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Dr. Scott G Woolstenhulme, Superintendent

Continuous Improvement Plan

2018 - 2025

Revised September 23, 2020

Our Promise:

We promise to

Design Success for Every Student

by

BUILDING THEIR CONFIDENCE

&

INCREASING THEIR LITERACY

Confidence is

- Knowing you matter
- Feeling you're safe
- Believing you can
- Sharing your talents fearlessly
- Persisting through challenges

Literacy is

- Critical thinking
- Thoughtful reading
- Clear communication
- Mathematical understanding
- Scientific problem solving

Our Pyramid of Success: By 2030 . . .

Foundation:

All students feel safe, connected, and cared for at school.

Pyramid of Student Success

- 1. All students learn to read before 4th grade.**
2. Every 6th grade student shows basic readiness for middle school math, reading, and writing.
3. Every 8th grade student shows basic readiness for Algebra 1, and high school reading and writing.
- 4. Every incoming 9th grade student graduates from high school.**
5. Every incoming 9th grade student earns college or tech prep credit in high school.

Other Strategic Goals: By 2025 . . .

1. 90% of 3rd grade students read at grade-level.
2. 67% of 6th grade students show middle school readiness on state ELA and math assessments.
3. 67% of 8th grade students show high school readiness on state ELA and math assessments.
4. 90% of all seniors graduate with some college credit.
5. 50% of all seniors graduate with at least 9 college credits.

Goal	2018 Results	2019 Target	2019 Results	2020 Target	2020 Results*	2021 Target	2025 Goal
3rd grade students reading at grade-level	77%	80%	78%	80%	91%*	83%	90%
6th grade students reading at grade-level	61%	62%	58%	63%	-	64%	67%
6th grade students proficient in math.	52%	54%	48%	58%	-	60%	67%
8th grade students proficient in ELA	53%	55%	59%	58%	-	60%	67%
8th grade students proficient in math	35%	40%	38%	50%	-	50%	67%
Graduation rate	81%		Not avail	83%	Not avail	85%	90%
Graduates with college credit	63%	70%	73%	71%	78%	75%	90%
Graduates with 9 or more college credits	25%	30%	41%	32%	31%	35%	50%

Key Instructional Strategies

1. Increase teacher clarity of the essential outcomes every student must learn in each course.
2. Ensure that essential outcomes align to the content and depth of knowledge required in math and ELA state standards.
3. Use results of common assessments to make instructional decisions at the student, class, school, and district levels.
4. Increase the frequency and complexity reading and writing tasks in every classroom.
5. Plan meaningful and effective instruction for both online and in-person instruction.

Leadership Responsibilities

- Provide teachers with time, training, and resources to ensure that they effectively collaborate to
 - Identify the essential standards that every student will learn in each class
 - Monitor student learning using common formative assessment strategies
 - Provide tiered interventions to ensure that every student learns the essential standards
- Ensure that students receive meaningful feedback through accurate grading
- Identify, share, and adopt best practices for early reading instruction and intervention
- Identify, share, and adopt best practices for math instruction
- Provide training and support to effectively implement intervention programs
- Promote literacy with parents and families
- “Shape the path” for students and teachers to provide as many college credit opportunities as possible
- Provide clear and frequent communication about college credit opportunities, utilizing our college and career advisors as primary contacts with students
- Provide CTE opportunities for all students with a special focus on at-risk students
- Ensure students are taking rigorous math classes with a focus on Algebra 2

- Use D93 News to promote and communicate advanced opportunities and *Bright Spots*
- Ensure safe and secure learning environments for students and teachers.

*Based on January 2020 iSIP results.

Other metrics that must be included in each district’s continuous improvement plan are shown on the report card for Idaho Schools at <https://idahoschools.org/districts/093/profile>.

The following goals are only provided to meet statutory requirements.

	April 2019	April 2020 Results	April 2021 Goal
Kindergarten students reading at grade-level	47%	n/a	90%
1st Grade	46%	n/a	90%
2nd Grade	61%	n/a	90%
3rd Grade	63%	n/a	90%
11th grade students meeting both ELA and math college readiness benchmarks on the SAT* ¹	29%	n/a	30%

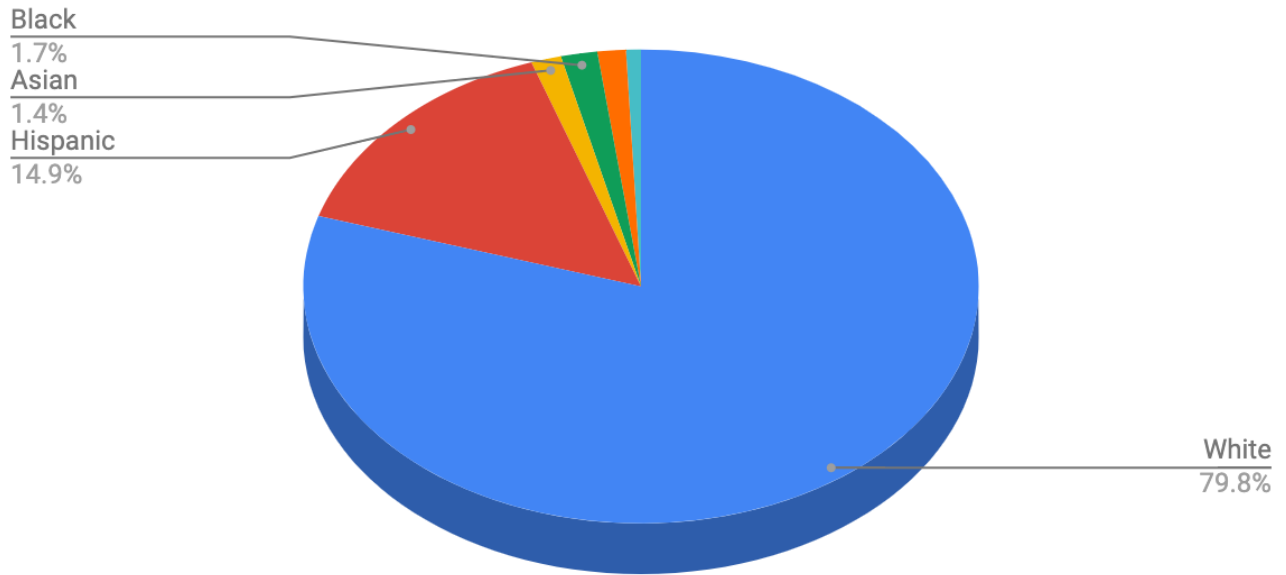
Patrons, staff, and students have been afforded the opportunity to provide input on this plan as appropriate.

¹ The SAT is an assessment of student aptitude and is not designed to measure how well students have learned state identified outcomes. As such, we do not believe using this assessment is a valid interpretation of school or district effectiveness. See Popham *Everything School Leaders Need to Know About Assessment*.

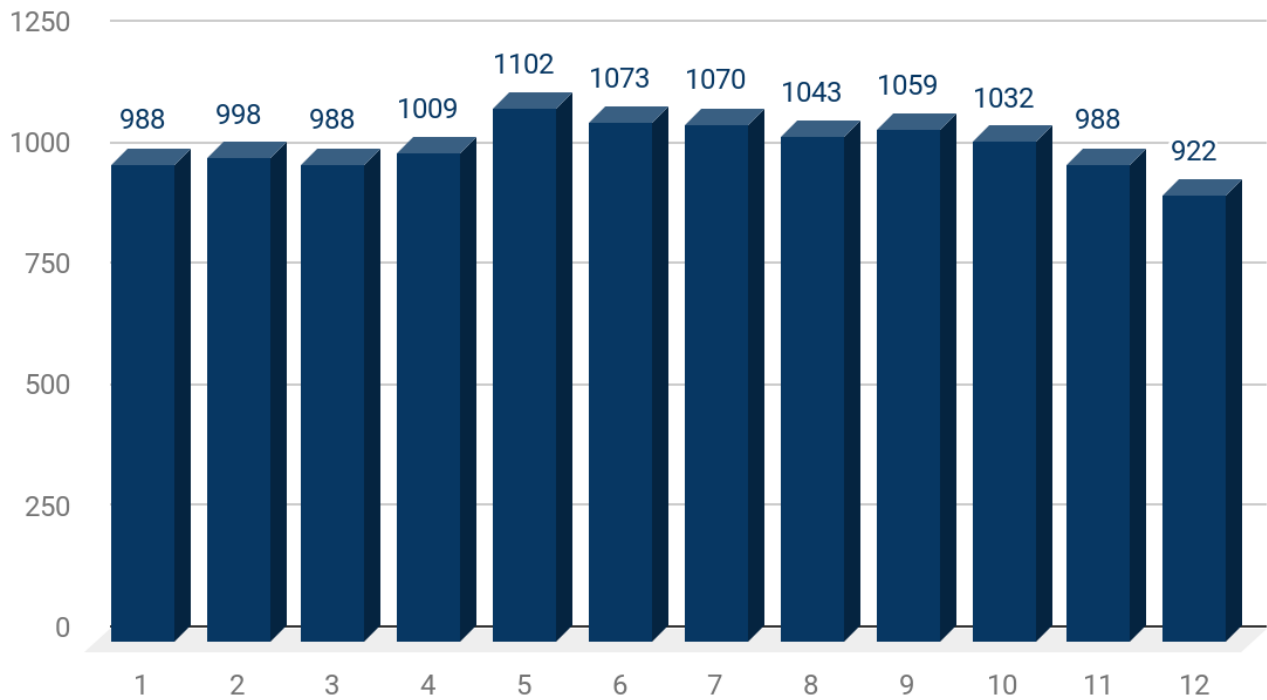
Appendix A: Demographic Analysis

Group	Count	Percentage
All Students	13345	
FRL	4605	34.5%
SpEd	1714	12.8%
Gifted	865	6.5%
Homeless	94	0.7%
White	10785	80.8%
Hispanic	2018	15.1%
Asian	195	1.5%
Black	236	1.8%
Native American	184	1.4%
Pacific Islander	96	0.7%

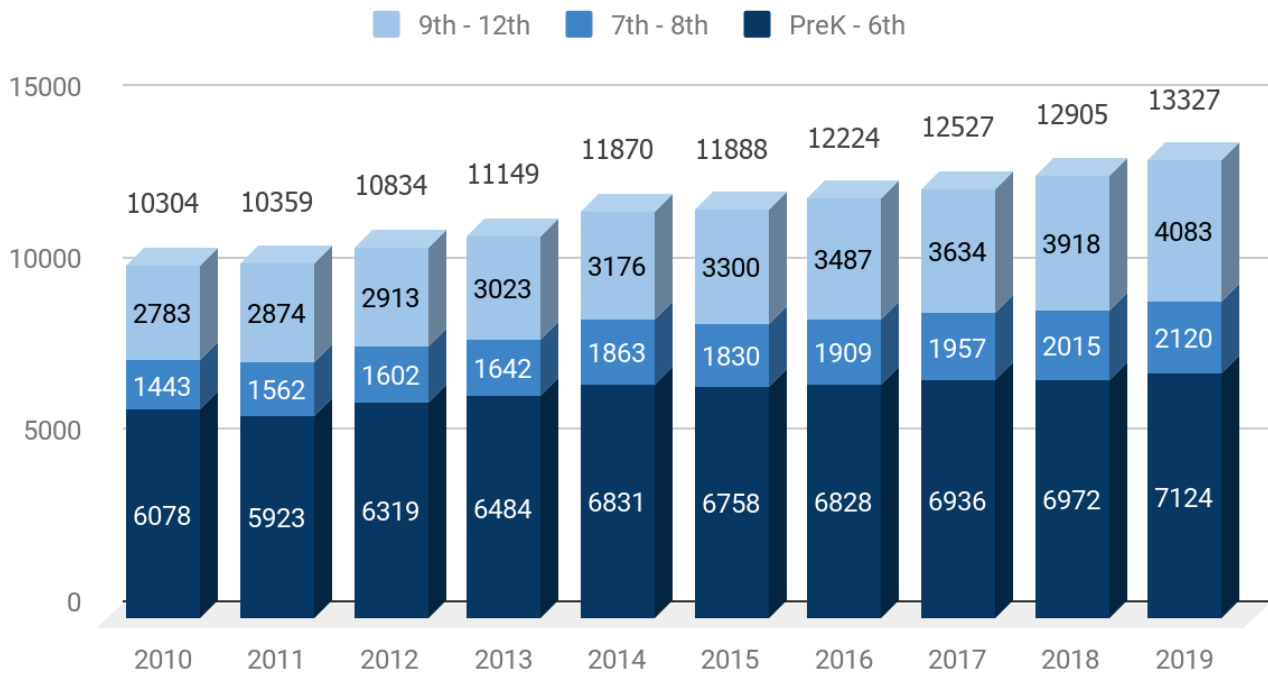
Racial Demographics May 2020



Enrollment by Grade Level



D93 10-Year Enrollment Growth



Analysis of other district demographic data is available on the District's school report card at <https://idahoschools.org/districts/093/profil>

