

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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.

[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 session. 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 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.

2022-2023 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:

- 2022-23 Continuous Improvement Plan Narrative – Template Part 1
- 2022-23 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 2022-23:

- 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 2021-22, or you are continuing a previously granted narrative exemption.

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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/>

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NARRATIVE - TEMPLATE PART 1

LEA	#149	Name: North Gem School District
Superintendent	Name: Dr. Todd Shumway	Phone:208-648-7848
	E-mail: tshumway@sd149.com	
CIP Contact	Name: Dr. Todd Shumway	Phone: 208-648-7848
	E-mail: tshumway@sd149.com	

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

Mission and Vision - REQUIRED

Vision Statement

Relationships, rigor, and relevance are the key elements of the North Gem School District's vision. We will develop strong relationships of trust between the students, parents, community, faculty, staff, administrators, and school board. With those relationships established, we will be able to more effectively provide learning experiences that are appropriately rigorous for each individual student. With proper relationships of understanding, we will also be able to provide relevant opportunities for growth that lead to lifelong learning.

Mission Statement

The mission of the North Gem School District is to build **character, competence, and confidence** in our students. We believe that for our students to be able to truly contribute to society in a positive way, they must develop solid moral character. We believe that the competence that our students develop through effective teaching and learning will help them provide a sustainable future. We believe that students who are confident in their preparation and ability to learn from new experiences will be able to enjoy continuous lifelong growth. Simply stated, the combined vision and mission of the North Gem School District is "**Relationships, rigor, and relevance yield character, competence, and confidence**". Simpler still, "**R3 → C3**".

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 CIP: Trustee, parent, student, and educator input was solicited in the development of the North Gem District CIP through open meetings and digital surveys. Groups were asked if the proposed changes to the mission and vision statement were succinct, positive, neutral or negative. We also asked for input on how to improve literacy and math growth in our students.

Parent Involvement College and Career Advising and Mentoring Services: 4-year High School Learning Plans are presented to 8th grade students during the second semester of

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their 8th grade year. The plans are completed by students and parents and returned to the school counselor. These High School Learning Plans are used as a reference to help students stay on track for graduation when they register or enroll in classes each new school year. Students are provided an elective class in their senior year where they are provided support in college applications, FASFA, career path surveys and graduation requirements. Parents are informed of these opportunities through the monthly newsletter, district website, and counselor website.

High School Learning Plan: Parental Involvement in students' learning plans. Teacher of record notify the parents of a student's Individual Student Learning Plan and request input on adjustments to best meet their child's needs. Parents are be offered resources and the opportunity to improve skills at home using those resources. These may include library books and extended lesson challenges.

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 **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

The North Gem School District set goals for achievement in math and language arts on the ISAT. Our math success is 51.7% math proficiency and 68.4% ELA proficiency. When compared with the average proficiency of the state (41.9% math - 54.8% ELA) we are at almost 10% higher in math and 14% higher in ELA. This is a continued steady trajectory for our students through elementary into the secondary over the past few years. In our elementary classrooms we are seeing positive trend lines for all levels of student learning according to our ISIP/IRI and I-Ready data. In comparison to other schools our size we are very successful finishing either first (ELA) or 2nd (math) according to state data. Our areas of concern continue to be the irregular patterns with our secondary students and the inconsistent results from ISAT assessments and reading/writing indicators. Our plan of improvement at this time is to focus on reading and writing skills across all secondary courses with training for consistency in rubric grading. Our school board also approved the implementation of a 4th year of high school math with opportunities for interventions and math support for struggling students. Our elementary will continue on the successful planning, RtI processes and the sharing of data in their PLC's. Secondary staff will also utilize the PLC to share student data and to train to improve fundamental reading and writing skills.

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

NOTES: As the district leadership team, including all trustees and the superintendent/principal for North Gem, we reviewed all of the previous years data from IRI, ISAT, SAT, Math Facts, STAR, ISIP, and secondary school graduation rates, and academic markers to determine our LEA goals.

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Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of students with learning plans created and reviewed in the 8th grade	100.0%	100.0%	100.0%
% of students whose learning plans are reviewed annually in grades 9-12	100.0%	100.0%	100.0%
Number of students who "Go On" to a form of post secondary education, service, or career work within one year of HS graduation.	N/A	N/A	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 2022-23, and is distinctly *different* than those required in Section I, above.

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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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	65.0%	63.00%	75.0%
<p>Section III.B: Narrative on Measuring Literacy Progress</p> <p>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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.</p> <p>North Gem School District will continue to use the IRI to track progress on our literacy targets. The IRI guides our development of interventions and 1:1 teaching efforts throughout the school year. Progress monitoring and PLC reviews of data occur monthly to allow for the development of trend lines in student success as well as informing teachers and support staff in determining appropriate instructional plans. Past data informs us that our strategy of providing individualized support is having positive results as our K-3 student data has exceeded our previously set goals and expectations. Currently, 83% of our K-3 student population is proficient in reading.</p>			

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	90.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	90.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	81.0%
	% students who score proficient on the Grade 4 ELA ISAT	66.0%	56.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N*	N*

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LEA # 149	LEA Name: North Gem School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/149/profile
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 100.0%	2022 cohort 100.0%
	5-year cohort graduation rate (optional metric)	2020 cohort N/A	2021 cohort N/A
	% of all students who took a college entrance exam and met the college ready benchmark on that college entrance exam (optional metric)	57.0%	61.0%
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	66.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	N*	N*
	% students who score proficient on the grade 8 ELA ISAT	66.0%	76.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N*	N*
	% students who score proficient on the grade 6 Math ISAT	57.0%	55.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N*	N*
	% students who score proficient on the grade 6 ELA ISAT	78.0%	80.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N*	N*

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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 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K-5	Reading	% 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	ISIP	n	76.0%	80.0%
K-5	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	i-Ready math	n	77.0%	80.0%
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	n	n	45.0%
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	I-Ready Math	n	51.0%	55.0%

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
6-8	Reading	% 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	ISIP	n	n	65.0%
9-12	Social Studies	% 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	US Citizenship Test	n	n	100.0%
9-10	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	ISAT	n	68.0%	70.0%
9-10	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	n	52.0%	55.0%