

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA	# 61	Name: Blaine County School District
Superintendent	Name: Jim Foudy	Phone: 208-578-5001
	E-mail: jfoudy@blaineschools.org	
CIP Contact	Name: Adam Johnson	Phone: 208-578-5002
	E-mail: ajohnson@blaineschools.org	

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

The mission of the Blaine County School District is: to inspire, engage, educate, and empower every student.

Vision Statements:

- All students will be **inspired** to develop intellectual curiosity through meaningful opportunities.
- All students will be **engaged** actively in our learning community through relevant and real-life experiences.
- All students will be **educated** to develop strong foundational and analytical problem-solving skills to graduate ready for post-secondary success.
- All students will be **empowered** to make positive choices through continual social and emotional development.

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Blaine County School District is committed to creating a meaningful Continuous Improvement Plan that had been created with vast stakeholder input and is a guiding document that influences decisions we are making and our operating procedures. The development of this plan began in August with a District Guiding Coalition work sessions, followed by District Leadership Team and Building Leadership teams work sessions. These sessions allowed teams to gather and review performance data and establish goals for the upcoming academic year. To solicit additional public input this plan was advertised for the September Board meeting and comments were accepted and recorded in writing. This plan was adopted by the board of trustees on 9/13/22 and will be revisited on a continual monthly schedule for the next calendar year at monthly public board of trustee meetings.

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Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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NARRATIVE - TEMPLATE PART 1

BLAINE COUNTY SCHOOL DISTRICT MONTHLY BOARD MEETING REPORTING AGENDA

Month	Report	Responsible Administrator or Director
September	Student Enrollment	Superintendent / Finance
September	Continuous Improvement Plan	Assistant Superintendent
October	Idaho Reading Indicator (IRI) Analysis	Assistant Superintendent / Elementary Principals
October	Star Benchmark Data Analysis	Assistant Superintendent / Elementary Principals
December	Preliminary Scholastic Aptitude Test (PSAT) Data Analysis	Assistant Superintendent / Secondary Principals
December	Calendar Committee	Superintendent
February	Idaho Reading Indicator Winter Analysis	Assistant Superintendent / Elementary Principals
February	Star Benchmark Data Analysis	Assistant Superintendent /
March	Preliminary Staffing Proposal	Superintendent / Director of Finance
April	Preliminary Budget for FY23	Director of Finance
May	Scholastic Aptitude Test (SAT) Data Analysis	Assistant Superintendent / Secondary Principals
May	Student and Parent Engagement Analysis	Principals
May	Major Maintenance Projects Upcoming	Superintendent / Director of Operations
May	Student Handbooks	Principals
June	Idaho Reading Indicator (IRI) Spring Analysis	Assistant Superintendent / Elementary Principals
June	Idaho Standards Achievement Tests Analysis (ISAT)	Assistant Superintendent / Principals
June / July	College and Career Analysis & Goal Setting	Assistant Superintendent / Secondary Principals
June	Annual Budget Hearing	Superintendent / Director of Finance
June	Staff Exit Interviews Summary	Human Resources

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 61	LEA Name: Blaine County School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/061
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)		2022-23 Performance Targets (LEA's Chosen Goals)	
		2021 cohort	2022 cohort	2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	88.0%		92.0%	
	5-year cohort graduation rate (optional metric)		92.0%		95.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	31.0%		35.0%	
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	53.0%		50.0%	
	% students who make adequate growth on the grade 8 Math ISAT	60.0%		60.0%	
	% students who score proficient on the grade 8 ELA ISAT	65.0%		70.0%	
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%		60.0%	
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	45.0%		47.0%	
	% students who make adequate growth on the grade 6 Math ISAT	60.0%		60.0%	
	% students who score proficient on the grade 6 ELA ISAT	60.0%		55.0%	
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%		60.0%	

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	65.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	65.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	55.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	70.0%

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Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Section III.B: Narrative on Measuring Literacy Progress Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above. Blaine County School District is undertaking many initiatives to increase progress toward its literacy goals. The district has established a goal of implementing a guaranteed and viable curriculum, universal screening and diagnostic assessments, and a consistent system of intervention practices. Currently, 34 elementary teachers are participating in the Idaho SMART literacy training to develop additional strategies for teaching students through the science of reading. Additionally, the district is placing emphasis on embedding PLCs (Professional Learning Communities) throughout our system and training in proper use of the RTI (Response to Intervention) model. We are confident that progress on these measures will result in literacy growth for all students and will result in increased district attention to literacy performance data.			

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

Blaine County School District has three high schools, each with distinctly different cultures around college and career readiness.

Nonetheless, all schools have established three common goals geared towards developing a career readiness culture and ensuring college and career advising services to the full range of students each school serves.

A senior student survey will be conducted at the start of the school year at each high school to identify how many students identify as “do not have a post-high school plan.” College and career advisors will then target services to this population. Services will include formal and informal interest inventories and career assessments with follow-up as to how this information connects to accessing post-secondary education or training. With the district’s emphasis on PLCs (Professional Learning Communities), we will lead in-house PLC to identify ways to implement a viable curriculum within already existing classes that provide support services. Class examples include Advisory, G.R.I.I.T., Latinos in Action, Senior Project, and Study Skills.

Additionally, college and career advisors will guide grade-11 students through their YouScience career profiler by April 1, 2023. YouScience is accessible for free through our college management system, Scoir. We plan to have a 70% YouScience completion rate. YouScience is comprised of 11 scientifically-based “brain games.” These exercises produce dominant Holland code results for each student, and they ultimately suggest “great,” “good” or “fair” career fits based on aptitudes, interests, or both. YouScience will be delivered in group settings through Advisory or Home Room at each school, respectively.

And finally, college and career advisors have identified key terms and concepts students need to independently navigate career and college terrain. Advisors will conduct a pre- and post-test of “college and career readiness” terms and concepts to grade-11 students district-wide. 50% of the students will complete both tests. The pre-tests will take place by November 1, 2022. The results will guide the advisors on which topics to address in each school. The post-tests will take place between April 15 - June 1, 2023.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Blaine County School District celebrated areas of student growth at the end of the 2021-2022 school year as well as department achievement. Highlights of our district performance includes 6% ELA growth as measured by the ISAT and 4% Math growth as measured by the ISAT. The district conducted a comprehensive buildings condition evaluation process and prioritized maintenance needs and presented voters with a 5 year plan to address these needs through a plant facility levy. Additionally, the district upgraded many of our outdated technology systems, prioritizing student safety. The district continued it implementation of Professional Learning Communities and made significant progress towards an alignment of practices in all buildings. The district continued to face COVID challenges and battled through spikes in infection rates and the lack in availability of guest teachers. Other challenges that the district is continuing to address include lower than desired student achievement on standardized tests and lower than desired four year graduation rates. The district is addressing these concerns through narrowly defined student achievement goals, action plans, and a monitoring system.

We believe that we will continue to show sustained growth and increased student performance.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

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7.0 Curriculum/Instructional Practices:

- a. Continue the implementation of the PLC system of operation. At minimum, establish protected PLC time, have teams develop norms and expectations for operation, have teams unpack standards and establish priority standards aligned to state and national assessments, and have teams plan and deliver common formative and summative assessments aligned to essential standards and prepare and present the assessment results in an easy to understand and actionable way.
- b. Establish a curriculum committee in compliance with the newly passed legislation and continue the review process for Social Studies and begin review of Math and CTE curriculum.
- c. Continue to examine instructional practices for Special Education Students and Multilingual Learners and promote responsible inclusion including building upon co-teaching practices that are established.

7.1 Information Technology:

- a. Migrate data from Skyward to Powerschool
- b. Implement a data dashboard to guide PLCs in BCSD
- c. Begin phased in WIFI upgrades to WIFI 6
- d. Replace end of life switches in comm rooms
- e. Deploy centralized printing plan

7.2 Facilities and Operations

- a. Utilize the results of the Building Conditions Evaluation Process to prioritize the needs of the District's facilities, provide a systematic schedule for upgrades, repairs, and secure the resources to fun the project.
- b. Develop a 10-year facilities plan based on the Building Conditions Evaluation Form
- c. Develop a 5-year plan to be upgraded annually, to address new issues, programming changes, or curricular needs.
- d. Transition the department to the leadership of a new director.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

7.3 Communications:

- a. The district shall communicate effectively with students, families, community stakeholders, and staff.
- b. Revise the current district mission and vision statements and logo.
- c. Maintain a student information system and evaluate its use and effectiveness.

7.4 Finance

- a. Operate a balanced budget and achieve clean audit results.

7.5 Human Resources

- a. Transition the department to the leadership of a new director.
- b. Transition to an electronic filing and records retention system.
- c. Continue to expand the work of the housing task force committee to serve more employees.
- d. Expand the Grow Your Own Program to phase 2 and evaluate the effectiveness of phase 1.
- e. Explore the potential for a District Wellness Program for staff.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this	IRI	68.0%	63.7%	65.0%
1st	ELA	grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this	IRI	63.0%	58.5%	65.0%
2nd	ELA	grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this	IRI	81.0%	70.4%	70.0%
3rd	ELA	grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this	ISAT ELA	45.0%	48.3%	55.0%
4th	ELA	grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	50.0%	53.2%	55.0%

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
5th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	50.0%	61.4%	55.0%
6th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	47.0%	48.7%	55.0%
7th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	61.0%	67.2%	70.0%
8th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	53.0%	62.2%	70.0%
9th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	61.0%	56.0%	60.0%
10th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	54.0%	60.9%	65.0%
11th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	48.8%	N/A	N/A	60.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
3rd	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	39.0%	48.8%	55.0%
4th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	46.0%	44.1%	50.0%
5th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	36.0%	42.3%	45.0%
6th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	35.0%	44.6%	45.0%
7th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	42.0%	45.6%	50.0%
8th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	39.0%	44.9%	50.0%
9th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	34.0%	32.4%	45.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
10th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	27.0%	30.7%	45.0%
11th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	N/A	N/A	45.0%
11th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT	51.0%	50.0%	55.0%
11th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool % of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT	24.0%	28.0%	30.0%