

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

Mission Statement:

Highland Schools exist to help all children learn
so that they can succeed in life.

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 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 the August and September 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 Highland secondary students must complete their 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. This occurs in December and May, during pre-registration for upcoming semesters. 2 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 test for sophomores and juniors, the ASVAB Career Readiness Test for juniors, the SAT test 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, beginning in September of 2018, 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, ACT and SAT testing help, the college registration process, and other useful tools to assist in college and career readiness. Between 2015 and 2018, this tool has been shared with juniors and seniors at the school either during occasional advisory periods or the occasional Government class. However, it 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 **2022-23 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 (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 305	LEA Name: Highland Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0285
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 81.0%	2022 cohort 88.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 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	13.0%	35.0%
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	44.0%	65.0%
	% students who make adequate growth on the grade 8 ELA ISAT	43.0%	67.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	36.0%	25.0%
	% students who make adequate growth on the grade 6 Math ISAT	45.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	35.0%
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%	50.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 305	LEA Name: Highland Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0285
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

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	5-year cohort graduation rate (optional metric)	2020 cohort	2021 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	13.0%	35.0%
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	44.0%	65.0%
	% students who make adequate growth on the grade 8 ELA ISAT	43.0%	67.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	36.0%	25.0%
	% students who make adequate growth on the grade 6 Math ISAT	45.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	35.0%
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%	50.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	60.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	60.0%
	% students who score proficient on the Grade 2 Spring IRI	50.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	60.0%	62.0%
	% students who score proficient on the Grade 4 ELA ISAT	40.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	60.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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.

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

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 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.	45.0%	25.00%	30.0%
Percentage of students who scored proficient or advanced on Grade 3 ELA ISAt	60.0%	15.00%	30.0%

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 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

Our 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.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Percentage of current Seniors who complete the FASFA	85.0%	92.0%	92.0%
Percentage of current Seniors who apply to at least one postsecondary institution	85.0%	92.0%	88.0%

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 2022-23, and is distinctly *different* than those required in Section I, above.

Highland Joint School District is measuring progress towards college and career Advising using the LEA Chosen Performance Metrics as listed in section IVA.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 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 continues to show strong achievement in the area of Career and College advising, graduation rates, FAFSA completion and higher education matriculation rates. We continue to provide outreach to parents and students and assisting students in setting high but achievable goals. Highland has focused on continuous growth in our students and looks for methods that positively impact student learning. A significant number of our students remain proficient from fall to spring on the IRI. Highland has classes where only one student is in tier 3 and one student is in tier 2. Our teachers are working hard to ensure students are given the assistance they need. We did not meet expectations in Literacy Proficient goals for the 2021-2022 school year, not reaching the LEA set goals for all metrics. We have taken steps to remedy this by providing MTSS training to improve tier 2 and tier 3 interventions. We have also purchased additional resources and will provide math and reading intervention to support students who are not proficient. 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. We will have a focus each month during PD on data analysis and use the information to guide our instructional goals. Highland is placing a renewed emphasis on data driven decision making, curriculum alignment, and instructional techniques. Highland will see increased Professional Development opportunities for all staff and create a more prescriptive approach with interventions and enrichment. We hope to implement some type of summer enrichment or "jump-in" program to help reduce the learning loss that occurs over the summer.

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

NOTES:

2022-23 Continuous Improvement Plan Review Checklist

DISTRICT / LEA #	DISTRICT / LEA NAME	DATE OF REVIEW
305	Highland Joint School District	12-19-2022

CONTINUOUS IMPROVEMENT PLAN NARRATIVE

2022-2023 Narrative Update Exemptions

Did the district / charter provide an updated 2022-23 Continuous Improvement Plan Narrative? ☒ YES ☐ NO

➤ If Yes, proceed to Narrative Review Checklist

➤ If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:

- District / charter school has indicated that they are not providing a 2022-23 Continuous Improvement Plan Narrative because they have *not* made any substantial changes to the information (mission, vision, community involvement description) included in their previous Continuous Improvement Plan Narrative or Combined District Plan Narrative ☐ YES ☐ NO
- District / charter school had a fully compliant 2021-22 Continuous Improvement Plan Narrative or is continuing a previously-granted narrative exemption ☐ YES ☐ NO

Is district / charter school exempt from providing an updated 2022-23 Continuous Improvement Plan Narrative? ☐ YES ☐ NO

REVIEW KEY (for the “Included” column)

X = Fully Addressed

/ = Partially Addressed

Blank = Not Addressed

NARRATIVE REVIEW**Section: Mission and Vision**

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
X	District/LEA mission and vision statements.	

Section: Community Involvement in Plan Development

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
X	Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan.	

METRICS AND DEMOGRAPHICS REVIEW**Section: Introductory Information**

Continuous Improvement Plan & Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
X	Link to the district / charter school report card (idahoschools.org, as publicly released by the State Department of Education) is provided to address previous year(s) of data and LEA demographics.	Since your district only has one school, we will allow the school report card. However, we prefer that you use your district-level report card, since the plan is a district plan and it's that report card link that is required by statute. For future use, here is that link: Idahoschools.org/districts/305

Section I: Student Achievement & Growth Metrics – Current & Previous Year Performance Targets

Included	Required Item	Notes
X	2021-22 Performance Targets (as previously set in the LEA's 2021-22 CIP) for all blue-shaded Section I Metrics.	
X	2022-23 Performance Targets are set for all blue-shaded Section I Student Achievement & Growth Metrics.	

Section II: Literacy Proficiency & Growth Metrics – Current & Previous Year Performance Targets

Included	Required Item	Notes
X	2021-22 Performance Targets (as previously set in the LEA's 2021-22 CIP) for all Section II Metrics.	
X	2022-23 Performance Targets are set for all Section II Literacy Proficiency & Growth Metrics.	

Section III: How LEA Measures Progress Towards Literacy Goals and Targets

Included	Required Item	Notes
X	LEA completed Section III.A, including the following: <input checked="" type="checkbox"/> At least one (1) metric created by the LEA to measure literacy progress. Metric(s) is distinctly different from any metrics in the previous sections. <input checked="" type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately. <input checked="" type="checkbox"/> 2022-23 Performance Targets are set for each LEA-chosen metric.	
OR		
N/A	LEA completed Section III.B by providing a brief narrative that identifies how the LEA plans to measure literacy progress that includes the following: <input type="checkbox"/> At least one clear metric that is quantifiable. <input type="checkbox"/> Reflection on prior performance. <input type="checkbox"/> At least one goal or target for future (2022-23) performance.	

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

Included	Required Item	Notes
X	<p>LEA completed Section IV.A, including the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> At least one (1) metric created by the LEA to measure progress towards college and career advising and mentoring goals. Metric(s) is distinctly different from any metrics in the previous sections. <input checked="" type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately. <input checked="" type="checkbox"/> 2022-23 Performance Targets are set for each LEA-chosen metric. 	
OR		
N/A	<p>LEA completed Section IV.B by providing a brief narrative that identifies how the LEA plans to measure progress towards college and career advising and mentoring goals. The narrative includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least one clear metric that is quantifiable. <input type="checkbox"/> Reflection on prior performance. <input type="checkbox"/> At least one goal or target for future (2022-23) performance. 	

Section V: Report of Progress Narrative

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
X	An appropriate narrative is provided that describes the progress the LEA made during the 2021-22 school year towards the Continuous Improvement Plan Performance Targets LEA set by the LEA in its 2021-22 CIP, as provided in the previous Sections I-IV.	

Section VI: Staff Performance – Previous Year Results & Current Year Performance Targets

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
X	Groups of staff are appropriately aggregated by grade and subject or goal. The assessment tool is identified for each group.	
X	Previous year (2021-22) results are provided for all aggregated staff groups.	
X	2022-23 Performance Targets are set for all aggregated staff groups.	