

LEA	# 52	Name: Snake River School District	
Superintendent	Name: Mark Kress		Phone: 208-684-3001
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CIP Contact	Name: Sherrilynn Bair		Phone: 208-684-3063
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Mission:

Learning Together Every Day

Vision:

Snake River School District is a collaborative learning community that cultivates an empowering 21st century education.

Committee Members

Mark Kress – District Superintendent

Sherrilynn Bair – District Curriculum advisor, SRO Lead Teacher

Bryn Katseanes – District Special Education Director

Ray Carter – SRHS Principal and School Safety Coordinator

Dave Dougal - Federal Programs Director

Vicki Howell – Snake River Middle School 5th grade Teacher

Lisa Warren – Moreland Kindergarten Teacher and Parent

Josh Sorensen - Board Member

Richard Tominaga- community member

Community Involvement

Snake River School District values community input and regularly seeks input in a variety of ways. Student, staff and parent surveys are conducted regularly. We have several active PTA's and their input is valuable in creating the District Literacy Plan and the College and Career Ready Plan. Student input is also included in the College and Career Ready Plan. We regularly convene special committees to help with special projects in our ongoing district wide improvement process. Community members, administration, school board and local law enforcement are actively working on updating our school crisis and emergency plans.

Community Involvement in the development of the Combined District Plan

Parents and community members were consulted regarding the Continuous Improvement Plan, the College and Career Advising Plan and the Literacy Intervention Plan. Efforts were made to bring parents in to discuss the College and Career Advising and Literacy Intervention plans. Annual review of community involvement policies is present in school board meetings. These discussions comply with Board Policy #6510, Parental Rights and Involvement.

Parent Notification of College and Career Advising and Mentoring Services

1) Parents are notified of the College and Career Advising resources via letters home beginning in the 8th grade to discuss the students' four-year plan and the advanced opportunities available throughout their 8th grade and High School years. Digital media is also employed, such as Facebook and Remind that are compatible with cell phones and internet-capable tablets. Parent nights are held for freshmen and sophomores to continue discussion of advanced opportunities and test results of ISAT and PSAT scores. Members of the junior class and their parents/guardians are invited to meet individually with the College and Career counselor during the regular school year. Scholarships are broadcast out to the school's patrons through the Snake River School District FaceBook page, email, website and through PowerSchool announcements. Two separate FAFSA Nights are coordinated with ISU/TRIO representatives to help seniors and their parents negotiate the FAFSA experience in the months of October and January.

Parental Involvement in Students' Individual Reading Plans

2) Parents are informed of their child's literacy progress at regular parent teacher conferences. Parents of students who score a 2 or a 3 on the IRI are notified that their child will be receiving additional literacy instruction during K+, Core+ More and/or Friday School. Parent input is considered in developing an intervention plan by acquiring information about their families' interests, schedules, education and literacy backgrounds, and goals for their child. Our parent committee said to help involve parents we should provide an app or online communication tool. Riverside and Moreland both use Class Dojo to have open and continual communication with parents. Remind is also available district wide and is used by some staff members.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 52	LEA Name: Snake River School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/052
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		95.0%	95.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		Not required	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	45.0%	45.0%
All students will be	% students who score proficient on the grade 8 Math ISAT	45.0%	48.0%

prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 Math ISAT	n/a	52.0%
	% students who score proficient on the grade 8 ELA ISAT	60.0%	68.0%
	% students who make adequate growth on the grade 8 ELA ISAT	n/a	73.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	45.0%	48.0%
	% students who make adequate growth on the grade 6 Math ISAT	n/a	49.0%
	% students who score proficient on the grade 6 ELA ISAT	60.0%	65.0%
	% students who make adequate growth on the grade 6 ELA ISAT	n/a	67.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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	80.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	84.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	90.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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)
see below Section III.B			

Section III.B: Narrative on Measuring Literacy Progress

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 *different* than those required in Sections I and II, above.

In grades K-3 SR staff chose to use Growth in the IRI to measure literacy progress.

Our Spring IRI goals are: 65% proficient in K, 70% proficient in 1st, 75% in 2nd, and 80% in 3rd grade.

In grades 4-6 Literacy progress is measured by Student Growth Percentile as reported in STAR Reading.

Each grade level chose to have 90% of the students meet the 50th SGP.

In 4th grade 71% of the students met that target, 81% of the students met that target in 5th grade and 75% met the target in 6th grade.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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	24		79		100	
	% of students with learning plans created and reviewed in 8th grade	8th grade	95.0%	8th grade	98.0%	100.0%	
	% of students whose learning plans are reviewed annually by grade level	9th grade	80.0%	9th grade	18.0%	90.0%	
		10th grade	70.0%	10th grade	73.0%	75.0%	
		11th grade	70.0%	11th grade	91.0%	75.0%	
		12th grade	80.0%	12th grade	90.0%	93.0%	
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required	
		39	126	57	n/a		
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	31.0%		#VALUE!		50.0%	

	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		61	123	61	123	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	49.6%		49.6%		52.0%

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)
Increase the number of students using Advanced Opportunities money. (see narrative in Section V.B)	N/A		
Add more Dual Credit courses (see narrative in Section V.B)			

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 *different* than those required in Sections I and IV, above.

According to the AO Data Report, in 2015 SR had 113 students using AO money. In 2019 the number increased to 494 and in 2021 195 students used AO money. Our Performance Target for 2021-2022 is 650 students using AO money. Snake River School District is working to add more Dual Credit courses replacing a number of AP courses. In 2021-2022 We added dual credit Biology, Dual Credit US History, and Dual Credit Writing and Rhetoric II. We dropped AP Biology. The number of students taking advantage of Advanced Opportunities money has increased, partly due to SRO students. In addition, the number of students using Advanced Opportunities money has increased because we are now using it for Driver's Education courses too.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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.

Snake River School District is making progress toward several Performance Targets and continues to have challenges in meeting other Performance Targets. We are increasing the percentage of students who are proficient on the Spring IRI at all grade levels. We are making progress on the number of students that meet or exceed the 50th Student Growth Percentile (SGP) on both the STAR Math and STAR Reading assessments. We are improving the average SAT score, working toward increasing the number of students who are meeting College and Career Ready Benchmarks. Snake River Junior High School has made significant progress in improving ISAT scores in both Mathematics and Language Arts. The Performance Target we continue to have trouble meeting is the Go On Rate. We would like the state to continue looking for additional ways to measure this to include religious or volunteer service, military service, and students who go directly to trade apprenticeships such as Plumbing, Electrical, and Welding. High School ACT scores were well above the state average and some of the highest we have seen in recent years.

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

NOTES: The data on the staff performance report for this year is the percent of students meeting the 50th Student Growth Percentile (SGP). Since this is a new measure on this template, this metric may change in the future.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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)

K	Early Literacy and Numeracy	% 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	STAR Early Literacy	N/A	60.0%
1	Early Literacy and Numeracy	% 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	STAR Early Literacy	53.0%	58.0%
2	Literacy	% 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	STAR Reading	60.0%	65.0%

3	Literacy	% 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	STAR Reading	89.0%	94.0%
4	Literacy	% 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	STAR Reading	69.0%	74.0%
5	Literacy	% 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	STAR Reading	79.0%	84.0%
6	Literacy	% 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	STAR Reading	74.0%	79.0%
7	Literacy	% 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	STAR Reading	59.0%	64.0%
8	Literacy	% 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	STAR Reading	48.0%	53.0%
9	Literacy	% 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	STAR Reading	82.0%	87.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

10	Literacy	% 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	STAR Reading	72.0%	77.0%
11	Literacy	% 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	STAR Reading	64.0%	69.0%
12	Literacy	% 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	SAT Combined Reading and Writing		
12	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	SAT Math		