LEA	# 55	Name: Blackfoot	
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Mission and Vision - REQUIRED

Mission

The mission of Blackfoot School District No. 55, in partnership with the community, is to prepare students for the future by enabling every student to gain knowledge and skills, to develop confidence, to value life-long learning, and to become responsible contributing members of our changing world.

Vision

We will focus on increased learning:
• Students, parents, educators, and community members support one another.
• Learning should be exciting and fostered by the home, the school, and the community.
• All students and staff need an environment that develops healthy self-esteem and promotes respect for people and property.
• All students can learn.
• All students will be taught in a healthy, safe, caring, and nurturing environment.
• Curriculum should be responsive to ongoing student needs, cultural differences, and changing world conditions.

We believe...
• All students will complete high school with a mastery of basic life skills in reading, math, and communication.
• All students will be successful in school and will be able to apply knowledge to real life situations.
• All graduates will be prepared for full participation in a global environment.
•All staff must create cooperation and trust with our community stakeholders.

Our Focus is Invitational Education

Invitational Education theory serves as a theoretical model of an educative process and focuses on the nature of people and their potential (Purkey & Novak, 1988). It also serves as a concrete and practical method for relating and communicating with others in both a personal and professional manner (Purkey, 1992).

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According to Purkey and Novak (1988), **"Invitational Education offers a comprehensive approach by which people are cordially, creatively, and consistently summoned to realize their full potential."** The goal of Invitational Education is to create a context where individuals are intentionally invited to succeed and develop intellectually, socially, physically, psychologically, and spiritually (Purkey & Novak, 1988).

Invitational Education focuses on five areas that exist in practically every environment and that contribute to the success or failure of each individual. The five areas are known as the **"five P's"** and they involve the **people, places, policies, programs and processes** that individuals continuously interact with each other.

Invitational Education especially emphasizes the importance of creating a supportive and caring environment for students. The model provides a framework for inviting students to think, learn and accomplish goals in a positive and collaborative manner. **Five qualities: respect, trust, care, optimism, and intentionality were** identified by Purkey to signify an "invitational stance" in education (Division of Learning Resources, 2011).

According to Purkey and Novak (1996), there are four categories that indicate the invitational level of a person. This has been traditionally used in the area of teaching (Wong, H. & Wong, R., 2004). The **four levels** include:

- **Intentionally Disinviting**: This is the most negative and toxic level of human interaction. Individuals deliberately demean, dissuade, discourage, defeat and destroy others.

- **Unintentionally Disinviting**: Individuals who function at this level are viewed as uncaring, condescending, patronizing, racist, or just plain thoughtless in their words and actions. They do not intend to be hurtful or harmful, but because they lack consistency in direction and purpose, they act in disinviting ways.

- **Unintentionally Inviting**: People who function at this level have stumbled serendipitously into ways of functioning that are often effective. However, they have difficulty explaining why they are successful. They cannot describe in detail what they did or why they functioned in an invitational manner. Individuals at this level lack a coherent and consistent invitational stance.

- **Intentionally Inviting**: When individuals function at the intentionally inviting level, they seek to consistently exhibit invitational beliefs, statements, and actions. They strive to continually develop and exhibit positive potential in themselves and intentionally encourage the same positive potential in others. (Purkey & Novak, 1996)

Selection of Curriculum Materials:

According to Blackfoot School District Policy #606, the District adopts curriculum materials that meet Idaho Code Section 33-512A and the content standards as established by Idaho

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Narrative Part 1

State Board of Education. Materials are adopted on a rotating basis. It is the desire of the School Board that curricular materials stay up to date and on the state adoption cycle.

The district will have available to the public the title, authors, and publishers of all textbooks being used in the district. The public has the right to inspect the instructional materials, except students' tests, used in this district's schools.

Community Involvement in Plan Development - REQUIRED

Blackfoot School District Policy #1010, Community Involvement

Community participation in this district is important for improving the quality of education for the students. Therefore, this board intends to make every effort to identify the desires of the community and to be responsive to those desires. Patrons of this district are encouraged to express their ideas, concerns, and judgments through:
1. Written suggestions or proposals;
2. Presentations at public hearings;
3. Responses to surveys;
4. Comments at meetings of this board; and
5. Service on citizens advisory committees.

Community Involvement in the development of the Combined District Plan

Blackfoot School District creates a draft of the Combined Continuous Improvement Plan and shares it with the District PAC at the beginning of each school year. We review our SMART Goals, surveys, and data 3 times per year. At our June meeting, we determine if we met our goals and look at our data to see where we need continuous improvement. We seek public input for at least 30 days. We post our rough draft and also share it at our school board meeting. The public is invited to comment at that time. We also have a data room in the district office that is open to the public to come in and review our current data, the rough draft of our plan, parent survey results, and ask questions with the Federal Programs Director. We compile our plan after the leadership team and district administrators review the revisions. The plan is then presented to the school board for board approval and once again is open for public comment before it is submitted to the State Board of Education.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of available resources through the following means:

Grade 7-8: Back to School Night, Advanced Opportunities Open House held annually, contact from the Middle School Counselor, Career Information System (CIS) plan sent home, Parent Nights, Volunteer parent presentations on career awareness during flex time, Infinite Campus daily notifications, and Facebook announcements. Mountain

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View Middle School has been identified as a GEAR UP school, and with this opportunity there are additional requirements regarding college and career advising and mentoring for the cohort. Many additional opportunities and resources are available through this grant.

Grades 9-12: Back to School Night, FAFSA nights held 3 times per year at each high school, contact made with High School Counselor, Career Information System (CIS) plan sent home, Parent/Student checklist completed and returned, Career Fair (notification by Facebook, Infinite Campus daily notifications, district flyer, and newspaper article), and permission slips for college visits.

A brief explanation regarding College and Career Readiness and what is available at the school is listed in each school's handbook.

Parental Involvement in Student's Individual Reading Plans

Each of our elementary schools are school-wide Title I schools. With the school-wide status, each school creates a Parent/Student/Teacher Compact. This compact is listed on each school's website. Within that compact, each school addresses that interventions will be provided if the student qualifies for extra help in reading or math. The parents are given a letter that shows the student's screener score (IRI/Istation) to show that there is a need for intervention.

All parents, regardless of whether their child needs intervention or not, are informed at Back to School Night what school-wide Title I-A status means and what intervention programs are offered if their child qualifies. Parents are told when the testing screening window will take place and if their student qualifies they should receive a letter in the mail from the student's teacher. When a child qualifies for intervention, it is 30 minutes of skills based activities either embedded in the school day and/or at home. If the parents feel that any program is not the best fit for their student, they are invited to first visit with the teacher to create a more personalized program and also look at the online interventions we can provide at home. A parent can request a meeting at any time to discuss their child's progress and request intervention help.

We are trying to meet the scheduling demands of school and family life and what works best for students. Parents have constant access to student improvement and assignment/test scores through Infinite Campus. Istation, HMH Into Reading, and Imagine Learning have on-demand online reports available for parents.

LEA # 55	LEA Name: Blackfoot School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/055/profile

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate	81.0%	85.0%
		2019 cohort	2020 cohort
	5-year cohort graduation rate (optional metric)	Not required	90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	30.0%	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	NA	50.0%
	% students who score proficient on the grade 8 ELA ISAT	41.0%	51.0%
	% students who make adequate growth on the grade 8 ELA ISAT	NA	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	43.0%	53.0%
	% students who make adequate growth on the grade 6 Math ISAT	NA	50.0%
	% students who score proficient on the grade 6 ELA ISAT	51.0%	61.0%
	% students who make adequate growth on the grade 6 ELA ISAT	NA	50.0%

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	48.0%	55.0%
	% students who score proficient on the Grade 1 Spring IRI	45.0%	58.0%
	% students who score proficient on the Grade 2 Spring IRI	57.0%	67.0%
	% students who score proficient on the Grade 3 Spring IRI	61.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	43.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	NA	50.0%

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)
% of kindergarten students who scored proficient overall from Fall 2021 to spring 2022 IRI benchmark.	23.0%	48.00%	**58.0%**

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.

NA

CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - 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	2		2		4
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		106	272	84	272	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	39.0%		30.9%		35.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		133	269	120	265	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	49.4%		45.3%		50.0%

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, <u>you may choose to complete either Section V.A **or** Section V.B</u>. 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)
% of high school seniors who complete FAFSA.	75.0%	63.0%	**75.0%**

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.

NA

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.

SUCCESSES: Given the challenges that Covid brought, we feel that we were very successful and did not see a big drop in test scores but saw some gains. We were able to close the achievement gap with the state in third through fifth grades in ELA ISAT. ISAT math for sixth grade was higher than the state average at 41%. **CHALLENGES:** We started to close the gap with the state scores regarding the performance targets with the following: graduation rate (81%), ISAT ELA sixth grade (51%), and eight grade ELA (41%); IRI kindergartern (48%) and third grade (61%). 100% of secondary students completed/reviewed their 4 year graduation plan. 63% of high school seniors participated in FAFSA night. **Plans to build on successes and address challenges:** There were subject areas where we did not meet our 2020-2021 targets. Fifth and tenth grade scores are areas of concern. We have moved to a new curriculum in secondary ELA and have an intervention math program in place for struggling students. We will have Friday school as an option since we have moved to a 4-day school week. We have also added bilingual tutoring through our EL/Migrant Outreach for at risk students. It is open 4 nights per week and on Fridays. We have 3 additional credit trackers at the secondary level to track credit accrual and have a more accurate record of student credits along with more consistent communication with parents.

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