

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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

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

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

The school staff meets to discuss the Continuous Improvement Plan. The staff provides input into the performance metrics and works with administration and parents to create performance targets for the upcoming school year. The district plan is discussed during school board meeting and public input can be made.

Plans are available for public suggestions and recommendations.

The plan is also posted on the school website.

Parent Notification of College and Career Advising and Mentoring Services. We have a new College and Career Advisor working with our students. He will meet with the grade 7-12 students throughout the school year to address their goals and plans for the future. Four-year plans are developed and students will meet and discuss these plans throughout their high school career to ensure they are on

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

NARRATIVE - TEMPLATE PART 1

target to meet the state and district graduation requirements. They will also discuss their plans for the future, completing the FASFA, Launch, and Apply Idaho applications. The CCA will also help find scholarships for those interested in continuing into post-secondary or internship programs. Students in seventh and eighth grade will meet to discuss careers they are interested in as well as any additional training that may be required beyond high school.

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 # 305	LEA Name: Highland School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/about-us/district?districtId=305
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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)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 100.0%	2025 cohort 87.0%
	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	28.6%	36.0%
	% students who make adequate growth on the grade 8 Math ISAT	42.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	28.6%	27.0%
	% students who make adequate growth on the grade 8 ELA ISAT	42.0%	60.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	10.0%	38.0%
	% students who make adequate growth on the grade 6 Math ISAT	30.0%	46.0%
	% students who score proficient on the grade 6 ELA ISAT	10.0%	23.0%
	% students who make adequate growth on the grade 6 ELA ISAT	30.0%	55.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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)	2025-26 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%	47.0%
	% students who score proficient on the Grade 1 Spring IRI	47.0%	62.0%
	% students who score proficient on the Grade 2 Spring IRI	44.0%	67.0%
	% students who score proficient on the Grade 3 Spring IRI	43.0%	54.0%
	% students who score proficient on the Grade 4 ELA ISAT	30.0%	27.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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 to measure progress through a short narrative.

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)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	20.0%	30.0%	35.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	40.0%	91.00%	47.0%

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.

Highland Joint School District is measuring progress of student literacy based on IRI scores as shown in the Performance Metric listed in Section III.A

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	77.0%	75.0%	83.0%
% of high school seniors who apply to at least one post-secondary institution	77.0%	75.0%	92.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	100.0%	100.0%	100.0%

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.

Highland Joint School District is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section IV.A.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 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.

Successes

With high percentages of disadvantaged and homeless students we are pleased with our efforts during the 2024-2025 school year. Teachers and staff are working hard to ensure positive learning outcomes for all students.

2024-2025 Performance Targets Met

Graduation Rate (100%); Adequate growth ISAT ELA 6th grade (55.0%) and 8th grade (60.0%); IRI Kindergarten (91.0%) and 3rd grade (45.0%); Literacy LEA Chosen Goal- Kindergarten proficiency on the Spring ISAT (91%); Advising LEA Chosen Goal- HS juniors who completed a Career and Financial Literacy course (100%).

Planned Strategies to Address Areas of Challenge

Subjects where we did not meet our 2024-25 targets. Although we are improving, we did not fully meet our IRI or ISAT ELA or Math goals. These will be areas of focus for 2025-26. Both our secondary and elementary teachers are working with the regional math center, and the curriculum specialist from our vendor to support math learning for all students. We are providing intervention for our K-8 students in both ELA and math. We have a new college and career advisor who is implementing plans to better support our secondary students in planning for future success.

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

NOTES: We utilize historical and current data to set our 2025-2026 Performance Targets

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-8	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	Amira, IRI, AimsWeb, ISAT	72.0%	75.0%	75.0%
G6-12	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 teacher chosen assessments	70.0%	71.0%	80.0%
		% 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				