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| **LEA** | **#** | **Name:** | |
| Superintendent | Name: Cody Fisher | | Phone: 208-866-8691 |
| E-mail: cfisher@glennsferryschools.org | | |
| CIP Contact | Name: Rick Hance | | Phone: 208-366-7434 x 116 |
| E-mail: rhance@glennsferryschools.org | | |

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

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| **Mission and Vision - REQUIRED** |

*GFSD Mission:* The Glenns Ferry School District staff and administration, in collaboration with the community, will engage their students in rigorous, creative, real world academic pursuits that empower them to strive for their dreams, to take ownership of their learning, and to challenge themselves in and out of the classroom. Our students will live The Pilot Way and will continue to evolve and grow as learners and citizens.

*GFSD Vision:* Engage. Empower. Evolve.

*GFSD Core Values:* The Pilot Way: Respect, Responsibility, Commitment, Integrity

**Instructions:** Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

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| **Community Involvement in Plan Development - REQUIRED** |

The GFSD Continuous Improvement Plan began with input from the District Leadership Council and was then followed by input from the Glenns Ferry School District Board of Trustees. Also, a survey was sent out to community members, students, and staff asking for and providing them an opportunity for input in an efficient, effective, manner.

Once this input was reviewed, the plan began moving forward in structure. Once the plan was set and document made, the plan was then reviewed by the Board of Trustees and a public meeting was held in order to provide further input from the community for potential change to the plan.

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| **Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.** |

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| LEA # | 192 | LEA Name: | Glenns Ferry Jt School District | | | | | | | |
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| METRICS Template Part 2 | | | | | | | | | | |
|  | | | | | | | | | | |
| **LINK to LEA / District Report Card with Demographics and Previous Data (required):** | | | | https://idahoschools.org/districts/192 | | | | | | |
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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 Performance Targets (Previously chosen by LEA)** | | **2023-24 Performance Targets (LEA Chosen)** |
| All students will be college and career ready | | 4-year cohort graduation rate | | | | | | **2023 cohort** | | **2024 cohort** |
| 82% | | **100%** |
| 5-year cohort graduation rate (optional metric) | | | | | | **N/A** | | **N/A** |
| Not required | |  |
| % 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 | | | | | | **25%** | **16%** | **25%** |
| % students who make adequate growth on the grade 8 Math ISAT | | | | | | **55%** | **52%** | **55%** |
| % students who score proficient on the grade 8 ELA ISAT | | | | | | **52%** | **28%** | **45%** |
| % students who make adequate growth on the grade 8 ELA ISAT | | | | | | **65%** | **42%** | **65%** |
| All students will be prepared to transition from grade 6 to grade 7 | | % students who score proficient on the grade 7 Math ISAT | | | | | | **30%** | **16%** | **30%** |
| % students who make adequate growth on the grade 7 Math ISAT | | | | | | **45%** | **50%** | **55%** |
| % students who score proficient on the grade 6 ELA ISAT | | | | | | **42%** | **16%** | **40%** |
| % students who make adequate growth on the grade 6 ELA ISAT | | | | | | **55%** | **24%** | **55%** |
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| **Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)** | | | | | | | | | | |
| **Goal** | | **Performance Metric** | | | | | | **2022-23 Performance Targets (Previously chosen by LEA)** | | **2023-24 Performance Targets (LEA Chosen)** |
| All students will demonstrate the reading readiness needed to transition to the next grade | | % students who score proficient on the Kindergarten Spring IRI | | | | | | 65% 67% | | **70%** |
| % students who score proficient on the Grade 1 Spring IRI | | | | | | **65%** | **64%** | **70%** |
| % students who score proficient on the Grade 2 Spring IRI | | | | | | **70%** | **59%** | **70%** |
| % students who score proficient on the Grade 3 Spring IRI | | | | | | **70%** | **60%** | **70%** |
| % students who score proficient on the Grade 4 ELA ISAT | | | | | | **70%** | **49%** | **70%** |
| % students who make adequate growth on the Grade 4 ELA ISAT | | | | | | **70%** | **60%** | **70%** |
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| **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. | | | | | | | | | | |
| **Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)** | | | | | | | | | | |
| **Performance Metric** | | | | | | **2020-21 Performance Targets (previously chosen by LEA)** | | **SY 2021-22 Results** (if available) | | **2022-23 Performance Targets (LEA Chosen)** |
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| **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 measurements that are distinctly *different* than those required in Sections I and II, above. | | | | | | | | | | |
| **Glenns Ferry Jt School District is currently using a number of different metrics in order to reach growth goals and targets in literacy. In Glenns Ferry Elementary School, we use the fall and Spring IRI to determine our growth in literacy but what we add to that is the monthly progression assessment in Istation. Our teachers then utilize this information to guide instruction. Also used at the elementary level are the ISAT Interim Block Assessments as well as District Common Assessments that measure fluency and literacy growth. The District Common Assessments are administered four times during the school year, once every quarter. In Glenns Ferry Middle and High Schools, we are using the ISAT Interim Block Assessments to measure our growth towards literacy as well as End of Course Assessments that are implemented in each classroom.** | | | | | | | | | | |
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| **Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)** | | | | | | | | | | |
| **Goal** | | **Performance Metric** | | | | **2022-23 Performance Targets (previously chosen by LEA)** | | **SY 2022-23 Results** | | **2023-24 Performance Targets (LEA Chosen)** |
| All students will be college and career ready | | # of HS students who graduate with an associate's degree or a CTE certificate | | | |  | | 0% | |  |
| % of students with learning plans created and reviewed in 8th grade | | | | **8th grade** | 100% | **8th grade** | 100.0% | **100.0%** |
| % of students whose learning plans are reviewed annually by grade level | | | | **9th grade** | 100% | **9th grade** | 100.0% | **100.0%** |
| **10th grade** | 100% | **10th grade** | 100.0% | **100.0%** |
| **11th grade** | 100% | **11th grade** | 100% | **100.0%** |
| **12th grade** | 100% | **12th grade** |  | **100.0%** |
| # students who Go On to a form of postsecondary education within 1 year of HS graduation | | | | **# Enrolled** | **# 2020 cohort** | **# Enrolled** | **# 2020 cohort** | Not Required |
|  |  |  |  |
| % students who Go On to a form of postsecondary education within 1 year of HS graduation | | | | #DIV/0! | | #DIV/0! | |  |
| # students who Go On to a form of postsecondary education within 2 years of HS graduation | | | | **# Enrolled** | **# 2019 cohort** | **# Enrolled** | **# 2019 cohort** | Not Required |
|  |  |  |  |
| % students who Go On to a form of postsecondary education within 2 years of HS graduation | | | | #DIV/0! | | #DIV/0! | |  |
|  | | | | | | | | | | |
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| **Section V: 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 V.A **or** Section V.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 V.B allows you to address your plan to measure progress through a short narrative. | | | | | | | | | | |
| **Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)** | | | | | | | | | | |
| **Performance Metric** | | | | | | **2021-22 Performance Targets (previously chosen by LEA)** | | **SY 2021-22 Results** (if available) | | **2022-23 Performance Targets (LEA Chosen)** |
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| **Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress** Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above. | | | | | | | | | | |
| **Our progress for College and Career Mentoring has been very good. Our College and Career Counselor regularly meets with students as individuals and as groups in order to assist them in FAFSA, College applications, and Scholarship applications. Along with this, our school Counselor works with the College and Career Counselor to assist students in these areas and meets with students to discuss options as well. Students make their four-year plans in the 8th grade with our HS Readiness Coordinator and then those are reviewed annually for our students.** | | | | | | | | | | |
| **Section VI: Report of Progress Narrative (required)** Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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. | | | | | | | | | | |
| **Glenns Ferry Jt School District is reviewing performance targets annually. This year, some of our performance targets for ISAT and IRI scores were met while others were not met as we hoped. As a part of the Continuous Improvement Process, we will be implementing interim block assessments throughout our schools to practice and prepare for ISATS. We will also be adding positions to assist lower level learners in literacy and math. Lastly, the addition of summer school and a potential half day of school on certain Fridays to assist these learners across all grade levels will assist us in meeting the needs of our students.** | | | | | | | | | | |
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| **Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)** | | | | | | | | | | |
| **NOTES: Staff Performance Report Data could not be reported due to low n size.** | | | | | | | | | | |
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**Implementing Learning**

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| **Indicator** | **Focus** | 21-22 Progress | 22-23 Progress | 23-24 Progress | *Notes* |  |
| **School Curriculum** | Curriculum Mapping | Some mapping done in grade bans. | Math completed. ELA in progress |  |  | Map Curriculum K-12 Vertically and Horizontally to the Idaho Standards |
|  | Dual Credit/ IDLA | 16 Dual Credits Earned, 97 Total. | 40 Dual Credits earned. 85 total credits. |  |  | Provide 25 Dual Credit/ 100 IDLA credits per semester |
|  | Student Attendance | Elem-87%  MS-87.5%  HS-92% |  |  |  | 90% student attendance for each school of the District |
| **Technology** | Three year plan \* | Tech plan is moving forward with some goals being met | Con’t. |  |  | Meet yearly goals as presented In plan |

**High Performing, Innovative Instruction**

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| **Professional Development** | Three year Plan \* | 21-22 Progress | 22-23 Progress | 23-24 Progress | *Notes* | Meet yearly goals as written in the plan based off of staff needs assessment. |
|  |  | PD Plan implemented with fidelity and written for the ’23 year based off of needs assessment from staff. | Con’t |  |  |
| **RISE Connection** |  | Not possible this year due to COVID concerns in other districts. | Somewhat Con’t. |  |  | Continue Idaho RISE PD as possible |
| **Quality School Management** | Leadership Council | Leadership Council continued on and worked as well as possible dealing with COVID Issues for a portion of the year. | Con’t. |  |  | Meet annual expectations as provided in the plan  Ensure that Leadership Positions on the Council are meeting the needs of students and staff as reviewed yearly by the Council. |
|  |  |  |  |  |  |  |
| **Community Engagement** | Communication with public | Contacts made through various methods listed, will continue into ’23 with more connection through the revitalized newspaper as well. | Con’t. As well as monthly article from Supt in newspaper. |  |  | 75 Contacts made to parents and/or community about events in the School (Being judges, Chaperons, E-alerts, Parent/Teacher Conference, etc.)  Engage public as needed and as appropriate per policy and requirements |

**Learning Environment**

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| **Facility/Maintenance** | 3 years of 10 year facilities and maintenance plan | 21-22 Progress | 22-23 Progress | 23-24 Progress | *Notes* | Meet yearly objectives of the plan  Review 10yr plan yearly and make necessary changes based off of completion of projects and feedback received formally and informally. |
|  |  | Objectives of plan continue to be met. Superintendent and Maintenance Supervisor to meet to review plan at beginning of ’23 school year to potentially rewrite and updated plan with input from a committee. | 10yr Facility plan updated, with a number of items addressed at the end of ’23. |  |  |
| **Budget** |  | Budget for FY ’22 Successfully managed once again. Annual rise in expenses keeps the district just below 3 months operating expenses as desired. Work will continue to budget conservatively. | Successfully managed once again. Audit report in Sept Board meeting. |  |  | Maintain 3 month carry-over reserve |

\*See plan at website: www.glennsferryschools.org