

District Planning

Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes.

The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes, and shall include but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission;
4. Include key indicators for monitoring performance;
5. Include student literacy and proficiency goals and targets, and specify measures of progress toward those outcomes. These goals and targets shall be based on comparisons between similar cohorts of students in similar schools and school districts;
6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;
8. Include the individual staff performance on each of the performance criteria defined in 33-1001, Idaho Code, including measurable student achievement, student success indicator targets, and the percentage of students meeting those targets. Data will be aggregated by grade range, subject, or performance indicator as determined by Idaho's Commission for Education Excellence through the office of the State Board of Education; and
9. Include a report of progress toward the previous year's improvement goals.

Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:

1. **Career and College Readiness:** The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a State recognized college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college readiness benchmark.
2. **High School Readiness:** The number and percentage of students meeting proficient or advanced on the 8th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.
3. **7th Grade Readiness:** The number and percentage of students meeting proficient or advanced on the 6th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.
4. **4th Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 3rd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
5. **3rd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 2nd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
6. **2nd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 1st grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
7. **1st Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

The Board may use the following assessment tools for measuring student achievement and growth:

1. Idaho Standards Achievement Test (ISAT), including interim ISAT assessments;
2. Student learning objectives;
3. Teacher-constructed assessments of student growth;
4. Pre and post-tests, including District-adopted tests;
5. Performance-based assessments;
6. Idaho Reading Indicator, which is a required assessment tools for applicable staff;
7. College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
8. Advanced placement exams;
9. Career technical exams;

10. The number of business or industry certificates or credentials earned by students in an approved career technical education program;
11. The number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in Idaho State Board of Education rule.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board’s annual evaluation of the Superintendent.

The District plan shall be made available to the public by being posted on the District’s website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

Cross Reference: 1645 Board Development Opportunities
 4130 Public Access to District Website

Legal Reference: I.C. § 33-320 Continuous Improvement Plans and
 IDAPA 08.02.01.801 Training
 Planning and Training

Policy History:

Adopted on: 9/9/14

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Reviewed on: