

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Russell Mitchell	
	Phone: 208 686-2222	
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	Name: Caralyn Olson	
CIP Contact	Phone: 208 686-2123	
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Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission: *Working together to educate and prepare positive, motivated, successful citizens.*

Vision: *The Plummer Worley Joint School District is fully committed to engaging the minds of students, increasing student achievement, and promoting a healthy school climate so students can experience success in school and in life.*

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.

Community Involvement in Plan Development - REQUIRED

The Plummer Worley School District continually engages stakeholders in the building of the Continuous Improvement Plan (CIP). Those participating in this process include, but are not limited to: the school board, staff, administrators, parents, advisory groups, and community partners like the Coeur d'Alene Tribe Department of Education, the Boys & Girls Club, and Marimn Health.

The Plummer-Worley School District works closely with the Idaho Building Capacity (IBC) program at Lakeside Elementary School, Lakeside Jr. High, and Lakeside Sr. High. All three schools have qualified for Comprehensive Support from the SDE, where we continue working with the State Department to review and revise our School Wide Improvement Plan (SWIP) and Learning Loss

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

initiatives made possible by the CARES Act and ESSER funds. The Idaho State Department has provided support with 3 very highly qualified professionals, to provide support for all three schools and the district office. The district will continue building appropriate goals and objectives based upon data, targeted strategies, and evidence-based practices.

The district continues to work closely with the Coeur d'Alene Tribe Department of Education in many facets on the implementation of a Community Family Engagement Planning, ongoing professional development and coaching related to the implementation of Culturally Relevant Sustaining Pedagogy (CRSP) teaching strategies with the objective of increasing student engagement. Partnership continues with the Boys & Girls Club and Marimn Health for emotional, mental, and physical health supports for students.

The continuing developments associated with the COVID-19 pandemic have given the district opportunity to explore new perspective on delivery systems, learning avenues, and strategies to engage students. This new dimension has given parties the time to explore new opportunities, embrace necessary change, seek out new stakeholders, and improve on solutions to increase the district's effectiveness against a challenging set of circumstances.

Our dates and descriptions of plan development for this school year include, but not limited to:

- 7/1/2021 Met to discuss facilities related challenges that hinder a learning environment that is free of concerns and addresses health and safety related concerns.
Participants: Dr. Rich Bauscher, principal of Financial Planners, Doug Koch & David Denney, certified Facility Planners, John Graham of Apollo Solutions, Rich Wienclaw, Stacey Sonder and Russ Mitchell of the Plummer-Worley School District.
- 7/14/2021 Met to discuss cooperation of entities for academic, emotional, and mental health supports and potential implementation of early intervention for PWSD students.
Participants: Dr. Chris Meyer, Director of CDA Tribal Department of Education and Russ Mitchell, Superintendent of PWSD.
- 8/4-8/5/2021 Administrative work session to discuss the major goals of each school, how data might better be leveraged to make informed decisions by each school, the integration of SWIP, CIP, Pathways, Success Center Initiatives, and how Learning Loss funds might be better utilized to provide a more uniformed approach to delivery of instruction for the school year. Included was how to provide message to all stakeholders.
Participants: Jenn Hall, JH/HS Principal, Dani Boyd, Elementary Principal and Russ Mitchell, Superintendent
- 8/10- 8/11/2021 Met to discuss 2021-22 goals and direction of PWSD with Idaho Capacity Builders. Discussed delivery of services to students and community and full utilization of Capacity Builders for 2021-22.
Participants: Bev Benge, Idaho Capacity Builder, Judy Bieze, Idaho Capacity Builder, Judi Sharrett, Idaho Capacity Builder, and Russ Mitchell, Superintendent,
- 8/17 – 8/19/2021 New secondary staff met to discuss and train on social, emotional and mental health needs of Native children.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

Participants: New secondary staff from PWSD, Jenn Hall, JH/HS Principal, CDA Tribe's Department of Education's team of "Risky Connections" trainers.

8/18/2021 Discussed utilization of Marimn Mental Health professionals for the 2021-22 school year.

Participants: Ellyn Wilhelm, Marimn Mental Health Services and Russ Mitchell, Superintendent of PWSD.

8/23 – 8/26/2021 Conducted the inaugural Jump Start program from students of the PWSD.

Participants: Secondary and elementary students needing additional supports, various certificated, classified, and administrative staff, bus drivers and food service personnel.

8/30/ – 9/2/2021 PWSD District-wide orientation on environment concerns, learning delivery systems, and implementation of support services, including CIP services to students. Groupings were coordinated to participate in various programs and training. Included areas addressed were: Cultural Awareness, CHAMPS, Foundations, PLC Workshops, and full utilization of new resources and adopted curriculum(s).

Participants: Superintendent, Principals, Certificated Staff, Classified Staff, Counselors, Transportation Staff, Food Service Staff, CDA Department of Education Staff, Safe & Civil Schools representatives and additional Professional Development personnel hired to conduct additional trainings.

Ongoing The superintendent and secondary principal meet periodically with the representatives of the Coeur d'Alene Tribe Department of Education for feedback on district data and various strategies.

The district will continue meeting with Building Leadership Teams, our community partners, the school board, and parents on regular basis in order to create an action plan and monitor and adjust the CIP/SWIP. The board reviews progress on the CIP at each regularly scheduled meeting.

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

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2021-22 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 44	LEA Name: Plummer/Worley School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	http://www.idahoschools.org/districts/044
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		57.6%	45.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	Not required	
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	5.0%	15.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	15.0%
	% students who score proficient on the grade 8 ELA ISAT	9.0%	25.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	25.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	5.0%	10.0%
	% students who make adequate growth on the grade 6 Math ISAT	N/A	25.0%
	% students who score proficient on the grade 6 ELA ISAT	25.0%	30.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	25.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 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	28.0%	33.0%
	% students who score proficient on the Grade 1 Spring IRI	37.0%	42.0%
	% students who score proficient on the Grade 2 Spring IRI	68.0%	73.0%
	% students who score proficient on the Grade 3 Spring IRI	40.0%	45.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	20.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	25.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of students who score proficient on Grade 3 ELA ISAT	15.0%	14.00%	19.0%
<p>Section III.B: Narrative on Measuring Literacy Progress</p> <p>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 <i>different</i> than those required in Sections I and II, above.</p> <p>Our district is using the proficiency level student percentages of 3rd grade ISAT ELA results to measure progress towards our LEA chosen Literacy goal target as listed in Section III.A.</p>			

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 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		0		1
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	0
				16	5	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	#DIV/0!		32.0%		25.0%
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
			21	6		
% students who Go On to a form of postsecondary education within 2 years of HS graduation	#DIV/0!		35.0%		20.0%	

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
SAT Completion	100.0%	100.0%	100.0%
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 <i>different</i> than those required in Sections I and IV, above.			
Students in grade 11 will participate in SAT school-day in April. Our goal is 100% completion rate.			

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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.

Successes:

Our teachers and staff proved their dedication and resiliency during this pandemic. They went above and beyond to ensure students received an exemplary education in a caring environment.

2020-2021 Performance Targets Progress:

The Performance Target level for proficiency on the IRI for Kindergarten was set at 28%, we achieved 25%, 3rd grade proficiency level on the IRI was set for 40% and we achieved that. Our literacy LEA chosen goal of percentage of students who scored proficient on the Grade 3 ELA ISAT was set at 15% and we achieved 14%.

Planned Strategies to Address Areas of Challenge

There were areas that we did not meet our 2020-2021 Performance Targets. These areas will be ones of focus for 2021-2022. We have begun the process of using Professional Learning Communities to increase teacher collaboration, which will focus on analyzing student performance data and intentionality in instruction. A reading coach is working closely with these PLC's to bolster teacher efficacy. Our interventionists and a team of primary teachers are involved in the state's SMART training utilizing the Science of Reading strategies. A new Math curriculum has been purchased and staff has received intensive training in its implementation.

Successes:

1 Pathways Implementation

- a. Fast Forward/Early College
- b. Ecology and Natural Resources
- c. Trades & Industry
- d. Education
- e. Digital Media Technology
- f. Health Professions and Public Safety
- g. Workplace Readiness

2 New Clubs: FFA, Art Club, TSA, FCCLA

3 Sqheminchm-Choose Love Club during Homeroom-promoting positive actions for the school community

4 Daycare in full swing

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

- 5 CHAMPS implementation in classrooms
- 6 A solid student progress monitoring system so we know where students are graduation-wise
- 7 New credit recovery system and 7th hour
- 8 Successful curriculum mapping in both ELA and Math-standards aligned-Continued support with outside consultants
- 9 Starting Foundations-SWPBIS
- 10 No cellphone policy strictly enforced
- 11 We have three students taking part in different forms of work placement.
- 12 A few of our most challenging students have stabilized programs---meaning some of the students who monopolized a lot of corrective energy are no longer monopolizing that type of attention.
- 13 It seems the Sped department is working better w/the rest of the school than it had a few years ago--in terms of both working to support the Gen. Ed. teachers and getting productivity out of our IEP students.
- 14 Adopt a Senior
- 15 New dual credit system
- 16 Young Women's Society
- 17 Quill-grammar
- 18 KYG, Trial Team- U of I Extension
- 19 Summer School June: Priority to 9th and 10th
- 20 Jump Start-August-Priority to 11th and 12th
- 21 We have our first student taking part in Peer Mediated Instruction as part of the student's 18-21 program.
- 22 Our 18-21 program is beginning to focus on having students both practice and receive transitional instruction outside of the classroom and within the greater community.

Planned Strategies to Address Areas of Challenge:

It's been very difficult to know exactly where students are as we haven't had a clear way to benchmark and progress monitor students. To address this we have implemented Edulastic to accurately benchmark students in the areas of ELA and math. It will help us progress monitor students so we can intervene and provide student support when the need arises. We will continue to assess in 7-12th grade with the ISATs to address our SWIP plan.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

The following were not reported in the Staff Performance Metric due to <n sample size:

Grades 11-12 ELA and Math

Grades K-12 Physical Education

Grades K-12 Music

Grades K-12 Art

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets (Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K-3	ELA	% of students taught by staff in this grade band and subject group who meet who meet measureable student achievement targets by gaining at least one performance category on the Spring IRI	Idaho Reading Indicator	43% Tier 1 25% Tier 2 32% Tier 3	45% Tier 1 30% Tier 2 25% Tier 3
K-8	Math	% of students taught by staff in this grade band and subject group who meet measureable student achievement targets as measured by the Spring i-Ready End-of-year Diagnostic	i-Ready	10% Tier 1 31% Tier 2 57% Tier 3	15% Tier 1 36% Tier 2 49% Tier 3
4-6	Istation	% of students taught by staff in this grade band and subject group who meet measureable student achievement targets as evidenced by proficiency level	Istation	34% Tier 1 31% Tier 2 34% Tier 3	35% Tier 1 35% Tier 2 30% Tier 3
5-10	ELA ISAT	% of students taught by staff in this grade band and subject group who meet who meet measureable student achievement targets by gaining at least one performance category	ISAT	23% Proficient 18% Basic 58% Below Basic	25% Proficient 21% Basic 54% Below Basic
5-10	ELA Math	% of students taught by staff in this grade band and subject group who meet who meet measureable student achievement targets by gaining at least one performance category	ISAT	4% Proficient 24% Basic 71% Below Basic	7% Proficient 27% Basic 66% Below Basic
K-12	Physical Educ.	Not reported (does not meet sample size requirements)			
K-12	Art	Not reported (does not meet sample size requirements)			
K-12	Music	Not reported (does not meet sample size requirements)			
7-12	All Subjects	% of students taught by staff in all grade bands and subject group who meet measureable student achievement targets by gaining at least one performance category.	Edulastic		