

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

LEA	# 282	Name: Genesee Joint School District	
Superintendent	Name: Wendy Moore		Phone: 208-285-1162
	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

No Changes from 24/25

**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.**

# **CONTINUOUS IMPROVEMENT PLAN (2025-2026)**

## **NARRATIVE - TEMPLATE PART 1**

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 2024, the Community Coordinator administered a Community Needs Assessment and data from the needs assessment was a focus of planning for the FY26. Parents are given the opportunity to review current plans, current board policies and encouraged to make suggestions, recommendations as well as edit current district plans.

The Genesee District received accreditation in 2023 and parents were involved in the Accreditation process. Surveys from parents are 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, Curriculum committees, 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 "Helping Children Learn" 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

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## NARRATIVE - TEMPLATE PART 1

**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 **2025-26 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.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## 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="http://www.sd282.org/district-information/cip">www.sd282.org/district-information/cip</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 95.0%	2025 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2023 cohort na	2024 cohort na
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	na	na
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	65.0%	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	20.0%	20.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	20.0%	20.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	65.0%	50.0%
	% students who make adequate growth on the grade 6 Math ISAT	20.0%	20.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	20.0%	20.0%

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	70.0%	<b>70.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	80.0%	<b>80.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	70.0%	<b>70.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	<b>75.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	10.0%	<b>10.0%</b>

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

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

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

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on 3rd grade ELA ISAT	<b>75.0%</b>	52.00%	<b>55.0%</b>
% of students who scored proficient or advanced on 5th grade ELA ISAT	<b>60.0%</b>	32.00%	<b>60.0%</b>
% of K-3 students who scored below proficient on the fall IRI who made gains of one performance category on the spring IRI	<b>60.0%</b>	48.00%	<b>50.0%</b>

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

#### 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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

Genesee Joint School District continues to monitor the growth of our students monthly as well as annually year to year. We set an overall district goal of 80% for K-5 at the end of the year. We do review our IRI data and students are asked to set their goals on a monthly basis. We have implemented interventions in the MS math courses and it does seem to have helped raise scores in that curricular area. We also have relatively new staff in Secondary Math and Science this year (hired in 2024) so we are anxious to see how that affects our scores as well as they become used to the curriculum as well as individual student needs and testing accommodations available to specific students.

#### 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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of students who learning plans were created and reviewed by end of 8th grade	100.0%	100.0%	100.0%
% of students who applied to a 2 or 4 year college/ university prior to graduation.	na	na	90.0%

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

#### **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 2025-26, and is distinctly *different* than those required in Section I, above.

#### **Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 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.

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Genesee Schools had three new teachers in the areas of Math and Science during 24/25. I believe this had a direct impact on our student academic achievement. I do anticipate that teachers having more experience and better understanding of individual students needs will impact for the positive our scores this coming 2025/26 school year. We have expanded our intervention program in K-5 as well as secondary and have adopted a new ELA curriculum as well.

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

NOTES:



## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

### 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 2024-25 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 2024-25 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 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	istation ELA	75.0%	73.8%	<b>75.0%</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	75.0%	64.0%	<b>66.0%</b>
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	70.0%	48.5%	<b>60.0%</b>
7-11	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%	nsize	<b>nsize</b>