

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b># 271</b>	<b>Name: Coeur d'Alene Public Schools</b>	
Superintendent	Name: Dr. Shon Hocker		Phone: (208) 664-8241
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CIP Contact	Name: Dr. Mike Nelson		Phone: (208) 664-8241
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**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

### Mission and Vision - REQUIRED

**Mission (Expiring SY2023):** We invest in each student to prepare, challenge and advance well-educated, resilient, and future-ready citizens.

**Vision (Expiring SY2023):** Coeur d'Alene Public Schools is an education leader, promoting opportunities for innovation in learning and inspiring excellence in everyone.

In 2019, Coeur d'Alene Public Schools began developing a new strategic plan to guide the school district's direction. This work incorporates findings from the May 2019 Curriculum Audit report commissioned by the Board of Trustees; the 2018 Futures Report outlining recommended improvements to the district's Special Education services delivery; and our new Portrait of a Graduate developed with input from parents, students, teachers, employers, and community groups.

For your information, we link the components of our plan (hyperlinked below):

- [Curriculum Management Plan](#)
- [Instructional Framework](#)
- [Blended Learning Framework](#)
- [Social and Emotional Learning Framework](#)
- [Comprehensive Assessment Plan](#)
- [Equity Framework](#)
- [Long Range Facilities Plan](#)
- [System Performance Framework](#)

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**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 community is the backbone of the school district and is regularly involved in the decisions of our administration and board of trustees. We offer community forums, opportunities for input and outreach both in-person and online, and regular communication directly to district parents and the community through our website and media releases to earn and retain trust.

Specific to this plan, a form was added to our "Headlines and Highlights" newsletter sent to current parents/guardians on Saturday, September 10th.. An image of the article is below:

### Provide Input on our District's Goals

The Idaho State Board of Education requires all public school districts to submit a continuous improvement plan with community input on a variety of metrics. We [welcome your feedback on our past performance](#) and look forward to using your guidance in identifying goals for the coming school year.



Once finalized and approved by our district's Board of Trustees, we will post our goals on our district website by October 1st and update progress on our public data dashboards.

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**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 **2022-23 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
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## METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/271">https://idahoschools.org/districts/271</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 targets (From LEA's 2021-22 CIP)	-23 Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 100.0%	2022 cohort 100.0%
	5-year cohort graduation rate (optional metric)	2020 cohort 100.0%	2021 cohort 100.00%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	60.0%	65.0%
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	80.0%	80.0%
	% students who make adequate growth on the grade 8 Math ISAT	100.0%	100.0%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	80.0%
	% students who make adequate growth on the grade 8 ELA ISAT	100.0%	100.0%
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%	80.0%
	% students who make adequate growth on the grade 6 Math ISAT	100.0%	100.0%
	% students who score proficient on the grade 6 ELA ISAT	80.0%	80.0%
	% students who make adequate growth on the grade 6 ELA ISAT	100.0%	100.0%

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

Goal	Performance Metric	2021-22 targets (From LEA's 2021-22 CIP)	022-23 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%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	85.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	90.0%
	% students who score proficient on the Grade 4 ELA ISAT	80.0%	85.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	100.0%	100.0%

**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	-22 Targets (From LEA's 2021-22 CIP)	-22 \$ (if available)	22-23 Targets (LEA's Chosen Goals)
Reduce gaps in the percentage of students achieving tier 1 proficiency on the Idaho Reading Indicator. Focus will be on students with disabilities.	Reduce the gap to 5%	Gap was 10.4%	Reduce the gap by 5%
All students who are at tiers 2/3 at the fall diagnostic will positively move at least one tier by the spring assessment.	100%	67% of students originally in tier 2/3	90.0%

**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 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

District 271 has a renewed focus on literacy including new learning surrounding foundational ELA skills for grades K-3. All elementary schools complete a School Learning Plan with a literacy goal aligned to our district goal to increase kindergarten proficiency on the IRI from fall to spring by 5%. Additionally, we will set a goal of 80% of all third grade students achieving proficiency on the spring ELA ISAT in 2023. To monitor progress towards our literacy goals, schools are participating in MTSS professional development surrounding deepening their practices to build systems that monitor every student. I-plans are created to support interventions and progress monitoring for students in the intensive range. Literacy plans are created with parent input for all students not proficient on the fall IRI.

**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	-22 Targets (From LEA's 2021-22 CIP)	-22 (if available)	2-23 Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	60.0%	54.2%	70.0%
% of high school seniors who apply to at least one post-secondary institution	70.0%	72.4%	85.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	100.0%	59.6%	100.0%

Increase number of businesses and individuals participating in mentorship and Senior Project internships through Coeur d'Alene Connects.	[NEW]	12.0%	30.0%
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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 2021-2022 Performance Targets (as chosen for your 2021-2022 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.**

Our district exists to support the academic and growth goals of our students. In Coeur d'Alene, achievement is "front page news" and, especially over the past three years, our student performance has been scrutinized.

We did not set unachievable goals, but benchmarks that stretched our system to investigate the causes of student underperformance and adapt our system to better meet their needs. In reviewing our performance against our goals, we met 3 of our 12 goals. When reviewing data with individual buildings on the ISAT and Idaho Reading Indicator, as well as district measures, we continually reinforce the gaps evident within their own building and the gaps identified at the district level. Specifically, buildings create their own learning plans reflecting gaps, building initiatives, and how they will incorporate district goals into their work.

The last three years have been a disconnect for our students and their families and have also caused our system to revisit our "way" to best serve them. As of this school year, we are reinforcing the importance of vertical alignment within our professional learning communities and MTSS practices. Through these regular discussions, we are greater engaging our special education, Hope on the Homefront, Title supports, enrichment programs, and Indian education programs as part of this improvement. Additionally, our district is moving forward with Marzano High-Reliability Schools certification for each of our 18 buildings expected by the end of the 2023-2024 school year.

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

**NOTES:** Coeur d'Alene Public Schools utilizes Xello ([www.xello.world](http://www.xello.world)) to engage every student in building the skills, knowledge, and plans for future success — regardless of background, ability, or pathway. We constantly watch these dashboards to identify entrance applications, scholarships, and learn about student learning styles and interest as a pathway for deeper/personalized instruction.

## 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 2021-22 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 2021-22 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 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
9-12	Various	% 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	AP Examinations > Score of 3>	70.0%	62.3%	<b>80.0%</b>
Various	Behavior Improvement Plans	% 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	Percentage of Students Meeting Behavior Plan Goals	100.0%	Unable to collect data as desired.	
9-12	Career and Technical 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	Passage Rate on Career and Technical/Certification Exams	90.0%	46.5%	<b>90.0%</b>
KG-05	Mathematics	% 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	i-Ready Mathematics (Students Meeting Annual Growth Targets)	100.0%	75.0%	<b>85.0%</b>
04-05	Reading	% 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	iStation Advanced Reading Progress Monitoring (Students Meeting Tier 1 Targets)	100.0%	77.5%	<b>85.0%</b>

Various	Various	% 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	Percentage of Students Passing District Common Formative Assessments	90.0%	[NEW] Were delayed in implementation.	[NEW]
Various	Various	% 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	Percentage of Students Meeting All Rubric Requirements on Performance-based Assessments	100.0%	[NEW] Were delayed in implementation.	[NEW]
Various	Various	% 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	Percentage of Students with Identified Progress Toward Established Student Learning Objectives	100.0%	[NEW] Were delayed in implementation.	[NEW]