

Lakeland Joint School District #272

Rusty Taylor, Superintendent of Schools

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One District. One Mission. Every Student. Every Day.

Board Agenda Item Request

AGENDA ITEM: Approve District Continuous Improvement Plan (CIP)

PURPOSE: Approve CIP

MEETING DATE: September 17th, 2025

PREPARED BY: Jake Massey

INFORMATIONAL SUMMARY:

The CIP was revised after the board workshop on September 10th and reflects the following changes:

- Mission and Vision statements are current.
- 2025-26 Performance Targets are adjusted to reflect 3% growth from the 2024-25 Actuals. This is based on the *specific cohort* of students who will move into the grade level being monitored.
 - For example, our 2025-25 Performance Target for 8th Grade is based on how the 2024-25 7th Grade Class performed on the test.
- The following descriptions are added for further clarity:
 - 6-11 NWEA Map ELA- This score is calculated by combining the “Reading” and “Language Usage” tests.
 - 9-11 NWEA Map Math- This score is calculated by combining the “Algebra 1”, “Algebra 2” and “Geometry” tests.

Still to be *confirmed* (as of Friday, 9/12):

- Section IV: College & Career Advising, 2024-25 Actuals
 - I will further verify with HS Counselors before submitting the plan.

Plan for Board Approval:

- 2025-26 CIP
 - [Part 1: Narrative](#)
 - [Part 2: Metrics](#)

SUPERINTENDENT RECOMMENDATION:

It is the Superintendent’s recommendation to approve the 2025-2026 CIP plan and submit it to the State Board of Education no later than October 1, 2025.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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@edu.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, 2023, 2024 or 2025 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

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

NARRATIVE - TEMPLATE PART 1

- **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@edu.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) 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.

2025-2026 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:

- 2025-26 Continuous Improvement Plan Narrative – Template Part 1
- 2025-26 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 2025-26:

- 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 2024-25, or you are continuing a previously granted narrative exemption.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nwagner@edu.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 (2025-2026)

NARRATIVE - TEMPLATE PART 1

LEA	#272	Name: Lakeland Joint School District	
Superintendent	Name: Rusty Taylor		Phone: (208) 687-0431
	E-mail: rusty.taylor@lakeland272.org		
CIP Contact	Name: Jake Massey		Phone: (208) 687-0431
	E-mail: jake.massey@lakeland272.org		

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

Mission and Vision - REQUIRED

Lakeland Joint School District endeavors to educate every student and do our best to support every day, in every environment. The following mission and vision statements reflect this.

Mission:

“The mission of Lakeland Joint School District is to maximize student learning: Every student learning every day academically, social-emotionally, and behaviorally in every environment.”

Vision:

“A community committed to academic excellence and dedicated to student success!”

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

Throughout the 2024-2025 school year, School District Leaders met with parents and community members at scheduled Parent/Community Advisory Committee times. During those meetings, input was received from various stakeholders and LJSD goals were derived from feedback during these conversations. Additionally, input was given from the Long Range Planning Committee on the LJSD Strategic Plan.

All school leaders in LJSD regularly invite parent participation and feedback through building-specific means of gathering parents together. This could be a “Coffee Klatch”, a “Donuts and Discussion” or “Cookies and Conversation”. To reach parents who are not able to attend an in-person meeting, our schools and district office make an effort to make all information available to the public with opportunity for public and/or patron input on many areas of operation such as Supplemental Curriculum Materials or draft LJSD Policies.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 **2025-26 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 (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 272	LEA Name: Lakeland Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	Link to LJSD Report Card
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-2025 Actuals	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 95.0%	95.1%	2025 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2023 cohort		2024 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%	44.0%	56.0%
	% students who make adequate growth on the grade 8 Math ISAT	47.0%	61.5%	61.0%
	% students who score proficient on the grade 8 ELA ISAT	62.0%	58.0%	68.0%
	% students who make adequate growth on the grade 8 ELA ISAT	59.0%	57.0%	62.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	53.0%	43.0%	56.0%
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	46.5%	60.0%
	% students who score proficient on the grade 6 ELA ISAT	66.0%	56.0%	71.0%
	% students who make adequate growth on the grade 6 ELA ISAT	63.0%	49.6%	73.0%

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-2025 Actuals	2025-26 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading	% students who score proficient on the Kindergarten Spring IRI	85.0%	85.0%	85.0%
	% students who score proficient on the Grade 1 Spring IRI	85.0%	81.0%	88.0%
	% students who score proficient on the Grade 2 Spring IRI	81.0%	76.0%	84.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2				
readiness needed to transition to the next grade	% students who score proficient on the Grade 3 Spring IRI	76.0%	74.0%	79.0%
	% students who score proficient on the Grade 4 ELA ISAT	52.0%	60.0%	61.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	49.0%	62.0%	64.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Correct Sounds per minute Kindergarten (% meeting benchmark)	100.0%	98.16%	100.0%
Correct Words Per Minute 1st Grade	75.0%	81.00%	85.0%
Correct Words Per Minute 2nd Grade	75.0%	70.00%	84.0%
Correct Words Per Minute 3rd Grade	75.0%	63.00%	73.0%

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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2024-25 Performan ce Targets (From LEA's	SY 2024-25 RESULTS (if available)	2025-26 Performan ce Targets (LEA's Chosen
Percentage of Juniors who took dual credit/AP	60.0%	38.0%	41.0%
Percentage of Seniors who took dual credit/AP	60.0%	41.0%	44.0%
Percentage of high school students who took at least one CTE course	60.0%	58.0%	61.0%

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 2025-26, 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 2024-2025 Performance Targets (as chosen for your 2024-2025 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 (2025-2026)

~~METRICS AND DEMOGRAPHICS – TEMPLATE PART 2~~

Section I:

We're proud of the fact that we've repeatedly met or exceeded our goals for graduation rates in LJSD. We plan to keep our goal at 95% as this has proven to be attainable and realistic.

While we fell short of our goals for 8th Grade ISAT performance, we're encouraged to see that our growth rates are increasing. This year our secondary teachers are working on identifying mastery standards, aligning our mastery standards vertically 6-12th grade and ensuring that our priorities in the classroom translate to required outcomes as well as what's being measured on the ISAT.

Again, we see we fell short of our goals on the 6th Grade ISAT performance and we're making district-level adjustments to move closer to having guaranteed and viable curriculum in all secondary levels that align to required outcomes and the ISAT.

Section II:

We're extremely proud of our progress in this area. With focused attention and a great deal of work around The Science of Reading, we've seen our IRI score steadily increase over the past several years. Though we fell short of our own goals in 3 areas, we were very close to the goal and our growth is still strong. Our focus area now is to dig into the new assessment tool provided by Amira, and continue the work around The Science of Reading so we can guarantee that all LJSD students receive a high quality education in early literacy.

Section III:

Again, like the IRI, our in-district measures of CWPM reflect progress toward ensuring that all students have access to high-quality early literacy instruction as well as individualized intervention based on any skill deficits that are identified in each school. Our district processes around identifying characteristics of dyslexia in our students are extremely important in this measure, and we believe our growth reflects that our energy has been put in the right places.

Section IV:

This section is in progress as the data for our 24/25 identified goals is not available at the time of CIP submission.

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

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 2024-25 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 2024-25 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 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
K-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	Amira IRI (formerly Istation)	100.0%	75.0%	78.0%
K-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	IReady	100.0%	68.0%	71.0%
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	IReady	100.0%	37.0%	40.0%
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	NWEA Map (Reading & Language Usage Tests Combined)	100.0%	Not Administered Spring of 2025	44.0%
6-8	Science	% 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	NWEA Map	100.0%	Not Administered Spring of 2025	59.0%

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