

**CONTINUOUS IMPROVEMENT PLAN (2020 – 2021)**  
**Melba Joint School District #136**

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**Mission and Vision - REQUIRED**

**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.

**Community Involvement in Plan Development - REQUIRED**

The Melba Joint School District Continuous Improvement Plan is created using input from the school board, staff, parents, and community members utilizing the Leadership teams at each building and the District level.

**Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.**

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2020-21 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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LEA #	136	LEA Name:	Melba Joint School District
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## METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/136/profile">https://idahoschools.org/districts/136/profile</a>
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**Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.**

### Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (all Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	MSD will meet or exceed the state average.	MSD will meet or exceed the state average.
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	50.0%	<b>52.0%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	45.0%	<b>58.0%</b>
	% students who scored proficient on the 8th grade ELA ISAT	68.0%	<b>73.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	60.0%	<b>65.0%</b>
	% students who scored proficient on the 6th grade ELA ISAT	50.0%	<b>60.0%</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	90.0%	<b>90.0%</b>
	% students who scored "proficient" on the Grade 1 Spring IRI	90.0%	<b>90.0%</b>
	% students who scored "proficient" on the Grade 2 Spring IRI	90.0%	<b>90.0%</b>
	% students who scored "proficient" on the Grade 3 Spring IRI	90.0%	<b>90.0%</b>

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**Section II: Report of Progress Narrative (required)**

Instructions: In the provided box, please reflect on the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I). You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information

**Melba School District consistently graduates over 90% of the students within the four-year time frame. This rate is consistently above the state average. We continue to strive to develop the professional relationships that enable us to work with students at achieving this graduation rate success. We will continue to enhance the educational opportunities for students to not just graduate with a high school diploma, but to graduate with college credits, degrees, and/or certifications. With the closure of schools in March due to the pandemic, we do not have data on whether or not we met the benchmarks established for SY 19-20. Given the data from district benchmarks we feel confident that the established goals would have been achieved.**

**Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)**

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
Students will demonstrate yearly growth in Reading	Growth on State Assessments (IRI and ISAT)	5.3% (ISAT) 22.5% (IRI)	NA	<b>10% (ISAT) 25% (IRI)</b>
	Growth on District Benchmark Assessments (i-Ready)	NA <sup>1</sup>	16% <sup>3</sup>	<b>30.0%</b>
Students will demonstrate yearly growth in Math	Growth on State Assessments (ISAT)	0.9%	NA	<b>5.0%</b>
	Growth on District Benchmark Assessments (i-Ready)	56% <sup>2</sup>	16% <sup>3</sup>	<b>30.0%</b>
Students will demonstrate proficiency	Proficiency on District Reading Benchmark (i-Ready)	NA <sup>1</sup>	41% <sup>4</sup>	<b>75%</b>
	Proficiency on District Math Benchmark (i-Ready)	71% <sup>2</sup>	36% <sup>4</sup>	<b>75%</b>

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**Section IV: Data Notes (Optional space for contextual information about Section III data and/or Benchmark-setting process)**

**NOTES:**

- 1: The District did not pilot the reading portion of i-Ready for the 18-19 school year.
- 2: This data was for a pilot of the i-Ready program and was only used in grades 1 and 2 for the 18-19 school year.
- 3: This growth was only for Fall to Winter. The Spring benchmark was not given due to the pandemic closure.
- 4: This proficiency measure was as of the Winter benchmark. The Spring benchmark was not given to the pandemic closure.