

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	#288	Name: Whitepine Joint School District	
Superintendent	Name: Joshua Hardy		Phone: 208 877 1151
	E-mail: jhardy@sd288.org		
CIP Contact	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 Joint 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:

Community Involvement in Plan Development - REQUIRED

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

The Whitepine Joint School District encourages community involvement through a variety of processes. Monthly board meetings are open session 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. The information shared by the community was used in the development of the Continuous Improvement Plan.

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.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

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 **2022-23 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.

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	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort	2023 cohort
		NA	100
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	60.0%	46.0%
	% 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	55.0%	46.0%
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	75.0%	60.0%
	% 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	75.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	50.0%

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

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	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	60.0%	35.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below advanced on the the IRI who gained at least one performance category on the Spring IRI	NA	NA	35%

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 2023-24, 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.

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,

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

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
Number of college credits earned by high school students	76	154	75
FAFSA Completion Rate	74.0%	61.0%	72.0%
Number of students that apply to one post secondary opportunity	NA	NA	80.0%

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 2023-24, 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 listed in Section V.A.

Section V: Report of Progress Narrative (required)
 Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 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 have been involved in the Idaho SMART (Striving to Meet Achievement in Reading Together) program and are continuing through the different levels of completion. They have been successful at implementing the strategies they have learned 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 math goals set for the previous year were met but could have seen better growth in some areas. The 6th grade showed great growth with all students meeting achievement level. The 8th grade showed less significant improvement but overall met the set goals of proficiency.

The ELA goals set for 6th and 8th grade students were met but with differing successes. 6th grade students' growth was more significant than that of the 8th grade students.

The goal set for college credits earned by students was greatly surpassed. This is largely due to a higher level of personal academic growth setting amongst the student body. Other factors come from staffing, which allowed for more dual enrollment courses to be taught in-person.

Unfortunately, the FAFSA completion rate came in lower than expected. This is a result of some students choosing to not follow through on completing the process outside of in-person workshops conducted by the school counselor.

Planned Strategies to Address Areas of Challenge

A larger performance gap between high- and low-level students is believed to be one of the continuing challenges that the staff will face this year. This gap has created 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 writing skill levels. The instructional staff at all grade levels will be collaborating to improve district-wide writing skills using focused PD on a system adapted from The Writing Revolution, A Guide to Advancing Thinking Through Writing in All Subjects and Grades.

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

Section VII: Locally Chosen Metrics

GOAL AREA	OUTCOME
Create a mentoring plan for first and second year staff	end of 23/24 year
Every upper classman participating in a job shadow either Junior or Senior year	100%
% of students involved in at least one extracurricular activity (6-12)	50%

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 2022-23 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 2022-23 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 assessment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 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	
		% 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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		% 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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