

LEA	#287	Name: Troy School District
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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

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

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 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 **2024-2025 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.

Report Card link:

<https://idahoschools.org/districts/287>

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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/287
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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 Performance Targets (From LEA's 2021-22 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort	2024 cohort
		95.0%	95.0%
	5-year cohort graduation rate (optional metric)		

	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	70.00%	70.00%
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	70.00%	70.00%
	% students who make adequate growth on the grade 8 Math ISAT	70.00%	70.00%
	% students who score proficient on the grade 8 ELA ISAT	90.00%	80.00%
	% students who make adequate growth on the grade 8 ELA ISAT	70.00%	70.00%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	80.00%	70.00%
	% students who make adequate growth on the grade 6 Math ISAT	70.00%	70.00%
	% students who score proficient on the grade 6 ELA ISAT	75.00%	70.00%
	% students who make adequate growth on the grade 6 ELA ISAT	70.00%	70.00%

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 2022-23 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	65.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	70.0%

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	2023-24 Performance Targets (From LEA's 2021-22 CIP)	SY 2023-24 RESULTS (if available)	2024-25 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%	71%	50.0%
60% of 1st 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%	100%	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 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

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 (From LEA's 2021-22 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
Effectively utilize available funds while increasing the number of Advanced Opportunity credits earned.	450 credits	547 earned	450 credits
Increase the average amount of college scholarships received by each student in the graduating class.	30,000	26,876	30,000

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 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 Metrics listed in Section V.A.

In 2023-2024 school year, our district had 29 graduates who received an average of \$26, 876 in scholarships. Of those students, the goal of 450 credits was exceeded to 547 advanced opportunities credits earned.

Currently, we have 25 seniors for the 2024-2025 school year.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 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 navigate the protocols associated with the Covid pandemic, provided 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 2021-2022 school year in the area of math. We exceeded the goals in the area of ELA.

b) Areas of challenge:

After analyzing the data we found our scores dropped in math (THS) in the 11th grade and ELA (TES) in 6th grade.

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.

PD: The focus was on professional development with staff. Staff attended workshops that reviewed 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. This analysis led to us choosing a different benchmark platform to help better measure mastery of standards.

Scheduling: After evaluating instructional staff strengths, the team decided to reassign staff to better utilize their teaching strengths which benefit students directly. 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 reteach opportunities. We will continue to offer the after-school and peer tutoring three times per week.

Data Analysis & Teams: The continued focus on alignment and using data teams to analyze data to best meet the needs of our students throughout the year using the appropriate data, interventions and other resources available. Content area teams were established to align the review and align the content to best address gaps in instruction and schedules.

Data Analysis:

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 2021-22 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 2021-22 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 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-2024 Performance Targets (From LEA's 2021-22 CIP)	2023-2024 RESULTS	2024-25 Performance Targets (LEA's Chosen Goals)
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				

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