

Garden Valley School District

Continuous Improvement Plan For Educational Excellence

Mission:

The mission of the Garden Valley School District is to provide educational excellence, allowing students to succeed in an ever-changing world.

Vision:

Our school district is a place where:

- students receive a quality education, perform at a high level of competence and enjoy a safe and caring atmosphere.
- all staff members continue to grow professionally and improve their skills to reach all learners

Objectives:

Students will demonstrate:

- Respect
- Responsibility
- Commitment
- Integrity

Key Beliefs

The school community understands and respects that students learn at different rates and in different ways.

All students can learn.

Education is the vehicle whereby each person develops self-esteem through respect, responsibility, commitment, and integrity.

All students are important, and it is the primary responsibility of the school community to educate them.

Education teaches students how to learn and inspires them to learn for the rest of their lives.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
All students will be college and career ready	# and % of students meeting the college ready benchmark in math on SAT		53%		85%
			9/17		
		64%	71%	7%	85%

# and % of students meeting the college ready benchmark in reading and writing on SAT	9/14	12/17		
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% of students participating in one or more advanced opportunity	26%	50%	24%	70%
	20/76	34/68		
% of career-technical track high school students graduating with an industry recognized certification				Working on developing our CTE program
% of career-technical track high school students who passed the CTE-recognized workplace readiness exam				Students are staying involved in CTE programs yet. Only two years in with new teacher
# of high school students graduating with an associate's degree or a career technical certificate				Students are working towards BA degrees and CTE program is beginning and will have certificates in the future
4-year cohort graduation rate	100%	75%	-25%	100%
	19/19	12/16		
% of learning plans review annually in grade 9	100%	100%	0	100% reviewed annually
% of learning plans review annually in grade 10	100%	100%	0	100% reviewed annually
% of learning plans review annually in grade 11	100%	100%	0	100% reviewed annually
% of learning plans review annually in grade 12	100%	100%	0	100% reviewed annually
# of students who go on to some form of postsecondary education within one year of graduation from high school		8 of 20	-35%	75%
% of students who go on to some form of postsecondary education within one year of graduation from high school		40%		

	# of students who go on to some form of postsecondary education within two years of graduation from high school	12 of 16			Get back to 75% and then 10% increase per year
	% of students who go on to some form of postsecondary education within two years of graduation from high school	75%			
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	26%	44%	+18%	54%
					10% increase

	# of students who scored proficient or advanced on the 8 th grade math ISAT	19	18		
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	58%	53%	-5%	63%
					10% increase
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	19	17		
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	50%	41%	-9%	51%
					10% increase
	# of students who scored proficient or advanced on the 6 th grade math ISAT	14	17		
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	71%	40%	-30%	50%
					10% increase
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	14	17		
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	82%	64%	-18%	95%
					3% increase from 2 nd grade
	# of students who scored proficient on the 3 rd grade statewide reading assessment	18	9		
	% of students who scored proficient on the 2 nd grade statewide reading assessment	63%	92%	29%	66%
					10% increase from 1 st grade
	# of students who scored proficient on the 2 nd grade statewide reading assessment	10	11		

	% of students who scored proficient on the 1 st grade statewide reading assessment	79%	56%	-23%	95%
	# of students who scored proficient on the 1 st grade statewide reading assessment	11	9		3% increase from kindergarten
	% of students who scored proficient on the kindergarten statewide reading assessment	50%	92%	42%	95%
	# of students who scored proficient on the kindergarten statewide reading assessment	7	11		N/A
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage				95%
	Parent participation at High School parent/teacher conferences	N/A	Collected sign in sheets but	Will start tracking % 17-18	80%
	Parent participation at Middle School parent/teacher conferences	N/A	% not calculated	Will start tracking % in 17-18	80%
	Parent participation at Elementary School parent/teacher conferences	100%	99%	-1%, parent refused to return calls after PT conf.	100%
Increase teacher engagement	Number of hours of job embedded professional development	> 30 hours	> 30 hours	0%	At least 30 hours
	Number of subject level multi-grade teacher teams	5	5	0	One per grade per subject
	Number of hours available for mentor teachers to mentor or observe/team teach	0	4	4	8
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	0	1		
		0%	100%	100%	100%

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

	2015-2016	2016-2017	2017-2018
Male			
Female			

White			
Black/African American			
Asian			
Native American			
Hispanic/Latino			
Hawaiian/Pacific Islander			
Free/Reduced Lunch Program			
Received Special Education (IEP Students)			

*Free and Reduced for lunch % are different from state reported data, this data is what is in Lumens.