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 to the State Board of Education by sending it to plans@osbe.idaho.gov.

Section 33-320, Idaho Code, addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; changes are effective July 1, 2021. The amended section of code states, in part:

LEA	#	Name:	
Superintendent	Name: Jon Rehder		Phone: 208-962-3971
	E-mail: rehderj@sd242.org		
CIP Contact	Name: Jon Rehder		Phone: 208-962-3971
	E-mail: rehderj@sd242.org		

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

Mission and Vision - REQUIRED

Mission: We will create, deliver, and responsibly manage opportunities for all children to learn every day and become contributing citizens. These opportunities will be developed in partnership with the community and will be provided in a safe and supportive environment utilizing current technology.

Motto: Every Child Learning Every Day

Vision: Our school district will provide each child with educational opportunities that are best fitted for promoting individual achievement. All students will receive a thorough, high-quality education emphasizing basic skills, knowledge, and character development that enables them to reach their potential. We will focus on the academic endeavors or reading, language arts, mathematics, science, social studies, humanities, vocational-technical and physical education. We will encourage each child to use creative and critical thinking, literacy, reasoning, and technology skills to increase the level of academic performance. We will strive to provide for the intellectual, emotional and physical wellbeing of each child.

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

It is our process of putting information together and sending it out to our parents to read. If there are ideas, issues, etc., we ask that they call or email us with their comments.

Parent Notification of College and Career Advising and Mentoring Services

College and Career advising is done on a regular basis. 6th grade students visit and transition to the Jr/sSr high school in May of the current year. 8th grade students transition to high school with a 4-year plan meeting with parents. 11th grade college visits and individual junior transition meeting with parents and student.

Parental Involvement in Students' Individual Reading Plans

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 the parents' sign. Parents are asked to give their feedback on the plan and any input is welcomed. This conversation takes place during parent-teacher conferences. All test scores on statewide assessments are mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

Please proceed to the Continuous Improvement Plan Metrics –Part 2.

Introductory Information (before Section I):

1. At the top of the METRICS tab, please enter your school LEA number

2. You are REQUIRED to provide a direct link to your LEA level report card, as posted on idahoschools.org. This provides your demographics and previous years' performance data.

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (required)

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 CIP or Combined District Plan) for each metric. If you did not set a Performance Target / Benchmark for a specific metric (Example: % students who made adequate growth on ISAT), you may enter "N/A" in the 2020-21 column for that metric.

2. You are required to set 2021-22 Performance Targets for all shaded (blue) metrics in Section I. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

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

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Literacy Plan or Combined District Plan) for each metric. If you did not set targets for a metric (i.e. 4th grade ISAT), you may enter "N/A" in the 2020-21 column.

2. You are required to set 2021-22 Performance Targets for all Section II metrics. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)

1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B.   **2.** 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 (from your 2020-21 Literacy Plan or Combined Plan).

3. Section III.B allows you to address your plan to measure progress through a short narrative.

INSTRUCTIONS (continued)

Section IV: Required College and Career Advising Performance Metrics (required)
1. All Section IV Metrics are required.
2. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Advising Plan or Combined District Plan) for each metric.
3. You must provide at least one (1) year of previous data (2020-21 results at a minimum) for each metric.
4. Go On Rates data is available on the State Board of Education website under Continuous Improvement Plan / Other Resources.
5. Use the far right column to set your 2021-22 Performance Targets for each metric.

Section V: How LEA Measures Progress Toward College & Career Advising & Mentoring Goals (required)
1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section V.A or V.B.
2. 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 (from your 2020-21 Advising Plan or Combined Plan).
3. Section V.B allows you to address your plan to measure progress through a short narrative.

Section VI: Report of Progress Narrative (required)
1. Section IV is required. Please use the box to reflect on the progress your LEA made towards the 2020-21 goals you set in your Combined Plan or Continuous Improvement Plan, Advising Plan, and Literacy Plan, as reflected in the 2020-21 Performance Targets column in Sections I - V). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

Section VII: Notes (optional)
1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set your 2021-22 Performance Targets.

Section VIII: Staff Performance - Previous Results & Current Year Performance Targets (required)
1. Proceed to the "Staff Performance Report" tab and use the Section VIII table to provide your most recent year staff performance and to set goals for 2021-22. Data should be aggregated by grade and subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**
2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. Add rows as needed.
3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.
4. In the "2020-21 Results" column, provide the aggregated % of students in that grade and/or subject group that met their measurable

targets for the 2020-21 school year.

5. Use the far right column to set your 2021-22 Performance Targets for each metric.

LEA # 242	LEA Name: Cottonwood School District

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://sd242.org/

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	**2020 cohort**	**2021 cohort**
		96.0%	**97.0%**
	5-year cohort graduation rate (optional metric)	**2019 cohort**	**2020 cohort**
		93.0%	**96.0%**
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	50.0%	**44.0%**
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	36.0%	**60.0%**
	% students who make adequate growth on the grade 8 Math ISAT	N/A	**50.0%**
	% students who score proficient on the grade 8 ELA ISAT	58.0%	**60.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	**60.0%**

5

	% students who score proficient on the grade 6 Math ISAT	69.0%	**70.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	**72.0%**
	% students who score proficient on the grade 6 ELA ISAT	67.0%	**70.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	**72.0%**

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	45.0%	**50.0%**
	% students who score proficient on the Grade 1 Spring IRI	24.0%	**30.0%**
	% students who score proficient on the Grade 2 Spring IRI	38.0%	**45.0%**
	% students who score proficient on the Grade 3 Spring IRI	60.0%	**65.0%**
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	**55.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	**55.0%**

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, <u>you may choose to complete either Section III.A **or** Section III.B</u>. 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	**2020-21 Performance Targets** (previously chosen by LEA)	**SY 2020-21 Results** (if available)	**2021-22 Performance Targets** (LEA Chosen)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	46.0%	46.00%	**50.0%**
% of kindergarten students who score proficient on the Spring [district-specific assessment]	74.0%	74.00%	**78.0%**
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	**50.0%**

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 measurements that are distinctly *different* than those required in Sections I and II, above.

iStation testing
Program for individual support
• Provides systematic instruction in skill areas necessary for reading success.
• Provides tools such as beginning strategies that students are taught to use independently to become successful readers.
• Teaches phonetic skills to decode and increase fluency and comprehension.
Freckle
• Supplementary program designed to teach decoding skills.
• Letter/sound relationships; prefix/suffix etc.
Assessment Programs (K-3)
• I-Station (K-3)
• Classroom Assessments – Formative and Summative (K-3)
Documentation
• Documentation of intervention hours recorded by the Title I paraprofessional
• Documented with dates of intervention, length of session as well as brief description of activity provided.
• The documentation process is used to ensure that students who score Below Basic receive at least 60 hours of intervention and that students who score Basic receive at least 30 hours of intervention.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results (if available)		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	34		29		35
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%

	12th grade	100.0%	**12th grade**	100.0%	**100.0%**
# students who Go On to a form of postsecondary education within 1 year of HS graduation	**# Enrolled**	**# 2020 cohort**	**# Enrolled**	**# 2020 cohort**	33
	29	36	28	34	
% students who Go On to a form of postsecondary education within 1 year of HS graduation	80.6%		82.4%		**89.0%**
# students who Go On to a form of postsecondary education within 2 years of HS graduation	**# Enrolled**	**# 2019 cohort**	**# Enrolled**	**# 2019 cohort**	Not Required
	20	25	33	63	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	80.0%		52.4%		**55.0%**

Section V: 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 V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	**2020-21 Performance Targets (previously chosen by LEA)**	**SY 2020-21 Results (if available)**	**2021-22 Performance Targets (LEA Chosen)**
% of high school seniors who complete the FAFSA	80.0%	82.0%	**82.0%**
% of high school seniors who apply to at least one post-secondary institution	80.0%	85.0%	**82.0%**

% of high school juniors who complete the [Careers and Financial Literacy course]	100.0%	100.0%	**100.0%**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, 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.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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
We were fortunate to provide in person instruction last year for the 2020-21 school year. With that said, we have observed learning loss issues with students from the March-May 2019 shutdown. We are seeing gains with students, there is still work to be done in the lower levels of the elementary school. We will get there and feel solid with the direction we are heading.
2020-21 Performance Targets Met
Graduation Rate (96%); ISAT ELA 6th grade (67.0%), ISAT Math 6th grade (69%) and 8th grade (65.3%); Our IRI in Kindergarten (45%), 1st grade (24%), and 2nd grade (38%) are lower than we would like to see, but we hope that by the May iStation benchmark, that the students who were lower will show significant growth. HS juniors who completed a career and financial aid course (100%).
Planned Strategies to Address Areas of Challenge
For the 2021-22 school year we want to focus on our iStation results in K-3. The September 2021 marks were lower than we would like to see, but each year by spring, there is usually significant growth. We integrated Superkids into our 2nd grade class this year, and we bought all new Superkids material for K-2. We hope that this will assist with student growth in reading.

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K-5	Physical Education	% 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	Presidential Youth Fitness Club (K-3) & Award (4-5)	78.0%	**80.0%**

Grade	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets
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	50.0%	**75.0%**
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	31.0%	**65.0%**
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	60.0%	**80.0%**
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	ISAT ELA & Math	54.0%	**65.0%**
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	ISAT ELA & Math	74.5%	**80.0%**
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	ISAT ELA & Math	72.0%	**80.0%**

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
6-8	Physical Education	% 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	N/A	0.0%	**0.0%**
6-8	Music	% 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	N/A	0.0%	**0.0%**

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets
6-8	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	N/A	0.0%	**0.0%**
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	New test last year, but no results were reported	0.0%	**0.0%**
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	ISAT Math	55.0%	**65.0%**
6-8	English	% 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 ELA	60.6%	**67.0%**
9-12	Physical Education	% 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	N/A	0.0%	**0.0%**
9-12	Music	% 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	N/A	0.0%	**0.0%**

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	N/A	0.0%	**0.0%**
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	New test last year, but no results were reported	0.0%	**0.0%**

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	ISAT Math	57.0%	**64.0%**
9-12	English	% 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 ELA	57.0%	**64.0%**
9-12	U.S. History & Government	% 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	U.S. Citizenship Test	100.0%	**100.0%**