CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

LEA	# 305	Name: Highland Joint School District	
Superintendent	Name: Tana Kellogg		Phone: 208-924-5211
	E-mail:tkellogg@sd305.org		
CIP Contact	Name: Tana Kellogg		Phone: 208-924-5211
	E-mail: tkellogg@sd305.org		

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

Mission and Vision - REQUIRED

Mission Statement:

Cultivating an inclusive learning environment that empowers confident, critical thinkers to become respectful, responsible citizens committed to lifelong learning.

Vision Statement:

Improving Lives through Learning

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

Community Involvement in the development of the plan. The entire school staff meets to discuss the Combined District Plan. The staff gives input into the performance metrics that could be LEA chosen and works with the administration and the school board to create performance targets for the upcoming school year. The district plan is also discussed at school board meetings, where public input is asked for.

Parents are given the opportunity to review current plans and current board policies and encouraged to make suggestions and recommendations as well as edit current plans.

The plan is also posted on the school website.

Parent Notification of College and Career Advising and Mentoring Services. Sixth grade students meet with the counselor in the Spring, as they transition from elementary to junior high. Highland secondary students must begin their (Six)/Four-Year Plan by the end of their 8th grade school year using the online CIS Career tool under the direction of the School Counselor. The Counselor then reviews the plan yearly with each high school student to ensure students remain on target for meeting both state and District graduation requirements that fit the specific individual needs of each

student. These meetings occur in December and May, during pre-registration for upcoming semesters.

Throughout the school year, high school parents receive letters of communication from the school Counselor, attached to parental permission slips regarding high school counseling events, including the PSAT/NMSQT for sophomores and juniors, ASVAB Career Readiness Test for juniors, SAT for juniors, college and career fairs in either Boise or Spokane, for juniors and seniors, FAFSA financial aid night in the Fall for seniors, and local college visits to LCSC and the University of Idaho for seniors. In addition, a letter will be sent to each high school parent explaining how the nextsteps.idaho.gov website can be utilized by their child as a tool for helping plan for post-secondary careers, Idaho Launch, ACT and SAT testing help, post-secondary registration, and other useful tools to assist in college and career readiness. This tool is shared with juniors and seniors either during Advisory or during their Government class. However, this will be expanded to assist ALL high school students and parents so they can more easily track their child's progress toward college and career readiness.

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 **2024-25 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.

LEA #	LEA Name:

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0285

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	**2023 cohort**	**2024 cohort**
		87.5%	**100.0%**
	5-year cohort graduation rate (optional metric)	**2022 cohort**	**2023 cohort**
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	25.0%	**28.6%**
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	**42.0%**
	% students who score proficient on the grade 8 ELA ISAT	57.0%	**28.6%**
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	**42.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	33.0%	**10.0%**
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	**30.0%**
	% students who score proficient on the grade 6 ELA ISAT	33.0%	**10.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	**30.0%**

CONTINOUS IMPROVEMENT PLAN (2024-2025)

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

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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	33.0%	33.0%
	% students who score proficient on the Grade 1 Spring IRI	30.0%	47.0%
	% students who score proficient on the Grade 2 Spring IRI	30.0%	44.0%
	% students who score proficient on the Grade 3 Spring IRI	41.0%	43.0%
	% students who score proficient on the Grade 4 ELA ISAT	25.0%	30.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
Percentage of K-3 student in either tier 2 or 3 on the fall IRI who move up at least one tier on the Spring IRI.	25.0%	41.00%	**20.0%**
Percentage of students who scored proficient or advanced on Grade 3 ELA ISAT	36.0%	18.00%	**40.0%**

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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

Highland Joint School District is measuring progress of students Literacy based on ISAT and IRI scores as shown in the LEA Chosen Performance Metrics listed in Section IIIA. iStation data is reviewed monthly for all K-3 students. Students are recognized for growth as well as proficiency.

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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
Percentage of current Seniors who complete the FASFA	76.0%	77.0%	**62.5%**
Percentage of current Seniors who apply to at least one postseconday institution	76.0%	77.0%	**62.5%**

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 2024-25, and is distinctly *different* than those required in Section I, above.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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.

Highland School is doing well in the area of Career and College advising, graduation rates, and FAFSA completion. We are focusing on student attendance in post-secondary education programs, internships, or on the job training programs. We continue to provide outreach to parents and students and assist students in setting high but achievable goals in this area. Highland has focused on continuous growth in our students testing rates and looks for strategies that positively impact student learning. Fall to spring IRI scores are being maintained. Highland had the third highest growth rate in the state this year on the IRI. We believe that is due to increased intervention and a larger focus on each individual student. Our intervention strategies have changed to ensure students receive direct instructon from a certified teacher. Steps have been taken to improve student success by providing MTSS training to improve tier 2 and tier 3 interventions. Processes are being created and training provided to all staff in Math and ELA instruction. We have reviewed our historical achievement levels and set our goals based on that data. Data has become a focus during our PD and we are noticing more focused classroom instruction. Highland is placing a renewed emphasis on data driven decision making, curriculum alignment, and instructional techniques.We are providing quality Professional Development opportunities for all staff and create a more prescriptive approach with interventions and enrichment. One of our goals is to provide a summer "jump in" program for our ealy learners prior to the start of school.

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

NOTES:

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 2023-24 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 2023-24 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 assesment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance Targets
K-5	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	iStation, IRI, AimsWeb, ISAT	72.0%	73.0%	**73.0%**
6-12	Varies	% 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, Pre/Post Tests, other taecher chosen assessments	70.0%	71.0%	**71.0%**
		% 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				
		% 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				
		% 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				