CONTINUOUS IMPROVEMENT PLAN (2021-2022)

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 has been created with vast stakeholder input and is a guiding document that influences decision making and operating procedures. The development of this plan began in July with a board of trustees training, followed by building administrator/program director training, and building administrator work sessions to gather and review performance data and establish goals. 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 9/14/2021 and will be revisited on a continual monthly schedule for the next calendar year at monthly public board of trustee meetings.

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 **2021-22 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.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

BLAINE COUNTY SCHOOL DISTRICT MONTHLY BOARD MEETING AGENDA ITEMS		
Month	**Report**	**Responsible Administrator or Director**
September	Student Enrollment	Superintendent / Finance
September	Continuous Improvement Plan	Assistant Superintendent
October	Classification Compensation Report	Human Resources
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
January	TBD	
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	School Climate Reports	Principals
May	Major Maintenance FY23	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

Other anticipated reports:
- Monthly Personnel Report by Human Resources
- Accreditation - There are systems level efforts that can be initiated now to set our secondary schools up for success when they go through the accreditation process:

    o Wood River High School 2020-2025 (Accreditation Review anticipated 2024-2025)
    o Carey High School 2019 – 2024 (Accreditation Review anticipated during 2023-2024)
    o Silver Creek High School 2018 – 2023 (Accreditation Review anticipated 2022-2023)

- Curriculum Adoption: Every year we will adopt one or more subject areas. The Assistant Superintendent will facilitate the adoption with subject area teams. Anticipate a report forecasting the adoption cycle and plans and an action item to approve the adoption in the spring. (See attached for details.)
- Technology Systems: Anticipate reports and possible actions re: several legacy systems that need to be upgraded or replaced. This may include: phone system, WiFi and Bell and Paging.
- Housing Working Group: Anticipate regular updates throughout the year, as they are available.
- Communications Planning and Updates: These reports will follow work with the Donovan Group.
- Monthly updates from schools

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

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LEA # 61	LEA Name: Blaine County School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/061

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	**2020 cohort**	**2021 cohort**
		88.0%	**88.0%**
	5-year cohort graduation rate (optional metric)	**2019 cohort**	**2020 cohort**
		Not required	**92.0%**
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	31.0%	**31.0%**
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%	**44.0%**
	% students who make adequate growth on the grade 8 Math ISAT	N/A	**60.0%**
	% students who score proficient on the grade 8 ELA ISAT	67.0%	**65.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	**70.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	58.0%	**45.0%**
	% students who make adequate growth on the grade 6 Math ISAT	N/A	**60.0%**
	% students who score proficient on the grade 6 ELA ISAT	68.0%	**60.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	**70.0%**

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	68.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	63.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	81.0%	65.0%
	% students who score proficient on the Grade 3 Spring IRI	73.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	65.0%

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, <u>you may choose to complete either Section III.A **or** Section III.B</u>. 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	**2020-21 Performance Targets** (previously chosen by LEA)	**SY 2020-21 Results** (if available)	**2021-22 Performance Targets** (LEA Chosen)

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 must include measurements that are distinctly *different* than those required in Sections I and II, above.

Blaine County School District is undertaking many locally established actions to measure and monitor progress toward its established literacy goals and targets. The district has established a goal of implementing universal screening tools to use in our system in addition to consistent intervention practices. We are currently developing district wide professional development plans with heavy emphasis on imbedding PLC (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 increase district literacy performance data.

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	85		39		**44**
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	**100.0%**
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	**100.0%**
		10th grade	100.0%	10th grade	100.0%	**100.0%**
		11th grade	100.0%	11th grade	100.0%	**100.0%**
		12th grade	100.0%	12th grade	100.0%	**100.0%**
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		130	254	80	254	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	51.2%		31.5%		**30.0%**
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		128	232	147	232	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	55.2%		63.4%		**50.0%**

Section V: 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, <u>you may choose to complete either Section V.A **or** Section V.B</u>. 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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	**2020-21 Performance Targets** (previously chosen by LEA)	**SY 2020-21 Results** (if available)	**2021-22 Performance Targets** (LEA Chosen)
% of high school seniors who applied to at least one post-secondary institution including but not limited to accredited and non-accredited colleges, universities, trade-schools, and military.	N/A	80.3%	**85.0%**
% of students accessing this advanced opportunites funding	N/A	34.4%	**50.0%**
% of CTE track HS students graduating with an industry recognized certification	N/A	78.4%	**75.0%**
% of CTE track HS students who passed the CTE-recognized workplace readiness exam.	N/A	87.0%	**88.0%**

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

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

The 2020-2021 school year provided many successes and many challenges for the Blaine County School District. The COVID-19 pandemic forced all stakeholders to make tremendous sacrifices and adaptations to our established operating procedures. Teachers, administrators, students, and parents responded remarkably during the unprecedented times. The district balanced student and employee safety by implementing a hybrid learning plan that lasted over half of the academic year. The pandemic and response impacted the district's process towards achieving instructional goals. Specifically, the district saw performance drops in many areas of IRI, ISAT, and college readiness data. The district is responding to this through a variety of measures to target and overcome learning loss and return progress towards achieving our academic goals. The district was able to implement extended year services through summer learning programs and has partnered with many community outreach organizations to offer extended day and year tutoring services. Though the raw data showed that the 2020-2021 school year brought many challenges, it should be noted that in the larger context of responding to the pandemic and discovering paths forward through the adversity the district has many areas to celebrate in their response to challenging circumstances.

 District leadership teams have convened to analyze performance data and operational practices and have charted a path forward with system goals that will help in building the structure for achieving our academic goals.

Section VII:

7.0 Instructional Practices:

a.A renewed focus on the implementation of PLCs (Professional Learning Communities) in conjunction with training and implementation of the RTI (Response to Intervention) process. This will begin during the 2021-2022 school year with the creation of a professional development committee that will establish district level professional development plans for all staff members.

b.Perform an audit of formative/summative/and screener mechanisms our system is using with an outcome of developing universal screener tools, increased use of interim block and focused block assessments in ISAT, and consistent intervention practices.

7.1 Information Technology: Replace legacy systems, while moving towards standardized hardware and software.

a.Evaluate and upgrade district voice over IP phone system.

b.Evaluate and upgrade district WIFI access points.

c.Establish an Information Technology Team with representation from schools and other stakeholders.

d.Evaluate the effectiveness of the current student information management system.

e.Evaluate the effectiveness of the current learning management systems (LMS).

7.2 Facilities and Operations

a.Conduct a comprehensive evaluation of all facilities.

b.Develop a 10-year facilities plan.

c.Evaluate transportation routes and associated logistics.

d.Analyze bus ridership and the effectiveness of our communication tools.

7.3 Communications: The district shall communicate effectively with students, families, community stakeholders, and staff.

a.Revise the current district mission and vision statements and logo.

b.Maintain a student information system and evaluate it use and effectiveness.

c.Provide regular updates on the district webpage, as well as through the district social media platforms.

d.Establish multiple tools to receive communication from students, families, staff, and other stakeholders.

7.4 Recruitment and Retention of Staff

a. Housing Task Force

b.Professional development committees and schedule

c. Guest teacher program

d. Grow Your Own program

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets
(Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	IRI	68.0%	**70.0%**
1st	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	IRI	63.0%	**70.0%**
2nd	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	IRI	81.0%	**65.0%**
3rd	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	45.0%	**50.0%**
4th	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%	**60.0%**
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%	**58.0%**
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%	**58.0%**
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%	**61.0%**
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%	**58.0%**
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%	**61.0%**

CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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%	65.0%
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%	48.0%
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%	46.0%
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%	46.0%
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%	43.0%
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%	45.0%
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%	47.0%
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%	39.0%
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	ISAT Math	27.0%	40.0%
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	SAT	51.0%	53.0%
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	SAT	24.0%	33.0%