

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Dr. Shon Hocker	
	Phone: (208) 664-8241	
CIP Contact	E-mail: shon.hocker@cdaschools.org	
	Name: Dr. Mike Nelson	
CIP Contact	Phone: (208) 664-8241	
	E-mail: msnelson@cdaschools.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 STATEMENT

"We ensure students become lifelong learners - empowered by their knowledge and skills to be responsible citizens."

VISION STATEMENT

"Through the work of our students and faculty, we will be recognized as a high-achieving district of choice in Idaho and the Northwest."

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

Our mission and vision statements, as well as our entire strategic plan, was revised during the 2022-2023 school year and adopted by the Board of Trustees in May, 2023. As part of that work, we presented multiple iterations of the plan and solicited feedback from our "Community Partners" and "Parent Partners" groups, classified, certificated, and administrative staff, and the trustees.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

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 **2023-24 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

LEA # 271	LEA Name: Coeur d'Alene Public Schools
-----------	--

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/271
---	---

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
		2022 cohort	2023 cohort
All students will be college and career ready	4-year cohort graduation rate	100.00%	95.0%
	5-year cohort graduation rate (optional metric)	100.0%	97.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	65.0%	39.2%
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	80.0%	52.0%
	% students who make adequate growth on the grade 8 Math ISAT	100.0%	55.2%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	66.0%
	% students who make adequate growth on the grade 8 ELA ISAT	100.0%	53.8%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	80.0%	44.0%
	% students who make adequate growth on the grade 6 Math ISAT	100.0%	42.9%
	% students who score proficient on the grade 6 ELA ISAT	80.0%	69.0%
	% students who make adequate growth on the grade 6 ELA ISAT	100.0%	54.8%

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	76.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	90.0%	77.0%
	% students who score proficient on the Grade 4 ELA ISAT	85.0%	63.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	100.0%	60.0%

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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
Reduce gaps in the percentage of students achieving tier 1 proficiency on the IStation May assessment in the subcategory of "students with disabilities."	Reduce the gap by 5% or greater	-49.90%	-44.9%
Reduce gaps in the percentage of students achieving tier 1 proficiency on the IStation May assessment in the subcategory of "students receiving free/reduced lunch."	Reduce the gap by 5% or greater	-18.48%	-13.5%
All students who were at tier 2/3 in the fall diagnostic will positively move at least one tier by the spring assessment.	100%	53.81%	58.8%
Increase percentage of elementary teachers completing Orton Gillingham training.	[NEW]	[NEW]	10% Increase

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 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

All student subgroups will increase their 1st grade Language Arts proficiency by at least 5% from September 2023 to May 2024. Beginning in August 2023, all certificated staff will be trained in Professional Learning Communities (PLC) by Solution Tree specialists and will be using this framework to teach to and assess essential standards with our newly-adopted Language Arts curriculum. Formative assessments will allow PLC teams to engage multi-tiered systems of support (MTSS) to intervene quickly on behalf of each and every student not yet meeting proficiency. In the MTSS process, our goal is to reduce gaps for students not yet in tier 1 and move all students in tiers 2 and 3 up at least one tier. We are working toward 100% of teachers trained in Orton Gillingham through IMSE, and will continue to use this program strategically to address intervention needs.

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 IV.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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of high school seniors who completed the FAFSA	60%	49.0%	54.0%
% of high school seniors who filled out a college application and completed a FAFSA.	N/A	79.0%	84.0%
% of high school seniors who apply to at least one post-secondary institution	85.0%	63.0%	68.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	100.0%	95.0%	95.0%
% of students who enrolled in college and have completed their post-secondary goal.	N/A	N/A	50.0%

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 2023-24, and is distinctly *different* than those required in Section I, above.

In the 2022-23 academic year, our district implemented a set of performance metrics to gauge their progress in college and career advising and mentoring for high school students. The metrics included completion rates for the FAFSA application, college applications, and post-secondary institution applications, along with the successful completion of a Careers and Financial Literacy course. The actual results for these metrics varied, with some targets not being met. However, the district remains committed to improving these figures in the coming year, as evidenced by their higher performance targets for 2023-24. Additionally, the district introduced a new metric to measure the success of students who not only enroll in college but also accomplish their post-secondary goals.

These performance metrics reflect the district's dedication to preparing students for their post-secondary journeys and ensuring they receive effective college and career advising. We have committed to having our high school college and career advisors meet with every senior this year to establish a viable post secondary plan. One of the strategies they will be using is a "Launch Book" that they have created in conjunction with our community and educational partners in our community. This is a tool that will assist both student and advisor in reaching these post secondary goals. By monitoring these indicators and setting challenging targets, the district aims to provide its students with the best guidance and support for a successful transition to higher education and the workforce in the years to come.

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.

The 2022-2023 school year saw the sunseting of our previous strategic plan focusing on three core areas: addressing the identified deficiencies of the 2019 Curriculum Audit, High-quality Engaged Learning, and Facilities Improvement. Unfortunately, many of those goal areas became disjointed and upended by the COVID pandemic and failure to pass school plant facilities levies. Additionally, academic achievement has stayed static and waned in a few grade levels.

While our district continues to see successes academically when compared to like-sized Idaho districts, the community that supports Coeur d'Alene Public Schools demands higher. Instead of identifying lofty goals to be met in one year, we are now on our "Drive to 2025" with desired increases at 5% in most academic areas/subgroups for the 2023-2024 school year with increased focus on achievement, the single-most valued indicator of our district from focus groups. In order to meet the achievement goals, we are also investing heavily on professional learning community (PLC) practices and the high-reliability school certification process. You will see these areas of focus as central to our new 2023-2028 strategic plan (www.cdaschools.org/strategicplan) with goal areas around: developing community partnerships, safe, supportive, and collaborative environments, effective and rigorous teaching and learning, and college & career preparedness.

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

NOTES:

Goal areas were informed through dialogue with our community and parent partner groups, Instructional Core, Cabinet, and Board retreats. We plan on making these goal areas into key performance indicators with public displays on our data dashboard at www.cdaschools.org/data