

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b># 282</b>	<b>Name: Genesee Joint School District</b>	
Superintendent	Name: Wendy Moore		Phone: 208-285-1161
	E-mail: wmoore@sd282.org		
CIP Contact	Name: Wendy Moore		Phone: 208-285-1161
	E-mail: wmoore@sd282.org		

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

### Mission and Vision - REQUIRED

**Mission:** The mission of the Genesee Joint School District #282, in partnership with family and community, is to provide all students with academic and life skills enabling them to become lifelong learners and responsible, productive citizens of our ever-changing community and world.

**Vision:** Every student in the Genesee Joint School District regardless of ethnic background, gender or ability will be respected and recognized for his/her achievement. All students will develop knowledge, skills and appreciation of their responsibilities as citizens, workers and lifelong learners.

Genesee Joint School District will be a place where learning is exciting and challenging. The district will be equipped with state-of-the-art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors and facilitators. Educators, parents, and community will share the responsibility for helping students prepare themselves to perform productively in a global, multicultural environment.

**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.

At the beginning of the 2023 school year, the school district hired a Community Schools Coordinator, provided by grant funding to provide support and encourage involvement of stakeholders in the mission and strategic planning for the district. During September 2023, the Community Coordinator will be trained in Community Needs Assessment and we will utilize the information from stakeholder committees to focus our efforts for the upcoming year. In addition to this new program, parents are given the opportunity to review current plans, current board policies and encouraged to make suggestions, recommendations as well as edit current plans.

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Surveys from parents are also included in the CIP process and the survey results are analyzed annually by administration and committee members to plan for the upcoming school year.

Parents are encouraged to serve on various committees such as the Continuous Improvement, College and Career planning, and the Title One Committee which influence the Literacy plan, board policy, and services provided to students. Parents unable to attend committee meetings receive materials via email.

### **Parental Involvement in College and Career Advising**

Parents are notified of college and career advising and mentoring services and resources through the following:

- In person class announcements and electronic bulletin.
- Hard copy announcements sent home with students.
- District newsletter – digital and hard copy formats are available.
- Counselor’s page on the district website
- Presentations provided throughout the year for parents and students (How to fill out the FASFA, etc.).
- Email announcements grouped by grade level to the parents of corresponding students.

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

Genesee Joint School District believes that parents are critical in building a successful plan for each and every student. As part of the Literacy Intervention Program, Genesee Joint Schools will do the following:

- Parents will receive letters providing students assessment information.
- Fall information meeting will be held for all parents whose child(ren) are identified as needing intervention by the fall iStation assessment.
- Parents will have the opportunity to meet with staff in development of literacy intervention plan for their individual student.
- Parents will be invited to attend literacy events organized throughout the school year by the district, Title One, PTO, library etc.
- Parents receive monthly “Home and School Connection Newsletters” which provide tips and ideas to foster literacy and curriculum content.
- Surveys are provided to parents at the end of the year to receive input on intervention programs, and current services. Feedback is used to plan for the following school year.
- Parent(s) are invited to serve on the committee to work on the upcoming year’s Literacy Plan

**Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.**

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **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.

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 282	LEA Name: Genesee Joint School District
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### METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/schools/0269">https://idahoschools.org/schools/0269</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	2023 cohort
		95.0%	<b>95.0%</b>
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 cohort
		na	<b>na</b>
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	na	<b>na</b>
	% students who score proficient on the grade 8 Math ISAT	75.0%	<b>75.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	<b>15.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	75.0%	<b>75.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	<b>15.0%</b>
	% students who score proficient on the grade 6 Math ISAT	75.0%	<b>75.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	<b>15.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	75.0%	<b>75.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	<b>15.0%</b>
		75.0%	<b>75.0%</b>

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	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	60.0%	<b>70.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	70.0%	<b>85.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	85.0%	<b>80.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	90.0%	<b>70.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	92.0%	<b>80.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	<b>10.0%</b>

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

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

#### Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on 3rd grade ELA ISAT	60.0%	80.00%	<b>60.0%</b>
% of students who scored proficient or advanced on 5th grade ELA ISAT	75.0%	66.00%	<b>65.0%</b>
% of K-3 Students who scored below proficient on the Fall IRI who made gain of one performance category on the spring IRI.	70.0%	57.00%	<b>60.0%</b>

#### 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.

**Our district is measuring progress of students in Literacy based on their ISAT and IRI scores as shown in the LEA chosen Performance Metrics listed in IIIA. iStation data is reviewed on all K-3 students monthly. Students are recognized monthly for growth as well as proficiency on the monthly assessments.**

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

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

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

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students whose learning plans created and reviewed in 8th grade	100.0%	100.0%	<b>100.0%</b>
% of students in 7/8th grade who participate in MS Career Course	na	na	<b>100.0%</b>

#### 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.

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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 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.

Genesee Joint School District was pleased with all the progress made except for the 2nd grade progress on the IRI. We have since let that teacher go from our district and we have moved teachers / paraprofessionals within the district to provide more support in reading for K-3. We have implemented designated intervention time into our Master schedule for the 2023 school year. Teachers will have paraprofessional as well as Title One support during this 30 min period daily. The district has also been accepted in and is planning on participating in the Cultivating Readers 2023 Professional Development this upcoming year. We are requiring all K-3, Special ed and Title Teachers to participate in this program. We were able to complete all college and career plans for students in Grades 7-12. During the 2023/24 school year, we will be implementing career courses in middle school grades 7-8. ISAT tests - we were disappointed with the results of the secondary ISAT scores in the area of Math during the 2021/22 school year and implemented IXL and other practice/learning opportunities for students to practice core skills. We found that many of the students in the middle school have multiple areas of concern that we believe impact their ability to perform well academically and this additional resource has supported individuals in specific areas of weakness. Although we expect some of those items to be beyond our control as educators, we have made it a priority to build supports around those students in order to increase their academic success.

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

NOTES: Some targets have been modified based on cohort group data from the 22/23 school year. The district saw a lot of transient students last year and this coming year we are moving teachers around in the district as well, so some teachers will be brand new to their grade level, so it will be interesting to see if students progress like we anticipate. We have attempted to place our strongest teachers and support in the areas of the most need.

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### 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)
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	iStation ELA	80.0%	n-size	<b>80.0%</b>
4-6	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	iStation ELA	80.0%	n-size	<b>80.0%</b>
K-3	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	iStation math	80.0%	n-size	<b>80.0%</b>
4-6	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	iStation math	80.0%	n-size	<b>80.0%</b>



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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)
3-6	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 ELA	65.0%	n-size	<b>65.0%</b>
3-6	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	75.0%	n-size	<b>75.0%</b>
7-10	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 ELA	85.0%	n-size	<b>80.0%</b>
7-10	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 Math	75.0%	n-size	<b>50.0%</b>
7-10	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	70.0%	n-size	<b>70.0%</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				

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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				
		% 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				