CONTINOUS IMPROVEMENT PLAN (2024-2025)

LEA # 242	LEA Name:	Cottonwood School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/242

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)
All students will be college and career ready	4-year cohort graduation rate	**2023 cohort**	**2024 cohort**
		90.9%	**95.0%**
	5-year cohort graduation rate (optional metric)	**2022 cohort**	**2023 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	44.8%	**80.0%**
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	**75.0%**
	% students who score proficient on the grade 8 ELA ISAT	62.1%	**85.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	71.4%	**75.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	77.1%	**85.0%**
	% students who make adequate growth on the grade 6 Math ISAT	82.9%	**78.0%**
	% students who score proficient on the grade 6 ELA ISAT	77.1%	**85.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	82.0%	**80.0%**

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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 2023-24 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	91.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	72.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	79.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	83.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	72.2%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	79.4%	70.0%

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)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 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	50.0%	64.00%	**70.0%**
% of kindergarten students who score proficient on the Spring IRI	60.0%	91.00%	**75.0%**
% of 3rd grade students who score proficient on the Spring IRI	45.0%	83.00%	**75.0%**

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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

Our district is measuring progress towards literacy targets using the LEA chosen performance metrics listed in Section III.A   Our district measures progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grade K-3 in the district, schools within our district have set school-based and grade-based targets based on their students. For 2023-24, after reviewing previous years of data, we set a goal that 50% of students who did no score proficient on the Fall IRI would gain a performance category by the spring. We exceeded our goal by 14 percentage points placing the K-3 grade level at 64%. Since we will focus on accelerated learning and resources to provide additional supports to students, for 2024-25 we have a set a goal of 70% of non-proficient students to gain at least one performance category by spring.

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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	98.0%	65.0%	**70.0%**
% of high school seniors who apply to at least one post-secondary institution	96.0%	70.0%	**75.0%**
% 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 2024-25, and is distinctly *different* than those required in Section I, above.

College and Career advising is done on a regular basis. 6th grade students visit and transition to the jr/sr high school in May of the current year. 8th grade students transition to high school with a 4-year plan meeting with parents.   10th and 11th grade college visits. Individual Junior transitions meeting with parents and student. 8th and 11th grade career exploration courses.

Advanced Opportunity Night for parents and students. Dual Credit opportunities are made available and a meeting with the local college LCSC is scheduled. FAFSA night is made available to help parents and students fill out financial aid forms.

Mentoring services are made available to students who show a one to two-year deficit in scoring on local and state assessments. A plan is put in place in grades K-3 and parents sign. Parents are asked to give their feedback on the plan and any input is welcomed.

All test scores on state-wide assessments are mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

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Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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 the pandemic that disrupted education in spring 2020, we have officialy entered our 5th year of in-person instruction and we are beginning to see more consistent growth and closing the gap on proficiency. A number of students have shown great gains last year compared to the years prior. We are heading in the right direction, but the staff know we are still working towards certain goals.

2023-24 Performance Targets Met

Graduation Rate (90%); ISAT ELA 6th grade (69%), ISAT Math 6th grade (50%) and 8th grade (42%); Our IRI in Kindergarten (91% 2023-24), (88% in 2022-23), 1st grade (72% in 2023-24), (86% in 2022-23), and 2nd grade (79% in 2023-24), (71% in 2022-23). We have seen signicant growth over the past 3 school years

HS juniors who completed a career and financial aid course (100%).

Planned Strategies to Address Areas of Challenge

For the 2024-25 school year we will continue to work on our iStation results in K-3.

Our IRI data has been on the rise for the last 2 years and our elementary school has landed in the top 10 schools the past 2 years for IRI growth in the State of Idaho. Our Fall to Spring growth was substantial for the majority of the students in the elementary building. We conrtinue to uswe the Superkids curriculum for grades K-2, this has helped our students with their stellar reading skills. We hope this will continue to help our students grow. We adopted a new reading curriculum (HMH Into Reading) in grades 3-5 to assist with consistency. Our 6th grade ELA classes are aligning with the Jr High ELA curriculum to have a consistent path preapring our kids in grades 6-8. We will continue to work on this in both the elementary and Jr/Sr high school buildings.

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

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