION

GOAL 2: INCREASE RIGOR AND MEASURE STUDENT ACHIEVEMENT

GOAL 3: COMMUNICATE EFFECTIVELY

GOAL 4: MAINTAIN SAFE AND SUPPORTIVE SCHOOLS

## FOUR GOALS WITH STRATEGY AND ACTION:

### GOAL 1: ALIGN CURRICULUM AND INSTRUCTION

*One district working to attain high academic achievement for all students by aligning Pre-K through grade 12 curriculum to state standards so that our students will graduate college or career ready.*

#### Strategy:

Use superintendent's role, per district policy 301.5, to lead the implementation of a Pre K-12 curriculum through collaborative committees throughout the district. Ensure principals and staff design, monitor, and sustain the state standards that support improved student achievement objectives.

#### General Actions:

- 1) Establish district-wide norms for meetings, instruction, and grading for board adoption.
- 2) Provide time for regular planning and engage in data analysis of student achievement.
- 3) Provide professional development for staff to observe a variety of other instruction.
- 4) Provide monthly student achievement reports.

#### Subject Specific Actions

##### a. Math

- i. Align curriculum to state standards.
- ii. Create a structure whereby teacher leaders collaborate across grade levels to establish and maintain the district-wide curriculum.
- iii. Increase rigor district-wide.

- iv. Present recommended grade level curriculum in entirety.
- v. Utilize standardized end of course assessment in grades 6-12 using a source such as West Ada and use such assessment for 3 years to determine progress.
- vi. Implement consistent teaching methods in the classroom integrating DMTI approaches.
- vii. Determine whether the district moves to Math I, II, and III at the high school.

b. English

- i. Align curriculum to state standards.
- ii. Create a structure whereby teacher leaders collaborate across grade levels to establish and maintain the district-wide curriculum.
- iii. Increase rigor district-wide.
- iv. Present recommended grade level curriculum in entirety.
- v. Utilize standardized end of course assessment in grades 6-12 using a source such as West Ada and use such assessment for 3 years to determine progress.

c. Science

- i. Align curriculum to state standards.
- ii. Create a structure whereby teacher leaders collaborate across grade levels to establish and maintain the district-wide curriculum.
- iii. Increase rigor district-wide; establish major projects and labs.
- iv. Present recommended grade level curriculum in entirety.
- v. Utilize standardized end of course assessment in grades 6-12 using a source such as West Ada and use such assessment for 3 years to determine progress.

d. Career Readiness- Vocational –Education

- i. Strengthen career readiness programs. Include career readiness and on the job opportunities in collaboration with programs available at CWI, CSI and/or TVCC.

- ii. Offer college entrance examinations such as SAT and/or the approved state alternative that meets state standards for graduation.
- iii. Implement STEM strategies and technology tools in order to meet employer and industry sector needs in the community. Include STEM programs such as robotics or chess.

**GOAL 2: INCREASE RIGOR AND MEASURE STUDENT GROWTH**

---

***One district working uniformly to increase academic rigor and regularly monitor student achievement in order to inform instructional practice and personalize intervention strategies.***

Strategy:

Recognize principals as instructional leaders to identify student needs and focus on consistent and quality instructional intervention methods to fill individual student needs.

Action:

- 1) Create uniform high expectations and monitor the performance of students, teachers, staff and administrators.
  - a. Provide professional training for teachers in alignment with goals.
  - b. Continue and improve RTI methods used in each to eliminate the achievement gap.
  - c. Principals will utilize collaborative committees to ensure district-wide instructional strategy.
  - d. Conduct formative assessments using Star 360, MAP, PSAT, etc., to track student progress and determine needs. Review formative assessment tools for consistency across the district.
  - e. Track formative assessment data and utilize data to drive instruction.
  - f. Require high quality, effective instructional practices in every classroom and reflect such in evaluations.



- g. Evaluate promotion rates of students at each grade level- promoting students that are ready in accordance with state standards.
- 2) Reduce missing assignments, raise classroom grades and increase attendance in order to improve student learning.
- a. Identify missing work - Advisory, ICU. Require work to be completed and turned in.
  - b. Use lunch, classroom, and afterschool programs to improve student performance.
  - c. Identify poor attendance and notify parents/students of excessive absence repercussions early.
- 3) Teach English Language Learners (ELL) and Title I students using rigorous curriculum targeted at individual needs.
- a. Test ELL students using WIDA placement and timely create individual learning plans.
  - b. Provide interventions that match students' language proficiency and academic history.
  - c. Provide professional development for ELL and Title I staff.

Accountability: Monitoring Implementation

\*\*See Key Performance Indicators Chart

GOAL 3: COMMUNICATE EFFECTIVELY

*One district uniformly communicating in an effective manner that promotes student academic achievement and parent involvement.*

Strategy:

Recognize that all district employees, students, parents, and the community at large are active partners in working toward our mission and vision as an informed cohesive team.

Actions:

- 1) Promote high teacher and student morale.
  - a. Use pep assemblies and other student activities or cultural events to promote Pirate pride.
  - b. Provide professional and motivational development that enhance a positive teaching experience and work environment for staff.
- 2) Create a clear method of communication with parents and students district wide through school master, family link, district website, software, hard copy, media, and/or social media.
  - a. Use communication leaders in each school in a collaborative effort, set standards and expectations for communication leaders.
  - b. Maximize parent involvement in younger grades and create a culture of parent participation in education through grade 12.
  - c. Use volunteer leaders in each school in a collaborative effort to actively recruit parent volunteers.
  - d. Partner with parent and community organizations such as Boosters, Payette Parents Involved!, Boys and Girls Club, and Payette CAN.
  - e. Create clear communication and collaboration between teachers and community district wide such as: creating a communication committee that includes communication/volunteer leaders in each school, students and parents all providing input on how to consistently improve communication district wide.

Accountability: Monitoring Implementation

\*\*See Key Performance Indicators Chart

GOAL 4: MAINTAIN SAFE AND SUPPORTIVE SCHOOLS

---

***One district providing transparent and ethical fiscal support for high academic achievement in buildings and grounds that are safe and promote a healthy learning environment.***

Strategy-

Continue to abide by fiduciary responsibilities and evaluate district needs and all potential funding sources.

Actions:

- 1) Determine educational needs and available funding.
  - a. Budget for a curriculum and instruction coordinator (or consultant) if needed
  - b. Seek capacity building grant funds for PPS and MMS in 2016-2017 and PHS in 2017-2018
  - c. Budget to implement telecommunication improvements at PHS
  - d. Budget for counselor at MMS
  - e. Budget for curriculum purchases
  - f. Budget for events or activities that promote increasing student and teacher morale
  - g. Budget for 6<sup>th</sup> grade and PPS teacher aid support for Title I.
  - h. Budget for increased math assistance/classes at MMS and PHS to facilitate increase in math proficiency
  - i. Network with Idaho Post-secondary or State Department of Education partners for support
  - j. Budget professional training in accordance with goals
- 2) Maintain plant/facility needs
- 3) Budget for technological needs and improvements
- 4) Complete Title I Consolidated Plan to include PHS
- 5) Continue to implement all available nutrition programs for students
- 6) Effectively apply for and maintain educational grants

- 7) Ongoing analysis and communication regarding these needs and all funding sources such as grants, supplemental levies, plant facilities levies, and state funding
- 8) Determine needs for supplemental and plant facilities levies and execute needs

Area	Indicator	Measure	Year 1	Year 2	Year 3
			Teacher and Student Success	<ul style="list-style-type: none"> <li>• Proficient or Advanced End of Course State Test Scores               <ul style="list-style-type: none"> <li>• Kindergarten IRI</li> <li>• First Grade IRI</li> <li>• Second Grade IRI</li> <li>• Third Grade IRI</li> <li>• Increase Fall to Spring K-3</li> </ul> </li> <li>• ISAT               <ul style="list-style-type: none"> <li>Reading/ELA</li> <li>Math</li> <li>Science (5<sup>th</sup> and 7<sup>th</sup>)</li> </ul> </li> <li>• SAT/ACT/Compass or State Approved College Readiness Testing               <ul style="list-style-type: none"> <li>Math</li> <li>Reading/ELA</li> <li>Writing</li> </ul> </li> <li>• Proficient or Advanced End of Course District Test Scores Grades 6-12               <ol style="list-style-type: none"> <li>1. Math</li> <li>2. English Language Art</li> <li>3. Science</li> <li>4. Government/Social Studies</li> <li>5. Vo-Tech/Prof Tech</li> <li>6. Humanities</li> </ol> </li> <li>• Pre-K Academic Readiness Rate</li> <li>• Star 360 Testing- Interim Assessments- All Schools</li> </ul>	Test Score
Test Score	K-20%, 1st-15%, 2 <sup>nd</sup> 10% and 3 <sup>rd</sup> 5%	Increase			Hold or Increase
Test Score to include indexing	Improve 2015 proficiency scores by 15% across the district.	At least 15% proficiency increase from year 1- including index at each school			At least 15% proficiency increase from year 2-including indexing at each school
Test Score Measured with Concordance	Improve 384 to 406 Improve 393 to 415 Improve 371 to 393	Improve each score by 22 points from year 1			Improve each score by 22 points from year 2
Test Scores on standardized EOC Grades 6-12	70% of students with scores of at least 70%	Increase by 5% from year 1			Increase by 5% from year 2
Kindergarten Readiness Exam	Kindergarten Readiness	Kindergarten Readiness			Kindergarten Readiness
Interim Test Results	Test 3 Times Yr and Adjust Instruction Accordingly	Test 3 Times Yr and Adjust Instruction Accordingly			Test 3 Times Yr and Adjust Instruction Accordingly

Admin/ Teacher Success	<ul style="list-style-type: none"> <li>• Implement Common Core State Standards Grades Pre- K-12</li> <li>• Align Curriculum Per Subject To Grade Level Standard(Readiness Standards)</li> <li>• Align Curriculum Per Subject Between Grades K-12 (District Wide Collaboration)</li> <li>• Create and Implement Professional Development Time Across All Schools Within PSD To Improve Academic Success</li> <li>• Meet Target Attendance Rate</li> <li>• Continued Retention of Pre-K program at PPS</li> <li>• Meet or Exceed Target Graduation Rate (Dept of ED Promotion Guideline)</li> <li>• Increase Completion Rate of 8 in 6, advanced or college course rates (MMS &amp; PHS).</li> <li>• Meet or Exceed Target High School Go On Rate</li> <li>• Create Vo-Tech Programs and Internships for Seniors</li> </ul>	<p>Written Proof</p> <p>MAP per subject and grade level Form PSD Curriculum Committee Allocation of Time</p> <p>90% per Idaho Code Renewal of Funding</p> <p>Current Rate 81%</p> <p>State Target 10%</p> <p>OSBE/NCS Report</p> <p>Superintendent Meet with CWI and TVCC</p>	<p>Implement Core Std Map/Brochure</p> <p>Identify Gap's; Improve Map for PSD</p> <p>½ day per month, per teacher 90% Per Idaho Code Improve Rate Cont. Funding Improve 81% to 85%</p> <p>Rate Improvement</p> <p>Improve 41%=&gt;50%</p> <p>Implement Vo-Tech Partnership/Interns</p>	<p>Identify GAP's</p> <p>Identify Gap's, Improve Identify Gaps</p> <p>½ day per month, per teacher 90% Per Idaho Code Improve Rate Continue Funding Improve to 90%</p> <p>Rate Improvement</p> <p>Improve 50% to 60%</p> <p>Increase Vo-Tech Student Participation and Programs</p>	<p>Eliminate Previous Gap's; Improve Core Program Cont. Improvement</p> <p>Eliminate Gaps and Improve ½ day per month, per teacher 90% Per Idaho Code Meet Goal Continue Funding Improve to 90%</p> <p>Rate Improvement</p> <p>Improve Beyond 60%</p> <p>Increase Vo-Tech Student Participation and Programs</p>
District Success	<ul style="list-style-type: none"> <li>• Completion of Title I School Wide Funding Application</li> <li>• Annual Stakeholder Satisfaction Survey re: Education Leadership, Communication, and Extracurricular Activities</li> <li>• Ensure Leadership and Professional Training Development Opportunities for PSD Faculty</li> <li>• Engage in State Required New Teacher Mentorship</li> <li>• Define and Maintain Attributes of a Payette Graduate</li> </ul>	<p>Written Application</p> <p>Survey Stakeholders</p> <p>Track Opportunities</p> <p>Clarify Funding</p> <p>Define and Document</p>	<p>Plan Approved</p> <p>Create and Conduct Survey Send Administrators and Teachers to Professional Training Match Teachers and Mentors</p> <p>Examine PHS Graduation Requirements</p>	<p>Implementation</p> <p>Make Improvements Based on Survey Spread Opportunity</p> <p>Match Teachers and Mentors</p> <p>Implement Any New Graduation Requirements to Improve Academic Achievement</p>	<p>Implementation</p> <p>Make Improvements Based on Survey Spread Opportunity</p> <p>Match Teachers and Mentors</p> <p>Review Graduation Requirement Changes and Improve As Needed</p>