

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b>#322</b>	<b>Name: Sugar-Salem School District</b>	
Superintendent	Name: Chester Bradshaw		Phone: (208) 356-8802
	E-mail: cbradshaw@sugarsalem.com		
CIP Contact	Name: Jordan Shumway		Phone: (208) 356-0241
	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 student potential to become lifelong 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 plan annually. They then read through it and bring comments and discussion to their board meeting, where they talk about points of interest, items for consideration, and any questions regarding the plan. 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 work and collective phrase in these statements. Our staff, school board, and community adhere to the values of both our mission and vision statements and consider the tenets when requesting to pass levy and bond elections. Our most recent bond and levy initiatives have allowed us to upgrade our facilities, provide valuable professional development for staff, proceed with plans to build a new junior high school, and fund additional resources to promote student success. The board and parent involvement committee participate in training multiple times per year, where we discuss academic goals and growth and in what ways our mission and vision statements guide work in our district.

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## 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 **2021-22 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 (2021-2022)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/322">https://idahoschools.org/districts/322</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready		2020 cohort	2021 cohort
		94.0%	<b>95.0%</b>
		2019 cohort	2020 cohort
		Not required	
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	54.0%	<b>40.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT		<b>40.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	51.0%	<b>40.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT		<b>40.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	76.0%	<b>38.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT		<b>40.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	70.0%	<b>52.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT		<b>40.0%</b>

## CONTINUOUS IMPROVEMENT PLAN (2021-2022)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	61.0%	<b>63.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	64.0%	<b>65.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	88.0%	<b>89.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	79.0%	<b>80.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	54.0%	<b>55.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	<b>40.0%</b>

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## 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.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of K-5 students will take the IStation Reading test three times per school year to demonstrate growth and inform instruction	N/A	N/A	<b>70.0%</b>

**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 measurements that are distinctly *different* than those required in Sections I and II, above.

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	N/A		N/A		15
	% of students whose learning plans are reviewed annually by grade level	8th grade	N/A	8th grade	N/A	50.0%
		9th grade	N/A	9th grade	N/A	50.0%
		10th grade	N/A	10th grade	N/A	50.0%
		11th grade	N/A	11th grade	N/A	50.0%
	% of students whose learning plans are reviewed annually by grade level	12th grade	N/A	12th grade	N/A	50.0%
		# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		% students who Go On to a form of postsecondary education within 1 year of HS graduation	#DIV/0!		#DIV/0!	
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
% students who Go On to a form of postsecondary education within 2 years of HS graduation	#DIV/0!		#DIV/0!		20.0%	

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section V: 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 V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

<b>Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
Difference between mean score for Math section of SAT will have positive or no deviation from national benchmark (530)	N/A	-20.0	<b>0.0</b>
Difference between mean score for ERW section of SAT will have positive or no deviation from national benchmark (480)	N/A	30.0	<b>0.0</b>

**Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress**

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

Our metrics for reflection regarding our chosen 2020-2021 Performance Targets that also carry over to the 2021-2022 Continuous Improvement Plan relate to IRI progress in grades K-3, ISAT performance in 6th and 6th grade, and our progress toward our 4-year cohort graduation rate. a) We succeeded in meeting our performance targets in four of nine areas: Our performance target for our 4-year cohort graduation rate was 94%, and our achieved percentage was 99%. Our performance target for the % of students who scored "proficient" on the Kindergarten Spring IRI was 48%, and our achieved percentage was 61%. Our performance target for the % of students who scored "proficient" on the 2nd Grade Spring IRI was 84%, and our achieved percentage was 88%. Our performance target for the % of students who scored "proficient" on the 3rd grade Spring IRI was 76%, and our achieved percentage was 79%. b) We did not meet five out of nine of our performance targets: Our performance target for % of students who scored proficient on the 8th grade math ISAT was 54%, and our achieved percentage was 37%. Our performance target for % of students who scored proficient on the 8th grade ELA ISAT was 51%, and our achieved percentage was 38%. Our performance target for % of students who scored proficient on the 6th grade math ISAT was 76%, and our achieved percentage was 36%. Our performance target for % of students who scored proficient on the 6th grade ELA ISAT was 70%, and our achieved percentage was 50%. Our performance target for % of students who scored proficient on the 1st grade Spring IRI was 69%, and our achieved percentage was 63%. c) Our district has implemented ECRI instruction for all students in grades K-5. ECRI strategies are proven to help young learners gain phonological and phonemic awareness, translating to increased reading fluency and comprehension. The implementation of ECRI in all grades K-5 ensures that students receive explicit instruction year after year. This scaffolding and implementation should lead to higher IRI scores, especially in 1st grade. To address ISAT achievement, teachers in grades 3-8 have committed to providing explicit guidance to prepare students for the ELA and Math ISAT. Weekly classroom ISAT-specific instruction, featuring ISAT practice tests, reinforcement of grade-level academic knowledge and skills, and testing format and application, will increase students' comfort level with the format of the test and prepare them to confidently display their knowledge of grade-level content.

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

NOTES:



## CONTINUOUS IMPROVEMENT PLAN (2021-2022)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

#### Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	IRI	73.0%	<b>75.0%</b>
4-5	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	IRI	N/A	<b>70.0%</b>
4-5	Math	% 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	N/A	<b>50.0%</b>
6-8	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	47.0%	<b>50.0%</b>
6-8	Math	% 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 Math	27.0%	<b>30.0%</b>
9-12	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	ISAT ELA	40.0%	<b>41.0%</b>
9-12	Math	% 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 Math	25.0%	<b>27.0%</b>

**Comments: Due to the small size of our school district, the number of teachers in most grades compromise an n size less than 5. For that reason, teachers have been aggregated by school. Our elementary grades are separated into two schools- an Elementary School housing K-3 and an Intermediate School housing 4-6. During the 2021-2022 school year, the grade levels housed within schools will shift as we complete construction of a new Junior High. The grade levels have been adjusted to reflect the building assignments for the 2022-2023 school year. (6th grade will move into the Junior High School, 3rd grade will move into the Intermediate School, and the elementary school will be left with grades K-2.) Another result of our small district is that the number of teachers of specialized subjects creates an n size less than 5 for all common subjects and elective subjects. For this reason, we will only monitor ELA and Math scores for grades 9-12 as it is the only common formative assessment across those grade levels.**