

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 414	LEA Name: Kimberly School District
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## METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/414/profile">https://idahoschools.org/districts/414/profile</a>
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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 90.5%	2023 cohort <b>93.0%</b>
	5-year cohort graduation rate (optional metric)	2021 cohort 95.0%	2022 cohort <b>93.0%</b>
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	optional	<b>optional</b>
	% students who score proficient on the grade 8 Math ISAT	45.0%	<b>39.0%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 Math ISAT	70.0%	<b>70.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	75.0%	<b>58.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%	<b>63.8%</b>
	% students who score proficient on the grade 6 Math ISAT	45.0%	<b>34.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	50.0%	<b>50.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	68.0%	<b>44.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	60.0%	<b>56.0%</b>
	% students who score proficient on the grade 6 Math ISAT	45.0%	<b>34.0%</b>

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	71.0%	<b>72.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	89.0%	<b>80.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	85.0%	<b>80.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	58.0%	<b>80.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	55.0%	<b>70.0%</b>

### 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)

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### 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.

- 1) Our approach involves utilizing monthly Istation assessments, along with two Star Reading tests and the Interim ISAT tests in both elementary schools and the 7th grade. This comprehensive testing strategy serves the purpose of tracking growth and informing instructional choices. Notably, substantial progress has been achieved in enhancing our understanding of assessments and fostering a heightened sense of accountability. Notably, these test results have been instrumental in guiding collaborative sessions grounded in data. Furthermore, efforts have been dedicated to enhancing communication of assessment outcomes with parents.
- 2) Notably, the Istation data demonstrated a robust link with enhanced literacy levels in the early stages of education. This data-driven insight paved the way for identifying and delivering targeted interventions to students requiring the most support. These intervention groups exhibited adaptability, being structured and restructured in response to assessment breakdowns and productive teacher exchanges.
- 3) The Kimberly School district has established LEA goals for the fiscal year 2023-24 as follows: Attaining an achievement rate of 80% among our 3rd grade students, with scores aligning at level 4 or 5 on the ISIPS assessments.

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### 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)
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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

% of high school seniors who applied to at least 1 post-secondary institution/military/or religious mission	100.0%	NA	100.0%

### 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.

### 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.

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

The past year we have seen successes and challenges.

### Success:

KSD has achieved several performnace targets for 2022-23 academic year. One consistent metric that has remained extremely high has been our high school graduation rate. Year after year we report strong graduation numbers that rarely dip below 90% (91.5% FY 23). KHS continues to focus efforts to support students' educational journeys.

Another area of positive outcomes in our efforts to enhance ISAT Math and ELA scores was in our 3rd & 4th grade students who demonstrated commendable growth in Math while our 7th grade scores in ELA were an improvement from past years.

### Challenges:

Proficiency levels on the ISAT test have been frustrating the past several years. As staff discuss this metric, many questions have surfaced. Are we still seeing learning loss from COVID? Do we have up to date curriculum? Do our teachers need additional professional development? Are we making informed decision backed up by data?

### Future Plans:

We have purchased new Math curriclum for FY23 for our K-5 studetns and updated our Language curriculum in FY22 for our K-8 students. KSD is committed to building upon our successes and addressing the challenges that have come to light. Staff will implement best practices to address the

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

NOTES:

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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 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 assesment 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 (From LEA's 2022-23 CIP)	2022-23 RESULTS	2023-24 Performance Targets (LEA's Chosen Goals)
6	All Subjects	% 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	Grades at or above a C (70%)	85.0%	93.0%	<b>85.0%</b>
7	All Subjects	% 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	Grades at or above a C (70%)	85.0%	90.0%	<b>85.0%</b>
8	All Subjects	% 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	Grades at or above a C (70%)	85.0%	86.0%	<b>85.0%</b>
9	All Subjects	% 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	Grades at or above a C (70%)	85.0%	91.7%	<b>85.0%</b>
10	All Subjects	% 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	Grades at or above a C (70%)	85.0%	90.9%	<b>85.0%</b>
11	All Subjects	% 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	Grades at or above a C (70%)	85.0%	94.2%	<b>85.0%</b>
12	All Subjects	% 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	Grades at or above a C (70%)	85.0%	91.3%	<b>85.0%</b>
		% 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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		% 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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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS	2023-24 Performance Targets (LEA's Chosen Goals)
		% 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				

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF 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](mailto: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



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- **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](mailto: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](http://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](mailto:nick.wagner@osbe.idaho.gov); 208-488-7586) prior to the October 1 plans submission deadline.

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## NARRATIVE - TEMPLATE PART 1

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/>

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## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b>#414</b>	<b>Name: Kimberly School District</b>	
Superintendent	Name: Luke Schroeder		Phone: 208-423-4170
	E-mail: lschroeder@kimberly.edu		
CIP Contact	Name: Luke Schroeder		Phone: 208-423-4170
	E-mail: lschroeder@kimberly.edu		

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

### Mission and Vision - REQUIRED

#### Our Mission

EDUCATING STUDENTS FOR THE NEEDS AND CHALLENGES OF TODAY AND TOMORROW

Our Vision In partnership with students, staff, parents, and community, the Kimberly School District strives to be a system of world-class schools. Utilizing a comprehensive curriculum, a highly qualified staff empowers our students with the knowledge and skills to flourish and prosper in the global society.

**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

We use various advisory committees as well as district leadership meetings to keep different stakeholders connected and working toward a common goal. Some of these committees include: PTSO, Parent Advisory, Federal Programs (Specifically literacy), Building Leadership, Special Education, 504 Team, RTI teams, Assessment Advisory, GT Advisory, and long-range planning committees.

Additionally, we administer several surveys that help inform our program plans. These include Needs Assessments, Student and parent engagement surveys, and ongoing teacher feedback surveys.

We have a goal to increase community involvement this year with the following activities:

1. Stronger Communication using social media and community nights

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## NARRATIVE - TEMPLATE PART 1

2. Steering committees

3. Intentional monthly planning and accountability discussions in district leadership meetings

### **Parent Notification of College and Career Advising and Mentoring Services**

Kimberly High School is continuing to form stronger partnerships with the community to develop a culture of college and/or post-secondary expectations for all students. With the integration of internship opportunities for seniors, students are allowing further career exploration in their fields of interest. Students have been able to earn a CNA degree, job shadow in a wide variety of business, and gain paid internship opportunities. Furthermore, we have an average of 150 students per year choosing to take dual credit courses through College of Southern Idaho, NNU, CWI, and other Idaho college institutions. We have a number of students who graduate with their associates degree. These dual credit courses allow our students to earn college credit at a much lower tuition rate and/or graduate with a bachelors degree in a lesser amount of time and money. Thus, the students can enter college with prerequisites finished with no debt. The school also has taken advantage of the Early Completers program offered through the state department of education coupled with an online lab connecting us to the Idaho Digital Learning Academy.

Parent contacts include, but are not limited to:

- Canvas Course – College & Career Readiness
  - Course setup for each grade level
- Website posts regarding scholarships
- Involves parents in post-secondary planning
  - Hold 2 senior parent meeting throughout the year

### **Parental Involvement in Students' Individual Reading Plans**

· Upon completion of fall ISIP testing, parent contact will be initiated via a parent letter. This letter will discuss the ISIP test and what the scores indicate. This letter will also

inform parents of reading strategies and possible interventions and different strategies to increase reading practice at home.

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We will also offer parents the opportunity to ask questions about our Literacy Intervention and offer feedback on our process through an email, face to face meeting or phone call.

- Kimberly and Stricker staff will provide additional information and conference opportunities during parent/teacher conferences. Staff will also be able to discuss in-depth with parents different reading strategies.
- Kimberly and Stricker staff will initiate contact through phone calls and letters to schedule individualized meetings of students that continue to struggle.
- Kimberly and Stricker Staff also send out monthly newsletters that will include fun and interactive reading and language development strategies to be used at home. These resources are also posted on our school website. Additionally, students can access Wonders Reading (adopted literacy curriculum) from home through digital devices.

Parents/Teachers will provide feedback and suggestions after the different programs and conferences provided. This information is then used for future program ideas. Additionally, we plan to form an updated Literacy Intervention Plan steering committee. The committee will have a parent representative from each school, title teachers, a classroom teacher from each school, and administration. This committee will meet formally in May to reflect on our success and struggles thus far and form the following year's plan together.

We will use the ISIP testing to determine if further screening is needed for Dyslexia. Both Kimberly and Stricker Elementary schools will use the ISIP test as Tier 1 screener.

**Please proceed to the Continuous Improvement Plan Metrics – KSD 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.

**Curriculum Supplement- Istation:**

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Kimberly and Stricker Elementary purchased Istation to help teachers differentiate in the classrooms for all students while specifically targeting students needing intervention. The Literacy Budget supplied the purchase. Istation will be utilized in all classrooms Kindergarten through 5th grade, with all students having the opportunity to participate. It will also be used in Title, and Summer School. Once the students have taken the assessment portion, many teachers will open the home portal for students to utilize at home. This addition supplements our Wonders Literacy Program and provides valuable progress monitoring.

### **Title I:**

Kimberly and Stricker Elementary are School Wide Title schools. Title I Services will be provided for those who qualify based on the guidelines for a School Wide Title School. The students will work in small groups of approximately 3-6 students, daily for 30-minute time blocks. The programs used in Title I consist of Istation, WonderWorks (The intervention component of our Tier One Literacy program), Direct Instruction, Read Naturally, Barton Reading and Spelling Program and SIPPs. Easy CBM will be used as an additional progress monitoring tool. Several students that scored in Tier 3 and 2 will be invited to participate in the Title program throughout the year. Not all students that scored in Tier 3 and 2 on the Fall ISIP will be invited to participate in the Title Program, therefore other options will be available.

### **All Day Kindergarten:**

All day Kindergarten will be offered to kindergarten students at Kimberly Elementary and Stricker Elementary. The Literacy budget will help fund this all-day kindergarten. By providing this all-day opportunity, the teachers can dig deeper into the Wonder curriculum and create more learning opportunities for the students. Istation will also be utilized in each classroom. Our goal is to help each child be ready for first grade by the end of the year.

### **Summer School:**

Kimberly and Stricker Elementary will sponsor a summer school program to address additional reading intervention. We will strive to maintain 1:11 students with each teacher having an instructional aid and/or a high school student volunteer. Kimberly and Stricker Elementary Summer school will last for 3 weeks with students attending 4 days per week for a total of 60 hours of instructional time. We plan to have Summer School June 3rd – 27th, 8:00-12, Monday through Thursday. The facilitator for Summer School will be the Intervention Specialist/Literacy Teacher. The instructional program curriculum includes Istation and Reading Wonders. Progress monitoring will be conducted using Istation.

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### **Professional Development:**

Ongoing Professional development will be offered to teachers with different opportunities to increase their knowledge and abilities regarding literacy. This will include the opportunity to collaborate and observe other teachers at work. Teachers will also have professional development to learn to implement literacy remote learning. Learning about digital lessons and activities to help increase literacy skills and involvement. The goal is to increase the quality and efficiency of literacy instruction and the use of progress monitoring. Building off our previous literacy professional development, we will offer more flexibility for specific schools and grade levels. We will gather specific feedback and requests from teachers. From this feedback, we will tailor professional development to best support our teachers. Topics of study will include Using our adopted curriculum to provide excellent Tier One instruction (prevention) and excellent tier two instruction. Activities may include curriculum analysis, assessment analysis, collaborative planning of a Walk to Intervention implementation, mentoring, peer observation and peer coaching, reviewing, and developing remote lessons.

### **Data-driven Instruction:**

Kimberly and Stricker Elementary Schools will meet once a month per grade level to review and discuss assessment data. This information will then be used to assist with student identification for intervention, targeted instruction, and teacher collaboration. Each month the grade level teams will determine a common assessment for reading, writing and math. The common assessments for reading will come from Istation, or ISAT (Idaho Standards Achievement Test) Interim Block.

### **Summary:**

We, Kimberly and Stricker Elementary Schools, plan to implement all these services to ensure the students receive the correct number of hours needed for intervention required by law based on their ISIP scores. We will keep attendance at the summer school program to track how many intervention hours these students are receiving. These attendance sheets will be compiled at the end of each program time. We will be providing communication to parents through Back-to-School Open House, parent teacher conferences, emails, phone calls and flyers. Kimberly School District will track student attendance, invitations to participate and parent response to ensure students receive the opportunity to get the minimum required hours of intervention (60 for students who score Below Basic/Tier 1 on the Fall ISIP; 30 for students who score Basic/Tier 2 on the Fall ISIP).

The staff of these programs will provide instruction using the Wonders Reading Program, Istation and SIPPS. These programs will break down where the reading deficits are occurring and build up skills in the areas of phonemic awareness, decoding, vocabulary,

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## **NARRATIVE - TEMPLATE PART 1**

comprehension, and fluency. Istation does an assessment once a month to provide staff current data for each child.