Notus School District No. 135 -

THE BOARD OF TRUSTEES 1315

District Planning

Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes.

The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes, and shall include but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission;
4. Include key indicators for monitoring performance, ;
5. Include student literacy and proficiency goals and targets and specify measures of progress toward those outcomes.
6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;
8. Include the individual staff performance on each of the performance criteria defined in 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated by grade range, subject, or performance indicator as determined by Idaho's Commission for Education Excellence through the office of the State Board of Education;
9. Include, at a minimum, the student achievement and growth metrics for the state accountability framework; and
10. Include a report of progress toward the previous year's improvement goals.

Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:

1. **Career and College Readiness:** The percentage of students meeting the four-year cohort graduation rate. The Board may also set a benchmark for the five-year cohort graduation rate and the percentage of students who meet the college ready benchmark on the college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college and career ready performance metric.
2. **College and Career Advising:** The percentage of students meeting the District's chosen performance metric for college and career advising. Improvement shall be measured by year over year growth in percentage of students meeting the performance metric.
3. **High School Readiness:** The percentage of students meeting proficient or advanced on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts as well as

percentage of students who make adequate growth on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.

4. **Grade 7 Readiness:** The percentage of students meeting proficient or advanced on the grade 6 Idaho Standards Achievement Test in mathematics and English language arts as well as percentage of students who make adequate growth on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.

5. **Grade 5 Reading Readiness:** The percentage of students meeting proficient or advanced on the grade 4 Idaho Standards Achievement Test in English language arts as well as percentage of students who make adequate growth on the grade 4 Idaho Standards Achievement Test in English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.

6. **Grade 4 Reading Readiness:** The percentage of students reading at grade level on the spring grade 3 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

7. **Grade 3 Reading Readiness:** The percentage of students reading at grade level on the grade 2 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

8. **Grade 2 Reading Readiness:** The percentage of students reading at grade level on the grade 1 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

9. **Grade 1 Reading Readiness:** The percentage of students reading at grade level on the kindergarten spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

10. **Staff Performance:** The percentage of students taught by staff of the indicated grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool used for evaluation.

The Board may use the following assessment tools for measuring student achievement:

1. Idaho Standards Achievement Test (ISAT), including interim ISAT assessments;
2. Student learning objectives;
3. Teacher-constructed assessments of student growth;
4. Pre and post tests, including District-adopted tests;
5. Performance-based assessments;
6. Idaho Reading Indicator, which is a required assessment tool for applicable staff;
7. College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
8. Advanced placement exams;
9. Career technical exams;
10. The number of business or industry certificates or credentials earned by students in an approved career technical education program;
11. The number of students completing career technical education capstone courses;
12. The number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

The Board may use the following for measuring student success indicators:

1. Quantifiable goals stated in a student's 504 plan or individualized education plan;

2.   Quantifiable goals stated in a student's behavior improvement plan;

3.   School- or District-identified measurable student objectives for a specified student group or population;

4.   The percentage of students who create career pathway plans in grade 8 or who annually update their career pathway plans thereafter;

5.   The percentage of students who satisfactorily complete one or more Advanced Opportunities options as identified in IC 33-4602 or who earn business or industry certificates or credentials. This indicator shall be one of the required indicators for applicable staff.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Superintendent.

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The District plan shall be made available to the public by being posted on the District's website. The plan must be reviewed, updated annually, and posted and submitted to the Office of the Board of Education no later than October 1 each year.

Cross Reference: 1645   Board Development Opportunities
                     2125   K-3 Reading Intervention
                     4130   Public Access to District Website
                     5710   Paraprofessionals, Teachers' Aides, and Para-Educators
                     6100   Superintendent

Legal Reference: I.C. § 33-320   Continuous Improvement Plans and Training
                     IDAPA 08.02.01.801   Planning and Training
                     IDAPA 08.02.03.104.01   Other Required Instruction

Policy History:
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