

EMMETT INDEPENDENT SCHOOL DISTRICT #221

Wayne Rush, Superintendent

2018 – 2019 Continuous Improvement Plan

School District	# 221	Name: Emmett Independent School District
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Mission – Emmett School District will prepare all students for individual success.

Vision – Emmett School District implements innovative and best educational practices utilizing cutting edge technology and rigorous curriculum. Passionate, visionary professionals guarantee high level learning across all grades. Our district works collaboratively in state-of-the-art facilities to ensure all students are empowered to succeed in life beyond high school.

Community Involvement in Plan Development – Staff, School Board members, students, parents, guardians, educators, and the community have been involved in the review and development of the Continuous Improvement Plan through participation in a variety of formats. Components of the plan, as related to the “Educational Pillars,” have been included as topics during monthly School Board Meetings. These have included discussions specific to Response to Intervention, curriculum and curricular resources, assessments, and blended learning.

In addition, specific stakeholders have been involved as participants in committees, panels, survey respondents, and focus groups as buildings have developed School-wide Improvement Plans and/or participated in the accreditation process. Their involvement, both formally and informally, has been instrumental in identifying goals, developing strategies, and monitoring progress for each of these tools and providing input for the Continuous Improvement Plan.

Core Values –

- High expectations for all students
- Provide a safe, positive, learning environment
- Honor teamwork to continually improve teaching and learning

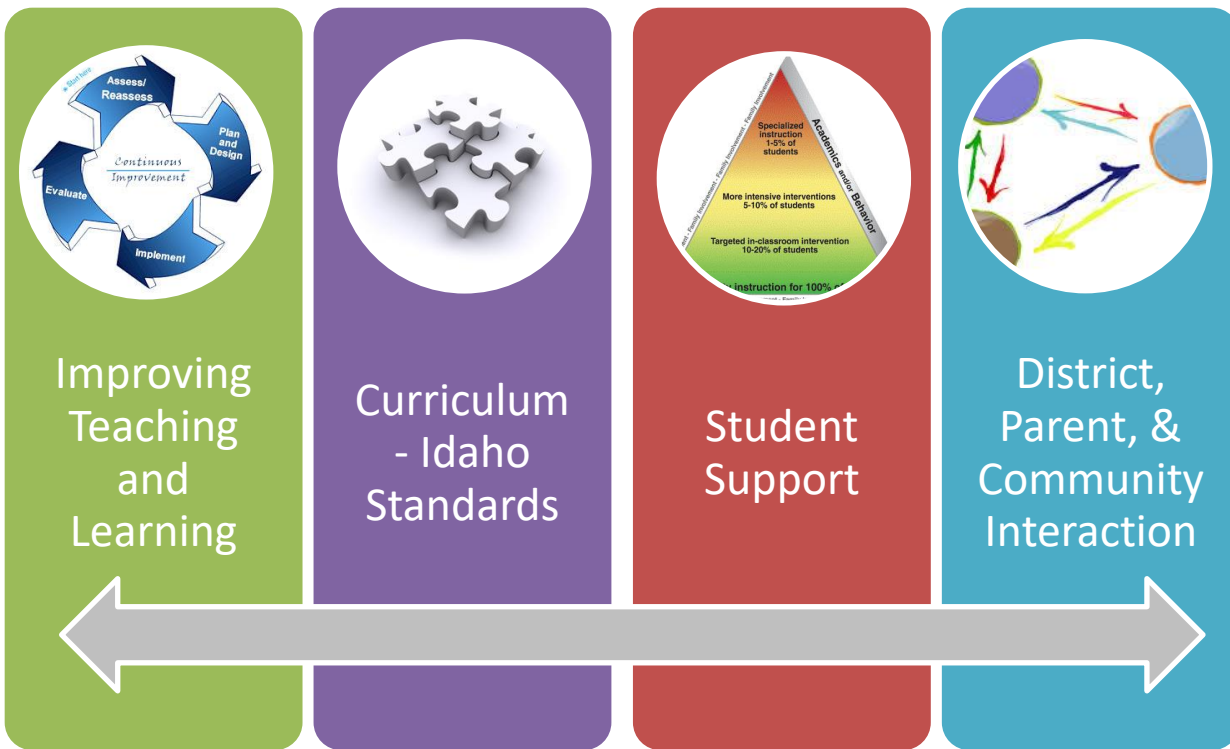
Strategic Goal – Ensure that all students are college and career ready and are prepared to meet the requirements of our ever-changing global culture.

Key Practices – We are bringing our initiatives under the umbrella of “Making Schools Work” and have adapted the key practices from *High Schools that Work* and *Making Middle Grades Work*. The key practices are:

- **High expectations:** Motivate students to meet high standards by integrating high expectations into classroom practices and providing ongoing, databased feedback.

- **Academic and Career/technical studies:** Teach students the essential concepts of the college-preparatory as well as an intellectually challenging career/technical curriculum that emphasizes the higher-level academic, problem-solving, and soft-skills needed in the workplace and in further education. Guide students to apply academic content and skills to real-world problems and projects.
- **Teachers working together:** Build a rich Professional Learning Community (PLC) throughout the district. Provide cross-disciplinary teams with time and support to work together to help students succeed in challenging academic and career/technical studies.
- **Students actively engaged:** Engage students in rigorous and challenging assignments using research-based instructional strategies and technology.
- **Guidance:** Engage students and their parents/guardians in a guidance and advisement system that develops positive relationships and supports completion of an accelerated program of study with an academic and career/technical concentration.
- **Extra help and time:** Provide a multi-tiered Response to Intervention (RTI) system of data-informed extra help and targeted interventions to assist students in achieving high-level academic and technical content.
- **Culture of continuous improvement:** Continually use data to improve school culture, organization, management, curriculum, and instruction to advance student learning.

Emmett Educational Pillars



✚ Improving Teaching and Learning

District Goal: ESD students will increase academic performance on district and state assessments to be at or above the State Average by having teachers and administrators focus on learning.

Strategies:

- Teachers will focus on improving instruction in Tier 1 so that 75% of their students are at grade level.
- Teachers will focus their pedagogy on student learning.
- All staff will provide a safe and focused learning environment.
- PLC teams will use data from common assessments to determine what actions need to occur so that students are mastering the Essential Learnings.
- Through collaboration and review of data during PLC early dismissal time, teachers will identify and implement best practices.

❖ **Districtwide:** Develop and/or refine Essential Learnings for all grades and/or content areas and increase staff knowledge, understanding, and implementation.

Measurement: Each grade or content area will use data from Benchmark assessments and other formative and summative assessments to track student academic progress during PLC collaboration time with the target of being at or above the State Average on assessments outlined in the Key Performance Indicators (KPIs).

Curriculum- Idaho Standards

District Goal: The Emmett School District will deliver a guaranteed and viable curriculum based on Idaho Standards as outlined in the District's Pacing Guides.

Strategies:

- Teachers will use the blended learning model as defined by the Emmett School District.
- Staff will provide a highly engaging learning environment.
- Teachers will utilize assessment data to ensure that students are learning a guaranteed and viable curriculum.

❖ **Districtwide:** Provide training and support to implement the Emmett Learning Cycle framework as the instructional pedagogy. Improve student achievement through the Blended Learning Model during instruction and intervention as appropriate.

Measurement: Each grade or content area will use data from Benchmark assessments and other formative and summative assessments to track student academic progress during PLC collaboration time with the target of being at or above the State Average on assessments outlined in the Key Performance Indicators (KPIs).

Student Support

District Goal: During the 2018-2019 school year, the Emmett School District will utilize targeted, prescriptive, diagnostic-based interventions across all content areas and for every student.

Strategies:

- The RTI process will focus first on the core instruction in Tier 1 to improve student learning.
- PLC teams will focus on the four essential questions of the PLC to improve student learning.
- Support a district wide implementation of RTI to identify students, interventions, and core instruction to meet the learning needs of students.
- Administrators will investigate a systematic approach for Behavior Response to Intervention (B-RTI) using PBIS-type strategies to meet the social emotional needs of our students, staff, and administrators.

- ❖ **Districtwide:** Provide ongoing training and support to implement, with fidelity, the District’s standard protocol RTI system.

Measurement: Each grade or content area will use data from Benchmark assessments and other formative and summative assessments to track student academic progress during PLC collaboration time with the target of being at or above the State Average on assessments outlined in the Key Performance Indicators (KPIs).

District, Parent, and Community Interaction

District Goal: By May 2019, public perception of the Emmett School District will improve through increasing parent involvement, additional face-to-face community meetings, and facilitating staff and parent ownership of our student’s educational experience.

- Support for public relations will occur throughout the district to assist with providing information to the community.
- Two-way communication processes will be utilized to assist with sharing information.

- ❖ **Districtwide:** Utilize a variety of methods such as social media, table tents, newspaper articles, school events, and face-to-face meetings to have open and honest communication with our community about continually building an excellent education system in Gem County.

Analysis of Demographic Data

Item	2016-2017		2017-2018		2018-2019	
	Number	Percent	Number	Percent	Number	Percent
Male	1357	53.13%	1362	52.95%	1411	53.22%
Female	1197	46.87%	1210	47.04%	1240	46.77%
Hispanic/Latino	349	13.66%	355	13.80%	364	13.73%
American Indian or Alaska Native	6	0.23%	9	0.34%	7	0.26%
Asian	17	0.67%	16	0.62%	16	0.6%
Black/African American	16	0.63%	10	0.38%	5	0.18%
Native Hawaiian or Other Pacific	5	0.20%	6	0.23%	12	0.45%
White	2114	82.77%	2132	82.89%	2184	82.38%
Two or more Races	47	1.84%	44	1.71%	63	2.37%
Total	2554		2572		2651	
Free/Reduced Lunch Program	1439	56.79%	1334	51.86%	1377	51.94%
Special Education Students	337	13.04%	350	13.60%	348	13.12%
Limited English Speaking Students	101	3.95%	105	4.08%	112	4.22%

METRICS

Link to District Report Card:	-
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Please note: **Districts and charter schools that choose to use this template are responsible for providing previous year data for all required metrics (shaded below). Data for any metrics that are not provided in the district report card must be provided by the LEA.** Metrics for which data is provided on the school district or charter school report card should be indicated with an "X" in the "Data on District Report Card" column.

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	Data on District Report Card	SY 2016 17 (Yr 1)		SY 2017 18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018 19 Benchmarks (LEA Chosen 2018 19 Performance Targets)
			# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)		n/a*	n/a*	48	164	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)		n/a*		29.27%		#VALUE!	40%
	% students in grades 10-12 receiving dual credit		31.90%		51.80%		19.9 percentage points	
	* Not available from College Board until 2019							
Goal	Performance Metric		SY 2016 17 (Yr 1)		SY 2017 18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018 19 Benchmarks (LEA Chosen 2018 19 Performance Targets)
	# of high school students graduating with an		55		48		Not Required	50

associate's degree or a career technical certificate							
4-year cohort graduation rate	X						83%
% of students with learning plan created and reviewed in 8th grade		8	100.00%	8	100.00%	no change	100%
% of learning plans reviewed annual by grade level		9	100.00%	9	100.00%	no change	100%
		10	100.00%	10	100.00%	no change	100%
		11	100.00%	11	100.00%	no change	100%
		12	100.00%	12	100.00%	no change	100%
# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		160	69	167	75		
% students who Go On to some form of postsecondary education within 1 year of HS graduation	X	43.00%		45.00%		2 percentage points	50%
# students who Go On to some form of postsecondary education within 2 years of HS graduation		# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		164	76	160	74		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	X	46.00%		46.00%		0 percentage points	50%

Goal	Performance Metric		SY 2016 17 (Yr 1)		SY 2017 18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018 19 Benchmarks (LEA Chosen 2018 19 Performance Targets)
			# proficient	# tested	# proficient	# tested		
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	X					Not Required	Not Required
	% students who scored proficient on the 8th grade math ISAT	X	50.00%		40.00%		-10 percentage points	45%
	# students who scored proficient on the 8th grade ELA ISAT	X					Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	X	41.00%		40.00%		-1 percentage point	45%
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	X					Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	X	37.00%		34.00%		-3 percentage points	39%
	# students who scored proficient on the 6th grade ELA ISAT	X					Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	X	43.00%		42.00%		-1 percentage point	47%
All students will demonstrate the reading	# students who scored "proficient" on the	X					Not Required	Not Required

readiness needed to transition to the next grade	Kindergarten Spring IRI							
	% students who scored "proficient" on the Kindergarten Spring IRI	X	93.90%		72.10%		-0.2 percentage points	45%
	# students who scored "proficient" on the Grade 1 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
Goal	Performance Metric		SY 2016 17 (Yr 1)		SY 2017 18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018 19 Benchmarks (LEA Chosen 2018 19 Performance Targets)
	% students who scored "proficient" on the Grade 1 Spring IRI	X	68.20%		48.70%		-19.5 percentage points	53%
	# of students who scored "proficient" on the Grade 2 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	X	64.70%		59.50%		-5.2 percentage points	64%
	# students who scored "proficient" on the Grade 3 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	X	74.20%		65.80%		-8.4 percentage points	70%