CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 414	LEA Name: Kimberly School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/414

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	**2020 cohort**	**2021 cohort**
		95.0%	**95.0%**
	5-year cohort graduation rate (optional metric)	**2019 cohort**	**2020 cohort**
		Not required	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	60.0%	**50.0%**
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	50.0%	**50.0%**
	% students who make adequate growth on the grade 8 Math ISAT	65.0%	**65.0%**
	% students who score proficient on the grade 8 ELA ISAT	55.0%	**50.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	65.0%	**65.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	**50.0%**
	% students who make adequate growth on the grade 6 Math ISAT	65.0%	**65.0%**
	% students who score proficient on the grade 6 ELA ISAT	50.0%	**50.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	**65.0%**

CONTINOUS IMPROVEMENT PLAN (2021-2022)

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 1 Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 2 Spring IRI	85.0%	**85.0%**
	% students who score proficient on the Grade 3 Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 4 ELA ISAT	80.0%	**80.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	**65.0%**

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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)

CONTINOUS IMPROVEMENT PLAN (2021-2022)

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 measurements that are distinctly *different* than those required in Sections I and II, above.

1) We will use montly Istation testing, two Star Reading tests, and the Interim ISAT tests at the elementary schools and 7th grade to monitor growth and make instructional decisions. We have made great gains in improving assessment literacy and a stronger culture of accountability. Specifically, we've used this testing data to guide data-based collaboration meetings. Additionally, we have worked on improving our assessment-results communication with parents. 2) In particular, Istation data showed a strong correlation with improved literacy in early grades. Through the use of the data, interventions were determined and offered to the students with the most need. These groups were formed and re-formed flexibily, based on assessment breakdowns and teacher collaboration conversations.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	33		18 associates degrees, 146 CTE certificates		80
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		74	125	74	125	

% students who Go On to a form of postsecondary education within 1 year of HS graduation	59.2%	59.2%	**50.0%**

# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
	58	118	58	118	

% students who Go On to a form of postsecondary education within 2 years of HS graduation	49.2%	49.2%	**50.0%**

Section V: 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 V.A **or** Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of high school seniors who applied to at least 1 post-secondary institution/military/mission	100.0%	98.0%	**100.0%**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

We recognize that due to COVID-19, students have had a large scale disruption to their education. There have been learning losses, effects on emotional well-being, and other instabilities. Kimberly School District has implemented practices and/or created committees to address the needs of our students in all aspects of learning. KSD is currently determining where our learning losses have occurred and implementing strategies to shift student learning trajectories for all students. We will focus on improving Tier 1 instruction, professional development, and dedicated time specifically looking at data and our response to interventions to restore academic progress.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES:

INSTRUCTIONS

PLEASE NOTE: There are 3 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Continuous Improvement Plan (CIP) Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells. Then proceed to the "Staff Performance Report" to complete your CIP Metrics.

Introductory Information (before Section I):
1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are REQUIRED to provide a direct link to your LEA level report card, as posted on idahoschools.org. This provides your demographics and previous years' performance data. **Example: https://idahoschools.org/districts/431**

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (required)
1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 CIP or Combined District Plan) for each metric. If you did not set a Performance Target / Benchmark for a specific metric (Example: % students who made adequate growth on ISAT), you may enter "N/A" in the 2020-21 column for that metric.
2. You are required to set 2021-22 Performance Targets for all shaded (blue) metrics in Section I. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (required)
1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Literacy Plan or Combined District Plan) for each metric. If you did not set targets for a metric (i.e. 4th grade ISAT), you may enter "N/A" in the 2020-21 column.
2. You are required to set 2021-22 Performance Targets for all Section II metrics. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)
1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B.
2. 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 (from your 2020-21 Literacy Plan or Combined Plan).
3. Section III.B allows you to address your plan to measure progress through a short narrative.

INSTRUCTIONS (continued)

Section IV: Required College and Career Advising Performance Metrics (required)

1. All Section IV Metrics are required.

2. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Advising Plan or Combined District Plan) for each metric.

3. You must provide at least one (1) year of previous data (2020-21 results at a minimum) for each metric.

4. Go On Rates data is available on the State Board of Education website under Continuous Improvement Plan / Other Resources.

5. Use the far right column to set your 2021-22 Performance Targets for each metric.

Section V: How LEA Measures Progress Toward College & Career Advising & Mentoring Goals (required)

1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section V.A or V.B.

2. 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 (from your 2020-21 Advising Plan or Combined Plan).

3. Section V.B allows you to address your plan to measure progress through a short narrative.

Section VI: Report of Progress Narrative (required)

1. Section IV is required. Please use the box to reflect on the progress your LEA made towards the 2020-21 goals you set in your Combined Plan or Continuous Improvement Plan, Advising Plan, and Literacy Plan, as reflected in the 2020-21 Performance Targets column in Sections I - V). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

Section VII: Notes (optional)

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set your 2021-22 Performance Targets.

Section VIII: Staff Performance - Previous Results & Current Year Performance Targets (required)

1. Proceed to the "Staff Performance Report" tab and use the Section VIII table to provide your most recent year staff performance and to set goals for 2021-22. Data should be aggregated by grade and subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**

2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. Add rows as needed.

3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.

4. In the "2020-21 Results" column, provide the aggregated % of students in that grade and/or subject group that met their measurable targets for the 2020-21 school year.

5. Use the far right column to set your 2021-22 Performance Targets for each metric.

| LEA #   431 | LEA Name: Weiser School District |

CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

EXAMPLE METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/431

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		86.0%	88.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		Not required	91.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	41.0%	43.0%
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	47.0%	52.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 8 ELA ISAT	57.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	67.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	48.0%	51.0%
	% students who make adequate growth on the grade 6 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	74.0%

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

CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	37.0%	36.00%	42.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	59.0%	61.00%	64.0%
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	50.0%

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 measurements that are distinctly *different* than those required in Sections I and II, above.

Example 1 (if III.A is complete): Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

EXAMPLE 2 (if III.A is blank): Our district is measuring progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grades K-3 in the district, schools within our district have set school-based and grade-based targets based on their students (with the expectation their school-based goal for all grades will be no lower than the district goal). For 2020-21, after reviewing previous years of data, we set a goal that 37% of students who did not score proficient on the Fall IRI would gain a performance category by the spring. We fell just short of this goal, as 36% of students did so. Given that this was achieved during the pandemic, we are happy with the result. Since we will have a focus on accelerated learning and resources to provide additional supports to students, for 2021-22, we have set a ambitious goal to have 42% of non-proficient students gain at least one performance category by spring.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results (if available)		2021-22 Performance Targets (LEA Chosen)
	# of HS students who graduate with an associate's degree or a CTE certificate	12		11		**14**
	% of students with learning plans created and reviewed in 8th grade	**8th grade**	100.0%	**8th grade**	99.8%	**100.0%**
	% of students whose learning plans are reviewed annually by grade level	**9th grade**	100.0%	**9th grade**	98.7%	**100.0%**
		10th grade	100.0%	**10th grade**	100.0%	**100.0%**
		11th grade	100.0%	**11th grade**	100.0%	**100.0%**
		12th grade	100.0%	**12th grade**	99.3%	**100.0%**
All students will be college and career ready	# students who Go On to a form of postsecondary	**# Enrolled**	**# 2020 cohort**	**# Enrolled**	**# 2020 cohort**	Not Required

education within 1 year of HS graduation	33	62	29	62	Not Required
% students who Go On to a form of postsecondary education within 1 year of HS graduation	53.2%		46.8%		**51.0%**
# students who Go On to a form of postsecondary education within 2 years of HS graduation	**# Enrolled**	**# 2019 cohort**	**# Enrolled**	**# 2019 cohort**	Not Required
	37	63	33	63	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	58.7%		52.4%		**55.0%**

Section V: 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 V.A **or** Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	**2020-21 Performance Targets (previously chosen by LEA)**	**SY 2020-21 Results (if available)**	**2021-22 Performance Targets (LEA Chosen)**
% of high school seniors who complete the FAFSA	48.0%	43.0%	**48.0%**
% of high school seniors who apply to at least one post-secondary institution	51.0%	44.0%	**51.0%**
% of high school juniors who complete the [Careers and Financial Literacy course]	61.0%	61.0%	**64.0%**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress
Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Example 1 (if V.A is complete): Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.

EXAMPLE 2 (if V.A is blank): Our district is measuring progress towards college and career advising and mentoring goals using the following: % of students who meet college ready benchmarks on the SAT / ACT (the optional goal we have set in Section I) and the % of students who apply to at least one college or university. In 2020-21, 41% of our students met the college ready benchmarks on SAT/ACT. We have set 43% as our goal for this metric in 2021-22. For 2020-21, we set a goal that 51% of our students who apply to a college/university. Unfortunately, we did not meet this goals, as only 44% of students applied to postsecondary institutions. This seems to be in alignment with other districts and schools throughout the state and may reflect an impact of the pandemic. We set our goal for 2021-22 at 51% and are hoping to better connect with students and support them in identifying and pursuing their future goals.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

EXAMPLE RESPONSE:

Successes

Given the challenges of providing instruction during the pandemic, overall, we are pleased with our districts efforts and results during the 2020-21 school year. Our teachers were flexible and resilient, and put in more work than ever before.

2020-21 Performance Targets Met

Graduation Rate (86.2%); ISAT ELA 6th grade (67.0%) and 8th grade (65.3%); IRI Kindergarten (90.2%) and 2nd grade (71.7%);

Literacy LEA Chosen Goal- Kindergarten proficiency on the MAP (61%); Advising HS learning plans for 10th and 11th grade (both 100%);

Advising LEA Chosen Goal- HS juniors who completed a career and financial aid course (61%).

Planned Strategies to Address Areas of Challenge

There were subjects where we did not meet our 2020-21 targets. While we were close to our targets for IRI for 1st and 3rd grade, we were not close to meeting our goals for ISAT Math (both 6th and 8th grade) or our Go On rates. These will be areas of focus for 2021-22. We have already reached out to the regional math center to develop targeted professional development to accelerate math learning. Our counselors are also working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: In setting our 2021-22 Performance Targets, we reviewed previous years of available data, as well as fall data when available.

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets
(Section VIII is required; metrics should be aggregated by grade and subject or goal, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K-5	Physical Education	% 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	Presidential Youth Fitness Club (K-3) & Award (4-5)	78.0%	**80.0%**
K	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	IRI	88.0%	**90.0%**
1	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	IRI	86.0%	**90.0%**
2	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	IRI	87.0%	**90.0%**
3	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	ISAT ELA & Math	67.0%	**70.0%**
4	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	ISAT ELA & Math	68.0%	**70.0%**

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
5	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	ISAT ELA & Math	65.0%	**70.0%**
6-8	Physical Education	% 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	Presidential Youth Fitness Award	73.0%	**75.0%**
6-8	Music	% 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	Iowa Test of Music Literacy	68.0%	**70.0%**
6-8	Spanish	% 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	Imagine Learning Spanish Assessment	73.0%	**75.0%**
6-8	Science	% 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	ISAT Science, Grade 8	77.0%	**80.0%**
6-8	Math	% 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	ISAT Math	60.0%	**65.0%**
6-8	English	% 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	ISAT ELA	67.0%	**70.0%**
9-12	Physical Education	% 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	Presidential Youth Fitness Award	68.0%	**70.0%**
9-12	Music	% 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	Iowa Test of Music Literacy	81.0%	**85.0%**

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
9-12	Spanish	% 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	Imagine Learning Spanish Assessment	72.0%	**75.0%**
9-12	Science	% 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	ISAT Science, Grade 11	71.0%	**75.0%**
9-12	Math	% 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	ISAT Math	56.0%	**60.0%**
9-12	English	% 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	ISAT ELA	73.0%	**75.0%**
9-12	U.S. History & Government	% 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	U.S. Citizenship Test	87.0%	**90.0%**

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets
(Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
6	All Subject	% 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%)	84.0%	**80.0%**
7	All Subject	% 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%)	87.0%	**80.0%**
8	All Subject	% 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%)	86.0%	**80.0%**
9	All Subject	% 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%)	86.7%	**80.0%**
10	All Subject	% 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%)	84.1%	**80.0%**
11	All Subject	% 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%)	89.1%	**80.0%**
12	All Subject	% 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%)	87.1%	**80.0%**
		% 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			
		% 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			

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
		% 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			

CONTINOUS IMPROVEMENT PLAN (2021-2022)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
		% 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			

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

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 <u>no later</u> than October 1 each year, and must submit their plan 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; changes are effective July 1, 2021. The amended 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."

In addition to the CIP requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and

to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

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.

2021-2022 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:**

- 2021-22 Continuous Improvement Plan Narrative – Template Part 1
- 2021-22 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 2021-22:

- Your LEA has _not_ made changes to your mission, vision, or community involvement practices described in your previous CIP or Combined District Plan Narrative; and

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2020-21, or you are continuing a previously granted narrative exemption.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) 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/

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:	
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

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

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
2. Steering committees

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

<u>Parent Notification of College and Career Advising and Mentoring Services</u>

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 in this program. Furthermore, currently 150 students are choosing to take dual credit courses through College of Southern Idaho, our local community college. These dual credit courses allow our students to earn college credit at a much lower tuition rate. 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:

- Monthly newsletters to parents of seniors
- Website posts regarding scholarships
- Involves parents in post-secondary planning

<u>Parental Involvement in Students' Individual Reading Plans</u>

- Upon completion of fall ISIP testing, parent contact will be initiated via a parent letter.
- Kimberly and Stricker Elementary will conduct a combined parent/Federal program night to inform parents of reading strategies and possible interventions. The parent/Federal program night will give Kimberly and Stricker staff an opportunity to inform parents of different strategies to increase reading practice at home. During the Family Night parents are given an opportunity to discuss and suggest ideas for interventions with times and dates that may work for the year. This night will also offer parents the opportunity to ask questions about our Literacy Intervention and offer feedback to inform our process.
- 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.
- If parents decline to participate in the parent/Federal Program night or parent/teacher conference, then Kimberly and Stricker staff will initiate contact through phone calls and letters to schedule individualized meetings.
- 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.
- A flyer with information regarding the Extended Day Kindergarten was given to parents of kindergarten students.
- Parents will also receive an invitation for their student to participate in the extended day kindergarten program. A phone call will also be sent out to parents letting them know to look for the invitation in their child's folder. They will need to send back their response of yes or no.

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

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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.

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 **2021-22 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:

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, Extended Day, 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 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.

Extended Day:

Extended day Kindergarten opportunities will be offered to kindergarten students at Kimberly Elementary and Stricker Elementary which score in the Tier 3 and 2 on the fall ISIP along with additional screeners provided. Students may be invited to attend this program after thorough testing, and teacher observations during the first few weeks of school. Students attending kindergarten in the AM will be invited to stay for a PM literacy session. Students attending kindergarten in the PM will be invited to attend an AM literacy session. Kimberly Elementary will be Mondays and Wednesdays. Stricker Elementary will be Tuesdays and Thursdays. This is a fluid program where students may be tested every quarter and moved according to achievement progress. The Literacy budget will fund this extended day kindergarten. The curriculum will support the general education curriculum using Istation and WonderWorks. This curriculum accelerates achievement through the development of foundational reading skills. It targets phonological awareness, phonemic awareness, phonics, high frequency words, comprehension, fluency, and oral vocabulary. Our goal is to help each child be ready for first grade by the end of the year.

Extended day Afterschool opportunities will be offered for students in grades 1st through 4th grade, which scored in Tier 3 and 2 on the Fall ISIP to work on reading needs twice a week for 3 months during spring for a total of 20 hours of intervention. This extended day will be an After-School Program, 3:15-4:30 PM. Students will attend the extended day opportunity based on teacher recommendation, ISIP scores, and classroom performance. We will have students work in groups of 1:14 per grade level. Teachers will use Istation, Read Naturally, and Direct Instruction for Sight Words and reading skills needed as indicated by student assessment data. The Intervention Specialist/Literacy Teacher will facilitate this program. Facilitating will include contacting parents, teachers, and students to ensure students attend. Also, the facilitator will get snacks and supplies for each student attending. Students from the Middle School and High School will be utilized on a volunteer basis to assist teachers and students with reading during the After-School Program.

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 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 7th –30th, 8:00-12. 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.

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 as 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 afterschool program and the summer school programs 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, Family Night, 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 3 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, comprehension, and fluency. Istation does an assessment once a month to provide staff current data for each child.