



Caring Community Schools

**MADISON SCHOOL DISTRICT #321
CONTINUOUS IMPROVEMENT PLAN
2016 – 2017**

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Continuous Improvement Plan

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school 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 limited to:

- Analyses of demographic data
- Student achievement and growth data
- Graduation rates
- College and career readiness

Set clear and measurable targets based on student outcomes

Include a clearly developed and articulated vision and mission (statement)

Include key indicators for monitoring performance

Include a report of progress toward the previous year's improvement goals.

The annual continuous improvement plan must be reviewed and updated annually *no later than October 1 each year.*

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

The plan must be made available to the public and shall be posted on the school district or charter school website (no later than October 1 each year).

[Section 33-320, Idaho Statute](#)

Madison School District #321 Mission, Beliefs, Vision

District Motto: Caring Community schools

Mission: Madison School District 321 will ensure a quality education by focusing on academic success, instilling a love for learning and preparing all students as productive citizens.

Guiding Principles:

- ◆ Education is the foundation for success.
- ◆ Effective teaching is essential
- ◆ All students are valued and deserve opportunities to learn.
- ◆ All students have a unique capacity to learn.
- ◆ We will instill personal responsibility in the students as a primary factor in academic success.
- ◆ We will provide a safe, respectful, and caring learning environment.
- ◆ We believe education is a collaborative effort involving the school, home, and community.
- ◆ We believe in nurturing the whole child.

Demographic Profile:

Rexburg, Madison County, Idaho



Madison County has a population of **38,273**.

95.5% of Madison County residents are White.

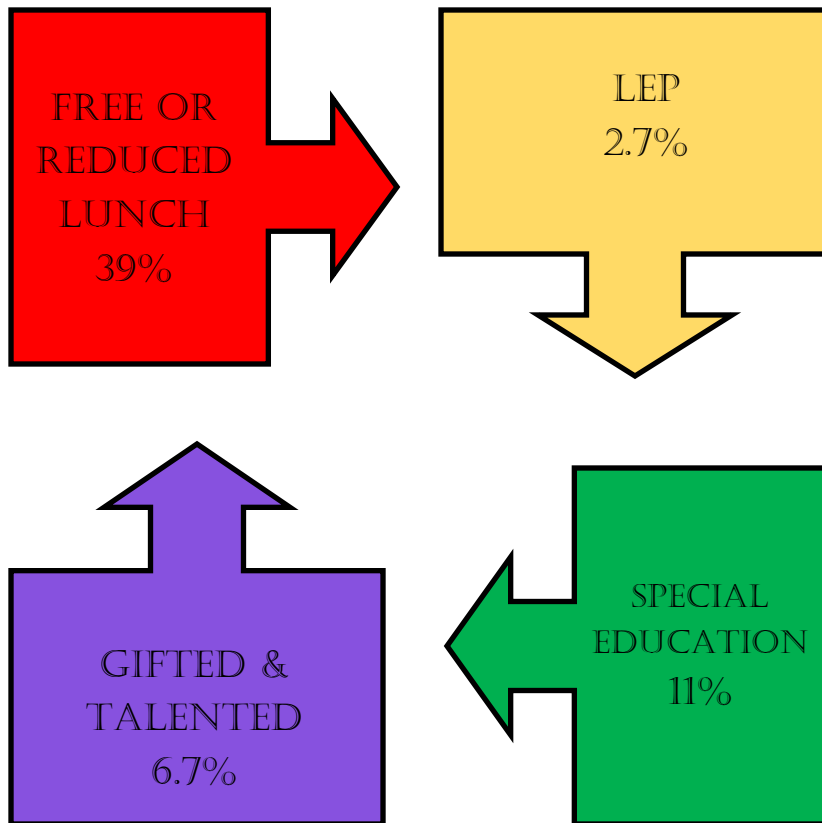
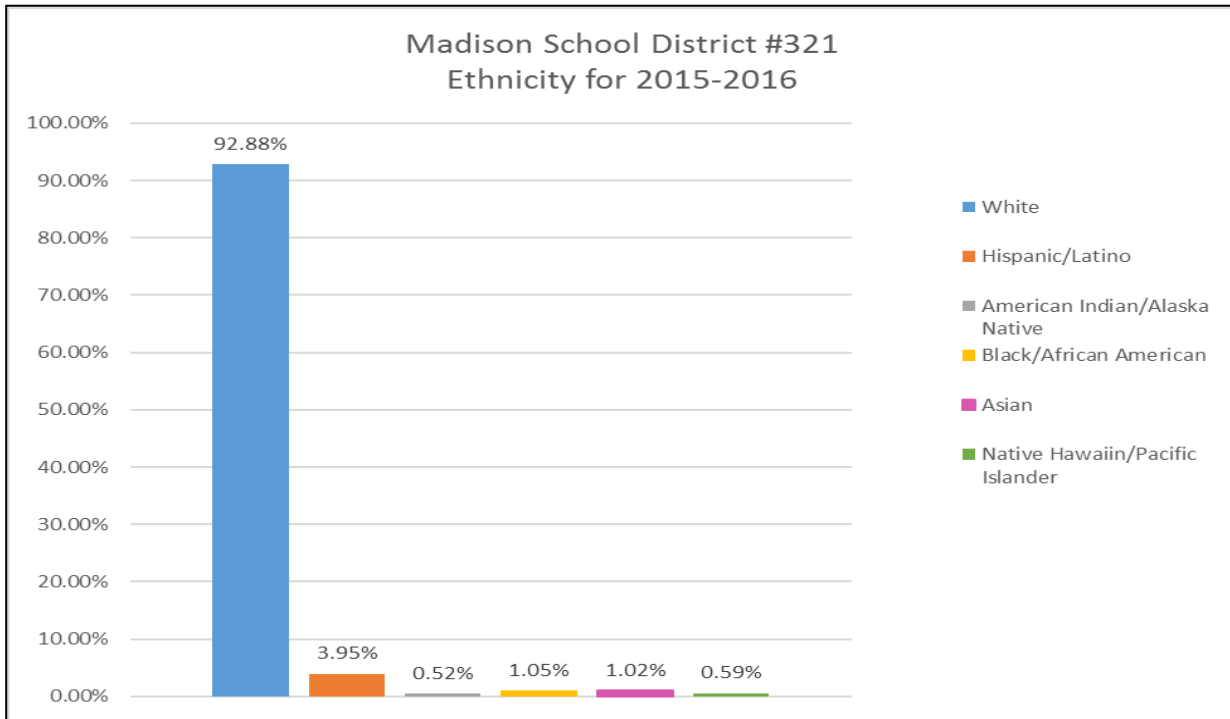
27.1% of families are below the poverty level.

The median household income in Madison County is **\$32,052**.

95.1% of Madison County residents have a high school diploma or higher.

34.4% of Madison County residents have a bachelor's degree or higher.

Demographic Analysis:



Goals for 2016-2017 School Year:

1. Student Achievement and Growth Data

Smart Goal: By 2018 Madison School District #321 students in 2nd and 3rd grades will meet or exceed the IRI grade level benchmark goal.

Measureable Target:

2nd Grade – 80%

3rd Grade – 85%

Key Performance Indicators for 2016-2107:

2nd and 3rd grade students will participate in the Idaho Reading Indicator in the fall and spring of each year.

IRI Spring 2016				
District Wide	Kindergarten	1st	2nd	3rd
Benchmark Goal	60%	70%	80%	85%
Benchmark	91%	74%	72%	78%
Strategic	5%	16%	13%	12%
Intensive	3%	9%	15%	10%

See Appendix A for Literacy Plan

2. College and Career Readiness

Smart Goal: By 2020, all students in Madison School District #321 (who are not assessed through the alternative assessment) will participate in at least one college advancement exam (ACT, SAT) to evaluate college readiness. Counselors will promote Idaho's Advanced Opportunities Program for all students, which formerly included the 8 and 6 Program, Early Completers Program and Fast Forward Program.

Key Performance Indicators for 2016-2017:

Junior High School:

Sometime in either 7th or 8th grade all students will be notified about Idaho's Advanced Opportunities Program. 8 and 6 Program participants need to be identified.

High Schools:

The percent of 10th grade students who meet the PSAT's college ready benchmarks will meet or exceed the percent of Idaho students who meet the benchmarks.

The percent of 11th grade students who meet the SAT's college ready benchmarks will meet or exceed the percent of Idaho students who meet the benchmarks.

The percent of 12th grade students who graduate from our high schools in four years will meet or exceed the percent of Idaho students who graduate in four years.

See Appendix B for College and Career Readiness Plan

3. Graduation Rates

Smart Goal: 96% of Madison School District students will graduate from high school.

Measureable Target:

Madison School District will exceed the average Idaho State Graduation Rate of 78.9%.

Key Performance Indicators for 2016-2107:

Students that graduate in four years of high school will be counted towards the graduation rate.

Report of Goals for 2015-2016:

1. Student Achievement and Growth Data

During the 2015-2016 school year, **70%** of students with disabilities (who don't participate in state alternate assessments) in grades 4-10, who scored below 50% on the pre-CECA, increased their average language scores (percentage of growth from pre CECA to post CECA scores in ELA classes) by 20%.

2. College and Career Readiness

100% of 10th grade students participated in the PSAT and career information training.

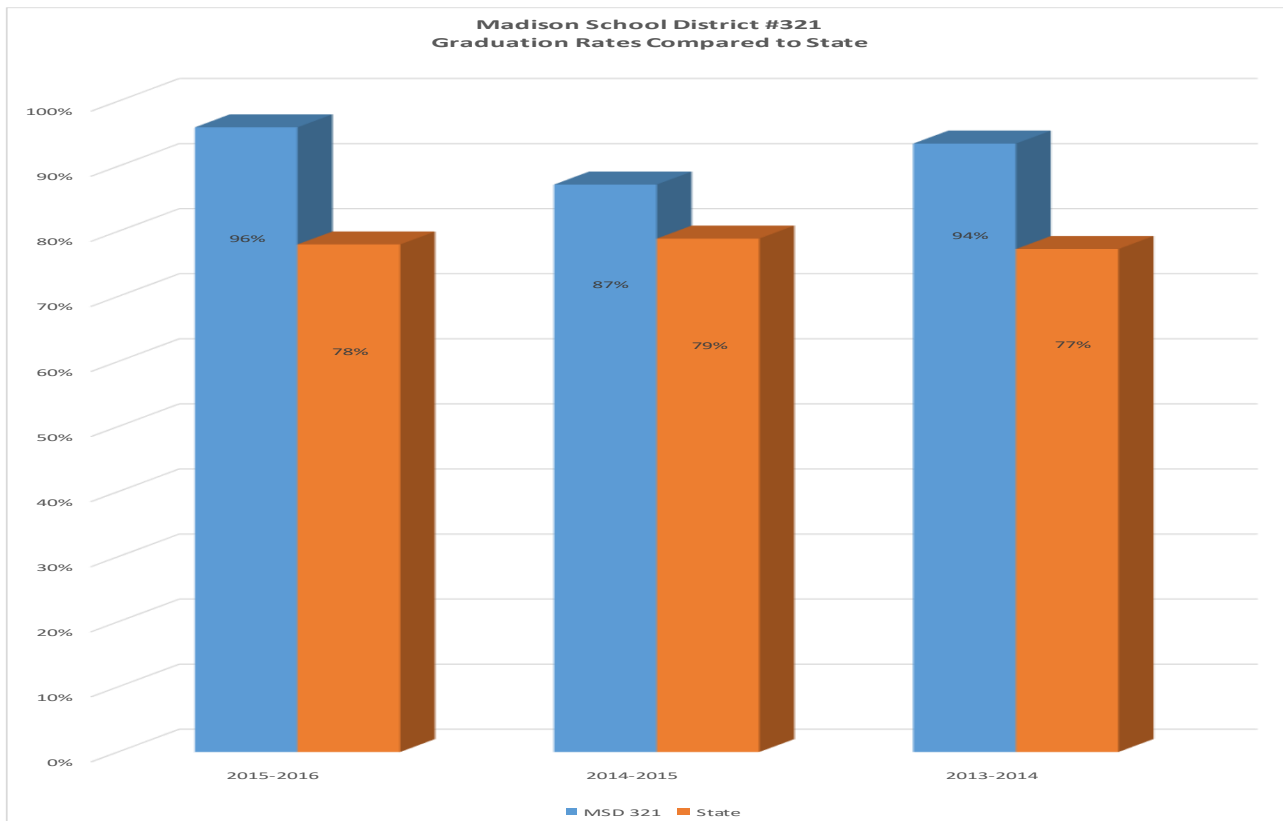
100% of 11th grade students participated in the SAT, ASVAB, and College Day. Madison High School students averaged a 71% on the SAT.

3. Graduation Rates

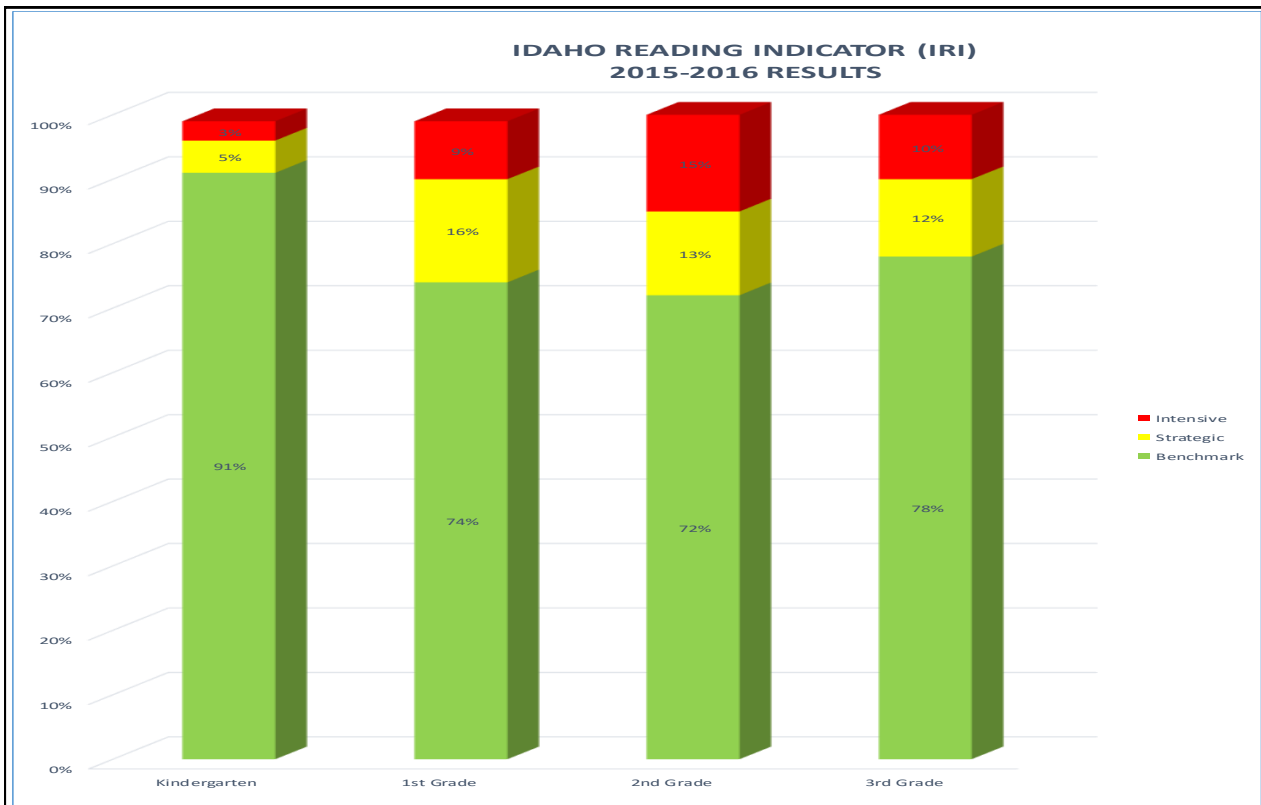
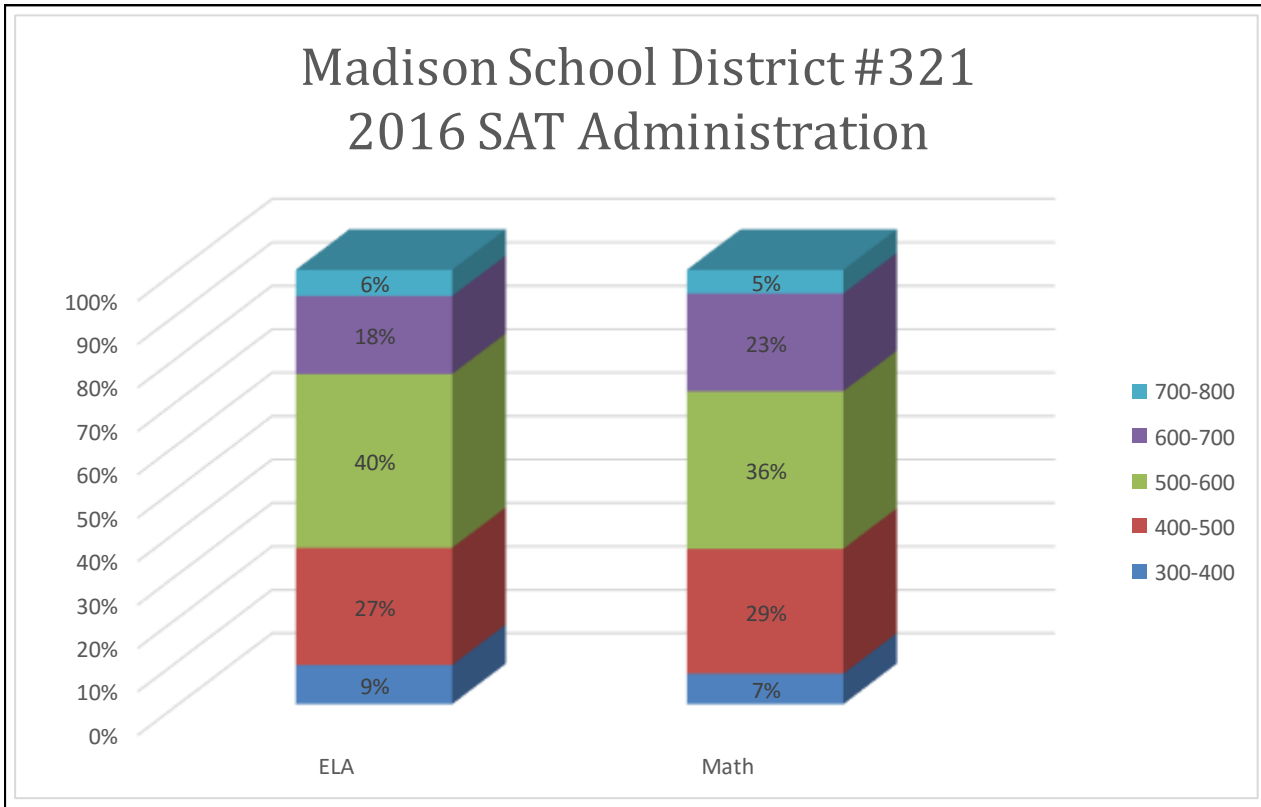
98% of Madison High School students graduated within four years.

76% of Central Alternative High School students graduated within four years.

96% Total Madison School District students graduated within four years.



Performance Data for 2015-2016:



Advanced Opportunities for 2015-2016:

College credits awarded—2,818

College courses offered—22

AP classes offered—9

(113 students took 154 tests—Scores: 5 = 44, 4 = 40, 3 = 48, 2 = 18. 1 = 4)

Associates degrees awarded—3

Madison High School provided an opportunity for students to earn an Associates Degree from Idaho State

MHS Course	Name of Course	Credit Through	Coll. Cred.
BIO 1101	Biology	ISU	4
BIO 1102	Biology	ISU	4
BIO 120	Environmental Science	CSI	4
COMM 101	Fund. of Oral Comm.	CSI	3
ENG 1101	English Composition	ISU	3
ENG 102	Critical Reading & Writing	CSI	3
ENG 1110	Intro. To Literature	ISU	3
GEOL 104	Natural Disasters	CSI	4
HIST 1111	U.S History 1	ISU	3
HIST 1118	U.S History & Culture	ISU	3
HIST 1112	U.S. History 2	ISU	3
MATH 1170	Calculus 1	ISU	4
MATH 143	College Algebra	CSI	3
MATH 143	Precalculus	CSI	5
MATH 1153	Intro to Stats	ISU	3
PE 2243	Anatomical Foundations	ISU	3
PHYE 155***	Health & Wellness	CSI	3
POLSC 1101	American Government	ISU	3
POLSC 2202	Politics: Crit. Think. & Analy.	ISU	3
PSYCH 101***	General Psychology	CSI	3
SPAN 1101	Elementary Spanish 1	ISU	4
SPAN 1102	Elementary Spanish 2	ISU	4

AP Courses Offered:	Trimesters
AP Language	2+
AP Literature	2+
AP Statistics	3
AP Calculus AB	3
AP History	3
AP Government	2
AP Physics	3
AP Biology	3
AP Calculus BC	3

Note: AP college credits will vary depending on the score earned on the AP test.

Appendix A: Literacy Plan

Program Leader---Dr. Siri Pinnock, Curriculum Director

Introduction

In fulfillment of the requirements listed in Idaho Legislative bills H451 and H526, Madison School District has developed an intervention program for students grades K—3 who scored below-basic (1) or basic (2) on the statewide reading assessment, the Idaho Reading Indicator (IRI).

District Goals

Shown below are the reported results from the state reading assessment administered in spring of 2016 compared with Madison School District goals.

District Wide	Kindergarten	1st	2nd	3rd
Benchmark Goal	60%	70%	80%	85%
Benchmark	91%	74%	72%	78%
Difference	+31%	+4%	-8%	-7%
Strategic	5%	16%	13%	12%
Intensive	3%	9%	15%	10%

Requirements and Plan

Using the assessments from DIBELS and CORE, which focus on phonemic awareness, decoding intervention, vocabulary, comprehension and fluency, district personnel will administer diagnostic testing before the end of the first two full weeks of school to K—3 students who scored basic and below basic on the IRI.

Using the results of the diagnostic tests and identifying areas of weakness, a district literacy program will be developed integrating 90 minutes of a designated reading block during school time, and further intervention after school as needed. The details of the implemented district literacy program will be developed at the school level in committees which will include members of a literacy team such as teachers, district personnel such as the curriculum director or the district Reading Coach, the principal, and parents. The decisions of the building literacy team will be noted as the student's reading improvement plan and reported to the district curriculum director by October 1.

Details of the Student Reading Improvement Plan

The student's reading improvement plan designed by the literacy team will include:

- A description of the current services that will be provided to the student.
- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

Appendix A: Literacy Plan (Continued)

Parental Notification

The parent of any student in grades K-3 who exhibits a deficiency in reading will be notified in writing of the reading deficiency. The initial notification will include the following:

- A statement that his or her student has been identified as having a deficiency in reading.
- A copy of the student's reading improvement plan established by the literacy team.
- Strategies for parents to use at home in helping their student to succeed in reading.

Madison School District Professional Development Opportunities for K—3 Teachers

All K—3 teachers in Madison School District have completed the required Idaho Comprehensive Literacy Course. In addition to what the ISDE is requiring, Madison provides:

- Four days of strategic training through district in-services on varying topics pertaining to literacy and pedagogy.
- Summer training on administering the fall DIBELS and CORE diagnostic tests.
- Intensive training on Classroom Management and intervention based on Harry Wong and the *Next Steps* manual.
- Monthly intervention discussion classes designed to train teachers on specific needs and intervention tools.

Suggested Strategies for Parents

Madison School District has in place the following tools to help parents implement a plan at home for helping students succeed in reading.

- MobyMax---an online intervention program for reading and other subject areas.
- Reading Eggs---an online intervention program for reading.
- Think Central ---Houghton Mifflin Harcourt program specific online intervention resources.
- Building implemented Reading Nights for families.
- Teacher suggested activities.
- Encouragement to parents to have reading time every night with the student.

Estimated Budget

Madison School District Literacy Budget		
	Funding Projection	Expenses
Literacy Funding	\$193,000.00	
Salaries and Benefits		\$96,500.00
Interventions		\$19,300.00
Professional Development		\$57,900.00
Supplies		\$19,300.00
Total		\$193,000.00

Appendix B: College and Career Readiness Plan

Plan Description:

Madison School District will hire a Transition Coordinator to oversee advisory duties for college and career readiness and three school college and career readiness advisors. Transition Coordinator will work at Madison High School, Central Alternative High School, and Madison Junior High School, with an advisory working at each building as well. They will meet with students to inform them about college options, admission requirements for various colleges, scholarships, financial aide, host high school College Day and Career Day activities, and plan other activities that encourage students to look toward the future and plan in advance. All 12th grade students will participate in an exit survey, which will provide the district with student plans after high school.

Estimated Budget:

Advanced Opportunities Budget 2016-2017 Year	
Funding Projection	\$ 81,312.00
Salaries and Benefits	
Transition Coordinator Supervisor	\$ 25,260.56
School College & Career Advisors (3)	\$ 40,985.98
IDLA Summer Coordinator	\$ 4,000.00
Total Salaries and Benefits	\$ 70,246.54
Other Expenses	
Equipment	\$ 3,600.00
Postage	\$ 2,142.00
Professional Development	\$ 1,800.00
Furniture	\$ 1,000.00
Supplies	\$ 928.00
Printing	\$ 795.46
Mileage	\$ 300.00
Survey	\$ 300.00
Parent Meetings	\$ 200.00
Total Other Expenses	\$ 11,065.46
Total	\$ 81,312.00

Performance Measures:

Madison School District will require all college and career advisors to meet with each student in grades 8 through 12 at least once per year to fill out or update a college and career plan. The college and career plan will be stored in MilePosts. Students who need specific details on Advanced Opportunities will meet with the College Transition Coordinator. Staff will keep track of which students they have visited in an academic advisory log, which will include a student signature. Advisory logs will be kept and maintained by the Transition Coordinator. All 12th grade students will take an exit survey to report their plans for life beyond high school.

Baseline information on current efforts and performance goals:

Madison High School currently uses junior high and high school guidance counselors to provide information to students about college and career readiness. The guidance counselors hold parent and student information meetings to inform parents about advanced opportunity funding. Madison School District does not currently collect data on students post high school plans.