

Salmon School District #291
Continuous Improvement Plan
2018-2019

Our Goal: To increase community and student engagement in learning in School District #291.

Our Mission: In partnership with our community, the Salmon School District will academically prepare all students to build upon their individual strengths to be creative, productive, and self-reliant citizens.

Our Vision: Salmon School District will:

- Set high achievement standards
- Teach students the knowledge, creativity, skills and values to be successful global community members.
- Recognize the potential and success of each individual student.
 - Ensure a safe, secure and caring environment.
 - Involve the community in decision-making.

Focus Area: Student Attendance					
GOAL: To increase community and student engagement in learning in School District #291.					
Strategy	Actions	Completi	Responsible	People Involved in	Method of
A. Increase student attendance	1. The District will monitor attendance of students individually and by grade level	Ongoing	Building Administrator	Building Administrator, Secretaries, Dean of Students, Teachers	ISEE documentation - Midterm upload
	2. Interventions are implemented to ensure that students and parents receive adequate notice of students at risk of not receiving credit due to attendance as soon as 4 absences occur.	Ongoing	Building Administrator s, Superintendent	Building Administrators, Secretaries, Dean of Students	Monitoring of contacts with parents in regards to student attendance, letters mailed
	3. Enhance and/or maintain participation rates in co-extracurricular program.	6/1/19	District Activities Director, Building Administrator	Counselors, Building Administrators, Activities Director, Coaches, Teachers,	Annual Review of participation

Benchmark: Increase the Midterm Reporting Period ADA by 1% from 2017-18 to 2018-19 school year.

Focus Area: Professional Development					
GOAL: To increase community and student engagement in learning in School District #291.					
Strategy	Actions	Completion Date	Responsible Person	People Involved in Getting the Work Done	Method of Evaluation
A. Recognize the what/where/who is receiving professional development training	1. The individuals receiving Professional Development Training will report to the board on the training received.	Ongoing	Director of Finance, Planning, Program Evaluation	Director of Finance, Planning, Program Evaluation, Building Administrators, Teachers, Staff	Board Meeting Minutes
	2. The Professional Development Committee oversees efforts to provide quality professional development opportunities to staff using Title II and district funds.	Ongoing	Director of Finance, Planning, Program Evaluation,	Director of Finance, Planning, Program Evaluation, Technology Director, Professional Development Committee members	Professional Development Committee annual summary of accomplishments, Training Schedule for Professional Development Dates.
	3. All certified staff complete Professional Growth Plans annually (approved plans are a prerequisite for granting of professional development funds.)	Ongoing	Director of Finance, Planning, Program Evaluation,	Director of Finance, Planning, Program Evaluation, Technology Director, Professional Development Committee members	Professional Development Committee annual summary of accomplishments, Log of Professional Growth Plans

	4. Individual teacher, administrator, or paraprofessional requests for professional development utilizing district funding are reviewed, and approved or denied by the Professional Development Committee. All requests must be to seek training to improve student achievement in the areas of content knowledge, instructional strategies, and/or assessment practices.	Ongoing	Director of Finance, Planning, Program Evaluation, Professional Development committee	Professional Development Committee members, Teachers	Professional Development Committee annual summary of accomplishments,
Benchmark:	3 reports before the board per semester by those who received training.				

Focus Area: Communication					
GOAL: To increase community and student engagement in learning in School District #291.					
Strategy	Actions	Completion Date	Responsible Person	People Involved in Getting the Work Done	Method of Evaluation
A. Conduct a strategic plan process.	1. Revise Continuous Improvement Plan Annually. Involve all stakeholders.	Ongoing	Director of Finance, Planning and Program Evaluation	District Leadership Team	Updated Strategic Plan reviewed by Board in a regular board meeting
	2. "Continuous Improvement Plan" each fall on the district website. A brief review of the previous years plan to be presented to the Board during the August Board meeting.	October 31	Director of Finance, Planning and Program Evaluation	Director of Finance, Planning and Program Evaluation, District Office Staff	Plan is updated on the website
B. Course Offerings Advisory Committee	1. Committee will be formed to analyze current course offerings, and advise on possible changes.	December 2017	Superintendent, Director of Finance, Planning and Program Evaluation	SJSHS Administrator, Director of Finance, Planning and Program Evaluation, District Office Staff	Reports to School Board
C. Increased Board Member Community Engagement	increase community meetings such as Facility planning etc.	Ongoing	Board Chair	School Board Members	Yearly self review by Board.
	2. Attend events as Board Member throughout the district	Ongoing	Board Chair	School Board Members	Yearly self review by Board

D. The District Webpage will be utilized for improved community communication.	1. Regular review and updating of the District Website.	Ongoing	Superintendent, Building Administrators	Superintendent, Building Administrators, District Secretary	
E. Partnership with community groups/businesses/individuals	1. Maintain/increase community/school partnerships to increase community members in the school.	Ongoing	Superintendent, Building Administrators	Board Members, Superintendent, Building Administrators, Staff, Teachers	Reports to School Board
	2. Increase Volunteers in district	Ongoing	Building Administrators	Building Administrators, Staff, Teachers	Yearly report to Board
	3. Monitor attendance at Parent Teacher Conferences	Ongoing	Building Administrators	Superintendent, Building Administrators, Staff, Teachers	Report to Board following Parent Teacher Conferences.
F. Long-Term Facility Planning	1. Increase Community Meetings	Ongoing	Board Chair, Superintendent	Board Members, Superintendent	Yearly self review by Board
	2. Attend Education Coalition Meetings	Ongoing	Board Chair, Superintendent	Board Chair, Superintendent, Administrators	Monthly reports to Board by administrators of attendance

F. Increase Student Attendance, Academic Achievement and Decrease Behavior Incidents	1.. The three-tiered <i>Response to Intervention</i> (RTI) model will continue to be monitored at the 1-10 grade levels and discussion will include how to engage student and parents in improved academics/attendance/ and reduced behavior incidents	Ongoing	Director of Finance, Planning and Program Evaluation, Special Education Director, Building Administrator s	Intervention Specialist, Building Administrators, Teachers, Support Staff,	Will be evaluated based on minutes from meetings, students reduced behavior issues from students in RTI and parents contacted
Benchmark: Increase the number of community entities working within our district by 1 each year.					

Salmon School District #291 IDAPA 08.02.01.801 requirements:
 Separate Literacy Plans and College and Career Advising plans are in place.

Goal	Continuous Improvement/Performance Measures	SY 2015 16 (Yr 1)	SY 2016-17 (Yr 2)	SY 2017-18 (Yr 3)	Improvement / Change (Yr 2 Yr 1)	Improvement / Change (Yr 3 Yr 2)	Benchmark / Performance Target
SJSHS graduates will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT - Reading)	77%	71%	70%	-6 percentage points	-1 percentage points	75%
	# of students meeting the college ready benchmark on the college entrance exam (SAT - Reading)	33	39	48	6	9	50 4% increase
	% of students meeting the college ready benchmark on the college entrance exam (SAT - Math)	42%	27%	39%	-15 percentage points	+22 percentage points	35%
	# of students meeting the college ready benchmark on the college entrance exam (SAT - Math)	18	15	27	-3	12	29 5% increase
	% of students meeting the college ready benchmark on the college entrance exam (ACT - English)	87%	75%	79%	-12 percentage points	+4 percentage points	80%
	# of students meeting the college ready benchmark on the college entrance exam (ACT- English)	55	47	44	4	-3	46 5% increase
	% of students meeting the college ready benchmark on the college entrance exam (ACT - Math)	59%	43%	61%	-16 percentage points	18 percentage points	50%
	# of students meeting the college ready benchmark on the college entrance exam (ACT- Math)	37	27	34	-10	7	29 5% increase

	% of students meeting the college ready benchmark on the college entrance exam (ACT - Reading)	60%	59%	54%	-1 percentage points	-5 percentage points	57%
	# of students meeting the college ready benchmark on the college entrance exam (ACT- Reading)	38	37	30	-1	-7	32 5% increase
	% of students meeting the college ready benchmark on the college entrance exam (ACT - Science)	43%	37%	54%	-6 percentage points	17 percentage points	40%
	# of students meeting the college ready benchmark on the college entrance exam (ACT- Science)	27	23	30	-4	7	32 5% increase
	% of career-technical track high school students graduating with an industry recognized certification	0	0	0	0 percentage points	0 percentage points	0%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0	0	0	0 percentage points	0 percentage points	0%
	# of high school students graduating with an associate's degree or a career technical certificate	0	0	0	0 percentage points	0 percentage points	0%
	4-year cohort graduation rate	45%	47%	76.47%	2 percentage points	29.53 percentage points	80%
Students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	*%	23%	27%	percentage point	4%	30%

	# of students who scored proficient or advanced on the 8 th grade math ISAT	*	*		*		*
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	50%	47%	48%	-3 percentage points	+1 %	50%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	*	*		*		*
Students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	25.40%	14%	32%	-11.4 percentage points	+18%	35%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	*	*		*		*
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	44.10%	26%	43%	-18 percentage points	+18 %	45%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	*	*		*		*
Students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	55%	65%	71%	+ 11 percentage points	+6%	75%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	29	37	29	8	-8	44
	% of students who scored proficient on the 2 nd grade statewide reading assessment	62%	61%	63%	-1 percentage points	+ 2	65%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	32	28	43	-4	15	32
	% of students who scored proficient on the 1 st grade statewide reading assessment	63%	62%	65%	-1 percentage points	3%	67%

	# of students who scored proficient on the 1 st grade statewide reading assessment	30	40	30	10	-10	40
	% of students who scored proficient on the kindergarten statewide reading assessment	59%	50%	41%	-9 percentage points	-9%	50%
	# of students who scored proficient on the kindergarten statewide reading assessment	35	24	26	-11	2	25
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage at 1 st reporting period	94.70%	91.60%	92.10%	-3.1 percentage points	0.50%	93.10%
Increase teacher engagement	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%	100%	0 percentage points	0 percentage points	100%
Go-On Rate	After First Year	47%	58%		11%		60%
Go- On Rate	After Two Years	45%	55%		10%		60%

Analyses of Demographic Data

Analyses of demographic data from school district.

	2016-2017	2017-2018	2018-2019
Male	53.10%	51.90%	50.50%
Female	46.90%	48.10%	49.5
White	94.20%	90.60%	91.3
Black/African American	1.40%	1.50%	*
Asian	0.90%	0.80%	*
Native American	2.60%	2.10%	*
Hispanic/Latino	3.60%	3.70%	3.30%
Free/Reduced Lunch Program	53.58%	50.33%	52.30%
Received Special Education (IEP Students)	16.60%	13.00%	14.5

Community Involvement:

A special interest group was formed in 2016-17 year in order to analyze the educational system within Lemhi County. They brought in an outside facilitator and held many interest group meetings. These meetings were attended by administrators, board members, community members and parents. The Board also approved a course offerings committee that was made up of community members, a board member, administrators, teachers, and parents to look into possible changes or improvements to the courses being offered in the Salmon School District. The consensus following the initial meetings of the special interest group and the course offerings committee going forward into the 17-18 year, was that the interested parties would continue to find ways to support the existing education entities in the valley and provide feedback, and suggestions concerning possible improvements with the systems. That overall the educational entities are doing the best they can with the resources available to them.

Progress Report:

The Salmon School District is transitioning into a new math program for grades K- 7 starting the 2017-18 school year. This was in direct response to the low math ISAT scores historically in those grades. There is to be an expected plateau of scores the first year, and so a small percentage increase is being projected for the 2017-18 school year, with a larger increase expected the 2nd year of the program.

In 2016-17 the Board invested in a full day for development of their goals and brought in a facilitator assist with the process. The consensus by the board after reviewing the drop in attendance and drop in some test score areas, was a major overall category for the Board to focus its direction and attention to for the 2017-18 school year would be attendance. The Board believes that increased/improved attendance by the students will correlate to higher test scores and better engagement in the community. The Board also hopes that having a stable and consistent administration will assist in improving attendance. The slight increase in attendance in 2018-19 at start of the year is a good sign that the attention and encouragement of parents in getting their students to school is paying dividends.

Over the past few years, Salmon has had a higher average SAT score when compared to the State of Idaho and the Nation. In 2015-16 Salmon scored a 531 on the Reading portion of the SAT compared to Idaho's 511 and the Nation's 494. On the math portion of the SAT test Salmon scored a 516 while Idaho averaged a 491 and the Nation averaged 508. In 2016-17 Salmon scored a 517 on the Reading portion while the State was a 506. On the math portion, Salmon scored a 492 while the state average was also 492. Then in the 2017-18 school year, Salmon scored a 520 on the reading portion while the state average score was a 503. On the math portion Salmon increased their score to a 497 while the state dropped to a 486. Salmon has consistently scored close to the Idaho average on the ACT. In 2015-16 Salmon's composite average was a 22.37 with Idaho's average at a 22.7, and the National average was a 20.8. In 2016-17 Salmon's composite average lowered slightly and was a 21.65 with Idaho's average at a 22.3 and the National average at a 21.00. In 2017 -18 Salmon's Act scores increased across all sub-areas with the composite increasing to 22.48. The Salmon School District believes that these two tests are better indicators of the long-term success of our students due to the tests being nationally normed and a larger population taking the exams compared to the ISATs.

Starting in 2015-16 the District put an emphasis on supporting teachers new to the district by providing a mentor for each new staff directly and for teachers new to the profession, the mentor stays with them for a full 3 years. This has enabled the district to retain staff, and provide support to new teachers in a manner not previously done. This extra support the District believes will translate to stronger teachers and thus improvements in student achievement should also be seen.