

Swan Valley School District #92
Swan Valley Elementary School
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2016 – 2017

Mission: The Swan Valley School District is committed to excellence in teaching and learning for all

Vision: Swan Valley School will deliver excellence in education every day.

GOALS

1. College and Career Readiness

A. Our school district terminates at the 8th grade. We strongly believe that we are preparing elementary students for the next step in their education. As they move into the secondary school setting of their choice, we anticipate that the setting they choose will prepare them for either entering college and/or a career at an appropriate level of readiness.

B. (Key indications of how the performance will be monitored) All of the key indicators to monitor performance are in relationship to the high school grades. Our school and our district does not include high school, therefore none of these indicators will be listed in our plan.

C. Previous Year Data relative to indicator NA

2. High School Preparedness

A. Students who exit our school from the 8th grade are prepared to transition to the high school at an acceptable level based on our resources and size.

B. Key indication of how the performance will be monitored for 2017

- 90% of 8th grade students will score proficient or advanced on the 8th grade ISAT ELA/Literacy Assessment.
- 75% of 8th grade students will score proficient or advanced on the ISAT Math Assessment.

C. Previous Year Data relative to indicator

- In 2016 100% of 8th grade students scored proficient or advanced on the ISAT ELA/Literacy assessment.
- In 2016, 33% of 8th grade students scored proficient or advanced on the ISAT Math assessment.

3. Student and Parent Engagement

A. Goal Statement:

Increase student and parent engagement at all grades level through increased attendance at all grade levels.

B. Key indication of how the performance will be monitored:

Increase in student attendance rates as a percentage of total instructional days.

C. Benchmark/Measurable Target:

Students will attend at least 95% of instructional days in a given school year.

D. Previous Year Data relative to indicator

In 2015 the average student attendance rate was 85%

Reviewed [Insert Date]

Approved [Insert Date]

Report of Progress (2015-2016)

Goal	Performance Measure/Indicator	SY 2015	SY 2016	SY15-SY16 Improvement	Benchmark/ Performance Target
All students will be college and career ready at graduation	# and % of students meeting college ready benchmark in math on the SAT				
NA					
NA	# and % of students meeting college ready benchmark in reading and writing on the SAT				
	# of learning plans (developed in grade 8) reviewed by grade level	100%	100%		100% reviewed annually
		2	3		10
NA	# and % of students who go on to some form of postsecondary education 1yr after graduation				
NA	# and % of students who go on to some form of postsecondary education 2yr after graduation				
	# of students receiving/participating in college and career advising and mentoring by grade level	12	0	0	
		11	0	0	
		10	0	0	
		9	0	0	
		8	2	3	
NA	% of high schools students graduating with an associate's degree				
NA	% of high school students graduating with an industry recognized certification				
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 th grade math ISAT	0%	33%		75%
		0	1		7-8 students
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	50%	100%		90%
		1	3		9 students
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6 th grade Math ISAT	13%	17%		75%
		1	1		6 students
	# and % of students scoring proficient or advanced on the 6 th grade ELA ISAT	20%	33%		80%
		2	2		6-7 students

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All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	80%	83%		90%
		4	5		6 students
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	60%	66%		90%
		3	4		5 students
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	60%	80%		90%
		3	4		1 student
	# and % kindergarten students identified as reading at grade level on the Spring IRI	50%	100%		100%
		2	1		3 students
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	85%	80%		95%
	Parent Participation at parent/teacher conferences	90%	No data		95%
Increase teacher engagement	Number of hours of job embedded professional development	90	16		80
	Number of subject level multi-grade teacher teams (There are only 4 classroom teachers in our district)	0	0		0
	Number of hours available for mentor teachers to mentor or observe/team teach	30	No data		40
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%		100%

Analyses of Demographic Data

Analyses of demographic data from school district.

	2015-2016	2016-2017
Male	42%	42%
Female	58%	58%
White	99%	99%
Black/African American	.04%	.04%
Asian	0%	0%
Native American	0%	0%
Hispanic/Latino	0%	0%
Free/Reduced Lunch Program	50.9%	51%
Received Special Education (IEP Students)	16%	16%

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[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates
 - ✓ College and career readiness
 - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04](#).
6. Include a report of progress toward the previous year's improvement goals.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1616, Idaho Code may be reference here: [33-1616](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#)

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1 each year**. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) Plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan they may be submitted as a single plan to the Office of the State Board of Education.

Reviewed [Insert Date]

Approved [Insert Date]

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

Reviewed [Insert Date]
Approved [Insert Date]