

PAYETTE JOINT COMBINED DISTRICT PLAN (2022-2023)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - PART 1

School District	# 371	Name: Payette School District - Joint	
Superintendent	Name: Brad Baumberger		Phone: 208-642-9366
	E-mail: brbaumberger@payetteschools.org		
Plan Contact	Name: Brad Baumberger		Phone: 208-642-9366
	E-mail: brbaumberger@payetteschools.org		

Mission and Vision - REQUIRED

VISION: Students will attain success through education such that each graduates with measurable college or career readiness.

MISSION: The Payette School District will provide rigorous, high quality instruction aligned to state standards in a collaborative, safe learning environment resulting in high student achievement.

GOALS:

Goal 1: ALIGN CURRICULUM AND INSTRUCTION

One district working to attain high academic achievement for all students by aligning Pre-K through grade 12 curriculum to state standards so that our students will graduate college or career ready.

GOAL 2: INCREASE RIGOR AND MEASURE STUDENT ACHIEVEMENT

One district working uniformly to increase academic rigor and regularly monitor student achievement to inform instructional practice and personalize intervention strategies.

GOAL 3: COMMUNICATE EFFECTIVELY

One district uniformly communicating in an effective manner that promotes student academic achievement and parent involvement.

GOAL 4: MAINTAIN SAFE AND SUPPORTIVE SCHOOLS

One district providing transparent and ethical fiscal support for high academic achievement in buildings and grounds that are safe and promote a healthy learning environment.

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Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Payette School District (PSD) contracts with Idaho Leads to assess district strengths and needs. Stakeholders, school administrators, teachers, students, parents, and public were surveyed in multiple formats. Data was then used in the creation of the Continuous Improvement Plan (CIP). This plan includes the previously mentioned four most prominent goals that emerged and are reviewed annually for progress. Goals set for the Superintendent and school district are aligned to these four goals which focus, guide and direct PSD towards achievement. Throughout the year PSD district data team, comprised of parents and community members will review and monitor this plan.

Parent Notification of College and Career Advising and Mentoring Services

Counselors and administrators provide college/career advising, mentoring services and resources available to students and parents through multiple formats. Pamphlets, newsletters, webpages, emails, school reach, parent-teacher conferences are multiple ways PSD communicates this important information. Parent-Teacher conferences coordinated with information nights, have proven to be a successful option for reaching many parents. Parents of 8th grade students are provided information through email and our school website about how to complete a 4-year plan with their child. This plan will hopefully direct students towards electives that may match their long-term interests.

Parental Involvement in Students' Individual Reading Plans

The Idaho Reading Indicator (IRI), sometimes referred to as Individual Reading Indicator (IRI) is administered to detect student reading levels. IRI helps teachers to monitor grade level reading for each individual student. The frequency of this indicator may be administered monthly if needed. Parents are notified in writing using a school template explaining scores and results. The Literacy Plan is communicated to parents through conferences, informational fliers, newsletters, the school website and a literacy night for parents and their child(ren) is provided. Scheduled conferences provide vital time for communication and collaboration. Classroom teachers contact parents through letters and/or phone calls to inform parents of qualification and give parents an opportunity for participation in the development of their child's Individual Reading Plan (IRP). Parents of children served through an IEP, 504 or RTI plan are automatically included in the formation of an IRP. PSD includes parents on our Building Data Team to help inform literacy planning throughout the year. The data team will have opportunity for all stakeholders to provide feedback, consider effectiveness and improve communication.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Each fall Payette Primary School (PPS) administers assessments according to the District Comprehensive Assessment Plan (CAP) to help identify interventions to address individual student needs. These assessments included the iStation (IRI), STAR360 ELA (grade 3), and Reading CBMs through DIBBELS. Kindergarten students scoring in Tier 2 or 3 on the fall IRI are divided into fluid groups for 30-minutes of additional instruction according to their individual need. These skills include letter knowledge, phonemic awareness, phonics, encoding and decoding, CVC and sight words. Teachers will use direct instruction and web-based interventions (Imagine Learning & Waterford) to build decoding skills for all students. Students in grades 1-3 scoring basic or below basic (Tier 2 or 3) on the fall IRI will receive 45-minutes of additional intervention instruction based on individual need. Skill interventions include vocabulary, spelling, comprehension, and extension to skills. Payette Primary will provide 100 days of intervention, exceeding the minimum State expectation of 60 hours in 80 days. An invitation to summer school will be sent to each student not demonstrating proficiency by spring with a score of 1 on the IRI. The summer program is designed to remediate and avoid a 'summer slump' reading.

Research based materials approved by the State Department of Education, are used during intervention. These materials include Imagine Learning Language and Literacy, Waterford, Wonderworks Response to Intervention, SIPPS, The Six Minute Fluency Solution, and interventions from the Reading Wonders curriculum. Imagine Learning will be used this year with greater emphasis to help grow language skills frequently missing in students coming from low income or poverty homes. Staff is provided training in LETRS, a program designed to educate teachers on brain research for reading instruction.

Students in grades 1-3 are administered a weekly words per minute test of fluency using DIBBLES. Kindergarten students are assessed weekly for letter/sound fluency. Information provided by iStation assessment helps a to teacher target individual student need. Student progress is charted by teachers. Our goal is for 85% of our students to reach benchmark on the third-grade spring IRI.

Payette School District will use literacy funds to maintain small class sizes for literacy instruction and intervention. A new charter school opened in our attendance zone causing a significant reduction in funding. Retaining trained primary teachers to support literacy will allow strategic effort at the foundational level. We have moved from a data coach to a data team. Grade level teams will meet regularly to review data and plan literacy instruction. Information cultivated will be used to collaborate with teachers to improve our core reading program implementation We are using our CCLC 21st Century After School Grant to provide additional learning time for kindergartners. The Data Coach and CCLC Grant Director are targeting instructional modeling to assist teachers in effectively meeting the reading learning needs of students.

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We are using Mastery Connect formative assessment data and common weekly collaboration time for teachers. They will target learning and track mastery which will assist with flexible grouping and also with determining powerful instructional practices. Teachers have identified key standards towards which they measure progress and reteach to mastery for all.

In-service for all K-3 staff will include NNU course on research-based reading strategies with an emphasis on proper use for all students and administering literacy intervention. Professional development will also be provided through the State iStation implementation, our 21st Century grant and in district as needed. In-service planned include, myOn in literacy, Handwriting Without Tears, Mastery Connect use of data, and Solution Tree/Marzano instructional practices. The District is implementing Language Essentials for Teachers of Reading and Spelling (LETRS) training over the next several years.

Teachers provide parents with home activities to support learning at school. The school offers events for parents to train on use of specific programs. They are notified in writing about literacy skill level and interventions available within 30 days following discovery of the deficit. Quarterly literacy progress reports are sent home with report cards and fluency graphs. Literacy Night events is a fun evening to share literacy activities and education for parents and students.

The Building Data Team and District Data Teams meet monthly to review data and progress towards goals. Parents, administrators, and teachers are involved in these meetings, guiding goals and actions to improve learning across the district and grade levels.

Comprehensive Literacy Plan Alignment - REQUIRED

The Payette Comprehensive Literacy Plan aligns to the essential elements as required in Idaho Code and State Board Rule.

Collaborative Leadership:

- This Literacy Plan is directly aligned to the Payette School District Strategic Plan, Payette Primary Schoolwide Improvement Plan goals and the Payette Comprehensive Assessment Plan. This plan was written with input from the Superintendent, Principal, Reading Specialist, Capacity Builder mentor, teachers, parents, and community stakeholders. The Building Data Team will monitor and adjust actions based on data provided throughout the year.
- Surveys are used to gain input from stakeholders regarding the effectiveness of implementations. The Principal meets weekly with the Reading Coach and attends grade level collaboration meetings. This plan is available annually on our district webpage and a condensed version is sent home to parents during fall conferences and available at the Literacy event.

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Developing Professional Leadership:

- Principal is certified as an evaluator with Charlotte Danielson Evaluation Framework and participated in The Principal Center's training to learn how to lead professional conversations to build instructional capacity in teachers.
- The Data Team and 21st Century Director attend State trainings to keep current with programs and data. This training includes iStation, Waterford, Mastery Connect and Imagine Learning. They meet regularly with the principal to communicate needs and progress towards goals. The Principal, Data Team and Director serve on the Building Data Team as well as Instructional Data Teams during weekly collaboration.

Developing Professional Educators:

- New teachers work with mentors who observe, provide feedback, and demonstrate effective literacy instruction. The Data Team is assigned to teachers in support of learning.
- The new curriculum maps and grade level lesson planning assists the growth of professional educators as they work and learn together to improve instruction for students. The focus on grade level standards and students rather than a single classroom vision.
- Principal conducts in-service sessions throughout the year, building capacity and common language for staff. Trainings and book studies include Visible Learning for Literacy and Reading Engagement Strategies.
- The District is providing intensive training for all primary school teachers through Language Essentials for Teachers of Reading and Spelling (LETRS) to ensure that all teachers in the early grades know how to teach reading based on scientific research applied to the classroom with a deep understanding of how children learn to read.

Effective Instruction:

- Research proved programs and activities are used during core instruction and literacy intervention time. All staff is trained in proper use of intervention programs to ensure alignment with research parameters.
- Mastery Connect is a new program which allows our teachers to break down standards, design common assessments and measure student mastery of standards. The color-coded mastery design gives teacher immediate usable data to inform instructional practices.
- Training on use of effective research proven instructional strategies will inform teachers on choices based on Mastery Connect data. This training is provided by Solution Tree on Marzano research presented in the book, The Art and Science of Teaching.

Assessment Data:

- Literacy learning, and growth is monitored with common formative assessments, benchmark assessments and progress monitoring. Assessments used include" IRI by iStation, Waterford, STAR 360 (3rd grade), DIBBLES WPM. STAR and iStation can be used as benchmarks by the State and District, as well as for progress monitoring monthly. All assessments beyond unit or formative are included in the District Comprehensive Assessment Plan with dates and grade levels.

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- The Building Data and District Data Teams meet monthly to review data and evaluate progress towards literacy goals. Instructional Data Teams meet weekly during Wednesday collaboration time. The focus of each of these is to use data to improve instruction for increased student achievement. Professional development or adjustments to actions can be applied based on these data reviews.

Parent Involvement:

- Parents are included on the Building and District Data Teams which are commissioned to monitor data and progress, inform goal development, and determine necessary professional development.
- Parents are surveyed annually to inform school goals and provide feedback on practices.
- Literacy training is provided for parents to give resources to assist their child.
- All parents receive an abbreviated copy of the Literacy Plan. Parents are informed in writing if their child exhibits a deficiency in reading at any time throughout the year. They are informed of intervention options available and invited to meet with the teacher to help create their child's individual literacy plan. Parents receive quarterly reports of literacy progress along with the child's report card. Latest data is included regarding fluency graphs and updated assessment results.
- If a child is reviewed by the RTI team, parents are notified and included in the process.
- During Literacy Night events, parents receive literacy training, training on interpreting assessment data, information on available interventions and how they can support literacy at home. Parents are also encouraged to volunteer at school.

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COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	High School counselors carry the responsibility for college and career advising and mentoring
X	Teacher or paraprofessional as advisor	Middle School utilizes homeroom teachers for instruction and advising students on college and career opportunities
	Near Peer Mentoring / Mentoring	
X	Virtual or Remote Coaching	Implementing Defined Careers to assist students in building a portfolio of career exploration designed towards their interests and skills.
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	School counselors, teachers, GEAR UP, and other professionals are utilized to assist students with college and career advising

The College and Career Advising Program is designed to assist all students toward their post-secondary goals as they progress through their high school career. The program utilized resources from the state, community, and school to assist the student in gaining an understanding of the resources available and the steps needed to achieve the goal the student has identified as their post high school ambition.

The following components are included:

Teachers

- Advisory
- General Education
- Special education

Counselors

- Payette School District
- Fruitland School District
- Parma School District
- New Plymouth School District
- Weiser School District

State and Governmental resources:

- Advanced Opportunity
- IDLA courses
- College and University partners
- Members of the Armed Services
- Vocational Rehabilitation
- Idaho Department of Education
- Idaho Department of Labor

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Advising Program Summary - REQUIRED

8th grade

All students in 8th grade work with teachers under the direction of the school counselor to complete their CIS portfolio and 4-year plan. Defined Careers, an online resource, has been purchased for all students in 8th grade and the Alternative High School. Each student will take an interest inventory to begin. They will then have opportunity to explore a vast number of careers, adding information to their personal portfolio. These explorations will build into a more fully developed career path as they move through grades to graduation. The portfolio will become part of the required senior project. Parents are asked to be involved and assist their child with the creation of this plan. Communication for this happens in the spring by email and through the school website. Meetings addressing Advanced Opportunities are scheduled and advertised using the School Reach application, for parents and students to address Advanced Opportunities. A college night, where the High School Principal addresses 8th grade families about high school pathways, is also hosted. The school counselor has added an Advanced Opportunities information booth during fall and spring parent-teacher conferences. Middle School and High School counselors work together in late spring to provide information for transition between schools. Expectations, course scheduling and opportunities are highlighted.

9th grade

All students entering Payette High School in the 9th grade are enrolled in Career Investigation. This class is designed to encourage students to begin the process of understanding skills necessary for attaining successful employment. Students learn how to explore various career pathways and research career choices that are of personal interest. In addition, students are selected to attend the Inspire to Hire conference in Boise. Counselors provide classroom lessons and individual guidance to 9th grade students that promote understanding of resources available to them to further their college and career aspirations, and the process needed to realize their academic and career goals. Before the beginning of the second semester, the counselors meet with each individual 9th grade student to review their four-year plan and selected pathway(s) to be completed.

10th grade

During registration, counselors meet with students to review their four-year plan and create schedules to facilitate both college and career readiness. Students are kept on pace to receive various career and technical pathway certifications prior to completion of their senior year. All students participate in the PSAT and receive instruction regarding the purpose for the exam and how the scores can be helpful to them in their career and academic pursuits. Students have access to many college and military representatives that visit our school. Counselors provide classroom lessons and individual guidance to students to promote understanding of various

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types of resources available to them and gain an understanding of college and career options. Counselors assist all students in linking Khan Academy and College Board accounts to further prepare them academically for the SAT and college readiness.

11th grade

During registration, counselors meet with students to review their four-year plan and create schedules to facilitate both college and career readiness. Students are kept on pace to receive various career and technical pathway certifications prior to completion of their senior year. During this time, students assess how that plan fits into what they have thus far learned about careers, individual aspirations, and career goals. Students will take the PSAT, ASVAB and SAT. The PSAT will provide students with current information that will assist them in preparation for the SAT that will be given in the spring. Students continue use of Khan Academy account linked to the College Board for individualized SAT preparation and practice. The ASVAB provides valuable information to the student regarding strengths as they apply to the world of work. It also can assist in the decision-making process toward career choices they may find enjoyable and be productive. Students are encouraged to participate in college fairs and are provided opportunities to do so. Counselors coordinate college and military visits both within the district and attendance at College Fairs. Further, counselors provide individual guidance and classroom lessons designed to assist students with understanding test results, scholarship opportunities and resources that are available to them for securing post high school goals.

12th grade

Students review their post high school goals. Students are scheduled for college fair experiences where they have opportunity to meet with various college representatives in a single location. Students also attend fall college fairs. They are encouraged to meet with college, military, and other career representatives as they come to our school. Students are encouraged to use scholarship opportunities made available through the counseling office. Students and parents are encouraged to attend parent information meetings that cover college application process, Advanced Opportunities and the FAFSA preparation. Counselors meet with students to review graduation requirements and courses needed to graduate and help them pursue post-secondary education and training. Students who have successfully completed a career or technical pathway are awarded certification at graduation.

LEA # 371	LEA Name: Payette School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoschools.org/districts/371
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (Previously chosen by LEA)	2022-23 Performance Targets (LEA Chosen)
		2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	90.0%	90.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
			90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	20.0%	20.0%
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	48.0%	48.0%
	% students who make adequate growth on the grade 8 Math ISAT	63.0%	63.0%
	% students who score proficient on the grade 8 ELA ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	80.0%	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	35.0%	35.0%
	% students who make adequate growth on the grade 6 Math ISAT	55.0%	55.0%
	% students who score proficient on the grade 6 ELA ISAT	48.0%	48.0%
	% students who make adequate growth on the grade 6 ELA ISAT	55.0%	55.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (Previously chosen by LEA)	2022-23 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%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	45.0%	45.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	55.0%

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	2021-22 Performance Targets (previously chosen by LEA)	SY 2021-22 Results (if available)	2022-23 Performance Targets (LEA Chosen)
Percent of students who scored proficient or advanced on the ELA section of Grade 3 ISAT	38.0%	30.00%	38.0%
Reduce the percent of kindergarten students scoring level 3 on the Idaho Reading Indicator from fall to spring by at least 10% (Fall 2020 36% scored	20.0%	21.00%	20.0%
Percent of students who show at least 1-year typical growth on the IRI from fall to spring.	85.0%	78.00%	80.0%

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.

Payette is measuring progress towards our literay targets using the LEA chosen performance metrics listed above in Section III.A

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2021-22 Performance Targets (previously chosen by LEA)		SY 2021-22 Results		2022-23 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	60		65		62
	% 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	# Enrolled	# 2021 cohort	44.3%
		35	79	61	72	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	44.3%		44.3%		44.3%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019	# Enrolled	# 2020 cohort	53.2%
		50	94	37	72	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	53.2%		51.4%		51.4%

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	2021-22 Performance Targets (previously chosen by LEA)	SY 2021-22 Results (if available)	2022-23 Performance Targets (LEA Chosen)
Number of students earning industry certifications	65	65	75
Percent of students who participate in one or more college and career readiness courses.	90.0%	90.0%	90.0%
Percent of CTE track HS students who pass the CTE recognized workplace readiness exam	80.0%	80.0%	80.0%

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.

Payette is measuring progress towards our College and Career Advising and Mentoring targets using the LEA chosen performance metrics listed above in Section V.A.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 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.

SUCCESSIONS: Payette's biggest successes are demonstrated at the Middle and High Schools. Middle School measured student growth with the ISAT trajectory tool, targeting students in need of 40 or more points. 70-82% of students met their individual growth target putting them on course to be proficient within three years. The high school developed strategies to improve instruction, intervention and motivation for SAT success. Due to COVID test cancellations we have a limited picture of that full success, but when combining the seniors and junior scores for the 20-21 school year, 19.5% of those tested met the benchmark for both sections. Another success at the high school is the number of students who participated in at least one Career Technical Education course. The district is focused on making sure that every student who graduates from Payette High School will have a plan for their next steps towards career pathway. **CHALLENGES:** Fourth and fifth grade teachers and students have been struggling to improve math achievement scores according to the ISAT. They continue in professional development, curriculum mapping and utilizing research proven resources. Other challenges include the interruptions of attendance due to health concerns of COVID-19. Students online checked out. Students were excluded if minor illness, or if direct exposure to COVID. **PLANS:** The District has partnered with the State Department of Education and Boise State University Capacity Builders to wrap services around teachers in grades K-5 to make significant growth in math. Capacity Builders are working with administrators to look at data and target standards instruction. Boise State Regional Math coaches are helping teachers with lesson studies to evaluate instructional practices. The District has hired a math coach who did specific training on math fluency and number sense for instructional staff of students in grades K-5. This math coach will return six days throughout the year to work in classrooms alongside teachers to develop their understanding and practice. Westside Elementary will build off of the learning from McCain Middle School and will begin to use the SICA and ISAT trajectory tools to plan - do - study - act on student learning data.

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

NOTES: