

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1 - OPTION A

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website no later than October 1 each year.

Please note: your Continuous Improvement Plan (CIP) must include the minimum requirements as outlined in the law. It may include additional information or be combined with a broader strategic planning process.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2019 legislative session; changes are effective July 1, 2019. The amended 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.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(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, at a minimum, the student achievement and growth metrics 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
- (vi) Include a report of progress toward the previous year’s improvement goals...”

The college and career readiness metric required as a Continuous Improvement Plan measure is clarified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

POSTING / SUBMITTING YOUR PLAN

- If your Continuous Improvement Plan is a stand-alone document (and does not include the Advising Plan or Literacy Plan), **you must post it to your website by October 1**. To aid the Office of the State Board of Education in our review process and to assure we are accessing the correct document, **please send an e-mail to plans@osbe.idaho.gov by October 1st including a hyperlink** to the section of your website where the plan is posted. You are welcome to include the plan as an attachment on the e-mail, but please also send us a link.

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- If your Continuous Improvement Plan is a Combined District Plan (including the Advising Plan and Literacy Plan), **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Continuous Improvement Plan, including a link to the charter school's report card, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan.

2019-2020 Templates for the Continuous Improvement Plan

- 1) Districts and charter schools (Local Education Agencies or 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) as a guide to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow you create and submit a stand-alone Continuous Improvement Plan. If you are interested in providing your Continuous Improvement Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

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:**

- 2019-20 Continuous Improvement Plan Narrative – Template Part 1 (Option A or B)
- 2019-20 Continuous Improvement Plan Metrics – Template Part 2

You may post / 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 LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your mission, vision, or community involvement processes, you need to 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 2019-20:

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- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative; and
- Your LEA had a fully compliant CIP Narrative in 2018-19.

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 and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called “Determining which Templates to Use” on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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 - OPTION A

School District	#322	Name: Sugar-Salem School District	
Superintendent	Name: Chester Bradshaw		Phone: (208) 356-8802
	E-mail: cbradshaw@sugarsalem.com		
CIP Contact	Name: Jordan Shumway		Phone: (208) 356-9351
	E-mail: jshumway@sugarsalem.com		

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

Mission and Vision - REQUIRED

The Sugar-Salem School District staff will maximize the student potential of becoming life-long learners, and promote excellence through the collaborative support of family, school, and community partnerships.

All staff members of the Sugar-Salem School District, in partnership with the community, are committed to provide an educational environment where teaching and learning can adapt constructively in a changing society. We emphasize demonstrable lifelong skills, knowledge and values that develop responsible and contributing members of society.

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

Each board member receives the updated plans annually. They then read through them and bring comments and discussion to board meeting and talk about pertinent points in open meeting. Recently, our school board had a focus group revisit and wordsmith the current vision and mission statements. It is common for our school board committee to talk for hours about the merits of each particular word and collective phrases in these statements. Our district, school board, and community tried to adhere to the values of both of our mission and vision statements during our recent and successful levy and bond elections that allow us to update our buildings, provide additional resources geared toward student success, and to move forward with plans to build a new junior high school. The board participates in training multiple times per year, where we discuss how our mission and vision statements guide our work in our districts.

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

Performance Metrics and Demographics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Continuous Improvement Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. 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

District # 322	District Name: Sugar-Salem School District
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/322
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	94%
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	54%
	% students who scored proficient on the 8th grade ELA ISAT	51%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	76%
	% students who scored proficient on the 6th grade ELA ISAT	70%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	48%
	% students who scored "proficient" on the Grade 1 Spring IRI	69%
	% students who scored "proficient" on the Grade 2 Spring IRI	84%
	% students who scored "proficient" on the Grade 3 Spring IRI	76%

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	50	118	65	158	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	0.423728814		0.41		-1.37 percentage points	45% of students will meet the college ready benchmark (SAT)
	% students participating in one or more advanced opportunities					Not Required	
	% CTE track HS students graduating with an industry-recognized certification					Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					Not Required	

NOTES: Our district does not have SAT metrics for 2018-2019 that match the disaggregation required for the updated Continuous Improvement Plan. Estimated amount to be roughly 50 students out of 118. Our average district total score was 1006 (ERW: 502, Math 504). This average is slightly greater than the Idaho average total score of 986 (ERW: 501, Math: 485).

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 322	District Name: Sugar-Salem School District
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INSTRUCTIONS: An annual demographics update is a required part of the Continuous Improvement Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	51.9%	48.9%
Male	48.1%	51.1%
Asian	1.2%	0.9%
Black / African American	1.0%	1.0%
Hispanic / Latino	6.6%	7.9%
Native American	0.4%	0.5%
White	97.3%	94.8%
Free / Reduced Lunch Program	42.9%	38.9%
Received Special Education (IEP Students)	9.7%	9.0%

NOTES: Demographic data does not indicate percentage of students of more than one race, thus the cumulative percentage is greater than 100%.