

***Fremont County Joint
District #215***

**Continuous Improvement Plan
2016-2017**

Learn – Build – Lead



Table of Contents

Motto, Mission, Vision	3
Demographic Data	4
Student Achievement and Growth Data.....	5
College and Career Readiness Goals.....	6
Graduation Rate Goals.....	7
Progress Report 2015-2016	8
Appendix A: Literacy Plan	9
Appendix B: College and Career Readiness	18
Section 33-320 Idaho Statute	21

Motto:

Learn – Build – Lead

We seek to learn. We pursue excellence through hard work and life-long learning. We recognize that different perspectives increase our understanding. We embrace what is already working and seek for ways to improve.

We seek to build. We seek to build bridges of collaboration to promote understanding and hope. We build individuals and place students as the top priority in decision-making.

We seek to lead. We lead forward to improve our own lives, enrich the lives of others, and improve the organizations of which we belong.

Mission:

School District 215's mission is to educate and prepare all learners to excel and become contributors in their communities by providing opportunities, skills and tools to communicate, solve problems, build bridges and lead.

Vision:

We empower individuals to become builders and leaders who work hard, seek excellence in their own lives, and serve in their families and communities.

1. Analyses of demographic data:

OUR STUDENTS:

81% of our students are White.

17% of our students are Hispanic or Latino.

<1% of our students are American Indian/Alaska Native.

<1% of our students are Black/African American.

<1% of our students are Asian.

<1% of our students are Native Hawaiian/Pacific Islander

54.72% of our students qualify for the free/reduced lunch program.

9% of our students qualify for special education services.

5% of our students are not proficient in English.

More than **90%** of our students graduate from high school.

OUR COMMUNITY:

Fremont County has a population of **12,819**.

96.2% of Fremont County residents are White.

15.1% of families are below the poverty level.

The median household income in Fremont County is **\$44,991**.

88.5% of Fremont County residents have a high school diploma or higher.

19.7% of Fremont County residents have a bachelor's degree or higher.

**U.S. Census Bureau. Quick Facts, 5-year Estimates*

GOALS

2. Student Achievement and Growth Data

- A. By 2018, Fremont County Joint School District #215 students in Kindergarten through third grade will meet or exceed the IRI grade level benchmark goals.

- B. Measurable Target:
 - Kindergarten – 60%
 - 1st Grade – 70%
 - 2nd Grade – 80%
 - 3rd Grade – 85%

- C. Key Performance Indicator for 2016-2017: Kindergarten through 3rd grade students will participate in the Idaho Reading Indicator in the fall and spring each year.

IRI Spring 2016 Scores:

District Wide	Kindergarten	1 st	2 nd	3 rd
Benchmark Goal	60%	70%	80%	85%
Benchmark	82.50%	70.95%	69.66%	72.82
Strategic	21	28	34	24
Intensive	7	15	20	29

See Appendix A – Literacy Plan

3. College and Career Readiness

- A. The primary goals of the College and Career Readiness plan are to:
 - 1. Increase staff and student usage of the CIS program;
 - 2. Increase the number of student who meet the college and career readiness standards/expectations;
 - 3. Provide students with an opportunity to visit a college campus.

- B. Performance Measures - The College and Career Readiness Plan will be evaluated based on the following measures:
 - 1. Number of students completing specific modules in CIS.
 - 2. Number of teachers using CIS.
 - 3. Number of students using test preparation modules in CIS.
 - 4. Number of students who qualify to attend college visits.
 - 5. Number of parents who attend parent meetings.

- C. Key Performance Indicator for 2016-2017: 8th through 12th grade students will develop a college and career readiness plan.

See Appendix B – College and Career Readiness Plan

4. Graduation Rates

- A. 100% of Fremont County Joint School District #215 students will graduate from high school.
- B. Measurable Target: All Fremont County Joint School District #215 students will graduate.
- C. Key Performance Indicator: Students that graduate in four years of high school will be counted toward the graduation rate.

2016 Graduation Rate Fremont County Joint School District #215	
Idaho State Graduation Rate	78.9%
North Fremont High School	100%
South Fremont High School	98.99%
District Total	99.26%

REPORT OF PROGRESS (2015-16) – GOALS

1. Student Achievement and Growth Data

During the 2015-2016 school year, the students with disabilities subgroup in grades 2-6 will improve their reading fluency average benchmark scores (words read correct=wrc) as measured by the Spring 2015 and Spring 2016 RCBM assessments as follows:

Actual Results

Grade 2 from 59.88 wrc to 68 wrc	55
Grade 3 from 60 wrc to 70 wrc	47.6
Grade 4 from 79 wrc to 89 wrc	71.1
Grade 5 from 94 wrc to 104 wrc	93.2
Grade 6 from 71 wrc to 80 wrc	78.5

The All Third Grade Student subgroup will increase their ISAT ELA average proficiency score from 53% to 58% when comparing school year 2015 to 2016. The Actual Result was that only 43% of 3rd graders scored proficient on the ISAT ELA.

2. College and Career Readiness

(*The **New SAT** is a different test than the **Old SAT**—you cannot directly compare the two test scores together.)

When comparing the 2015 to the 2016 SAT results, students' **average SAT scores** will improve as follows:

<u>Goals</u>	<u>Actual Results</u>
Reading from 446 to 450	Evidenced Based Reading & Writing 481
Math from 442 to 460	Math 481
Writing from 436 to 441	N/A

Appendix A:

**Comprehensive Literacy Plan
 Fremont County School District #215
 September 2016**

Overview: This plan was created with one purpose in mind; all students in Fremont County need to develop lifelong literacy skills. This goal can be accomplished by having a solid plan coordinated with the Idaho Board of Education’s Comprehensive Literacy Plan developed in December 2015. This plan is broken down by Goals, Assessment, Instruction, Leadership, Professional Development and Commitment.

Goals:	
Grades K-3	Grades 4-12
<ol style="list-style-type: none"> 1. Reading Goals anchor a school’s comprehensive literacy plan by <ol style="list-style-type: none"> a. Being based upon the NRP’s Five essential areas b. Linking to Idaho’s Core State Standards c. Making goals measurable d. Having performance guide reading instruction 2. The primary reading goal is grade level reading by 3rd grade measured by the IRI and/or the ISAT assessment 3. Formative reading goals are set throughout K-3 to indicate student performance in essential areas of reading <ol style="list-style-type: none"> a. Kindergarten-phonological awareness and phonics; G1-phonics and reading fluency; G2 and G3-reading fluency b. Vocabulary and comprehension are key areas of instruction throughout K-3, even though there are no formal goals established 4. Students not meeting essential reading goals should be provided with 	<ol style="list-style-type: none"> 1. The objective is for each student to demonstrate the knowledge and skills necessary to transition successfully to advanced learning, work, and citizenship 2. Reading goals linked to (a) Idaho Core State Standards and (b) Essential Skills (i.e., 21st century skills needed for success in college, the workplace, and civic life) 3. Primary reading goal is achieving the “Proficient” level on the reading component of the ISAT Language Arts assessment 4. Proficient reading for grades 4-12 means: <ol style="list-style-type: none"> a. Foundational reading skills; and b. Application of strategies and skills necessary to read proficiently in specific subject areas (e.g. science, mathematics, social studies) 5. Students not reading at grade level either (a) have insufficient foundational reading skills; and/or (b) are unable/unwilling to apply reading strategies and skills for reading in

<p>interventions to improve reading</p>	<p>specific content areas. Students are provided with instructional support to improve reading proficiency:</p> <ol style="list-style-type: none"> a. Support targets development of foundational reading proficiency b. Support targets development of reading proficiency necessary for subject specific reading
---	--

Assessment:	
Grades K-3	Grades 4-12
<ol style="list-style-type: none"> 1. A comprehensive assessment system specific to K-3 should determine: <ol style="list-style-type: none"> a. If students have met or on track to meet important K-3 goals; b. Provide information about instructional supports necessary to maintain or reach grade level reading proficiency 2. A comprehensive assessment system based upon the Five Essential Elements of Reading should be utilized for to assess whether primary and formative reading goals have been met 3. A comprehensive assessment system proven to be reliable and valid should be used for the specific purpose of: <ol style="list-style-type: none"> a. Screening students for reading problems; b. Monitoring progress over time; c. Diagnosing sources of reading difficulty for those students who have not responded adequately to well-designed and implemented interventions; d. Determine if students have met important reading goals. 4. Data from reading assessments should be used to make instructional 	<ol style="list-style-type: none"> 1. Students should be screened for reading problems throughout grades 4-12 <ol style="list-style-type: none"> a. Universal screening three times per year is recommended for grades 4-8 b. Screening is necessary in grade 9, at a minimum, at the grade 9-12 level. Schools can look carefully at grade 8 spring assessment scores to determine students who are not reading at grade level or require further screening assessments. Schools may also want to consider screening students for reading problems in grades 10-12 2. Multiple sources of evidence should be used for screening purposes: Below proficiency on standardized assessments are a major source of screening evidence. When screening in the fall, schools are encouraged to utilize scores from the previous spring 3. Additional sources of evidence include the following: <ol style="list-style-type: none"> a. Reading fluency-The grade 4 fluency benchmark is 133+ cwpm read aloud from unpracticed

<p>decisions about groups of students and individual students:</p> <ul style="list-style-type: none">a. Data should address effectiveness of “systems” of instruction support for groups of students;b. Data should address effectiveness of instruction supports for individual students	<p>grade-level text. The grade 5 fluency benchmark is 149+ cwpm. Schools can utilize district and national norms to identify fluency targets for grades 6 and up.</p> <ul style="list-style-type: none">b. Comprehension assessment (e.g., CBM Maze assessments)c. Grades/Failure of Classesd. Teacher recommendations-when teachers suspect there is a problem and, in particular, to help identify specific problem areas (e.g., use of comprehension strategies) when other screening data suggest there is a probleme. Important to rule out motivation problems <ul style="list-style-type: none">4. Divide students into general groups based on instructional needs5. For students well below grade level (i. e., at high risk), further diagnostic assessments may be needed to pinpoint precise problem for instructional purposes<ul style="list-style-type: none">a. Administration of program placement tests is one form of diagnostic assessmentb. Diagnostic assessments should be conducted in close consultation with classroom teacher and using classroom data6. Schools will need to monitor progress of students well below grade level throughout the year
--	--

Instruction:	
Grades K-3	Grades 4-12
<p>High quality reading instruction involves the integration of four major components. These components should be addressed explicitly in each school's K-3 reading plan.</p> <ol style="list-style-type: none"> 1. Sufficient time allocated and used for reading instruction. <ol style="list-style-type: none"> a. 90 minutes per day for all students; b. Greater than 90 minutes for students not meeting reading goals; time beyond 90 minutes should be based on student need c. For EL students, independent of their meeting reading goals, extra time should be provided targeting vocabulary and comprehension instruction d. All students should receive some small-group instruction each day <ol style="list-style-type: none"> i. At least 30 minutes per day for students who have not met reading goals ii. Group size should be based on need iii. Extra time for EL students to receive instruction in small groups focusing on vocabulary and comprehension iv. Group compositions should be fluid and revised regularly based on student progress 2. Research-based programs and materials targeting essential reading content <ol style="list-style-type: none"> a. Essential content: (i) phonological awareness; (ii) alphabetic understanding (phonics); (iii) reading fluency; (iv) vocabulary; 	<ol style="list-style-type: none"> 1. High quality reading instruction in grades 4-12 is provided in two fundamental ways: <ol style="list-style-type: none"> a. Reading instruction is taught as a separate subject for the purpose of developing foundational reading skills, including the strategies and skills necessary for reading in specific content areas; and b. Reading strategies and skills are taught within content-area subjects, so students develop reading proficiency in the content of specific content areas (e.g., learning to read science, history, and mathematics textbooks and other documents) 2. Through middle school (and perhaps grade 9) at-risk students may have a separate class focusing on the development of foundational reading strategies and skills targeting needs of individual students or groups of students based on screening data and other sources of data (classroom performance data, diagnostic assessment data) 3. In high school a separate class may be provided to students who are well below grade level in reading; <ol style="list-style-type: none"> a. This type of reading instruction may also be organized to address school scheduling considerations b. Highly effective teachers-ideally the strongest instructional staff available- should work with

<p>(v) comprehension</p> <p>b. Research-based programs and materials include: (i) a school wide core reading program; (ii) supplemental programs for deeper instruction and additional practice; (iii) intervention programs-intense reading programs for students well below grade level reading goals</p> <p>3. Differentiated instruction based on student need</p> <p>a. Instruction is differentiated based on the instruction students need to reach reading goals</p> <p>b. Organizing differentiated instruction through the multi-tiered model of instructional support</p> <p>i. Tier I is for students running a low risk for reading difficulties-a common approach is 90 minutes of daily instruction in the core program</p> <p>ii. Tier II is for students who are at moderate risk for reading difficulties-these students may receive the core program for 90 minutes plus extra instructional time to each day to accelerate progress</p> <p>iii. Tier III is for students who are at high risk for reading difficulties-these students may require <i>replacement</i> core reading program.</p> <p>4. Effective teacher delivery including:</p> <p>a. Modeling, explicit instruction, meaningful interactions with</p>	<p>students needing the most reading skills support</p> <p>c. Integration of content area text into the reading period is recommended to facilitate the transition of reading skills to content area courses</p> <p>d. The goal is to have high school students who are somewhat below grade level be taught within content-area classes with emphasis on strategies for reading content area text and accessing the content.</p> <p>4. Strategies to provide reading instruction should include the following;</p> <p>a. Should be based upon research</p> <p>b. May entail the use of specific supplemental and intervention reading programs</p> <p>c. May entail small group instructional formats and other procedures to increase intensity-(e.g., increasing opportunities to respond for high-risk students)</p> <p>5. All content-area instruction should include a specific component in each lesson targeting explicit instruction in the reading strategies and skills student need to read proficiently in the specific content domains.</p> <p>6. Content-area instruction also must include explicit instruction in essential content, designed for those students who do not have the reading skills necessary to learn this content from independent reading of textbooks and other material used as part of classroom instruction (e.g., primary source documents)</p>
---	--

<p>language, opportunities for student practices, providing corrective immediate feedback, encouraging effort, engaging students during instruction, engaging students during independent work, facilitating student success</p> <p>5. The K-3 Literacy Intervention Program will be used with students scoring in the basic and below basic categories on the IRI benchmark assessment</p> <p>6. Instruction for our EL students will follow our Title III District Plan</p>	<p>a. All students need access to content in every subject</p> <p>b. Teachers need to understand content-specific literacy skills and teach these effectively to students</p> <p>7. The Title III District Plan will be used to provide intervention supports for our EL population</p>
---	---

Leadership:	
Grades K-3	Grades 4-12
<ol style="list-style-type: none"> 1. Leadership prioritizes attainment of reading goals for all students 2. Leadership exists at multiple levels- principal, mentor coach, early reading team, grade-level teams-to maintain focus on reading instruction priorities 3. Administrators and leadership teams are knowledgeable of state standards, essential reading skills and strategies, assessment measures and practices, and instructional programs and materials 4. Administrators and leadership teams maximize and protect instructional time. 5. Administrators and leadership teams implement the district plan for reading instruction to attain school reading goals. 6. Administrators and leadership teams 	<ol style="list-style-type: none"> 1. Leadership emphasizes importance of major reading goals: <ol style="list-style-type: none"> a. Students reading at grade level or above (i.e., proficient readers of grade level content) b. Students developing the reading strategies and skills needed for proficiency in reading content-areas textbooks and other material (i.e., proficient reading across content area texts) 2. Leadership exists at multiple levels- principal, vice principal, reading specialist or coach, grade-level teams, departments, specialists (e.g., Special Education teachers, English Learner teachers) to maintain focus on: <ol style="list-style-type: none"> a. High quality reading classes b. High quality reading instruction within content-area classes

<p>organize resources and personnel to support reading instruction</p> <p>7. Administrators and leadership teams ensure instruction in special programs (e.g., Title, Special Education, EL) is coordinated with general education reading instruction</p>	<p>3. Administration and leadership teams are knowledgeable of state standards, essential reading skills and strategies, assessment measures and practices, and instructional programs and materials</p> <p>4. Administration and leadership teams implement the district plan for:</p> <ul style="list-style-type: none"> a. High quality reading classes to meet the needs of students; b. High quality reading instruction taught within content-area classes <p>5. Administrators and leadership teams maximize and protect instructional time</p> <p>6. Administrators and leadership teams organize resources and personnel to support</p> <ul style="list-style-type: none"> a. Reading instruction for students b. Reading instruction within content-area classes <p>7. Administrators and leadership teams ensure that instruction in special programs (e.g., Title, Special Education, EL) is coordinated with</p> <ul style="list-style-type: none"> a. Reading instruction provided in reading classes b. Reading instruction provided during content-area classes
--	---

Professional Development:	
Grades K-3	Grades 4-12
<ul style="list-style-type: none"> 1. PD is focused on attaining school reading goals and is guided by assessment data. 2. PD is explicitly linked to research-based practices and programs implemented at the school 3. PD allocates time for educators to 	<ul style="list-style-type: none"> 1. PD is focused on attaining school reading goals and is guided by assessment data 2. PD is explicitly linked to practices and programs that are research based 3. PD allocates time for educators to plan, reflect on, and refine instruction

<p>plan, reflect on, and refine instruction.</p> <ol style="list-style-type: none"> 4. PD is coordinated and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities 5. PD is differentiated by position and need 6. PD aims to provide thorough understanding of, and the ability to implement, reading priorities and effective practices 	<ol style="list-style-type: none"> 4. PD is coordinated and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities 5. PD is differentiated by position and need 6. PD aims to provide thorough understanding of, and the ability to implement, reading priorities and effective practices 7. Discipline specific learning teams within each school may be used to organize and plan how reading strategies and instruction will be integrated within content-area instruction 8. Cross content literacy teams make decisions regarding PD needs
--	---

Commitment:	
Grades K-3	Grades 4-12
<ol style="list-style-type: none"> 1. Developing a School Literacy Plan 2. Action planning to promote continuous school improvement 3. Providing regular reports on progress to stakeholders 4. Effectively using staff and resources 5. Promoting a culture of shared responsibility 6. Seeking active involvement of parents and community members 	<ol style="list-style-type: none"> 1. Providing regular reports on progress to stakeholders 2. Effectively using staff and resources 3. Promoting a culture of shared responsibility 4. Seeking active involvement of parents and community members 5. Action planning to promote continuous school improvement

Fremont SD #215 Literacy Intervention Plan –Proposed Budget

Budget for 2016-2017 :	\$107,100.00
-------------------------------	--------------

Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Kindergarten Teacher	Salary	1.0	36,170.00	36,170.00
Extended Day Teachers	Stipends (16 teachers at 1,000.00 per teacher)	16.0	1,000.00	16,000.00
Summer School Teachers	Stipends (6 teachers at 2,500.00 per teacher)	6.0	2,500.00	15,000.00
Benefits	Kindergarten Teacher	1.0	14,935.00	14,935.00
Benefits	Extended Day Teachers	16.0	207.00	3,312.00
Benefits	Summer School Teachers	6.0	516.50	3,099.00
Personnel Subtotal				88,516.00
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
CORE books	Diagnostic assessments and intervention strategies	21	110.00	2,310.00
Supplies for Extended Day	Student Incentives for classrooms	17	150.00	2,550.00
				0.00
Programs / Curricula Subtotal				4,860.00
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
Bussing	Bussing for Summer School	125	100.00	12,500.00
				0.00
				0.00
Transportation Subtotal				12,500.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
Postage	Parent Letters/Notification	400	0.47	188.00
Copier Fees	Paper and copies	1	1,224.00	1,224.00
				0.00
Other Costs Subtotal				1,224.00
TOTAL COSTS				\$107,100.00

All professional development activities related to the Literacy Plan will be paid out of federal, state, and local funds.

Appendix B

College and Career Readiness Plan Fremont County Joint School District #215 September 9, 2016

Program Lead - David Marotz (Principal South Fremont Junior High, Curriculum Coordinator)

Description of Model - The primary goals of the College and Career Readiness plan are to:

1. Increase staff and student usage of the CIS program;
2. Increase the number of student who meet the college and career readiness standards/expectations;
3. Provide students with an opportunity to visit a college campus.

Using existing professional staff (i.e., teachers, counselors, administrators, etc.), the schools will implement a series of activities designed to encourage students to explore new career and educational opportunities. Counselors will specifically identify at-risk students who may not have other support.

Increase use of CIS - Teachers and students will be trained to use the CIS system more effectively to develop career and college plans. Specific activities will be identified that students will be guided to complete in CIS in grades 7-12. Additional CIS modules will be purchased that will include interest inventories, skill assessments, and college entrance exam preparation.

School counselors will provide staff-specific training for their respective teachers on the relevant activities for the grade levels in the school during the district-wide inservice on January 16, 2017. Teachers who meet specific implementation requirements will have the opportunity to earn a stipend for using CIS in their classrooms.

Transportation to colleges - High school students in grades 10-12 who complete specific assignments and/or modules in CIS during their classes will qualify to travel with their class to visit regional college campuses. 10th graders will visit BYU-Idaho in Rexburg, 11th graders will travel to EITC and University Place in Idaho Falls, and 12th graders will visit Idaho State University in Pocatello.

Parent Involvement - All secondary schools will hold back-to-school nights for parents and students. The high school counselors will schedule parent meetings to discuss college and career plans. They will also hold financial aid trainings for parents and students.

College and Career Days - Each high school will organize a college fair and/or career day for high school students.

Test Preparation - Students in 8th grade will be given the opportunity to take a grade-appropriate assessment (i.e., PSAT 8/9) designed to help the students prepare for the SAT and/or ACT.

Performance Measures - The College and Career Readiness Plan will be evaluated based on the following measures:

1. Number of students completing specific modules in CIS.
2. Number of teachers using CIS.
3. Number of students using test preparation modules in CIS.
4. Number of students who qualify to attend college visits.
5. Number of parents who attend parent meetings.

Estimated Budget

Description	Salaries	Benefits	Purchased Services	Supplies & Materials
CIS Subscription for NF, SFJ, SFH (w/ additional modules)			\$2,896	
CIS training stipends for counselors (\$500 x 4)	\$2,000	\$420		
CIS use stipends for teachers (\$150 x 75)	\$11,250	\$2,362		
College visit transportation for NF*			\$2,000	
College visit transportation for SF**			\$2,500	
Supply budget for parent involvement activities for NF				\$2,000
Supply budget for parent involvement activities for SF				\$2,000
College & Career Day expenses-NF				\$2,000
College & Career Day expenses-SF				\$2,000
PSAT 8/9 for SFJH (\$10 per student x 150)			\$1,500	
TOTAL	\$13,250	\$2,782	\$8,896	\$8,000
				\$32,928

*College Visit Transportation Estimates-North Fremont

Ashton to Rexburg (60 miles x \$3.00 =\$180 per bus)

Ashton to Idaho Falls (120 miles x \$3.00 =\$360 per bus)

Ashton to ISU (210 x \$3.00 =\$630 per bus)

Estimated total: \$1,170

Budget: \$2,000

**College Visit Transportation Estimates-South Fremont

St. Anthony to Rexburg (30 miles x \$3.00 =\$90 per bus x 2 buses=\$180)----sophomores

St. Anthony to Idaho Falls (90 miles x \$3.00 =\$270 per bus x 2 buses=\$540)----juniors

St. Anthony to ISU (180 x \$3.00 =\$540 per bus x 2 buses=\$1080)----seniors

Estimated total: \$1,800

Budget: \$2,500

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:

1. 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
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. 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](#)