

Continuous Improvement Plan 2021-2022

Narrative Part 1

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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).

Continuous Improvement Plan 2021-2022

Narrative Part 1

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

Continuous Improvement Plan 2021-2022

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

Continuous Improvement Plan 2021-2022

Narrative Part 1

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.