

# CONTINUOUS IMPROVEMENT PLAN (2024-2025)

## NARRATIVE – TEMPLATE PART I

LEA	#	Name:
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CIP Contact	Name: Rick Hance	Phone: (208)366-7434 X116
	E-mail: rhance@glennsferryschools.org	

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

### Mission and Vision - REQUIRED

**Glenns Ferry School District Mission:** The Glenns Ferry School District staff and administration, in collaboration with the community, will engage their students in rigorous, creative, real world academic pursuits that empower them to strive for their dreams, to take ownership of their learning, and to challenge themselves in and out of the classroom. Our students will live *The Pilot Way* and will continue to evolve and grow as learners and citizens.

**Glenns Ferry School District Vision:** Engage, Empower, Evolve.

**Glenns Ferry School District Core Values:** *The Pilot Way* – Respect, Responsibility, Commitment, Integrity

**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 Glenns Ferry School District Continuous Improvement Plan is a collective effort primarily from the District Leadership Council and the Glenns ferry School District board of Trustees. Each identity has close ties with the community, parents, students and those that are employed by the district, thus receiving input from various sources in various formats including surveys, public input at school board meetings, and direct communication. After prioritizing the information gathered, the plan was put into a format and producing the document that would be reviewed by the Board of Trustees and also presented at a public meeting to address questions or receive further input which might be selected to be incorporated into the plan.

### 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 **2024-25 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2)

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### ADDENDUM:

<b>NOTES: Staff Performance Report Data (Section VII) could not be reported due to low n size.</b>										

### FOCAL POINTS FOR IMPROVEMENT:

#### Implementing Learning

Indicator	Focus	23-24 Progress	24-25 Progress	25-26 Progress	Notes
<b>School Curriculum</b>	Curriculum Mapping	Some mapping done in grade bans.			Map Curriculum K-12 Vertically and Horizontally to the Idaho Standards
	Dual Credit/ IDLA	16 Dual Credits Earned, 97 Total.			Provide 25 Dual Credit/ 100 IDLA credits per semester
	Student Attendance	Elem-87% MS-87.5% HS-92%			90% student attendance for each school of the District
<b>Technology</b>	Three year plan *	Tech plan is moving forward with some goals being met			Meet yearly goals as presented In plan

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### High Performing, Innovative Instruction

Professional Development	Three year Plan *	23-24 Progress	24-25 Progress	25-26 Progress	Notes	
		PD Plan implemented with fidelity and written for the '23 year based off of needs assessment from staff.				Meet yearly goals as written in the plan based off of staff needs assessment.
RISE Connection		Not possible this year due to COVID concerns in other districts.				Continue Idaho RISE PD as possible
Quality School Management	Leadership Council	Leadership Council continued on and worked as well as possible dealing with COVID Issues for a portion of the year.				Meet annual expectations as provided in the plan Ensure that Leadership Positions on the Council are meeting the needs of students and staff as reviewed yearly by the Council.
Community Engagement	Communication with public	Contacts made through various methods listed, will continue into '23 with				75 Contacts made to parents and/or community about events in the School (Being judges, Chaperons, E-

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## NARRATIVE – TEMPLATE PART I

		more connection through the revitalized newspaper as well.				alerts, Parent/Teacher Conference, etc.) Engage public as needed and as appropriate per policy and requirements
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### Learning Environment

Facility/Maintenance	3 years of 10 year facilities and maintenance plan	23-24 Progress	24-25 Progress	25-26 Progress	Notes	Meet yearly objectives of the plan
		Objectives of plan continue to be met. Superintendent and Maintenance Supervisor to meet to review plan at beginning of '23 school year to potentially rewrite and updated plan with input from a committee.				Review 10yr plan yearly and make necessary changes based off of completion of projects and feedback received formally and informally.
<b>Budget</b>		Budget for FY '22 Successfully managed once again. Annual rise in expenses keeps the district just below 3 months operating expenses as desired. Work				Maintain 3 month carry-over reserve

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		will continue to budget conservatively.				
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\*See plan at website: [www.glennsferryschools.org](http://www.glennsferryschools.org)

LEA # 192	LEA Name: Glenns Ferry Joint School District
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## METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/192">https://idahoschools.org/districts/192</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2023-24		2024-25	
		Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)	Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort	2024 cohort	100.0%	100.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2023 cohort	N/A	N/A
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)			N/A	N/A
	% students who score proficient on the grade 8 Math ISAT			25.0%	30.0%
	% students who make adequate growth on the grade 8 Math ISAT			55.0%	55.0%
	% students who score proficient on the grade 8 ELA ISAT			52.0%	52.0%
	% students who make adequate growth on the grade 8 ELA ISAT			65.0%	65.0%
	% students who score proficient on the grade 6 Math ISAT			30.0%	30.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT			45.0%	45.0%
	% students who score proficient on the grade 6 ELA ISAT			42.0%	42.0%
	% students who make adequate growth on the grade 6 ELA ISAT			55.0%	55.0%

**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	65.0%	69.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	83.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT		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)

**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.



The Glenns Ferry Joint School District is currently using a number of different metrics in order to reach growth goals and targets in the area of literacy. In the Glenns Ferry Elementary School, currently in use is the fall and spring IRI to determine the levels of growth in literacy, but also added to the data is the monthly progression assessment in I-Station as well. Teachers will then use the information to guide instructional planning and delivery. Also at the elementary level are the ISAT Interim Block Assessments as well as District Common Assessments that provide data that measure fluency and literacy growth. The District Common Assessments are administered four times during the school year, once every quarter. In the Glenns Ferry Middle and High Schools, the ISAT Interim Block Assessments are being used to provide the data needed to measure growth towards literacy. Implemented in each classroom in these schools is also End of Course Assessments for each course offering that provides data used to measure and improve reaching the targets.

**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

**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)

**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.

The Glenns Ferry Schools have continued to improve on the College and Career Advising and Mentoring aspect of our student services to meet the target goals listed previously. Currently, the College and Career Counselor regularly meets with students individually and collectively to insure that they are being assisted in preparing the FAFSA application, college applications, and scholarship applications. Our school counselor also works closely with the College and Career Advisor to assist in the mentioned activities. The counselor also meets with students to discuss options in the area of college and career readiness and assist the students in staying on track with their academic studies to meet their personal career and college goals. The High School Readiness Coordinator directs students as the create their four-year plans during their 8th grade year. These are continually reviewed annually to assist students in their direction. The district also has on the high school level a program titled Pilot Partners where students are matched with teacher advisors for the duration of their high school career. During the monthly meetings of these advisory groups, students are led, directed, and counseled by the advisors on academic and career decisions and direction.

**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.

Since the Covid experience, the district has identified by analyzing the data that the students either progressed very little and in some cases, had fallen short of where they had been the previous year. Student achievement and growth did not meet the expectations that were set at that time. This was quite a challenge, and with the data, there was a deliberate move to focus on designing and delivering instruction to move the district closer to the goals previously identified. Even though those goals were not met, the decision to maintain high expectations and challenge both the staff and students was the motivation. As the district may have fallen short on previous year's goals, the foundation that was built and the dedication on improvement has been a positive. The data clearly shows a measure of improvement that is to be commended and the continual movement towards the previous goals has been the target of efforts, especially in the areas of literacy proficiency and growth and the ability to measure that growth. In the year following, the district will continue to analyze the data to drive the decisions that will most greatly benefit the students of the district. The district feels confident on the direction of the college and career advising and will continue to monitor the data to make minor adjustments in program functioning if necessary. For the past few years, the community has help provide additional funding to provide safety and security, additional staff, building improvements, professional improvement opportunities, and curriculum development. This is also a positive that has greatly influenced the successes that the district has seen in providing opportunities for the students to develop, grow, and align with the mission and vision statements identified.

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

NOTES:

**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 2023-24 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 2023-24 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 assessment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24		2024-25
				Performance Targets	2023-24 RESULTS	Performance Targets
		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	

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		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	
		% 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 size	