



Melba School District
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2016 – 2017

Mission:

Learning with Purpose: Students will be College and Career Ready.

Vision:

The Melba School District prepares students with the knowledge, skills, and character necessary to achieve career, educational, civic, and personal goals, which will enrich our society.

GOALS

1. College and Career Readiness

- A. Students that graduate from Melba School District will be college and career ready at graduation.
- B. Melba students will continue to show growth on state assessments, school assessments, and other assessments such as the SAT and ACT. The Melba School district students will meet the state average for Idaho, in both Math and ELA, in every grade. The number and percentage of students meeting the composite college ready benchmark on the SAT.
- C. The increase in the number of student who met the college ready benchmark from the previous year.
 - Benchmark/Measurable Target)
5% increase over the previous year.
- D. The percentage of students participating in one or more Advanced Opportunity.
 - Benchmark/Measurable Target
 - i. 60% of students will meet the benchmark.
- E. Previous Year Data relative to indicator
 - In 2015 21% of high school students met or exceed the composite score of 1500.
 - 2015 was baseline year for district-wide SAT data, 2016 will be the year progress will be measured on this indicator.
 - In 2015 50% of students participated in dual credit courses.

2. High School Preparedness

- A. All students will be prepared to transition from middle school/Jr. high to high school.
- B. Local assessments and State assessments will be used to monitor preparedness from 8th grade to 9th grade.
 - The percentage of students who scored proficient or advanced on the 8th grade ISAT.
 - 40% (math) 60% (ELA) of 8th grade students will score proficient or advanced on the ISAT.
- C. (Previous Year Data relative to indicator)
 - In 2015 21% of 8th grade students scored proficient or advanced on the math portion of the ISAT.

Reviewed [Sept - Oct]

Approved [10/11/2016]



- In 2015 50% of 8th grade students scored proficient or advanced on the ELA portion of the ISAT.

3. Student and Parent Engagement

- Provide communications with parents through newspaper, Facebook, emails and weekly bulletin.
- Continue to have back to school events, parent conferences, parent nights, and invite patrons to all events.
- Create Parent Advisory Committees to meet monthly to discuss activities and issues connected with each of the schools.
- Maintain website with up-to-date information and pictures.
- Increase student and parent engagement at all grades level through increase attendance at all grade levels.

A. Key indication of how the performance will be monitored

- Increase in student attendance rates as a percentage of total instructional days.
- Parent sign in at parent-teacher conferences.
- Technology committee will oversee the social media.

B. Benchmark/Measurable Target

- Students will attend at least 95% of instructional days in a given school year.
- 60% of Parents will attend both fall and spring Parent-Teacher conferences.
- 100% of all committees will have parent representation.
- Social Media, School App and websites will be updated weekly.

C. (Previous Year Data relative to indicator)

In 2015 the average student attendance rate was 93%

Report of Progress (2015-2016)

Goal	Performance Measure/Indicator	SY 2015	SY 2016	SY15-SY16 Improvement	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	24%	27%	4%	4% (4% annual Improvement)
		14	16		4% increase (2)
	# and % of students meeting college ready benchmark in reading and writing on the SAT	50%	60%	10%	60% (10% annual improvement)
		29	32		10% increase (3)
	# of students receiving/participating in college and career advising and mentoring by grade level	12	30	39%	10% (400)
		11	39	42%	10% (300)
		10	37	47%	10% (200)
		9	26	34%	10% (200)
		8	30	40%	10% (30)



	% of high schools students graduating with an associate's degree	0%	1%		100%
	% of high school students graduating with an industry recognized certification	1%	2%		100%
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 th grade math ISAT	21%	24%		4%
		13	15		4% increase (2)
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	50%	60%		10%
		30	34		10% increase (4)
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 th grade Math ISAT	24%	28%		4%
		15	16		4% increase (1)
	# and % of students scoring proficient or advanced on the 6 th grade ELA ISAT	53%	60%		7%
		35	38		7% increase (38)
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	75%	82%		10%
		43	47		10% increase (4)
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	61%	67%		10%
		37	41		10% increase (4)
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	68%	74%		10%
		40	44		10% increase (4)
	# and % kindergarten students identified as reading at grade level on the Spring IRI	53%	58%		10%
		25	28		10% increase (3)
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	93%	95%		2%
	Parent Participation at parent/teacher conferences	45%	65%		20%
Increase teacher engagement	Number of hours of job embedded professional development	95	110		86%
	Number of subject level multi-grade teacher teams	5	5		0
	Number of hours available for mentor teachers to mentor or observe/team teach	5	10		50
	% of new teachers (within first three years) assigned	100%	100%		100%



	a mentor/participate in district mentor program				
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[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

	2015-2016	2016-2017
Male	53 %	52 %
Female	47 %	48 %
White	74 %	74 %
Black/African American	1 %	1 %
Asian	1 %	1 %
Native American	1 %	1 %
Hispanic/Latino	25 %	23 %
Free/Reduced Lunch Program	51 %	48 %
Received Special Education (IEP Students)	12 %	10 %

Appendix I.

Melba School District 2016-2017 Strategic Plan

MISSION STATEMENT:

Learning with Purpose: Students will be College and Career Ready.

VISION STATEMENT:

The Melba School District prepares students with the knowledge, skills, and character necessary to achieve career, educational, civic, and personal goals, which will enrich our society.

Goal 1: Develop students who demonstrate excellence in academics

1.A. Melba students will continue to show growth on state assessments, school assessments, and other assessments such as the SAT and ACT. The Melba School district students will meet the state average for Idaho, in both Math and ELA, in every grade.

Action Plan:

- 1.A.1. Implement Common Core curriculum and strategies for language arts and math.
- 1.A.2. Teachers will use formative, interim, and summative assessments aligned with CCSS standards to measure student progress and achievement.



- 1.A.3. Interventions and support will be implemented and offered to close existing gaps in student content knowledge.
- 1.A.4. Professional development time will be provided for staff to develop and implement appropriate curriculum, instructional practices, and student assessment.
- 1.A.5. Develop and implement assessments which measure learning growth in all subjects, all grades. (Pre and Post-Tests)
- 1.A.6. Representative on Statewide Cut Score Committee
- 1.A.7. Continue to offer Dual Credits through our regular classes and IDLA
- 1.A.8. Create a positive and safe learning environment in each classroom

1.B. Each school in the district continue to grow academically.

Action Plan:

- 1.B.1. Continue to offer a wide variety of Dual Credit Courses. These courses lead to increased graduation rates and post -secondary success.
- 1.B.2. Continue to align curriculum and train teachers on best practices.
- 1.B.3. Using both local assessments and the state assessment to show academic growth.

1.C. 10% increase in SAT scores by HS Juniors

Action Plan:

- 1.C.1 Students practice online including IDLA, and implement Classroom Curricula aligned to the SAT test

1.D. District-wide implementation of Response to Intervention

Action Plan:

- 1.D.1. Implement Professional Development for training in Pyramid Response to Intervention, Intervention Strategies and Student Referral.
- 1.D.2. Identification and Referral of Students in need of intervention.
- 1.D.3. Implementation of interventions identified by staff and staff participation.

Goal 2: Community Relations and their involvement with the District, Elementary and Jr/Sr High School.

Action Plan:

- 1. Provide communications with the community through newspaper, Facebook, emails and weekly bulletin.
- 2. Form partnerships with local organizations including city council, senior center, and local businesses.
- 3. Continue to have back to school events, parent conferences, parent nights, and invite patrons to all events.
- 4. Create Parent Advisory Committees to meet monthly to discuss activities and issues connected with each of the schools.
- 5. Maintain website with up to date information and pictures.

Goal 3: Develop well rounded students who can be successful upon exiting Melba Schools



Action Plan:

- 3.1. Continue to offer wide variety of courses for student, including band, choir, a variety of professional technical offerings, foreign languages, art, and various business courses.
- 3.2. Continue to offer a wide variety of club and athletic programs, and have solid participation in each program.

Goal 4: Demonstrate commitment to professional leadership and innovation

Action Plan:

1. Develop leadership teams (Principal and teachers) in each school to collaboratively address problems, and to ensure all duties and responsibilities are adequately covered.
2. Collaboratively create performance goals based on increasing student achievement.
3. As a team evaluate progress toward goals at least monthly.
4. Create building professional development plan, determine funding for leadership and professional development, and create a building pay for performance plan in collaboration with all staff.

Goal 5: Construction of the new Elementary School

Action Plan:

- 5.1 Complete the new Elementary School on budget and in a timely manner.
- 5.2 Keep the community apprised of the progress of the new elementary school.
- 5.3 Create a community day to help move everything from the old school to the new one.
- 5.4 Create a safe, learning environment both with the new school and the landscape.
- 5.5 Finish the landscaping around the new school areas.

Goal 6: New District Office, Maintenance, and Technology.

Action Plan:

- 6.1 Acquire the Fly Logic Building and grounds.
- 6.2 Update the interior of the building and get it ready to house the three groups.
- 6.3 Move all files and technology from the old building to the new.

Goal 7: Maintenance on the grounds and buildings

Action Plan:

- 7.1 Sprinklers in the elementary grass field.
- 7.2 Redo parking lots at every school.
- 7.3 Completion of the Softball Field

Goal 8: Technology

Action Plan:

- 8.1 One to One devices K-12.



- 8.2 Move the technology department to the Admin building.
- 8.3 Create a larger budget for upkeep of technology.
- 8.4 Hire a second technology person for the district.