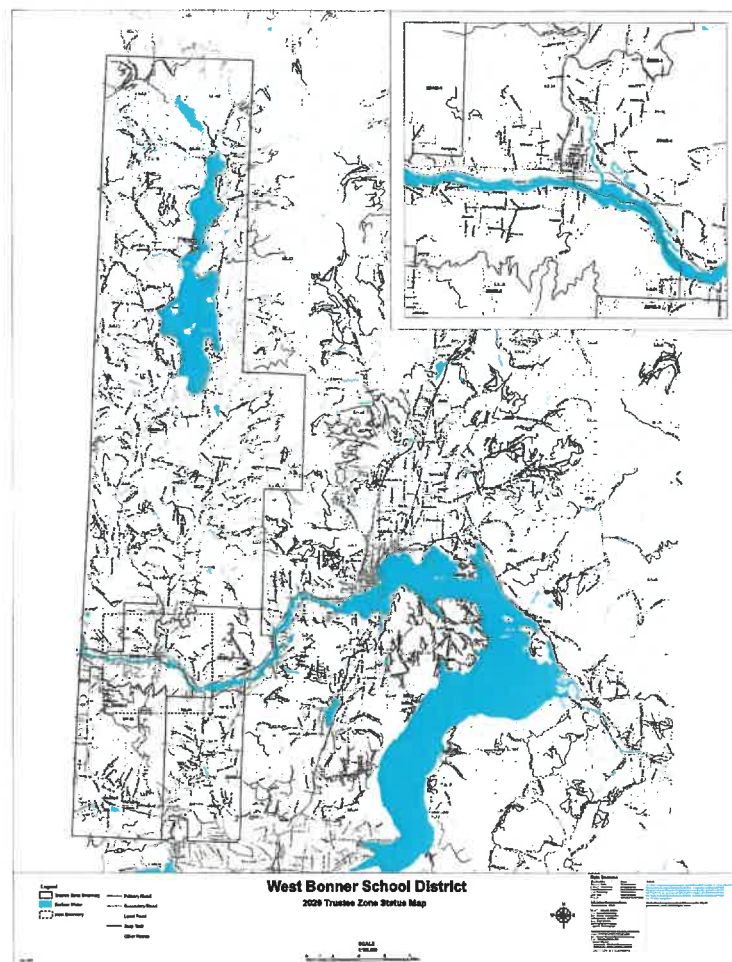




Continuous Improvement Plan 2025-26 School Year

Comprising the Communities of West Bonner County School District:



Purpose of Our Plan:

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. (Section 33-320, Idaho Code)

LEA	#	Name:	
Superintendent and CIP Contact		Name: Kim Spacek	Phone: 208.946.7909
		E-mail: kimspacek@sd83.org	

Mission and Vision - Required

West Bonner County School District #83

District Mission:

- S - Success for all with the**
- U - Understanding that**
- C - Community, parents, students, and educators**
- C - Collaborate and**
- E - Empower the**
- S - Student to make positive lifelong choices**
- S - Strive for greatness!**

District Vision:

Strive for Greatness

Idaho Hill Elementary School Mission:

To provide a safe, nurturing environment where ALL students will be challenged to achieve their highest level of learning and technology skills to prepare them for the future.

School Vision:

Academic Excellence All Day Every Day.

Priest Lake Elementary School Mission:

To provide a safe, nurturing environment where ALL students will be challenged to achieve their highest level of learning and technology skills to prepare them for the future.

School Vision:

Academic Excellence All Day Every Day.

Priest River Elementary School Mission:

We are committed to building relationships that encourage personal and academic growth!

School Vision:

Together

We Learn

We Grow

We Celebrate

Priest River Lamanna Junior/ School Mission:

Enable all students to develop their individual potential by acquiring the knowledge, skills, and values needed to become lifelong responsible, active, and productive members of their community.

School Vision:

PRLHS is one of our community's most important investments. By building "better Spartans and Warriors", we are providing generations of future leaders with the skills and mindset necessary to lead our community. Excellence in all we do.

Community Involvement in Plan Development

Community Involvement

The Board of Trustees reviewed the Continuous Improvement Plan at its Special Meeting on Tuesday, September 24, 2024. Input from the community was taken at this meeting. The Administrative Team met twice prior to the review by the Board to analyze data, input goals and written narrative to solidify an authentic plan driven by results. This year's plan represents realistic achievable goals for students.

Parental involvement in Student Individual Reading Plans

When a child in grades Kindergarten through 3rd Grade qualifies for a literacy intervention, the parent is informed through communication explaining the need for services. The literacy assessment is the IRI (Idaho Reading Indicator). Parents are invited to attend a conference where the plan for their child will be discussed and modified to help the student succeed. The MTSS Team reviews student performance and data throughout the year to identify individual students who may need support.

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

The District Report Card link is provided below, leading directly to the school district:

<https://www.idahoreportcard.org/about-us/district?districtId=083>

The District Report Card link is provided below, to the statewide site:

<https://www.idahoreportcard.org/>

The Progress Report and Benchmarks (performance targets) are set using the **2025-26 Continuous Improvement Plan Metrics – Part 2 Template**

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 1600001	LEA Name: West Bonner School District
---------------	---------------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):
<https://idahoschools.org/districts/083>

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)	2024-25 Results	2025-26 Performance Targets (LEA's Chosen Goals)	3 year Target	Student Increase/ year
All students will be college and career ready	4-year cohort graduation rate	2023 cohort data* 70.0% 2023 cohort	60.0%	74.0% 2024 cohort	100%	14
	5-year cohort graduation rate (optional metric)	not/applicable	not/applicable	not/applicable		
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	not/applicable	not/applicable	not/applicable		
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	58.0%	25.0%	51%	75%	13
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	25.0%	50%	100%	19
	% students who score proficient on the grade 8 ELA ISAT	75.0%	47.0%	56.0%	75%	21
	% students who make adequate growth on the grade 8 ELA ISAT	64.0%	47.0%	100.0%	100%	13
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	36.0%	32.0%	37.0%	75%	11
	% students who make adequate growth on the grade 6 Math ISAT	60.0%	56%	71%	100%	11
	% students who score proficient on the grade 6 ELA ISAT	54.0%	46.0%	56.0%	75	7
	% students who make adequate growth on the grade 6 ELA ISAT	68.0%	48.0%	66.0%	100	12
Section I Notes (continued): Performance Targets are not achievement results. Each year students may enter a new grade level at school. Targets are set by looking at districtwide results in each assessment for a grade level, then setting a reachable goal for the same group in their new grade, 10% above the actual Performance Result from their previous year's performance. It is important to note that cohorts change each year and targets must change with the new cohort. The target achievement goals from year-to-year may appear to be lowered if the target is not equal to or greater than the prior year; however, each cohort is a different group of students and the target is set for that group.						

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)	2024-25 Results	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	65.0%	78.2	82.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	65.5%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	60.0%	65.8%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	60.0%	53.5%	73.0%
	% students who score proficient on the Grade 4 ELA ISAT	57.0%	47.0%	57.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	54.0%	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	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 the Grade 3 ISAT ELA	56.0%	32.6	47.0%

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 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.

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 high school seniors completing greater than the minimum number of district required CTE classes (>3)	100.0%	80.0%	100.0%	
% of students with learning plans created and reviewed by the end of the 7th grade	100.0%	100.0%	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 2025-26, and is distinctly <i>different</i> than those required in Section I, above. The 2023-24 target goal continued to be 100% of the 8th graders have their learning plans created and reviewed by the end of 8th grade. This goal was met. The goal for 23-24 is that 100% of the 7th graders will have learning plans created and reviewed by the end of 7th grade. The district felt it was important that these learning plans were developed as early as possible in moving grades 7-8 to the high school in a combined junior-senior high school. This provides students a road map to career readiness. *Note: The state releases actionable data after the deadline for submitting the Continuous Improvement Plan. This explains the difference in cohort measure with a cohort measure for the upcoming year.
--

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. The district had some growth in areas and struggles in areas. We are particularly proud of the efforts we are making to increase access to CTE offerings and the number of students who are participating. Given the nature of our community, these programs are critical to the long-term vitality of both our students and our region. We also have significant room for improvement in attaining ELA goals, especially for students impacted by COVID-19. We are directing resources towards these students with the goal of remediating them to grade level as quickly as possible. We are hopeful that these interventions, which include a District Curriculum director, will aid in attaining greater ELA success.
--

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

Adequate growth was determined by reviewing data from the grade level before, then calculating an increase of 10%. Adequate growth is based on student performance in Grades 4 through 7, targeting proficiency by the 8th grade. At the 8th grade, proficiency in 11th grade is now targeted.

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 assessment 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 (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
K-2	ELA (English/Language Arts)	% 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	DWA (District Writing Assessment)		TBD	TBD
3	ELA (English/Language Arts)	% 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	DWA (District Writing Assessment)		32.0%	TBD
4 - 6	ELA (English/Language Arts)	% 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 (Idaho Standards Achievement Test)	50.0%	45.0%	TBD
K - 1	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	IRI (Idaho Reading Indicator)	70.0%	72.0%	TBD
2 - 3	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	IRI (Idaho Reading Indicator)	65.0%	60.0%	TBD
7-12	ELA (English/Language Arts)	% 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 (Idaho Standards Achievement Test)		N SIZE	N SIZE

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
K-1	Mathematics	% 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	EasyCBM		64.0%	TBD
2-3	Mathematics	% 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	EasyCBM		58.0%	TBD
4	Mathematics	% 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 (Idaho Standards Achievement Test)	48.0%	51.0%	TBD
5-6	Mathematics	% 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 (Idaho Standards Achievement Test)	48.0%	35.0%	TBD
7 - 12	Mathematics	% 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 (Idaho Standards Achievement Test)	n size	N SIZE	N SIZE

Configurations from previous years are being phased out with the Performance Target noted below in gray.						
K-4	ELA (English/Language Arts)	% 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	DWA (District Writing Assessment)	TBD	67.0%	
7-12	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	IXL	70.0%	N SIZE	
K-3	Mathematics	% 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	EasyCBM	TBD	63.08%	