

**TEMPLATE B**  
**Plummer Worley Joint School District**  
**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING**  
**2017 – 2018**

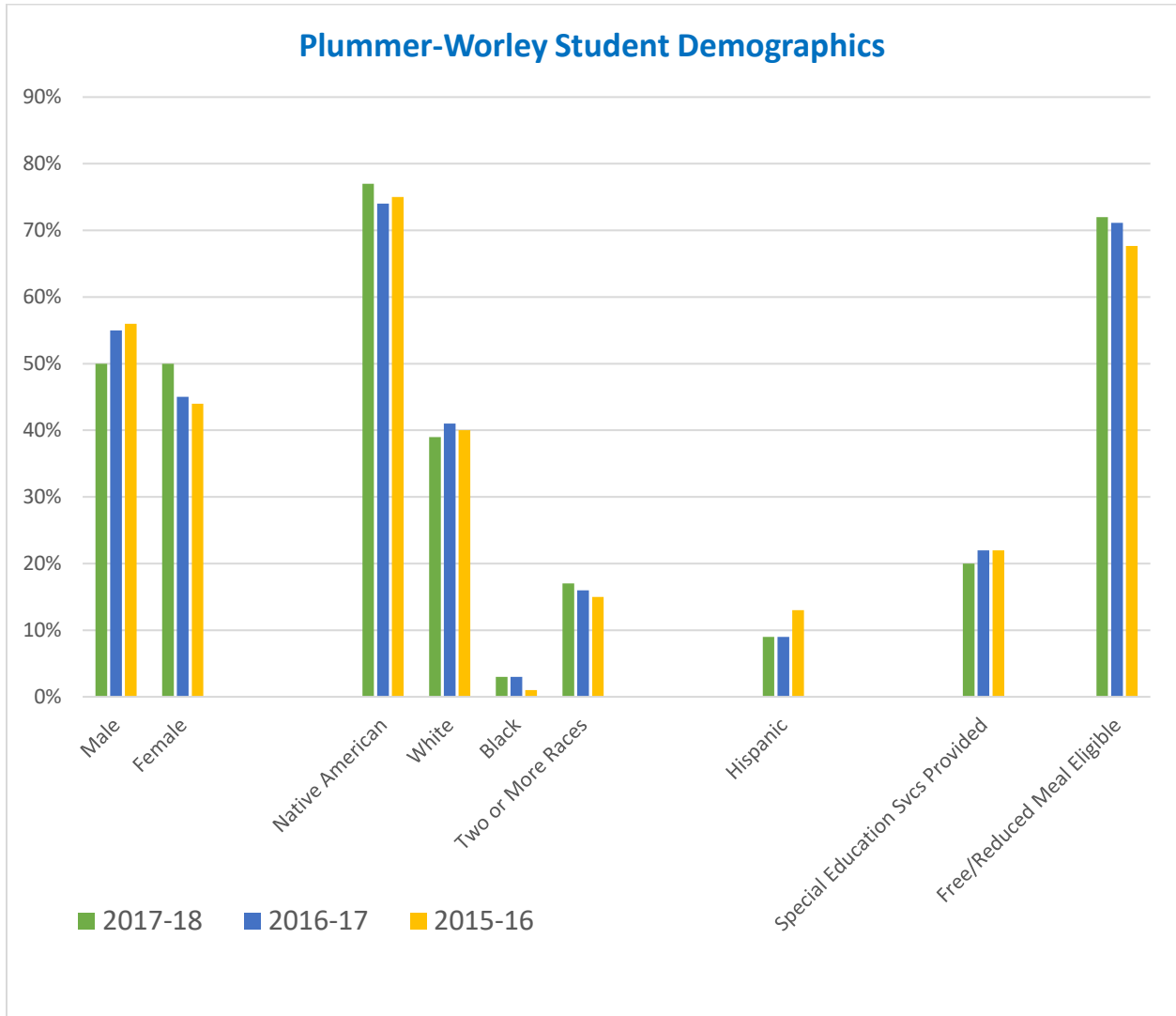
**Mission:** Working together to educate and prepare positive, motivated successful students

**Vision:** We will work as a school and community team to support and increase student achievement, create a positive school climate, and encourage and reward collective responsibility.

Goal	Performance Measure/Indicator	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 at graduation	# and % of students meeting college ready benchmark in math on the SAT	2/	2/	0	4/19	
		15%	9%	-6 per. points	17% (8% increase)	
	# and % of students meeting college ready benchmark in reading and writing on the SAT	5/14	3/18	-2	4	
		38%	13%	-25 per. Points	21% (8% increase)	
	# of learning plans (developed in grade 8) reviewed by grade level	12	14/14	18/18	0	19/19
		11	19/19	23/23	0	20/20
		10	28/28	22/22	0	28/28
		9	23/23	34/34	0	28/28
	# and % of students who go on to some form of postsecondary education 1 yr after graduation	5/14	6/18	1	7/19	
		36%	33%	-3 per. Points	37%	
	# and % of students who go on to some form of postsecondary education 2yr after graduation	0/14	-	-	1/18	
		0%	-	-	6%	
	# of students receiving/participating in college and career advising and mentoring by grade level	12	14/14	18/18	0	19/19
		11	19/19	23/23	0	20/20
		10	28/28	22/22	0	28/28
		9	23/23	34/34	0	28/28
		8	25/25	21/21	0	36/36
	% of high schools students graduating with an associate's degree	0%	6%	6 per. Points	5%	
	% of high school students graduating with an industry recognized certification	0%	0%	0 per. points	0%	
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 <sup>th</sup> grade math ISAT	1/28	1/19	0	5/35	
		4%	5%	1 per. Points	14% proficient (5% increase)	
	# and % of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	6/28	2/19	-4	6/35	
		21%	11%	-10 per. Points	17% proficient (5% increase)	

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 <sup>th</sup> grade Math ISAT	2/31	2/21	0	7/33
		6%	10%	4 per. points	21% proficient (10% increase)
	# and % of students scoring proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT	4/31	4/21	0	4/33
		13%	19%	6 per. points	10% proficient (10% increase)
All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	9/23	4/24	-5	16/26
		39%	25%	-14 per. points	62% proficient (10% increase)
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	6/23	13/26	7	11/32
		26%	50%	24 per. points	35% proficient (10% increase)
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	12/26	7/30	-5	18/24
		46%	23%	-23 per. points	75% proficient (10% increase)
	# and % kindergarten students identified as reading at grade level on the Spring IRI	13/32	15/22	2	20/30
		36%	68%	32 per. points	67% proficient (10% increase)

## Analyses of Demographic Data



## DISTRICT PROGRESS

Demographically, the Plummer Worley School District has a student population highly at-risk. One indicator of this is we have a higher than average properly identified special education population (21%). We work with the Idaho Capacity Building Project, the Coeur d'Alene Tribe Department of Education on a STEP as well as an NYCP grant, the University of Idaho on a SOAR grant, and the National Native Children's' Trauma Center out of the University of Montana to increase student achievement as well as to build and maintain a healthy, safe school climate through PBIS and RTI district-wide. The district implements an Early Warning System in which we track every student in the district on a quarterly basis in the areas of grades, attendance, testing scores, disciplinary referrals, and other at-risk factors. This data is utilized to inform instruction and make referrals to the building RTI & PBIS teams when needed. Summary data regarding building progress is reported to the board on a quarterly basis.

Lakeside Elementary (preK-6) made a substantive increase in student achievement on the Kindergarten and second grade IRI. In addition, the school made improvement on the 6<sup>th</sup> grade Math and ELA ISAT. With assistance from the Capacity Builder program, the school has weekly data collaboration meetings with teachers and an intense system of differentiated instruction for all students in both reading and math.

Specifically, at Lakeside Jr/Sr High, 35% of students require specially designed instruction. According to state guidelines, 10 out of 24 students in the 2017 junior class are categorized as at-risk. One student is categorized as homeless. Six students have either transferred to another district or dropped out of school.

The secondary is in the third year of Response to Intervention and has worked diligently to solidify tier one instructional practices. The school is in the process of designing tier two and three interventions. A challenge in providing consistently effective instruction to our many at-risk students is the training of newly hired staff members. Several staff members are in their first three years of teaching, and retaining staff is one of our unique challenges district-wide.

In response to our challenges, we set building goals and professional growth goals on an annual basis. We will be supported in our work this year by the University of Idaho, the National Native Children's' Trauma Center out of Montana, the Idaho Capacity Builder program, and the Coeur d'Alene Tribe Department of Education. Our areas of focus include PBIS, coherent instructional planning, and using data to plan interventions and instruction.

The School Board views the goals and performance indicators included in the Continuous Improvement Plan as merely a starting point for our work this year. In conjunction with our partners, we will be reviewing and analyzing data over the course of this year to develop an aligned and cohesive action plan that will help us achieve our collective goal of greater student achievement.