

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN (2024-2025)

LEA	#91	Name: Idaho Falls School District	
Superintendent	Name: Karla LaOrange		Phone: (208) 589-4969
	E-mail: laorkarl@sd91.org		
CIP Contact	Name: Thomas Kennedy		Phone: (208) 612-7370
	E-mail: kennthom@sd91.org		

Mission and Vision

Our Vision:

Idaho Falls School District 91 will provide all students with a culture that empowers, instruction that engages, and technology that enables.

Our Mission:

The mission of Idaho Falls School District 91, in cooperation with our community, is to graduate all students with the knowledge, skills and attributes they need to be successful beyond high school.

Our Collective Commitments:

- Students are our first priority.
- All students can learn and demonstrate measurable growth.
- Individual learning needs are best addressed through differentiated instruction.
- Students learn best when actively engaged.
- Whole child development requires an enriched curriculum that provides a wide array of opportunities.
- Learning is a cumulative, lifelong pursuit.
- Consistent application of research-based teaching and curriculum maximizes student achievement.
- All people have a right to a safe, respectful and orderly educational environment.
- Quality educators make a difference in students' lives.
- Data-based decisions drive and develop academic and professional improvement.
- Our similarities and differences are to be recognized with dignity and respect.

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN (2024-2025)

Community Involvement in Plan Development -

Idaho Falls School District 91 has actively engaged parents, teachers, administrators, and students in the development of the Continuous Improvement Plan. A variety of tools and approaches were used, including surveys, School Advisory Councils, district committees, meetings with PTO and Booster groups, and regular meetings with student groups across the district. These inputs contributed significantly to the district's plans and practice, ensuring the district is responsive to community needs. A critical outcome of these efforts was the development of the Intervention Model Blueprint. This process involved the Intervention Model Committee made up of parents, teachers, and administrators. The committee analyzed district achievement data, identified areas of strength and improvement, and explored best practices for providing intervention services. The committee reviewed best practices research, visited schools in surrounding districts to learn about different models used to serve the diverse needs of learners. This research and collaboration led to the Intervention Model Blueprint, a proposal for optimizing the use of time and resources to better serve the academic needs of all students. The blueprint was approved by the Idaho Falls School Board for implementation in the 2024-2025 school year.

The superintendent also met regularly with student groups at the middle and high school levels to learn more about student perceptions of their learning experience and how the district could better serve students. Student input was used in designing the Intervention Model Blueprint. Feedback from student groups was also shared with the school board for their consideration when designating an intervention day for students in grades 7 through 12.

The Idaho Falls School Board provided additional guidance and directives with a particular focus on the goals established by the board for academic achievement in reading, mathematics, and science. These goals serve as the foundation for the district's CIP, ensuring that district resources are aligned to support student learning and improve overall academic achievement. The collaboration between various stakeholders and a clear focus on student achievement resulted in a focused, comprehensive Continuous Improvement Plan that aligns district resources to improve student learning.

These sources of input and feedback were used to develop the Continuous Improvement Plan, with a strong focus on student achievement and alignment of district resources to support student learning and improve student achievement.

High Reliability Schools Model & Outcomes

In 2019, Idaho Falls School District adopted the High Reliability Schools (HRS) model, developed by Marzano, to guide continuous improvement and ensure high-quality instruction and student outcomes. The district provided HRS staff development to familiarize school leadership teams with the HRS framework, and efforts were focused on achieving certification in Level 1: Safe and Collaborative Schools.

Since the initial adoption, all schools in the district have successfully earned certifications for HRS Level 1 and Level 2: Effective Instruction in Every Classroom. These certifications reflect the district's commitment to fostering safe, supportive school environments and promoting evidence-based instructional practices.

In the fall of 2023, the district shifted its focus from the formal certification process to deepening the implementation of HRS principles. This pivot allows schools to create sustainable systems that further strengthen Level 1 and Level 2 practices district-wide. By focusing on safety, collaboration, and effective instruction, the district aims to build capacity at every level to support student learning and

IDAHO FALLS SCHOOL DISTRICT 91

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

success. The following outcomes of the HRS model are directly aligned with the District's Continuous Improvement Plan (CIP). This strategic alignment ensures that efforts to enhance school safety, collaboration, and instructional effectiveness are integrated with broader district goals, leading to cohesive and impactful progress.

The following HRS outcomes outline the district's ongoing work to deepen the focus on Level 1 and Level 2, reinforcing a culture of continuous improvement across all schools.

Level 1: Safe and Collaborative Schools

Focus: Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC)

Objective 1: Develop a comprehensive, district-wide, and building-level Multi-Tiered Systems of Support (MTSS) for behavior management.

- Assess the safety and collaborative culture within each school environment, drawing on feedback from staff, parents, and students to ensure a supportive learning environment.
- Refine the behavioral data collection system to ensure accurate, actionable data that drives decision-making at both the district and school levels.
- Establish proactive Tier 1 strategies for behavioral support across all K-12 levels to prevent behavioral issues and promote a positive school culture by ensuring expected behaviors are taught, practiced, and reinforced systematically.
- Develop Tier 2 responses to provide targeted support for students, ensuring behavior skills not generalized after Tier 1 instruction are explicitly taught, practiced, and reinforced systematically.
- Research and evaluate Tier 3 systems to enhance current district supports, designing a clearly defined system for addressing more intensive student needs.
- Create a staff development plan to strengthen capabilities in Tier 1 prevention, Tier 2 documentation, and Tier 3 response mechanisms, ensuring consistency in behavioral management practices.

Objective 2: Strengthen Professional Learning Communities (PLCs) to drive instructional decisions and enhance student learning through prioritized standards and Common Formative Assessments (CFAs).

- Leverage **PLCs, School Advisory Councils, and District Advisory Councils** to facilitate meaningful input into school and district decision-making processes.
- Expand the **District Leadership Council** to further guide and support the development of effective PLC practices.
- Provide **staff development and support** for PLC teams to analyze data at each meeting, using insights to make informed decisions regarding behavior management, instructional strategies, priority standards, and CFA development.
- **Evaluate the implementation of priority standards** within the district, ensuring alignment with instructional practices and student learning goals.
- Support PLC teams in **finalizing and refining the implementation of priority standards**, ensuring documentation and tracking of progress.
- Assess the effectiveness of **CFA development and implementation** across all grade levels and subject areas.
- **Support PLC teams** in using CFA data to select evidence-based strategies for Tier 1 instruction and Tier 2 interventions, ensuring consistency across all grade levels and content areas.

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN (2024-2025)

Level 2: Effective Instruction in Every Classroom

Objective 1: Elevate instructional practices through effective staff development focused on evidence-based instructional strategies.

- Design and implement a staff development plan that emphasizes evidence-based instructional strategies, with a specific focus on foundational reading and writing across all grade levels and content areas.
- Provide professional development on assessment practices and data analysis to improve CFA development and instructional outcomes.
- Offer training on evidence-based CFA development and utilization to support data-driven instructional decisions, impacting all tiers of instruction.
- Ensure communication of district goals and progress for cohesive understanding among all district employees.
- Deliver job-embedded professional development on instructional frameworks, such as *The New Art and Science of Teaching* (Marzano, 2017).
- Develop and implement a walkthrough reporting system that supports teachers in adhering to district curriculum and instructional practices.
- Maintain consistent communication and monitoring of evidence-based instructional strategies at the school and district levels to ensure alignment and accountability.

Objective 2: Address new state graduation requirements by providing flexible pathways for student success.

- Conduct evaluations of Gifted and Talented (GT), Advanced Opportunities (AO), and Career Technical Education (CTE) programs, making revisions as needed based on comprehensive data analysis.
- Expand learning opportunities by identifying and integrating multiple pathways to graduation, offering students varied and flexible options for success.

Established Goals:

1. Improved graduation rates for all students. Idaho Falls School District 91's 4-year cohort graduation rate will be 90% by 2027.
2. In Reading, Science and Mathematics reduce the percentage of non-proficient students by one-third over four years as outlined below. "Proficient" means that a student has met or exceeded grade-level standards in a specific subject as determined by performance on the associated assessment.

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN (2024-2025)

Goal Metrics: Decrease the percent of basic and below achievement.

Assessment	Spring 2023 Percent below basic	Spring 2024 Goal Percent below basic
Idaho Reading Indicator	35%	30%
ISAT Reading	52%	42%
ISAT Mathematics	62%	55%
ISAT Science	65%	60%

1. Monitor and provide accountability of district and school leadership on High Reliability Schools (Marzano, 2017) progress, academic achievement, parent engagement, and progress reporting to the Idaho Falls School District Board of Trustees.
2. Develop Professional Learning Communities that are data-driven and focused on improving student outcomes. Through regular data analysis, PLC teams will identify instructional needs, select evidence-based teaching strategies, and implement targeted interventions (DuFour, et al., 2024).

Goal 1 Strategies: Improved Graduation Rate

Improvement goal: Increase graduation rate

The goal of the following strategies is to support diverse student needs, provide interventions, and improve tracking to raise graduation rates.

- 1. Increase the effectiveness of Professional Learning Communities (PLC)**
 - Utilize formal and informal assessment data to consistently track and monitor student progress.
 - Intentionally implement evidence-based instructional strategies tailored to meet the learning needs of individual students.
- 2. Implement Academic Review Process**
 - Ensure students with learning disabilities receive appropriate accommodations and learning opportunities that address each student's learning needs/disability.
 - Establish clear procedures and systems to support effective implementation of the Academic Review process.
- 3. Review graduation requirements**
 - Evaluate current graduation requirements and explore ways to provide more flexibility for students while ensuring academic rigor.
- 4. District Collaboration and Review**
 - High school principals will meet with the superintendent throughout the year to review student performance reports (Graduation Progress and D/F reports), identify at risk students early, and review student plans for improvement.

IDAHO FALLS SCHOOL DISTRICT 91

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

Goal 2 Strategies: Improved Reading, Science, and Mathematics achievement.

Instructional Goal: Highly effective teacher in every classroom

The following strategies aim to improve student achievement in key academic areas by supporting teachers with evidence-based practices, monitoring progress closely, and enhancing instructional effectiveness.

- 1. Alignment with Evidence-Based Teaching Practices**
 - Ensure all Individual Professional Learning Plan (IPLP) goals and activities are aligned to *The New Art and Science of Teaching* (Marzano, 2017) and evidence-based teaching practices.
- 2. Effective Professional Learning Communities (PLCs)**
 - Utilize formal and informal data to monitor student progress.
 - Implement evidence-based instructional strategies targeted to meet the specific needs of students.
- 3. Implement and monitor the effectiveness of the Intervention Model**
 - Key effectiveness indicators include:
 - Improved reading and math achievement
 - Higher course passage rates at the middle and high school levels
 - Increased graduation rate
 - Improved student attendance
 - Reduction of Loss of Credits due to Absences (LCAs)
- 4. Integrate Literacy Skills Across All Content Areas**
 - Ensure reading, writing, and speaking are incorporated into daily instruction in all content areas.
- 5. Strategic Professional Development**
 - Provide systematic professional development in:
 - Tiered behavior systems.
 - Foundational and content reading instructional strategies.
 - Data analysis to inform teaching practices.

Reading Goal: Reduce the number of students who are performing below the proficient level.

The following strategies are focused on reducing the number of students performing below proficient levels in reading using a multi-faceted approach to improving reading skills and achievement.

- 1. Strengthening Professional Learning Communities (PLCs)**
 - Increase the use of formal reading data to consistently monitor student progress.
 - Implement evidence-based instructional strategies targeted to meet the specific needs of students.
- 2. Elementary Reading Specialists**
 - Support elementary teachers and paraprofessionals in assessment and progress monitoring practices.
 - Assist with analysis of data to inform evidence-based literacy practices.
 - Support implementation of evidence-based structured literacy instructional practices in Tier 1 and Tier 2 settings.

IDAHO FALLS SCHOOL DISTRICT 91 CONTINUOUS IMPROVEMENT PLAN (2024-2025)

3. Systematic Literacy Professional Development

- Provide systematic literacy professional development focused on evidence-based practices and effective progress monitoring.
- Effective reading assessment and progress monitoring practices.
- Use of reading assessment and progress monitoring data to inform and target instruction.
- Structured literacy instructional practices for Tier 1 and Tier 2 instruction.
- Targeted development of reading support paraprofessionals.
- Multi-Tiered Systems of Support (MTSS) for early identification and remediation.

4. Intervention Model Implementation

- Key indicators include:
 - Elementary:
 - Tiered instruction at all grade levels.
 - Provide time for additional instruction and practice.
 - Secondary:
 - Integration of content area reading evidence-based practices into content courses.
 - Improved reading achievement at all grade levels.
 - Increased course passage rates.

5. Implementation of Structured Literacy

- Implement evidence-based instructional strategies aligned with systematic literacy development.

6. Research-Based Progress Monitoring

- Implement research-based progress monitoring assessments.
- Analyze reading assessment data to inform instructional decisions.

7. Monitoring Intervention Effectiveness

- Key indicators include:
 - Effective implementation of Tier 1 (core) and Tier 2 (intervention) instructional strategies.
 - Decreased number of students performing at below basic levels in reading and English Language Arts.
 - Increased early literacy achievement.
 - Improved course passage rate at the middle and high school levels.
 - Increased graduation rates.
 - Reduction of Loss of Credits due to Absences (LCAs).
 - Improved attendance rates.

Mathematics Goal: Reduce the number of students who are performing below the proficient level.

These strategies and indicators emphasize improving instruction, monitoring student progress, and offering targeted interventions with the goal of increasing mathematics proficiency.

1. Professional Learning Communities

- Enhance effectiveness of Professional Learning Communities (PLCs) to consistently monitor student progress.
- Implement evidence-based instructional strategies based on identified needs.

2. Interim Assessments

- Use Interim Assessments to assess and monitor student mathematic achievement.

IDAHO FALLS SCHOOL DISTRICT 91

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

- Increase use of Interim Assessments to inform alignment of instruction to priority standards.
- 3. Professional Development**
 - Analysis of Interim Assessment data to monitor progress and align to priority standards.
 - Provide effective mathematics professional development focused on evidence-based mathematics practices.
- 4. Curriculum Review**
 - Research effective mathematics curriculum resources for Algebra 1, Algebra 2 and Geometry.
 - Conduct a curriculum review to identify and recommend an evidence-based curricular resource for Algebra 1, Algebra 2, and Geometry.
 - Provide professional development to support the implementation of the selected curriculum resource.
- 5. Mathematics Instructional Support**
 - Implement consistent pacing to support student learning.
 - Ensure fidelity with the *Into Math* program.
- 6. Intervention Model**
 - Key indicators include:
 - Decrease the number of students performing at below basic levels in mathematics.
 - Increased overall math achievement.
 - Improved course passage rates.
 - Higher enrollment in advanced math courses.
 - Increased graduation rates.
 - Reduction in Loss of Credits due to Absences (LCAs).
 - Improved attendance rates.

Science Goal: Reduce the number of students performing below the proficient level.

The following plan is focused on key areas to improve student proficiency in science.

1. Improve Comprehension of Scientific Text

- Data Analysis:
 - Teach students how to interpret scientific data, including identifying trends and drawing conclusions.
 - Charts and graphs: Use visual aids during instruction to build students' ability to read and analyze information presented in charts and graphs.
 - Text structures: Familiarize students with common text structures in science (i.e. cause-effect, problem solution, description, sequence) to help student anticipate what to look for in complex texts.
 - Practice reading informational texts: Incorporate science readings from a variety of sources to improve comprehension of scientific text.
- Assessment Analysis:
 - Analyze Idaho Standards Achievement Test science sample items to determine curricular and instructional alignment.
 - Address any areas of deficient identified in the curricular and instructional alignment analysis.
- Interim Science Assessments:

IDAHO FALLS SCHOOL DISTRICT 91

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

- Skill identification: Use interim assessments as a diagnostic tool to identify areas of strength and weakness.
- Use of data: Analyze assessment results to track progress and identify learning and instructional needs.
- Instructional Decisions: Administer the science interim assessments and use the data to inform instructional decisions.
- Intervention: Provide targeted interventions based on the data to improve identified areas of need.

Goal 3 Strategies: Accountability of District and School Leadership

Achievement & Accountability Goal:

Provide a focus on data-driven decision making to support student achievement improvements throughout the district.

The following strategies were selected to increase data-drive decision making and focus support for student achievement improvement across the district.

1. Principal Evaluation System

- Key indicators include:
 - Revise the system to include accountability measures for reducing the number of students who are below proficient in reading, mathematics, and science, and improved graduation rates at the high school level.
 - Effective implementation of Tier 1 and Tier 2 strategies.
 - Reduction in students scoring below proficient in reading/English Language Arts, mathematics, and science.
 - Early literacy improvements (if applicable).
 - Improved course passage rates in middle and high schools.
 - Increased graduation rates.
 - Reduction in Loss of Credits due to Absences (LCAs).
 - Improved attendance rates.
 - Evaluation system clearly defines principal performance expectations and focuses on the work of the principal.

2. Meeting Student Needs

- Principals will meet with the superintendent to review student performance reports, identify at-risk populations, and discuss improvement plans.
- Use D-/F reports to track and support students during PLC meetings.
- Develop reporting systems to provide school level information on attendance and behavior for early intervention.
- Implement Academic Review to ensure accommodations and learning opportunities address individual student needs.
 - Establish clear procedures and systems to support effective implementation of the Academic Review process.

IDAHO FALLS SCHOOL DISTRICT 91

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

Goal 4: Community Engagement Accountability

Community Engagement Goal: foster community engagement to ensure input from stakeholders.

Community engagement is a high priority for the district. The following strategies focus on fostering engagement, improving transparency, and ensuring decision-making processes include input from stakeholders in the Idaho Falls School District.

1. Achievement Progress Reports

- The district will report student achievement progress to the school board at the end of each trimester to ensure the board is updated regularly on academic progress.

2. Long-Term Monitoring and Planning

- The district will conduct an evaluation of facilities usage to determine utilization of facilities and how well the buildings and infrastructure align with learning goals and student needs.
- Develop a long-term curriculum review cycle to ensure regular and consistent evaluation of standards, curriculum resources, and budgetary needs.

3. Community Engagement

- School Advisory Councils: Advisory councils at the school level will include representation from all school stakeholders. These councils will contribute to the School Wide Improvement Plan (SWIP), ensuring that diverse perspectives shape school improvement efforts.
- District Advisory Council: This council will meet annually, with representatives from all schools, and will offer input into the broader District Continuous Improvement Plan (CIP), helping to shape district-wide goals and strategies.
- Student Advisory Council: Students from all high schools will be represented on this council that will give students a voice and input into the decision-making process.

4. Communication

- The district will maintain consistency and regular communication with stakeholders, including employees, using various platforms to ensure transparency and engagement.
 - The district will promote the programs offered by the school district and success highlight the achievements of students throughout the district.
 - The district will use communication tools to engage community members in providing input and feedback into the work of the district.
 - The district will host virtual town hall meetings to provide stakeholders with an opportunity to ask questions and learn more about the district.
- To enhance accessibility, the district will live-stream School Board business meetings, allowing more community members to stay informed.
- The district will continue to collaborate with local businesses, nonprofits, and community leaders to provide input into school initiatives.

References

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2024). Learning by doing: A handbook for professional learning communities at work (4th ed.). Solution Tree Press.

Marzano, R. J. (2017). The new art and science of teaching. Solution Tree Press.

Marzano, R. J., Warrick, P., & Simms, J. A. (2011). Learning communities at work and high reliability Schools: Cultures of continuous learning. Solution Tree Press.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

LEA # 91	LEA Name: IDAHO FALLS
----------	-----------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/091
--	---

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)
		2023 cohort	2024 cohort	2024 cohort
All students will be college and career ready	4-year cohort graduation rate	77.0%		80%
	5-year cohort graduation rate (optional metric)	N/A		
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A		
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	40.0%		48%
	% students who make adequate growth on the grade 8 Math ISAT	40.0%		58%
	% students who score proficient on the grade 8 ELA ISAT	55.0%		55%
	% students who make adequate growth on the grade 8 ELA ISAT	60.0%		60%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	40.0%		46%
	% students who make adequate growth on the grade 6 Math ISAT	60.0%		60%
	% students who score proficient on the grade 6 ELA ISAT	50.0%		53%
	% students who make adequate growth on the grade 6 ELA ISAT	55.0%		65%

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 2024-25 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	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	65.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	46.0%	53.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	53.0%

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)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% of Kindergarten students who improve a full tier or remain proficient on the IRI (Fall - Spring)	70.0%	65.3%	70%
	% of 1st Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	85.0%	58.7%	70%
	% of 2nd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	70.0%	65.7%	70%
	% of 3rd Grade students who improve a full tier or remain proficient on the IRI (Spring - Spring)	85.0%	69.0%	80%

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 towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

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)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2021-22 CIP)		SY 2022-23 RESULTS (if available)		2023-24 Performance Targets (LEA's Chosen Goals)	
All students will be college and career ready	% of students with learning plans created and reviewed in 8th grade	8th grade	100%	8th grade	100%	8th grade	100%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100%	9th grade	100%	9th grade	100%
		10th grade	100%	10th grade	100%	10th grade	100%
		11th grade	100%	11th grade	100%	11th grade	100%
		12th grade	100%	12th grade	100%	12th grade	100%

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.

Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chose Performance Metric listed in Section IV.A.

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.

During the SY22-23, 73% of the cohort graduated from District 91 high schools. The target for the cohort was 85%. Graduation rate continues to be the focus and priority for our high schools. Efforts to increase the graduation rate include developing plans at each high school on how to increase rates. Principals and their leadership teams will work together to create plans using the HRS framework for their individual schools. These plans will include identification of all students at risk of not graduating, tracking these student's progress with the assistance of a graduation advocate, and college and career advisors meeting with these students to help them look at their future opportunities, college or career focused. A counseling intern has been hired at each high school and middle school to allow counselors more time to work with this group of students on mental health and other issues that may keep them from staying in school. There will also be an emphasis placed on getting the identified students to register for CTE classes. Additionally, middle school student success advocate positions have been added to support increased student engagement and retention.

All high school math teachers will teach either Algebra I or Geometry in another effort to help increase graduation rate. These teachers are using PLC collaboration time to target success in those two classes. Both high schools now offer a math lab each hour of the day where students may receive additional instruction and support.

ISAT scores for elementary ELA and mathematics have been relatively flat over the past two years while 8th grade scores in both ELA and mathematics declined. Beginning SY 22-23, a comprehensive K-8 math curriculum and accompanying professional development plan is in place to bolster curricular and instructional fidelity to math standards. Beginning SY 23-24, a comprehensive K-6 ELA curriculum and accompanying professional development plan is in place to bolster curricular and instruction fidelity to ELA standards.

Elementary students perform consistently on the IRI; the addition of all-day kindergarten in SY22-23 has provided additional time for students to achieve proficiency in foundational literacy and numeracy.

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

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

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 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 RESULTS	2024-25 Performance Targets (LEA's Chosen Goals)
K	ALL SUBJECTS	% 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	85.0%	85.9%	85.0%
1	ALL SUBJECTS	% 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	85.0%	81.9%	85.0%
2	ALL SUBJECTS	% 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	90.0%	80.8%	85.0%
3	ALL SUBJECTS	% 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	85.0%	82.9%	85.0%
4	ALL SUBJECTS	% 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	TEACHER CONSTRUCTED	85.0%	85.1%	85.0%
5	ALL SUBJECTS	% 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	TEACHER CONSTRUCTED	85.0%	77.2%	85.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

6	ALL SUBJECTS	% 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	TEACHER CONSTRUCTED	85.0%	82.6%	85.0%
7-8	LANGUAGE ARTS	% 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	PRE/POST TEST	90.0%	86.3%	90.0%
7-8	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	STUDENT LEARNING OBJECTIVE	85.0%	98.6%	85.0%
7-8	PE	% 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	PRE/POST TEST	90.0%	92.2%	90.0%
7-8	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	STUDENT LEARNING OBJECTIVE	90.0%	92.3%	90.0%
7-8	SOCIAL STUDIES	% 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	TEACHER CONSTRUCTED	85.0%	78.4%	85.0%
9-12	LANGUAGE ARTS	% 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	TEACHER CONSTRUCTED	85.0%	85.5%	85.0%
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	TEACHER CONSTRUCTED	85.0%	87.8%	85.0%
9-12	PE	% 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	PRE/POST TEST	95.0%	89.7%	95.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

9-12	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	PRE/POST TEST	90.0%	83.1%	90.0%
9-12	SOCIAL STUDIES	% 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	PRE/POST TEST	90.0%	83.6%	90.0%
9-12	SPANISH	% 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	PRE/POST TEST	90.0%	90.6%	90.0%