

CONTINUOUS IMPROVEMENT PLAN {2023-24}

Part 1 & Part 2

Final Version dated 09/21/2023



Sugar-Salem School District No. 322

105 West Center • P.O. Box 150 • Sugar City, ID 83448
Phone (208) 356-8802 • Fax (208) 356-7237

LEA:	SUGAR-SALEM JOINT SCHOOL DISTRICT #322
SUPERINTENDENT:	Jared Jenks jjenks@sugarsalem.com 208-356-8802
CIP CONTACT:	Bryon Kennedy bkennedy@sugarsalem.com 208-356-8802

Mission and Vision

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section. Please note there have been changes to our value statements. Those changes are included below.

Purpose Statement (Why we are here)

Learn, Achieve, Succeed

Vision Statement (What we will become)

The Sugar-Salem School District will maximize student potential to promote excellence and life-long learning through the collaborative support of family, school, and community.

Mission Statement (How will we attain our vision)

Sugar-Salem School District is committed to a safe educational environment where learning adapts to challenges in our changing society. We emphasize knowledge, skills, and values that produce responsible members of society.

Values (What we believe about education)

- **Accessibility**
 - We strive to create exceptional educational opportunities where learning can effectively occur at different rates and through varying methods.
- **Community Involvement**
 - A productive partnership is dependent on honest communication, mutual respect, and trust. The student, family, school, and community share the responsibility of education.
- **Financial Responsibility**
 - Accountability for proper and efficient use of public funds and resources.
- **Leadership**
 - We cultivate the potential of all learners to positively and ethically influence and educate others.
- **Learning Environment**
 - We share the responsibility to create an environment that is safe, organized, engaging, and student-centered.
- **Ready**
 - Be prepared to learn and be challenged every day. Expectations, effort and attitude influence success!
- **Respect**
 - Treat others as you would like to be treated—no matter what!
- **Responsible**
 - Be accountable, be committed, and accept ownership for our decisions and actions.
- **Safety**
 - We strive to provide a safe, positive, and caring environment that offers educational access to all students to flourish academically, socially, and emotionally.

Community Involvement in Plan Development - REQUIRED

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.

Step 1: Committee planning and recommendations

Under the facilitation of the superintendent, a committee was convened on 17 July 2023 to review the district's purpose, vision, mission, and values statement(s). School staff also met together and updated data sources that show the progress on the goals that had been established

last year and provided suggested goals for the coming school year. Those who served on the review and planning committee comprised the following:

- *District Patrons (including students) Andy Dewsnup, James Chase, Akira Lewis, Shaun Blaser, OP Ricks, Aleisha Rasmussen, Abi Lewis, Jason Flaig, Gina Wheeler, Carson Harris Jake Butikofer, and Audree Taylor;*
- *School Board members: Ian Luke, Whitney Crapo, Greg Stoddard, Kristin Galbraith, and Julaine Blaser;*
- *Administration and staff: Tami Saunders, Jodi Harris, Bryon Kennedy, Karen Hunt, Jared Gee, Jay Miller, Karl Gehmlich, Neil Williams, Tanya Johnson, Holly Jackson, Jaren Bean, Spencer Cook, Sherri Singleton, Merilee Galbraith, Kristina Henry, Angela Johansen, Mark Harrison, Rich Garner, Jocelyn Hobbs, and Audree Taylor.*

Step 2: Board review and approval

Each board member receives the updated plan annually. They then read through it and bring comments and discussion to their board meeting where they talk about points of interest, items of consideration, and any questions regarding the plan. It is common for our school board to talk for hours about the merits of each work and collective phrase in these statements. Our staff, school board members, and community adhere to the values of both our mission and vision statements and consider the tenets when requesting to pass levy and bond elections. Our most recent bond and levy initiatives have allowed us to upgrade our facilities, provide valuable professional development for staff, completion of a new junior high school, and fund additional resources to promote student success. The board and parent involvement committee participate in training as needed throughout the year, where we discuss academic goals, growth, and in what ways our mission and vision statements guide the work in our district.

Step 3: Public notification

Once the plan is approved, the superintendent sends the plan to the ISBOE -and have the district webpage specialist post the document. An updated document is also shared with all staff and a poster containing the new mission, vision, and value statements for each building and classroom distributed.

DISTRICT-WIDE GOALS 2023-2028 {committee will review annually}

Please note: This document does not include additional goals set by each school and/or programs within the district. Please contact the school and/or program that you are interested in learning more about those specific goals.

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 2023-24 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.

METRICS & DEMOGRAPHICS TEMPLATE part 2A

Link to district report card with demographics and previous data:

Idahoschools.org/districts/322 [Please note: This site isn't managed by the school district.]

Section 1: Student Achievement & Growth Metrics

Current & Previous Year Performance Targets

Goal:	Performance Metric	2022-23 Performance targets	2023-24 Performance Targets
#1: All students will be college and career ready	4-year cohort graduation rate [SSHS, VVHS & SSOnline combined rate]	2022 cohort 97%	2023 cohort 100%
	5 year cohort graduation rate	Optional	Optional
#2: All students will be prepared to transition from SSJRH to SSHS.	% students who scored on the grade 8 Math ISAT.	53%	48%
	% students who made <u>adequate growth</u> on the grade 8 Math ISAT.	42% (>58% outcome)	42%
	% students who scored proficient on the grade 8 ELA ISAT.	54%	52%
	% students who made <u>adequate growth</u> on the grade 8 ELA ISAT.	42% (>58% outcome)	42%
#3a: All students will be prepared to transition from grade 6 to 7.	% students who score proficient on grade 6 Math ISAT	38%	45%
	% students who made <u>adequate growth</u> on the	42% (<36% outcome)	42%

	<i>grade 6 Math ISAT</i>		
	<i>% students who score proficient on grade 6 ELA ISAT</i>	37%	62%
	<i>% students who made <u>adequate growth</u> on the grade 6 ELA ISAT</i>	54% (<40% outcome)	54%
<i>#3b: All students will be prepared to transition from 5th grade to 6th grade. [local choice]</i>	<i>% students who score proficient on grade 5 to 6th grade ELA ISAT</i>	61%	62%
	<i>% students who made <u>adequate growth</u> on grade 5 ELA ISAT</i>	57% (>49% outcome)	51%
	<i>% students who score proficient on grade Math ISAT</i>	57%	59%
	<i>% students who made <u>adequate growth</u> on grade 5 MATH ISAT</i>	57% (<47% outcome)	57%
<i>3b. All students will be prepared to transition from grade 4 to 5. [local choice]</i>	<i>% students who score proficient on grade 4 Math ISAT</i>	57%	48%
	<i>% students who made <u>adequate growth</u> on the grade 4 Math ISAT</i>	43% (>69% outcome)	43%
	<i>% students who score proficient on grade 4 ELA ISAT</i>	56%	58%
	<i>% students who <u>made adequate growth</u> on the grade 4 ELA ISAT</i>	71% (>59% outcome)	71%

SECTION II: Literacy & Growth Metrics

Current and Previous Year Targets

Goal:	Performance Metric	2022-23 Performance Targets	2023-24 Performance Targets
#4: All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	71%	70%
	% students who score proficient on the Grade 1 Spring IRI	67%	72%
	% students who score proficient on the Grade 2 Spring IRI	69%	70%
	% students who score proficient on the Grade 3 Spring IRI	66%	75%
	% students who score proficient on the Grade 4 ELA ISAT	62%	62%
	% students who made <u>adequate growth</u> on the Grade 4 ELA ISAT	60%	
	% of Online students who <u>made adequate growth</u> on either Spring IRI or 3-8 and 11 ELA ISAT	IRI 45%	45%
		ISAT 52%	52%
5. Students will grow given local assessment measures. [local choice]	Given local End of Course Assessments (ECAs) 6-8 graders will improve by 25% or more between pre and post assessments.	NA	Creating uniform baseline
	Given local End of Course Assessments (ECAs) 9-12 graders will improve by 25% or more between pre and post assessments.	NA	Creating uniform baseline
	75% of 6-8 grade students will score 70% or higher on the post ECA.	NA	Creating uniform baseline
	75% of 6-8 grade students will score 70% or higher on the post ECA.	NA	Creating uniform baseline

SECTION III:

How LEA measures progress towards Literacy Goals and Targets

Performance Metric <i>Section required; performance metrics chosen locally</i>	2022-23 Performance Target	SY 2022-23 Results	2023-24 Performance Targets
% of K-5 students at Central, Kershaw and SSONline will take the Istation Reading test (or an alternative assessment based on a student's individual education plan) three times per school year to demonstrate growth and inform instruction.	100%	100%	100%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you choose 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 the 2023-24, and is distinctly different from the required metrics in Sections I and II above.

Narrative:

Our K-2 and 3-5 PLC Collaboration Teams will use the I Station Reading Test and Benchmark 1-minute Reads throughout the year. To show growth for all students, we have set the goal to test 100% of our students in September, January, and May. Instructional Coaches at our K-5 schools will work with staff to improve instructional practices, analyze data, and coordinate interventions. At Kershaw, grades 3-5, Walk 2 Read groups will be organized four times a year using data from these tests. At Central, grades K-2, Walk 2 Read groups will be organized fluidly as data indicates on a monthly basis.

SECTION IV: College & Career Advising

Performance Metric <i>Section is required; with performance metrics chosen locally</i>	2022-23 Performance Target	SY 2022-23 Results	2023-24 Performance Targets
% of students that will create [with the support of parents and/or counselor] and submit a 4 year Education Learning Plan by the end of their 8th grade year.	70%	83%	85%
% of 9-12 grade students that, [with the assistance of the counseling office and/or parents], will review their Educational Learning Plans annually by completing	95%	87%	90%

the pre-registration process.			
% seniors who completed FAFSA before March 1, 2024.	NA	63%	65%
% seniors who completed Scholarship Idaho Application by March 1, 2024.	NA	76%	78%

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.

Narrative:

- *By June 1st of 2024, 8th grade students will increase 2% from 83% to 85% in students that will create and submit a 4 year education learning plan. We will help students achieve this by holding 8th grade parent informational meetings as they prepare to register for high school. The 8th grade students this year will all be enrolled in a career exploration course where they will receive information to better prepare themselves and their families for specific high school goals.*
- *By June 1st of 2024, 9-12 grade students will increase 3% from 87% to 90% in students that will review their Educational Learning Plans annually by completing the pre-registration process. Freshman, sophomores, and Juniors will participate in registration meetings. We will also be going in more depth with the Sophomores by hosting a parent meeting for upcoming test dates, test prep courses, and what dual credit courses we offer at our high school.*
- *By March 1st of 2024, Seniors will increase FAFSA completion by 2% from 63% to 65%. We will be holding a FSA ID night for parents and students as well as FAFSA completion nights throughout the year.*
- *By March 1st of 2024, Seniors will increase **Idaho Opportunity Scholarship** application completion by 2% from 76% to 78%. Seniors will participate in application days- where the counseling office will guide each senior through the application process.*
- *Progress of FAFSA and Scholarship completion will be measured and tracked by the consistent monitoring of Counselor Suite Idaho, provided by the Idaho State Board of Education.*

SECTION V: Report of Progress (required narrative)

Previous successes (2022-23):

During the 2022-23 school year, the following areas were some of the successes that our data is showing us about student performance:

- a. All high school students will be college and career ready [97% graduation rate combined between SSSH, VVHS, and SSONline].*
- b. 100% of all K-5 students [Central, Kershaw, SSONline] will participate in the IRI reading test or an IEP approved alternative three times per school year.*
- c. 4th and 5th Grade students performed higher on ISATS during the 2022-23 than the previous school year.*
- d. 84% of all 8th grade students completed a 4-year Educational Learning Plan in the spring of 2023.*
- e. 87% of all 9-12th grade students reviewed their ELPs during the spring 2023 registration process.*
- f. 63% of all 12th graders completed the FAFSA by March 1, 2023.*
- g. 76% of all 12th graders completed Scholarship Idaho Application by March 1, 2023.*
- h. 66% of all K-3 students were proficient at the end of the school year based on IRI data. {See noted in next section.}*

Previous challenging areas (2022-23):

During the 2022-23 school year, the following presented challenges for the district:

- a. The ISDE vendor for IRI testing, Istation, changed some of the assessment platform midyear without our staff being informed. For young children, this difference made a significant impact on their progress monitoring throughout the winter to spring months. We saw a plateau and some dips in student outcomes.
 - i. Scores were 10% lower comparing the spring IRI scores between the 2022-23 and 2021-22 school years.**
- b. ELA ISAT scores for the 6-8 grades were lower during the 2022-23 school year than the previous school year.*

2023-24 Plans for Improvement

With a new superintendent coming on board as we begin this school year, this document has been a high priority of his to involve a greater cross section of district stakeholders—including teachers, administration, board members, patrons, and students. A committee was formed and the district's mission, vision, and belief statements were reviewed and revised. Goals have been set for the next five years. In addition, the following additional plans for improvement will be implemented:

- a. District will review standardized data management software and select one to be implemented in August 2024.*
- b. District will collaborate to create a uniform horizontal and vertical alignment for data collection of student curriculum performance.*
- c. The CIP tool will have a variety of embedded hyperlinks to corresponding data files so that the document will be a living/active tool for school employees and district patrons.*
- d. A Data performance calendar has been created by the superintendent and each board meeting there will be a component of various student data that will be discussed as part of their monthly meeting.*

- e. A software program that can read text to students has been purchased for usage of all students grades 5-12 in an effort to help students be familiar and hopefully more willing to use such tools on classroom and state assessments.
- f. Targeted Support and Improvement Plan is in place with additional goals and outcomes for Sugar-Salem JR High due to low performance on ISAT in the subpopulation of special education.

Metrics & Demographics Template Part 2B

State Performance Report

Grade (s)	Subject	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022 - 2023 Results	2023-24 Performance Targets
K-3	ELA	% 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	Istation (IRI)	77%	66%	70%
K-3 Online	ELA		Istation (IRI)	Creating baseline	46%	46%
4-5	ELA		ISAT	55%	61%	75%
4-5	Math		ISAT	46%	50%	52%
4-5 Online	ELA		ISAT	Creating baseline	62%	62%
4-5 Online	Math		ISAT	Creating baseline	36%	36%
6-8	ELA		ISAT	52%	47%	49%
6-8	Math		ISAT	32%	46%	48%
6-8 Online	ELA		ISAT	Creating baseline	62%	62%
6-8 Online	Math		ISAT	Creating baseline	34%	34%
9-12	ELA		ISAT	45%	45%	45%
9-12	Math		ISAT	30%	31%	32%
9-12 Online	ELA		ISAT	Creating baseline	5%	5%
9-12 Online	Math		ISAT	Creating baseline	17%	17%

***** **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@osbe.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 or 2023 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

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@osbe.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) 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.

2023-2024 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:

- 2023-24 Continuous Improvement Plan Narrative – Template Part 1
- 2023-24 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 2023-24:

- 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 2022-23, or you are continuing a previously granted narrative exemption.

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nick.wagner@osbe.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/>