

Minidoka County School District 331
Continuous Improvement Plan
2023-2024



Empowering Students for Success

School District	# 331	Name: Minidoka County Joint School District	
Superintendent	Name: Mr. Spencer Larsen		Phone: 208-436-4727
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CIP Contact	Name:		Phone:
	E-mail:		

Mission and Vision - REQUIRED

Mission: **Empowering Students for Success**

Vision: The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.

Priority Focus: **Effective Instruction**

Community Involvement in Plan Development - REQUIRED

MCS D recognizes how important it is to engage families in our schools and their child’s education and as such, has a rich tradition of community involvement. This involvement is a critical component of our Continuous Improvement Planning process. Community and family input shape our programs and the future direction of our district. We utilize the following strategies to engage our community:

- Announcements and information from schools are translated and notification to parents regarding academic achievement, school and community events, services and resources available, and safety procedures/notifications occur through a variety of media formats: student handbooks, brochures, the District website, Facebook, Remind, automatic dialing system, newspapers, local television stations, memos and flyers, parent-teacher conferences, and the parent component of PowerSchool. To further engage our Hispanic community, MCS D also reaches out to our non-English speaking families through the Spanish radio station and makes personal phone calls to invite them to events throughout the district.
- Monthly meetings occur with a variety of groups: our Board, the Policy Review Committee, the Patron/Parent Advisory Team, and the Migrant Parent Advisory Committee. Each of these groups consists of parents, community members, MCS D staff, and Board of Trustee members. Collaborative discussions with these groups focus on a variety of topics including continuous improvement planning, educational programs and instruction, college and career readiness, literacy planning, policy, communication, parental involvement, concerns, ways to improve as a district, and future needs.

- District sponsored Town Hall meetings are used periodically to disseminate accurate information across the community around key issues that impact families and businesses, like school bonds and the supplemental levy.
- The MCSD administrative team meets with local emergency and law enforcement personnel at least twice annually to discuss safety concerns and ways to improve our emergency preparedness and response. This group includes representatives from every school, local police and fire departments, as well as juvenile probation and parole.
- Like many schools across Idaho, sporting events are community events. MCSD uses this venue to build positive relationships with the community and, occasionally, share information with them about our schools.
- Our schools host a variety of parent involvement activities throughout the year. In a normal school year each school hosts a Back-to-School or an Open House in the fall to introduce staff to parents and teach them about procedures and school expectations. In addition, schools engage families with a variety of student recognition and performance events, literacy and math nights, afterschool and summer programs, as well as parent training and information events like Parenting with Love & Logic classes and our Bi-lingual Parent Outreach program.
- Our high schools host college and career readiness events that include an opportunity for parents to ask questions and get assistance with the college entrance process. Information about the services and resources available, as well as training on how to access financial aid are provided to parents.
- Formal parent–teacher conferences are held twice a year and include the development and progress monitoring of literacy intervention plans and student achievement.

MCSD enjoys a positive relationship with our community. MCSD recently partnered with the Idaho Food Bank to serve over 350 families in need. The positive response has led to a permanent food distribution site in Minidoka County. Many of our local churches and businesses donate backpacks filled with school supplies and other items to support our most needy families. Schools reap the benefits of strong ties with the community as well. School parent-teacher organizations sponsor community involvement activities throughout the year such as tailgating at sporting events, 5K runs, carnivals, and student fieldtrips to local venues to enhance the educational programming for all students.

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 331	LEA Name: Minidoka County School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/331/achievement
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort 80.0%	2023 cohort 85.0%
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	27.0%	27.0%
	% students who make adequate growth on the grade 8 Math ISAT	27.0%	27.0%
	% students who score proficient on the grade 8 ELA ISAT	40.0%	40.0%
	% students who make adequate growth on the grade 8 ELA ISAT	40.0%	47.5%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	25.0%	25.0%
	% students who make adequate growth on the grade 6 Math ISAT	25.0%	25.0%
	% students who score proficient on the grade 6 ELA ISAT	45.0%	45.0%
	% students who make adequate growth on the grade 6 ELA ISAT	45.0%	45.0%

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

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	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	50.0%	50.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 3 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	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, 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.

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
District-wide K3 IRI scores will increase at least 20% from fall to spring.	20.0%	Fall=38.25% Spring=46.5% Increase=8.25%	20.0%

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 at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

Our district is measuring progress towards literacy using the LEA chosen performance metrics listed in Section III.A.

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.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of seniors applying to a postsecondary institution	98.0%	98.0%	98.0%

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 2023-24, and is distinctly *different* than those required in Section I, above.

Our district is measuring progress towards college and career advising and mentoring goal using the LEA chosen performance metrics listed in Section IV.A.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 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.

Successes

While our district continues to score below 2019 proficiency rates in ELA and math across every grade level, we did see increases in ELA and math performance in grade 3 as a district overall from spring 22 to spring 23. We saw improved performance on the ISIP. and we also out-performed the State in ELA and math on the 11th grade ISAT. Despite a lack-luster overall performance in 2022-23 we did see a few pockets of improved math performance at individual schools.

2022-23 Performance Targets Met

Percentage of seniors applying to post-secondary institutions (98%)

Planned Strategies to Address Areas of Challenge

K-3 IRI & 3-5 ELA and math performance:

- Para and certificated staff members will provide intensive interventions.
- Heggerty phonics and phonemic awareness interventions will be provided to all students with additional instruction time for struggling readers.
- Ed Northwest will continue to train staff to more effectively teach literacy.
- Shortened interim assessments (SICAs) will be utilized to better prepare students for the spring ISAT.
- Reading by Design will continue to be used for a small targeted group of students that needed a more intensive intervention.

6-8 grade ELA and math performance:

- Utilize Title IA funding & School Improvement money to hire staff to provide instructional support to staff and students
- Use targeted, leveled classes to focus more efficiently on more precise skill deficits
- Increase focus (specific classes) throughout the day on instructional strategies that benefit ELL students
- Provide additional staff development to ensure the continued use of the new standardized curriculum in ELA in all grade levels, focusing on state standards
- Use paraprofessionals in math and ELA classes to better assist with instruction and student learning difficulties
- RTI program will continue to make sure we are identifying struggling students earlier in order to provide interventions necessary to help improve skill level

Graduation Rate:

MHS

- Identify and work with at-risk kids sooner to improve attendance and performance.
- Utilize an instructional coach to help ensure consistency of instruction across each subject area.
- MHS offers credit recovery through IDLA and summer school in collaboration with Mt. Harrison High School. It is offered to 11th and 12th grade students as a priority. A certified teacher manages all credit recovery students. Weekly emails are sent to students and parents providing information on student progress. Students take credit recovery courses through IDLA throughout the day and as part of their daily schedule. Credit Recovery provides students with the opportunity to stay on track to graduate.
- MHS offers Saturday School twice a month for added support in academics. A para professional manages Saturday School.
- D & F Reports are monitored regularly. Data is shared at Building Leadership meetings and faculty meetings.
- ELA and Math have new and updated curriculum to support student learning/success
- MHS and MHHS share a running document with their counseling departments to monitor at-risk students from 9th-12th grade. Counselors and administrators discuss both academic and attendance concerns. If we catch issues early enough we have a better chance of keeping students on track to graduate.
- Within the first five weeks of school, counselors begin checking seniors grades and attendance, having conversations with at-risk students.

MHHS is using the following strategies:

- Credit Recovery- done after school with a live teacher, certified in the content area.
- Implementing mastery-based principles
- The principal and counselor are closely monitoring progress for all students graduating this year
- Utilize interview screening process to attempt to redirect students who have no intention of attending before we enroll them
- Daily attendance reports to contact parents and improve attendance
- Meet every other week to discuss individual student needs with all certified staff

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

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

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 2022-23 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 2022-23 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 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
K	All subjects	% 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/iSIP	80.0%	90.0%	80.0%
1	All subjects	% 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/iSIP	80.0%	93.0%	80.0%
2	All subjects	% 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/iSIP	80.0%	81.0%	80.0%
3	All subjects	% 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/iSIP	80.0%	100.0%	80.0%
4	All subjects	% 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/iSIP	80.0%	92.0%	80.0%
5	All subjects	% 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/iSIP	80.0%	90.0%	80.0%
6-8	All subjects	% 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	EOCA	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	75.0%
9-12	All subjects	% 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	EOCA	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	75.0%