

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 287	LEA Name: Troy School District
-----------	--------------------------------

### METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://www.idahoreportcard.org/about-us/district?districtId=287">https://www.idahoreportcard.org/about-us/district?districtId=287</a>
--	---

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 95.0%	2025 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	70.0%	70.0%
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	70.0%	70.0%
	% students who make adequate growth on the grade 8 Math ISAT	70.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	70.0%
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%	70.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	70.0%	70.0%
	% students who make adequate growth on the grade 6 Math ISAT	70.0%	70.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%	70.0%

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	70.0%
	% 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	70.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	70.0%

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### 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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
60% of K students who score basic or below basic on the fall IRI will make at least one performance category improvement on the spring IRI	50.0%	90.00%	50.0%
60% of grade 1 students who score basic or below basic on the fall IRI will make at least one performance category improvement on the spring IRI	60.0%	75.00%	60.0%

#### 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 at least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

#### Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Increase the number of advance opportunity credits earned	450	367	400
Increase the average amount of college scholarships received by each student in the graduating class.	30000 per student over four years of	13,863 over one year of college	13,000

#### Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is distinctly *different* than those required in Section I, above.

Our district is measuring progress towards college and career advising and mentoring goals using the LEA chosen performance metrics in section IV.A. In 2024-2025 our district had 25 graduates who received \$13,863.73 in scholarships to use towards their first year of college. Currently, we have 21 seniors for the 2025-2026 school year. The goal of 450 credits was not met in the 2024-2025 school year (83 credits short). The new goal for the 2025-2026 school year is 400 credits.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 CIP 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.

#### a) Successes

This year, Troy School District has been ranked as a high performing school. We continued to provide instruction using different platforms in person and online, along with improving the block schedule at Troy Jr-Sr High. Overall, we are happy with the results even though we did not meet our performance targets for the 2024-2025 school year in the area of math, grade seven. We exceeded the goals in the area of ELA.

#### b) Areas of challenge:

After analyzing the data we found our scores dropped in math grade 7.

#### c) Plans you have to build on your success and/or address challenges:

Our plan to address the decrease in scores included a variety of approaches. The focus was on professional development with staff with block scheduling and PBIS. Staff collaborate and mentor our framework and resources used for instruction. This researched based approach focused helping teachers understand how to use assessments to inform their instruction and to know what to do if a student learns the standard, and what to do if they do not learn the standard. The follow up collaboration meeting focused on setting up our data teams to best meet the needs of our students throughout the year using the appropriate data, interventions and other resources available. After evaluating instructional staff strengths, the team decided has further aligned all content areas.

The block schedule will continue to include a “fast Friday” where students will alternate A and B days Monday through Thursday also have contact with all teachers on Fridays during a shortened period. We have added an advisory period where students can access their core instructors and receive

### Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

**Important Note:** Data should only be provided in the 2024-25 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2024-25 RESULTS column.

**Instructions:** Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
k-12	All	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	N-size	N-size	N-size	N-size
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

[illegible]

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to [plans@edu.idaho.gov](mailto:plans@edu.idaho.gov).

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022, 2023, 2024 or 2025 sessions. The section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) 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. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) 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. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district's report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year's improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent's or charter administrator's evaluation.

### POSTING / SUBMITTING YOUR PLAN



# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to [plans@edu.idaho.gov](mailto:plans@edu.idaho.gov) in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

## GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

**Please Note:** Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on [idahoschools.org](http://idahoschools.org)) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

## 2025-2026 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

- 2025-26 Continuous Improvement Plan Narrative – Template Part 1
- 2025-26 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

## Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Continuous Improvement Plan (CIP) Narrative for 2025-26:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2024-25, or you are continuing a previously granted narrative exemption.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner ([nwagner@edu.idaho.gov](mailto:nwagner@edu.idaho.gov); 208-488-7586) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

**Please note:** The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

### FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

LEA	#	Name:	
Superintendent		Name: Klaire Vogt	Phone:208-835-3791
		E-mail:kvogt@troysd287.org	
CIP Contact		Name: Klaire Vogt	Phone:208-835-3791
		E-mail:kvogt@troysd287.org	

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

### Mission and Vision - REQUIRED

**Mission:**

To provide educational opportunities for every student that emphasize the principles of learning for a lifetime, respect for a community and tradition, and pursuit of excellence.

**Vision:**

The purpose of the Troy School District is to provide a quality, comprehensive education to the youth of our school district, and to prepare our students to become contributing members of society.

Troy School District will be a premier school district graduating confident students prepared for a successful adult life full of integrity and value. Promote community involvement in the development of the Continuous Improvement Plan and maintain positive communication and relationships among students, staff, and the Troy community.

**Instructions:** Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

### Community Involvement in Plan Development - REQUIRED

Parents, guardians, and community members give input in a variety of ways. They are invited to attend our district committee meetings such as Budget, Building/Facility, Parent Advisory Committee, Parent Group, Safety/Crisis, Wellness, Literacy Nights, Parent Involvement survey, and Technology committees. These

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

committees meet throughout the year to gather input and develop plans for our continuous improvement. We also provide public notice for patrons to review the data at a regular Board meeting.

### Parent Notification of College and Career Advising and Mentoring Services

Troy Junior Senior High School will use the following methods to notify parents of available resources:

- Face-to-Face meetings with school counselor in planning students schedule and post-high school plans.
- Invitation to attend events that are focused on College and Career preparations. FAFSA Night, Career & College Fairs, University/College Visits (UI, LCSC)
- SAT/ACT Testing Dates and Locations
- Up-to-date Information on all school sources:  
District Website, Newsletters, Family emails, Troy Talk
- Take-Home flyers, pamphlets, and scholarship lists readily available in the front office of Troy High School as well as the Counselor's office.

**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 **2025-26 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2)

# **CONTINUOUS IMPROVEMENT PLAN (2025-2026)**

## **NARRATIVE - TEMPLATE PART 1**

tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CIP: <https://www.troysd287.org/schoolboard>

Report Card: <https://www.idahoreportcard.org/about-us/district?districtId=287>