



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.

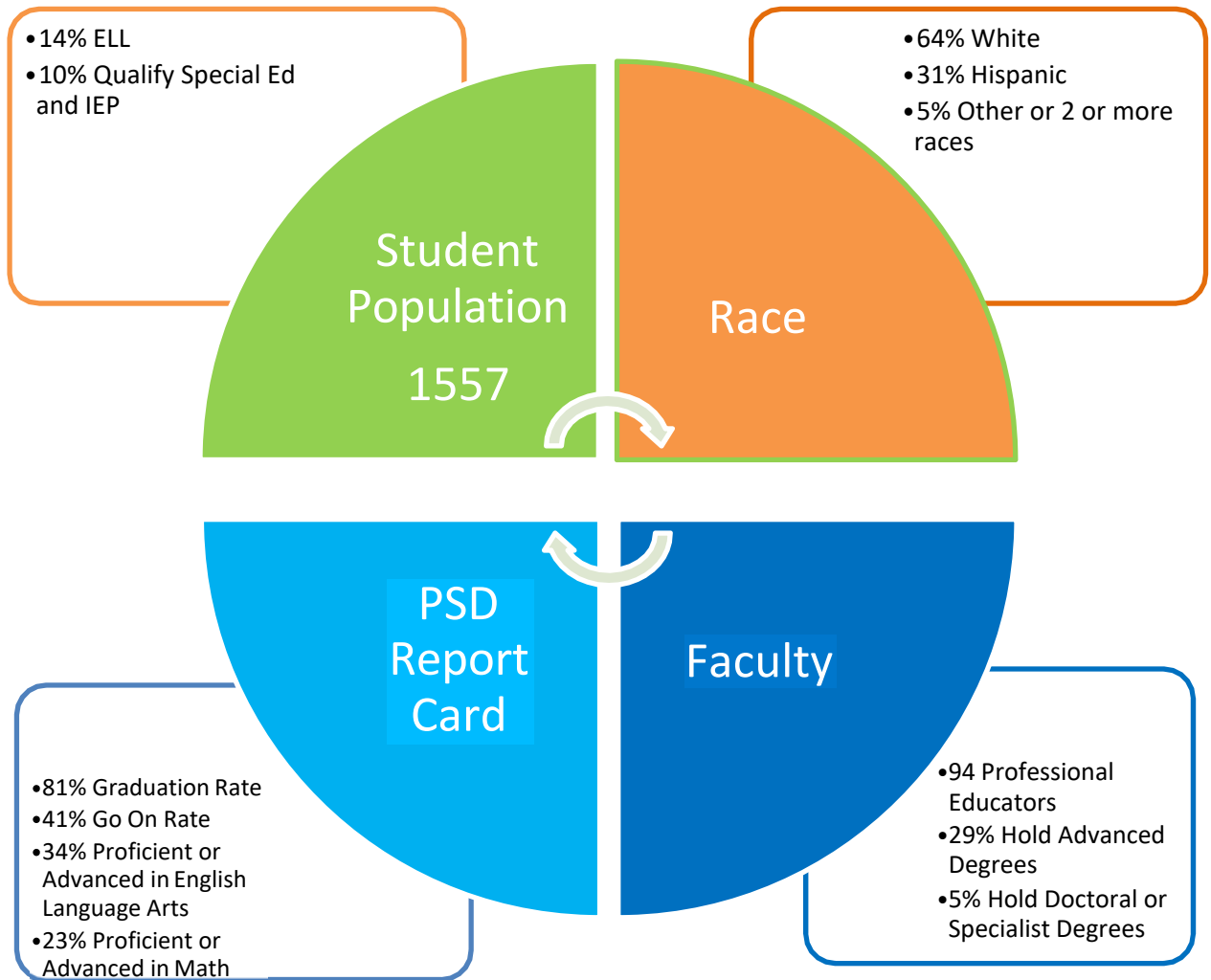
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Idaho Code Section 33-320

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

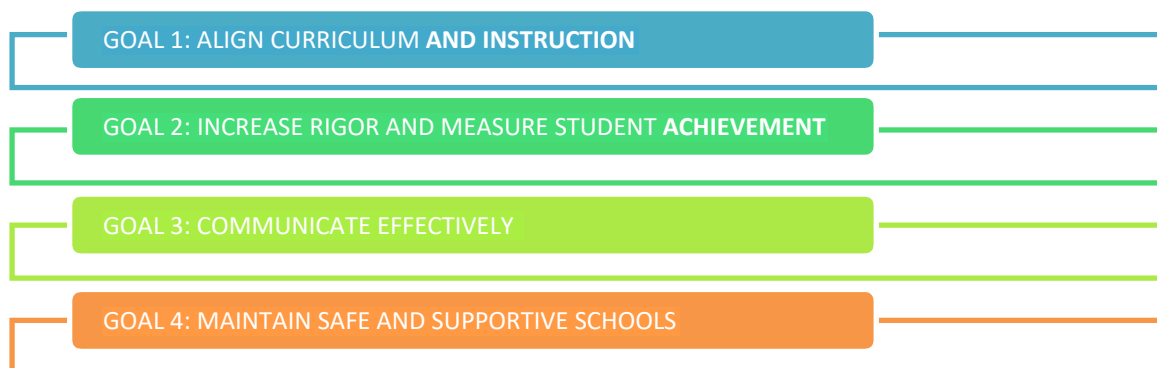
YEAR TWO of THREE YEAR PLAN

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.

In 2015-16, Payette School District contracted with Idaho Leads to assess strengths and weaknesses of the district. Stakeholders, including school administrators, teachers, students, parents and the public were surveyed in multiple formats. The data was then used in the creation of the Three Year Continuous Improvement Plan. In 2017, in relation to the search for a new superintendent, all stakeholders were again surveyed and consulted regarding the improvement needs of the district. The Continuous Improvement Plan includes the four most prominent goals that emerged, and is reviewed at least annually for progress.



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.

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

District Data

DEMOGRAPHICS	2017-18		2016-17 aggregate		2015-16 aggregate			
	#	%	#	%	#	%		
Total Students	1525		1684		1758			
White	945	62%	1057	62.8%	1117	63.5%		
Hispanic/Latino	525	34%	555	33%	559	31.8%		
Other	73	4.7%	72	4.3%	82	4.7%		
Special Education	191	12.5%	183	10.8%	169	10.2%		
LEP	140	9%	186	11%	150	8.5%		
Homeless			207	12.3%	148	8.4%		
Migrant			31	1.8%	16	0.9%		

POVERTY	2017-18		2016-17		2015-16	2014-15	2013-14
SES	PR%	F&R%	PR%	F&R%	F&R %	F&R %	F&R %
District	86.65%	100%	76.73%	100%	71.66%	71.61%	71.47%

ATTENDANCE	GOAL	2016-17	2015-16	2014-15
Attendance Rate	90%	95.4%	94.4%	

GRADUATION	GOAL	2016-17	2015-16	2014-15	2013-14*
# Students Graduating					
Graduation Rate	Increase 5%		80.3%	81.44%	78.07%*

COLLEGE AND CAREER READINESS	2016-17	2015-16	2014-15
Number of students enrolled in dual credit	212	107	
Number of students enrolled in IDLA	52	123	
Number of students graduating with an industry recognized certification			
Number of students who passed the CTE recognized workplace readiness exam			

Test Performance

District Idaho Reading Indicator (IRI) Performance Data % Proficient							
Payette #371	GROWTH	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	TARGET
All Students K-3	YR - YR	SDE 80%					
Fall		50%	47%	45%	45%	45%	
Spring	0	67%	67%	60%	55%	60%	
Kindergarten	Met Target						60%
Fall		36%	38%	39%	41%	43%	
Spring	-8%	68%	76%	71%	56%	68%	
First	Met Target						70%
Fall		53%	55%	46%	42%	42%	
Spring	-1%	70%	71%	50%	55%	62%	
Second	Met SH Target						80%
Fall		51%	43%	42%	51%	36%	
Spring	+5%	66%	61%	52%	55%	48%	
Third	Met SH Target						85%
Fall		63%	54%	54%	49%	58%	
Spring	+6%	64%	58%	56%	53%	63%	

ISAT 2.0	CHANGE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
	+ / -	2016-17	16-17	2015-16	15-16	2014-15	14-15
District							
ELA	-4.5	37.1%	52.0%	41.6%	52.9%	38%	51.1%
Math	-2.8	22.6%	41.9%	25.4%	41.7%	23.7%	39.3%
Science	+0.9	51.9%	61.1%	52.8%	61.1%	45.9%	59.3
6th Grade							
ELA	+0.2	50.7		50.5		48.5	
MATH	+0.2	40		39.8		36.5	
8th Grade							
ELA	-1.3%	52.3		53.6		51.7	
MATH	+0.2	38.7		38.5		37	

SAT Scores* Percent of students meeting benchmarks	% Growth year to year	Payette 2017		State 2017	Payette 2016	State 2016
		#	%			
Evidence-Based Reading and Writing 480			58	60%		62%
Math 530			25	34%		35%
Met Both Benchmarks			25	32%		36%
Met None			42	38%		38%

Students are considered college- and career-ready when their SAT section scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. It is important to note that college readiness is a continuum — students scoring below the SAT benchmarks can still be successful in college, especially with additional preparation and perseverance.

APPENDIX

Attached is our KIP chart which is aligned to District goals and measures

TEACHER AND STUDENT SUCCESS

INDICATOR	Measure	2015-16	2016-17	2017-18
Proficient or Advanced State/End of Course Test Scores				
Kindergarten IRI	Test Score	60% at Level 3	68% at Level 3	Hold or Increase
1st Grade IRI	Test Score	71% at Level 3	70% at Level 3	Hold or Increase
2nd Grade IRI	Test Score	60% at Level 3	66% at Level 3	Goal of 80%
3rd Grade IRI	Test Score	58% at Level 3	64% at Level 3	Goal of 85%
Increase IRI Fall to Spring K-3	Test Score	K-38%, 1-16%, 2-18%, 3-5%	K-32%, 1-17%, 2-15%, 3-1%	Meet state benchmark or increase by 10%
ISAT Reading/ELA	Test Score	Improve Proficiency Scores by 15%	-4.50%	10% Increase
SAT College Readiness Test / Math	Test Score	388	25% met 530 Base	Increase
SAT College Readiness Test / Reading ELA	Test Score	394	58% met 480 Base	Increase
SAT College Readiness Test / Writing	Test Score	375	New Baseline Est.	Increase
MMS End of Course Assessment / Grade 6	Test Score	71.75% scored 70% or higher	69.5% Scored > 70%	Increase
MMS End of Course Assessment / Grade 7	Test Score	82% scored 70% or higher	64.7% scored > 70%	Increase
MMS End of Course Assessment / Grade 8	Test Score	73.5% Scored 70% or higher	77% Scored > 70%	Increase
Payette High School End of Course Assessment	Test Score	77% scored 70% or higher	71.75% scored 70% or higher (Spring)	Increase
STAR 360 Testing	Test Results	3x Per Year; Data will drive instruction	3x Per Year; Data will drive instruction	3x Per Year; Data will drive instruction
ISAT Interim Testing	Test Results	Data will drive instruction	Data will drive instruction	Deferred

INDICATOR	Measure	2015-16	2016-17	2017-18
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DISTRICT SUCCESS

INDICATOR	Measure	2015-16	2016-17	2017-18
Completion of Title I School-Wide Application	Written Application	Begin Application Process	Completed	Complete
Stakeholder Survey	Survey Stakeholders	District wide, 2014-15	Make improvement based on survey	Continue to monitor feedback
Professional Development Opportunities	Monitor Opportunities	Create PD Plan and Committee	Match PD w/ needs assessment & goals	Measure effectiveness of PD opportunities
Provide Strong Mentor Program for New Teachers	Match New Teachers with Mentors	Leadership Premium for Mentor Teachers	Continue	Provide training for mentors
Define and Measure Attributes of PHS Graduate	Define and Document	In Progress	Completed	Publish

ADMINISTRATOR AND TEACHER SUCCESS

INDICATOR	Measure	2015-16	2016-17	2017-18
Implement Common Core State Standards Grades K-12	Written Verification	Implement Core Std Map/Brochure	Identify Gaps	Eliminate Gaps
Align Curriculum Per Subject to Grade Level Standard	MAP per subject and grade level	Utilize data to drive instruction	In Progress	Utilize data to drive instruction
Align Curriculum Per Subject K-12	Curriculum Committee	2014-16 Math and ELA Committees	In Progress	All Subject Alignment
Implement PD Time In All Buildings	.5 Day per Quarter per Teacher	Ongoing Grades K-8	In Progress	Create district PD calendar for following
Improve Attendance Rates	Minimum 90%	94.40%	95.40%	Improve
Meet or Exceed PHS Graduation Rates	Current Rate	80.30%	Available May 2017	Increase
Increase Participation in Advanced Opportunities	State Target 10%	123 IDLA Courses; 107 Dual Credit Courses Completed	Available May 2017	Increase
Meet or Exceed PHS "Go On" Rate	OSBE/NCS Report	29%	Not yet available	Increase

INDICATOR	Measure	2015-16	2016-17	2017-18
Create additional CTE Opportunities	Course Offerings	Meet with TVT and other CTE colleges	C.N.A. / Welding	Increase courses
Continue All-Day Kindergarten Program at PPS	Program	3rd Year of 21st Century Grant	4th Year	Final Year of Grant; Reapply