



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.

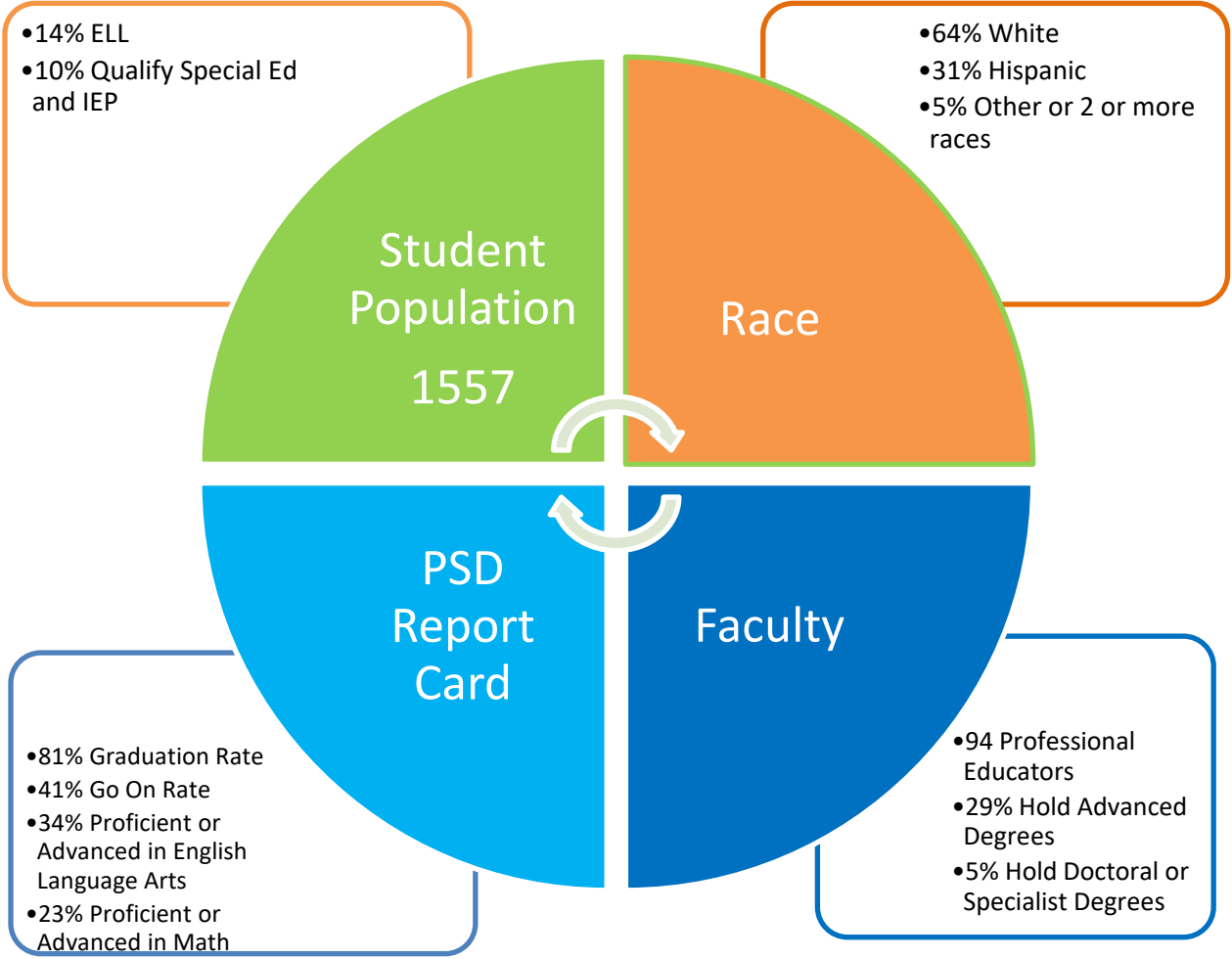
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Idaho Code Section 33-320

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 TWO of THREE YEAR PLAN

VISION : Students will attain success through education such that each graduate 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 1st 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. Continue to transition 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. Locate and utilize standardized end of course assessment in grades 6-12 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, 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 research supported 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, Tyler SIS, 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. Budget for curriculum purchases
 - c. Budget for events or activities that promote increasing student and teacher morale
 - d. Consider budget for teacher aid support for Title I.
 - e. Budget professional training in accordance with goals
- 2) Maintain plant/facility needs
- 3) Budget for technological needs and improvements
- 4) Continue to implement all available nutrition programs for students
- 5) Effectively apply for and maintain educational grants
- 6) Ongoing analysis and communication regarding these needs and all funding sources such as grants, supplemental levies, plant facilities levies, emergency levies, bond capacity, and state funding
- 7) Determine needs for emergency, supplemental and plant facilities levies, bond capacity, and execute needs