

LEA	# 041	Name: St. Maries Joint School District
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CIP Contact	Name: Teresa Rensch	Phone: (208) 245-2579
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Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Vision: St. Maries Joint School District 41 is committed to quality education.

Mission. Through education and collaboration, SD 41 is committed to teaching **skills**, developing **knowledge, and fostering** both **responsibility** and **confidence** so that **all** students become **productive** and **successful citizens**.

Community Involvement in Plan Development - REQUIRED

The CIP was shared via Skylert where families could give their input. The CIP committee comprised of administration, teaching staff, and parents also met to review the plan and metrics. The committee gave input to the new performance targets and action steps. The current CIP can be found on the District website.

The literacy intervention plan: For ongoing input and monitoring, the committee meets at least quarterly.

College and Career Advising and Mentoring Service Plan:

Grades 9 through 12 - 4-year plan signed by parents yearly.

- Incoming freshman parents receive a letter of invitation for high school parent night: o
- Courses required to graduate
- Advanced opportunities
- Career paths and opportunities
- 4-year plans
- Transcripts
- College application process
- Military and College school visits

Grades 10 through 12 –

- Advanced Opportunities Parent Night

- North Idaho College presents dual credit information
- Dual enrollment classes; PE, Spanish, English.
- How students and parents can use advanced opportunities funds

Grade 11 –

- Parents are sent SAT results with end of year report cards
- Internships and apprenticeships like timber, electricity, and HVAC
- Participate in the bi-annual Career and College Fair
- Host Higher-Ed Days
- Host Next Step Idaho

Grade 12 - Financial Aid Night for all senior parents explaining FAFSA and scholarship application process

- Parents sent a letter of dates and deadlines for scholarships, college application, and graduation
- Scholarship Night
- Parents of seniors receive multiple emails reminding them of scholarship opportunities and deadlines.
- Idaho Launch offerings
- Apply Idaho
- Scholarship Idaho
- Workforce release through Idaho Occupational Training

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

The St. Maries Report Card link found at <https://www.idahoreportcard.org/about-us/district?districtId=041>

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 41	LEA Name: St. Maries Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0029
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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)
		2024 cohort	2025 cohort
All students will be college and career ready	4-year cohort graduation rate	89.9%	95.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
		NA	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	45%	55.0%
	% students who make adequate growth on the grade 8 Math ISAT	56.8%	65.0%
	% students who score proficient on the grade 8 ELA ISAT	65%	70.0%
	% students who make adequate growth on the grade 8 ELA ISAT	78.7%	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	37%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	46%	60.0%
	% students who score proficient on the grade 6 ELA ISAT	58%	65.0%
	% students who make adequate growth on the grade 6 ELA ISAT	46%	60.0%

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	65%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	71%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	69%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	64%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	32%	45.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	62%	70.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Renaissance Star Proficiency Rates	34%	55%	65%
Renaissance Star Growth Rates (growing 50 points or more in one year)	20%	30%	50%

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.

The goal in to move 100% of the students into K -3 into literacy readiness. In 2024, 70% of the students in K -3 entered their new grade level literate ready an increase from 60% in the prior year.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 IV.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)
All students in grades 8 through 12 will have learning plans that are reviewed annually.	100.0%	100%	100%
Graduation Rate	90%	90%	95%
The District will increase the number of students who are college or career ready	73.6%	75%	80%

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.

The results indicate that the college and career advising program is strong at St. Maries High School. 100% of the students meet with an advisor or a counselor for a four-year college or career/workforce plan. The school has frequent parent outreach with the consistent grade-level appropriate parent information evenings. (i.e. scholarship and FAFSA options for parents of seniors and class schedule options for parents of incoming freshmen. In 2024-2025, the high school increased its CCR rate from 73% to 75%. Based on these results, the high school added course opportunity to their master schedule. The high school continues to increase the rigor of the core content classes, math, language arts, social sciences, and science by identifying the essential state standards. There are dual enrollment options, one being the medical field where students can earn their nursing assistant certificate. There are also three CTE options, Welding, Business, and Woodshop. The High School applied for two new CTE programs, Auto Mechanics and Forestry where the programs can partner with the local businesses, increasing apprenticeship and mentoring experience.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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.

Successes. 1) 90% of the seniors graduated, 2) 65% of the 8th grade students met or exceeded the standards in Language Arts, 3) Grade 3, 4,5,6, 7, and 8 cohorts made noticeable gains, 4) The college and career overall readiness of 75% is noticeable and was a gain from the prior year despite being a small school, 5) Grades 6 and 8 met or exceeded state average in Math. **Challenges.** 1) Only grade 8 met the 2024-2025 performance target, 2) Maintain the ability to offer college readiness classes and a variety of CTE classes. **Plans for the 2025-2026 year.** 1) Continue with the advisory classes for middle school students, 2) Improve the parent outreach and engagement for secondary families, 3) Incorporate an effective response to intervention time into the school day for high school students, 4) Ongoing training of administrators and staff in the PLC work per school across the District, especially at the high school level 5) Use of the early release Mondays as time for essential PLC work/topics, 6) Use of four non-student attendance days during the school year designated for professional training and PLC work that leads to improved instruction and improved student academic results.

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

NOTES: