

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 or 2023 sessions. The 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. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(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 student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be 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
- x. Include a report of progress toward the previous year’s improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent’s or charter administrator’s evaluation.

### POSTING / SUBMITTING YOUR PLAN

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- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov) in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

### GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

**Please Note:** Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on [idahoschools.org](http://idahoschools.org)) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

### 2023-2024 Templates for the Continuous Improvement Plan

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) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

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:**

- 2023-24 Continuous Improvement Plan Narrative – Template Part 1
- 2023-24 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and 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 Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must 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 2023-24:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2022-23, or you are continuing a previously granted narrative exemption.

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## NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner ([nick.wagner@osbe.idaho.gov](mailto:nick.wagner@osbe.idaho.gov); 208-488-7586) 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 spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

### 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/>

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b># 83</b>	<b>Name: West Bonner County School District</b>	
Superintendent	Name: Branden Durst		Phone: 208-448-4439
	E-mail: brandendurst@sd83.org		
CIP Contact	Name: same as above		Phone:
	E-mail:		

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

### Mission and Vision - REQUIRED

WBCSD Mission:

Success for all with the  
Understanding that  
Community, parents, students and educators  
Collaborate and  
Empower the  
Student to make positive lifelong choices.  
Strive for greatness!

Vision:

Strive for greatness with Quantum 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

Due to events outside of our control, the district has not yet conducted a robust community input process. However, we anticipate conducting this process as soon as feasible to aid in the development of revised goals.

In lieu of community engagement, the district's building administrators and curriculum director met with the district superintendent to aid in goal setting. We recognize the vital importance of community involvement in this process and will be seeking it as soon as practical.

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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 **2023-24 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 (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 83	LEA Name: West Bonner County 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/083">https://idahoschools.org/districts/083</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort	2023 cohort
		80.0%	<b>70.0%</b>
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 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	50.0%	<b>Improve 20%</b>
	% students who make adequate growth on the grade 8 Math ISAT	34.0%	<b>Improve 20%</b>
	% students who score proficient on the grade 8 ELA ISAT	70.0%	<b>Improve 15%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	60.0%	<b>Improve 10%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	45.0%	<b>Improve 10%</b>
	% students who make adequate growth on the grade 6 Math ISAT	54.0%	<b>Improve 10%</b>
	% students who score proficient on the grade 6 ELA ISAT	60.0%	<b>Improve 10%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	<b>Improve 10%</b>

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	70.0%	<b>Improve 10%</b>
	% students who score proficient on the Grade 1 Spring IRI	75.0%	<b>Improve 10%</b>
	% students who score proficient on the Grade 2 Spring IRI	70.0%	<b>Improve 10%</b>
	% students who score proficient on the Grade 3 Spring IRI	75.0%	<b>Improve 10%</b>
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	<b>50.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	<b>Improve 10%</b>

### 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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on the Grade 3 ISAT ELA	55.0%	31.00%	<b>50.0%</b>

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### 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 2023-24, 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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of high school seniors completing greater than the minimum number of district required CTE classes (>3)			<b>40.0%</b>
% of students with learning plans created and reviewed by the end of the 7th grade			<b>100.0%</b>



# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### **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 2023-24, 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 2022-2023 Performance Targets (as chosen for your 2022-2023 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.

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

The district had some growth in areas and struggles in areas. We are particularly proud of the efforts we are making at increasing 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 two of our "covid cohorts". 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 includes the hiring of a district curriculum director, will aid in attaining greater ELA success.

NOTES:

# CONTINUOUS IMPROVEMENT PLAN (2023-2024)

## 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 2022-23 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 2022-23 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 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
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	ISAT	60.0%	45.0%	<b>25.0%</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	50.0%	30.7%	<b>55.0%</b>
K-2	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	EasyCBM	65.0%	57.0%	<b>65.0%</b>
3-8	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	45.0%	33.3%	<b>40.0%</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	EOC	70.0%	N/A	<b>70.0%</b>

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
K-4	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	DWA	80.0%	68.0%	<b>73.0%</b>
5-12	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	60.0%	48.3%	<b>60.0%</b>
K	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	70.0%	61.0%	<b>70.0%</b>
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	75.0%	62.0%	<b>70.0%</b>
2	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	65.0%	55.0%	<b>70.0%</b>
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	80.0%	53.0%	<b>60.0%</b>
4	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	55.0%	16.0%	<b>50.0%</b>