

Middleton School District

Middleton, Idaho

Strategic Plan and Combined Plans for Continuous Improvement, College and Career
And Early Reading

2022-23

Each school district in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district. The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The annual continuous improvement plan shall: Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and include key indicators for monitoring performance; and include a report of progress toward the previous year's improvement goals.

From Idaho Code 33-320

MISSION

The Middleton School District's mission is to provide an exceptional education for all students in a safe and supportive environment.

VISION

To create exceptional education experiences, which inspire our students to communicate effectively and to think critically and creatively in a collaborative environment toward the goal of becoming lifelong learning and contributing citizens.

Daily Goal

Every Child Learning Every Day.

Daily Goal: Every Student Learning Every Day

Core Beliefs In the Middleton School District, we believe....

- In the worth of each individual.
- Every student can learn every day.
- People learn at different rates, in different ways.
- The student, family, school and community all share the responsibility of education.
- Productive partnerships depend on honest communication, mutual respect, and trust.
- Effective teaching is a valued and vital component of learning.
- Progress requires the courage to confront challenges and embrace change.
- Knowledge and skills expand lifelong options.
- Expectations, attitudes, and effort directly affect performance.
- People learn best in a safe, supportive, caring environment.
- Learning is a lifelong endeavor.
- Evaluation and response is essential for lasting success.
- Effective communication is essential to understanding and success.

OBJECTIVES

The Middleton School District will:

- I. Ensure efficient use of financial and human resources to effectively sustain and implement all facets contributing to an exceptional education for students.
- II. Ensure that all students receive a rigorous and engaging curriculum preparing them for college, career, and life.
- III. Exceed State and Federal accountability measures while closing any achievement gaps for sub-populations.
- IV. Maintain safe, respectful and supportive school environments. (Citizenship/School Environment)
- V. Maintain a collaborative environment within the schools and community.

DISTRICT MESSAGE

The mission of the Middleton School District is dedicated to putting in place a system that ensures “every child learning every day.” To incorporate such a system begins with recognition that the most important relationship in a school district is between student and teacher. For Middleton students to be successful, which is determined by developing citizenship, academic success, positioning to consider post-secondary academic and vocational training, and lifelong learning for personal and professional growth, our district must dedicate the resources for teacher excellence including an effective administrative and support staff. Key components to the implementation of a successful continuous improvement process include having curriculum and instruction that is relevant, rigorous and engaging, professional development to support teacher excellence, data that is timely to help identify students’ strengths and weaknesses and to adjust instruction as appropriate, and a safe environment for all students to thrive. It is our goal to meet the challenge of “every student learning every day,” without exception. As a district, we are successful when all of our students are learning forward.

SCHOOL BOARD TRUSTEES

Jay Clark	Zone 1 Representative
Cindee Powell	Zone 2 Representative
Jake Dempsey	Zone 3 Representative, Vice Chairperson
Pam Wagoner	Zone 4 Representative, Chairperson
Derek Moore	Zone 5 Representative

FIVE YEAR PLAN

Goal 1: Build and strengthen our schools to support growth for all students.

Academic Growth

Provide a continuum of services to consistently deliver tiered academic interventions for all students.

Create and develop multiple opportunities to guide students toward positive placement after graduation from Middleton School District, including a process to monitor it.

Social, Emotional, and Physical Well-Being

Support the social and emotional well-being of students through resources, electives, extra-curricular activities, peer interactions, and modeled behavior to engage all students holistically.

Foster an environment that promotes the physical well-being of all students.

Safety and Security

Provide an environment that is physically safe and emotionally welcoming for students, staff, and the community with defined safe school policies and procedures.

Behavioral Supports

Continue to implement and monitor district-wide behavioral supports.

Goal 2: Attract, develop, and retain quality staff.

Attract

Support progressive and competitive practices that make Middleton School District a desirable place to work for both certified and classified employees.

Develop

Invest in all staff through meaningful and relevant professional development, quality mentor programs, and opportunities for advancement and/or leadership roles.

Establish and promote a professional learning framework that supports teacher teams and collaborative groups.

Retain

Be an organization that values and rewards excellence at all levels.

Goal 3: Increase achievement across all subjects and grade levels.

Curriculum, Instruction, and Assessment

Maintain the district-approved curriculum adoption cycle that is aligned to current state standards.

Maintain a comprehensive assessment system with training and support for administrators and teachers to use data to guide instruction and measure student learning.

Continue to develop and support a system that aligns curriculum, instruction, assessment, evaluation and professional development.

Research instructional initiatives, programs, materials, and other resources that invite innovation.

Research and develop standards-based grading practices and reporting.

Student Development, Support, and Engagement

Expand and strengthen Career Technical Education (CTE), Science, Technology, Engineering, and Mathematics (STEM), and Art opportunities at all levels (K-12).

Integrate relevant technology and age appropriate digital citizenship skills.

Align practices to incorporate 21st century skills: critical thinking, collaboration, communication, and creativity.

Implement effective practices that support the varied needs of all learners.

Support all systems that promote college and career readiness, and positive placement.

Maximize inclusion of students with disabilities in general education classrooms through a continuum of services.

Goal 4: Collaborate and communicate with our community to strengthen our positive culture of high expectations and respect.

School Community

Provide opportunities for positive peer interactions.

Build family/school partnerships to support student learning by providing family and community engagement activities.

Ensure a welcoming and responsive environment at each school for parents and families.

Increase opportunities for students to have a voice and be advocates in their learning experiences.

District Community

Provide opportunities for students from different school levels to serve as positive role models.

Promote opportunities for participation in after school activities.

Improve internal communication within the district by developing a communication plan that focuses on consistent, clear, and accurate communication between all school staff.

Greater Community

Continue to build trust through transparency with the greater community.

Use a variety of channels to encourage ongoing communication.

Provide the greater community with information regarding student achievement.

Develop partnerships with the corporate and higher education communities to advance trade, technical, and college/career opportunities for all students.

STUDENT ACHIEVEMENT

School District	#134	Name: Lisa Pennington
Superintendent	Name: Marc Gee	Phone: 208-585-3027
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Literacy Plan Contact	Name: Lisa Pennington	Phone: 208-585-3027
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NARRATIVE

ISAT

The ISAT summative assessment is an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT tests are administered to students in grades 3-11 to provide ongoing monitoring of individual, school, district, and state progress. One component of the ISAT required for high school graduation is the 11th grade assessment in English Language Arts/Literacy and Mathematics. Proficiency on the 11th grade ISATs verifies that an Idaho student has met Idaho Core Standards in these content areas. Academic proficiency is more than test scores. Competency in all academic areas is the goal for every child, and is measured by a balanced assessment system.

CLEAR AND MEASURABLE TARGETS

Middleton School District #134 - Student Achievement Goals

English/Language Arts Goals:

By Spring of 2023, the “All Students” population will increase the number of proficient/advanced students in all grade levels by 5% points as measured by the English/Language Arts ISAT.

Math Goals:

By Spring of 2023, the “All Students” population will increase the number of proficient/advanced students in all grade levels by 6% points as measured by the Math ISAT.

STAKEHOLDER INVOLVEMENT

The Middleton School District has received input on the Continuous Improvement Plan, including the Literacy Intervention Plan and College and Career Advising and Mentoring Plan, from multiple stakeholder groups including teachers, parents, administrators, trustees and community members. Participation in the development of this plan occurs at district level strategic planning meetings where all of the above stakeholders were represented as well as at board meetings, labor-management meetings and miscellaneous smaller meetings made up of a variety of stakeholders. Stakeholder involvement was also elicited through district surveys, schools surveys, and collaboration with stakeholders. This plan is a section of the District Strategic Plan that was developed in the 2021-22 school year and updated/revised in subsequent meetings and approved by the Middleton Board of Trustees. Principals refer to the Continuous Improvement Plan, including the Literacy Intervention Plan and College

and Career Advising and Mentoring Plan, and Strategic Plan as they work with their respective stakeholders in developing School Improvement Plans.

LITERACY PROGRAM SUMMARY 2022-2023

All students, grades K-3 that scored in the Below Basic or Basic categories on the Fall IRI will be invited to participate in their school's extended reading intervention (ERI) program. Once these students are identified, parents are informed through a letter sent home and asked to participate in the reading plan of their child. The ERI program at each of Middleton's elementary schools will provide up to 60 hours of additional literacy and reading instruction, using research-based curriculum and instructional strategies. Some additional instruction will be built into the school day (30 minutes per day during small group intervention time). All students who score below grade level benchmarks on the IRI will be invited to participate.

The alignment of the in school intervention is consistent among all elementary schools and grades (K-3). School day interventions offered to students are group and individual based on data being collected. As a district we have a built in "focus-time" at all three elementary schools which allows group or individual intervention time to be allotted to students, this allotment may be in-class or pull-out; it can vary from student to student and intervention to intervention. The data collected throughout this process determines the best intervention for the student and how it is facilitated. The data collected and the intervention determined corresponds to whether the intervention is facilitated by a teacher or an educational assistant.

Students are initially identified through the IRI screening process that measures multiple areas within the five foundational reading skills. Subtests include: letter knowledge, alphabetic decoding, spelling, phonemic awareness, vocabulary, comprehension and fluency. K-3 students who score in Tier 2 or Tier 3 on the IRI are provided online instructional licenses.

In addition to the initial screening, students participating in the ERI program will be progress monitored using EasyCBM and/or Istation Growth Monitoring, no less than once per month, to assess the acquisition of reading skills and address new learning needs. Skill-specific formative assessment, through the use of EasyCBM probes, will also be used to progress monitor more frequently. Intervention groups will remain fluid, allowing students to move in and out of targeted intervention groups according to their individual learning needs.

The District also employs an Instructional Specialist, whose partial responsibilities include data analysis, intervention design, teacher professional development and program training. They will work closely with all three elementary schools to ensure alignment and also ensure students are receiving services as outlined in their literacy plans.

LITERACY PROGRAM ALIGNMENT 2022-2023

Collaborative Leadership:

- The local Board of Trustees in conjunction with the Superintendent and the District Leadership Team continually monitor literacy effectiveness through the use of benchmark data.
- The District utilizes research-based curriculum and instructional strategies throughout its core instruction as well as Tier II and Tier III interventions.
- Struggling students are identified early through universal screeners and supported through a tiered system of support.
- The District supports literacy through professional development of teachers and support staff days on Fridays.

Developing Professional Educators:

- All educators employed by the Middleton School District must have completed the Comprehensive Literacy Course as required for certification in the state of Idaho.
- The District supports literacy through professional development of teachers and support staff days on Fridays.
- Professional development of educators and support staff with regard to literacy is supported through Title IA, Title IIA, and District professional development funding sources.

Effective Instruction and Interventions:

- The District requires each school to create and implement Educational Learning Plans for each English Language Learner in conjunction with the classroom teacher, administration, and parents.
- The District has policies in place to ensure all core curriculum resources and all supplemental resources are research-based.

Assessment and Data:

- The District has adopted a policy and implemented a comprehensive assessment plan that incorporates formative assessment, interim assessment, and summative assessment into instructional practices.
- In addition to monthly collaboration time, time is set aside for data analysis and disaggregation by grade level teams and support staff (Title I, SpEd, Administration) every six weeks.
- The District adheres to the State guidelines for providing parents/guardians with summative assessment data in a timely manner. In addition to summative data, educators communicate local assessment results to parents in an ongoing fashion.

GRADUATION RATE

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Total Graduating Students	305	261	290	254	223	237	215	225	198	210
Graduation % Rate	97	95	96	92	94	95	93	93	94	95
State Report Card Graduation % Rate (Cohort Rate)	88.2	88	88	84	78	80	82	82	86	95

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

District/State Math ISAT Comparison								
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
District	N/A	37%	41%	47%	49%	N/A	41%	47%
State	N/A	42%	42%	43%	44%	N/A	40%	42%
Difference	N/A	-5%	-1%	4%	5%	N/A	1%	5%

District/State ELA ISAT Comparison								
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
District	N/A	50%	53%	57%	58%	N/A	58%	59%
State	N/A	53%	52%	53%	55%	N/A	54%	55%
Difference	N/A	-3%	1%	3%	3%	N/A	4%	4%

MSD #134 REFLECTIONS

The Middleton School District had experienced a curriculum gap over 10 years ago due to a fire at the former Middleton High School followed by a sustained economic recession. Through the generosity of Idaho School Districts, a variety of materials, resources and textbooks were donated specifically to the high school following the fire. Lacking a systemic K-12 curriculum instructors were now teaching from a variety of textbooks for the same class to a growing number of students. The recession, during the construction of the new Middleton High School, prohibited the purchase of textbooks on a regular adoption cycle. It was not until fall 2016 that MSD #134 returned to such a K-12 cycle and started the year long process by adopting a new math curriculum. In 2017-18 a similar process was used to adopt materials for the humanities, fine arts, and health. In 2018-19 the district adopted materials for English Language Arts and EL. In 2020-2021 the district adopted materials for Science. The Board of Trustees welcomed the return to an academic-focused district with a new leadership team who promptly brought in stakeholders to increase the commitment to this process. The Board of Trustees have approved such adoptions and by the end of the 2021 school year will have spent over \$2.5 million on curricular resources and textbooks for its 4000+ students.

Similarly, the Middleton School District has actively become a 1:1 district K-12. With the majority of jobs involving some sort of electronic device coupled with textbooks becoming web based and the desire for equity so all students have access to technological tools, the District has invested heavily in the last 8 years to meet this new reality to prepare students for the future.

The Middleton School District has also partnered with i-Ready to administer interim and diagnostic assessments for students in K-8 and the ISAT SICA assessment to high school students to provide immediate feedback to teachers in order for them to monitor their students and adjust their instruction accordingly. To support data analysis, the District has monthly Fridays built into the calendar. One Friday per month is allocated for the professional development of teachers and administrators.

Our goal is to have a systematic approach to all things in the academic and operation arena for all schools. We continue to develop a strategic plan and goals which guides schools to work interdependently within one system. While such work occurs in Curriculum Teams and Administrative Team meetings, the District also looks to empower teacher-leaders from a cross section of schools as new initiatives or programs are developed. Sending teams of teachers to professional development rather than one or two has been the investment the District has made to

ensure quality training, fidelity and commitment. The District has a strong commitment to both the academic and social-emotional needs of students. Middleton School District also supports the integration of embedded professional development as evidenced by the use of Instructional Specialists. They partner with teachers to build capacity, increase best practice, and support systems approach across the district.

The Middleton School District has some highlights to celebrate. In 2019 Middleton School District students, as a whole, outpaced the state average on language arts, math and science tests. In 2020 and 2021 Middleton maintained an average slightly above the state average again.

We still have plenty of work and our focus this year is to address the growing number of nearing proficiency students. Oftentimes these students are minimally engaged with school and compliant with school rules, but do not know how to advocate for themselves or have adults advocating for them. While there is funding and programming for special needs and 504 students, this “in between” group of students are the ones who need the most attention from our teachers, administrators, and staff so they are not “invisible.” Finally, we return to our daily goal: Every Child Learning Every Day. Middleton School District has embraced that slogan for years, but it isn’t until now that it actually meets that goal because we systematically provide a standards based education to students which in turn helps guide our staff development, instruction, assessment and curriculum.

LEA # 134	LEA Name: Middleton School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/134
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (LEA's Chosen Goals)
		2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	90.0%	93.0%
	5-year cohort graduation rate (optional metric)	2020 cohort N/A	2021 cohort N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
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	48.0%	49.0%
	% students who make adequate growth on the grade 8 Math ISAT	72.0%	72.0%
	% students who score proficient on the grade 8 ELA ISAT	63.0%	67.0%
	% students who make adequate growth on the grade 8 ELA ISAT	85.0%	85.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	58.0%	51.0%
	% students who make adequate growth on the grade 6 Math ISAT	66.0%	66.0%
	% students who score proficient on the grade 6 ELA ISAT	62.0%	61.0%
	% students who make adequate growth on the grade 6 ELA ISAT	77.0%	77.0%

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

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	61.0%	62.0%
	% students who score proficient on the Grade 1 Spring IRI	74.0%	67.0%
	% students who score proficient on the Grade 2 Spring IRI	78.0%	77.0%
	% students who score proficient on the Grade 3 Spring IRI	77.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	66.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	63.0%	63.0%

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	-22 Targets (From LEA's 2021-22 CIP)	-22 S (if available)	2022-23 Targets (LEA's Chosen Goals)
Middleton School District will increase the Tier 1 proficiency level by 5% in each grade levels IRI scores.	K: 65% 1: 78% 2: 82% 3: 81%	K: 57% 1: 62% 2: 72% 3: 73%	K: 61% 1: 60% 2: 67% 3: 67%
Middleton School District will show a school year fall to spring change of greater than 14% on the IRI.	15% or greater	15.00%	15% or greater

<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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.</p>			
<p>N/A</p>			

Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	-22 Targets (From LEA's 2021-22 CIP)	-22 (if available)	2-23 Targets (LEA's Chosen Goals)
Middleton Academy will have a post high school plan for all 12th grade students.	75%	100.0%	100.0%

Starting 2019-2020 SY - Middleton High School will provide post-secondary contact through the College and Career Advisor, grades 9-12th. Goal based off 9-12 enrollment.	90.0%	100.0%	100.0%
<p>Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress</p> <p>Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> than those required in Section I, above.</p>			
<p>N/A</p>			

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP 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.

In reviewing our performance targets we have identified a few areas of success, a few areas of challenges and ways in which we plan to address both. Successes include our growth towards proficiency in 4th, 6th and 8th grade We are closing the gap with math and we met our target with ELA. We also are coming close to meeting our target with graduation rate. We have done a lot of work with our Academy and are graduating more students from our alternative high school. We recognize this improvement will continue to increase our cohort graduation rate. In terms of our IRI data we are seeing growth in all grade levels, but our highest gains were seen from Kindergarten. We were able to meet our goal of 15% change from fall to spring IRI measures. Lastly, for success we are meeting our targets in terms of the College and Career Advising goals. Our counselors are doing more and more to ensure all students are having their learning plans reviewed and more and more students have post-secondary contact.

When reviewing the challenges we see in terms of performance targets we will be setting goals this year around our ISAT data and our IRI data. We will be working to improve the proficiency rate and also show adequate growth. We will also continue to focus on the graduation rate and work to improve the cohort rate. Lastly, we will work with our high school counselors to continue to focus on our college and career readiness targets.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Targets (LEA's Chosen Goals)
K-3	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	66.0%	66.0%	71.0%
3-8, 10	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT	61.0%	59.0%	54.0%
3-8, 10	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT	47.0%	47.0%	53.0%
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				

