

School District	#322	Name: Sugar-Salem School District	
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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

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 the plans 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. Construction on the new junior high school started in Spring of 2020 and is expected to be completed by Fall of 2021. The board participates in training multiple times per year, where we discuss how our mission and vision statements guide our work in our districts.

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.

CONTINUOUS IMPROVEMENT PLAN (2020-2021)

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	2020-21 Benchmarks (LEA Chosen 2020-21 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%

CONTINUOUS IMPROVEMENT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

NOTES: Because of school soft closures due to COVID-19 outbreaks in the Spring of 2020, Spring testing was not completed. Therefore, updated scores are not available for the following assessments: Spring IRI, Math ISAT, ELA ISAT. Performance targets will remain the same for the upcoming school year.

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

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2020-21 Benchmarks (LEA Chosen 2020-21 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)	65	158	N/A	N/A	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	41.14%		#VALUE!		#VALUE!	45%
	% 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: Because of school soft closures due to COVID-19 outbreaks in the Spring of 2020, Spring testing was not completed. Therefore, updated scores are not available for the following assessments: SAT, ACT. Performance targets will remain the same for the upcoming school year.

CONTINUOUS IMPROVEMENT PLAN (2020-2021)

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	2019-2020	2020-2021
Female	48.9%	49.7%
Male	51.1%	50.3%
Asian	90.0%	1.5%
Black / African American	1.0%	0.9%
Hispanic / Latino	7.9%	6.8%
Native American	50.0%	1.0%
White	94.8%	89.8%
Free / Reduced Lunch Program	38.9%	40.5%
Received Special Education (IEP Students)	9.0%	11.0%

NOTES: This data is based on district enrollment demographics as of September 23, 2020.