

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 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.

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.

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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 **2025-26 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://www.idahoreportcard.org/about-us/district?districtId=288&schoolId=0794
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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)
		2024 cohort	2025 cohort
All students will be college and career ready	4-year cohort graduation rate	81.0%	85.0%
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%	55.0%
	% 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	70.0%	60.0%
	% 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	70.0%	35.0%
	% 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	60.0%	45.0%
	% 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	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%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	40.0%	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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
1st -3rd grade students will move two microphases in decoding from the beginning to the end of the year.	NA	NA	70.0%
Kindergarten students will master 6 of 8 skills in phonological awareness by the end of the year.	NA	NA	70.0%

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.

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

- % of K-3 students who scored below Proficient (Tier One) on the fall IRI who improved by one or two Tiers on the Spring IRI that:
 - Completed the Fall IRI assessment at the Bovill School
 - Were enrolled in the Bovill School all year
 - Completed the Spring IRI assessment at the Bovill School

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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)
Number of college credits earned by high school students	75	177	100
FAFSA Completion Rate	70.0%	45.0%	50.0%
% of students who apply to at least one post secondary institution	70.0%	64.0%	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 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 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 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.

Successes

- Several elementary teachers remain actively engaged in the Idaho SMART (Striving to Meet Achievement in Reading Together) program, progressing through its levels of completion. The recent inclusion of our Preschool in SMART, along with supplemental GEER Grant materials, is expected to further enhance our success. Teachers have effectively applied program strategies in their classrooms, contributing significantly to student growth across the year. They view this initiative as essential to meeting last year's goals and achieving measurable gains from fall benchmarks to spring assessments across multiple grade levels.
- At the secondary level, overall, Math ISAT scores exceeded the state average, though some grades fell just short of the locally-set goals. Growth toward proficiency also outpaced the state average but showed room for continued improvement. Secondary ELA ISAT scores came in slightly under the goal but still surpassed the state average, with overall growth considered adequate. Much of this success can be attributed to the restructured RTI procedures implemented during the year, including targeted support for assignment completion and structured tutoring time for students who fell below the required percentage of classwork completion.
- Secondary students continue to exceed the goal for college credits earned. With multiple staff members qualified to teach dual credit courses in-person, alongside offerings through IDLA, students have substantial opportunities to prepare for post-graduation success by entering higher education with several core classes already completed.
- The district saw great success with one of our Locally Chosen Measures, especially the number of 6th – 12th students involved in at least one extracurricular or athletic activity. With this success we are continuing the goal for another year with a higher percentage measure.

Planned Strategies to Address Areas of Challenge

- One of the primary challenges staff anticipate this year is the widening performance gap between high- and low-achieving students, which complicates efforts to address growth across multiple content areas. Additional concerns include test anxiety, the repetitive nature of benchmark programs such as iStation, and inconsistent formatting between practice and assessments. To address these issues, late starts and scheduled professional learning will provide paraprofessionals with training in literacy and math resources, as well as greater involvement in the RTI process. These efforts are expected to help close learning gaps and better meet the needs of all students.
- District-wide, the focus on RTI remains a priority to ensure that struggling students receive the support needed to strengthen skill areas while also providing opportunities for advanced learners to be challenged beyond current performance levels. For the 2025–2026 school year, the district is implementing several “late start” days to address three key goals: vertical alignment (with a focus on math and ELA), cross-curricular instruction (with an ELA emphasis), and ongoing MTSS/RTI collaboration. This dedicated collaboration time will allow instructional staff and classroom aids to prepare, review, and plan targeted interventions as well as design cross-curricular lessons. While RTI restructuring was a focus last year, this year's aim is to refine and strengthen the system to more effectively serve students.
- A dedicated team is working to improve writing skills across all grade levels. Teachers involved in this initiative have participated in multiple professional development sessions centered on The Writing Revolution and are prepared to support colleagues in building a K–12 alignment for writing instruction, ensuring consistency and rigor across the district.

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

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VI: Locally Chosen Measures		
Goal	Performance Metric	2024-25 Benchmarks (LEA Chosen Performance Targets)
Prepare our students for life after high school.	% of 8th graders who will meet with High School Counselor to review learning plan and begin high school plan - <i>with parental involvement</i> - to understand their options.	100.00%
	% of 6-12 students involved in <u>at least one</u> extracurricular activity; athletics, FFA/4-H, IDFY, band, clubs, others as determined locally.	65.00%
Support New Staff	Create a mentoring plan for all first and second year certified staff	Be completed by end of first semester
Support Academic Excellence	Continue to improve and expand the RTI Program district wide.	Be completed by end of 25/26
	Counselor and 6-12 Principal will develop <u>and</u> implement the <i>localized pathways</i> required by the State Dept. of Education.	Be completed by end of the 3rd quarter

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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 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
		% 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	2024-25 Performance Targets	2024-25 RESULTS	2025-26 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	