

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Joshua Hardy	
	Phone: (208) 877-1151	
CIP Contact	E-mail: jhardy@sd288.org	
	Name: Joshua Hardy	
		Phone: (208) 877-1151
		E-mail: jhardy@sd288.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 Statement:

The Board of Trustees accepts the challenge to provide the environment, and the guidance needed to nurture a generation of enthusiastic lifelong learners possessing the skills and knowledge necessary to thrive in and contribute to the world they will inherit. In partnership with all stakeholders, the Whitepine Jt. School District must work each day to help our young people question, invent, anticipate, and dream so that they will be prepared to make a living, make a life and make a difference.

Vision Statement:

DEVELOPING YOUNG PEOPLE WHO CAN ACQUIRE, ANALYZE, APPLY INFORMATION, THINK CREATIVELY AND SOLVE PROBLEMS

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

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

The Whitepine School District encourages community involvement through a variety of processes. Monthly board meetings are open sessions, and the community has the opportunity to speak at these meetings. The information shared by the community was used in the development of the Continuous Improvement Plan. The Superintendent has an open-door policy where parents and community members may contact him and talk with him regarding any district concerns or issues. Input by the community is encouraged through surveys that are distributed periodically and by input forms available at the district office.

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NARRATIVE - TEMPLATE PART 1

Parent Notification of College and Career Advising and Mentoring Services

Parents will receive letters and newsletters on a regular basis of resources available for grades 9-11. Seniors and their parents will meet individually with the school counselor in person and/or over the phone. College & Career resources will be available on the District website.

Parental Involvement in Students' Individual Reading Plans

Our district sought input as to what student grouping models parents felt were most conducive for students in our elementary schools. The district had informal conversations with a variety of parents over whether they felt individual instruction, small group instruction, or embedded classroom instruction worked best for our demographic. Although there was no consensus, the district received valuable insight into what patrons valued in student grouping models for reading interventions.

The district also inquired about traditional/paper reading materials vs. digital reading materials. It was determined that patrons felt a combination approach to both types of media would be most conducive to student success.

All families of students who participated in the IRI will receive a letter explaining what their student scored and where that score falls as it relates to the state demarcation of benchmark, strategic, or intensive. Families of students who scored in the strategic or intensive range will be sent an additional letter inviting them to attend the planning meeting for their student's individual reading improvement plan.

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 **2024-25 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 288	LEA Name: Whitepine Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/288
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2023-24	2024-25
		Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort	2024 cohort
		100.0%	81.0%
	5-year cohort graduation rate (optional metric)	2022 cohort	2023 cohort
		na	na
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	na	na
	% students who score proficient on the grade 8 Math ISAT	46.0%	70.0%
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	46.0%	70.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	50.0%
	% students who score proficient on the grade 6 Math ISAT	60.0%	70.0%
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	60.0%
% students who make adequate growth on the grade 6 ELA ISAT	50.0%	50.0%	

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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	35.0%	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	40.0%

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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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of k-3 students who scored below advanced on the fall IRI who gained at least one category in the Spring IRI	35.0%	26.00%	35.0%

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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A

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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	2023-24 Performance Targets <small>(From LEA's 2023-24 CIP)</small>	SY 2023-24 RESULTS <small>(if available)</small>	2024-25 Performance Targets <small>(LEA's Chosen Goals)</small>
Number of college credits earned by high school students	75	177	75
FAFSA Completion Rate	72.0%	75.0%	70.0%
% of students who apply to at least one post secondary institution	80.0%	88.0%	70.0%

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 2024-25, 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 MetrFCs listed in Section V.A.

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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 2023-2024 Performance Targets (as chosen for your 2023-2024 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.

Successes

- Multiple teachers within the -elementary level continue to be involved in the Idaho SMART (Striving to Meet Achievement in Reading Together) program and are continuing through the different levels of completion. They continue to be successful at implementing the strategies they are learning from the program and applying it in their classrooms, which has greatly aided the growth of the students throughout the year. They feel that this was a vital part of achieving the goals set for the previous school year and seeing growth in multiple grade levels from benchmarks set in fall to final spring assessments.
- The ISAT goals for 6th and 8th grades varied in results. The 8th grade students far exceeded the goal set for math and met that of ELA. The 6th graders fell short of their goals, but many factors drove this result, including issues with the testing software.
- The FAFSA completion rate was higher than the national and state average. This is a result of students of higher-than-average interest in traditional post-secondary education. We also exceeded the goal set for these students to apply to at least one post-secondary institution.
- For the second year in a row the goal set for college credits earned by students was greatly surpassed. This is largely due to another group of students that have higher levels of personal academic growth setting. High-quality staffing continues to be a factor allowing for more dual enrollment courses to be taught in-person.

Planned Strategies to Address Areas of Challenge

- It is believed that the larger performance gap between high- and low-level students will continue to be one of the major challenges that the staff will face this year. This gap still creates difficulties in addressing areas of growth across multiple units of study. Other challenges include test anxiety, repetitive nature of benchmark programs such as iStation, and inconsistent formatting between practice and assessment.
- One area of focus this year for the Whitepine Joint School District is greater emphasis on RTI programs. The staff at both levels have met and revamped/strengthened the RTI processes that were in place for better identification and intervention. The goal will be to address issues with grade deficiencies attributed to both cognitive delays and assignment completion/apathy. The staff feels that this will positively impact the students' achievement and steer us toward higher scores.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

NOTES:

Section VI: Locally Chosen Measures

Goal	Performance Metric	2024-25 Benchmarks (LEA Chosen Performance Targets)
Prepare our studentts for life after high school.	% of 8th graders who will meet with High School Counselor to review learning plan and begin high school plan to understand their options.	100.0%
	% of 6-12 students involved in at least one extracurricular activity.	60.0%
	% of upperclassman who participate in a job shadow either Junior or Senior year.	100.0%
Support New Staff	Create a mentoring plan for all first and second year staff	Be completed by end of first semester
Improve Community Feedback	Host Town Hall on School District Budget to improve community communication and feedback.	Be completed by end of 24/25
	RTI Program will be retooled and implimented.	Be completed by end of 24/25
Support Academic Excellence	All relevant staff will be made aware of the fast forward program and help in its implentation and support.	Be completed by end of first semester

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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 2023-24 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 2023-24 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 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance Targets
		% 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	
		% 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	
		% 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	
		% 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	
		% 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	

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance Targets
		% 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	
		% 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	
		% 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	
		% 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	
		% 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	
		% 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	
		% 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	