

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA Hagerman SD	# 233	Name: Hagerman School District	
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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: To provide a safe, secure environment and quality educational opportunities, which prepare our students for a life of learning and achievement.

VISION: Hagerman School District will be a vibrant, nurturing community where all students have pride in their scholastic achievement and are productive, involved citizens of society, with the tools to reach their dreams.

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

Meetings held prior to development of our Continuous Improvement Plan included school administrators, school counselor, teachers, school board member, parents and members of the community. Objectives determined in CIP meetings became the catalyst for the district's 5-year strategic plan which was read, considered and approved by the school board. These same objectives have been considered in the district's 2022-23 Continuous Improvement Plan. Consistent with community involvement, parents are provided with frequent reports on their children's academic and behavioral progress through personal contact, parent/teacher conferences, samples of student work and updates on reading, writing and math assessments. Additionally, the elementary school offers a strong Parent Volunteer Organization (PTV) instrumental in providing valuable classroom, library, student and community support. Board assigned curriculum committee will assist with the alignment and math adoption beginning 2023 / 24 school year.

LEA #	233	LEA Name:	Hagerman School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/233/profile
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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	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 87.5%	2022 cohort 90.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 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	not created	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	not created	80.0%
	% students who score proficient on the grade 8 ELA ISAT	not created	65.0%
	% students who make adequate growth on the grade 8 ELA ISAT	not created	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	not created	40.0%
	% students who make adequate growth on the grade 6 Math ISAT	not created	80.0%
	% students who score proficient on the grade 6 ELA ISAT	not created	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	not created	80.0%

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	not created	72.0%
	% students who score proficient on the Grade 1 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 2 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 3 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 4 ELA ISAT	not created	72.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	not created	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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 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.	not created	43.0%	45.0%
	not created		
	not created		

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.

During the 2022-23 school year, Hagerman Elementary School will continue providing literacy interventions to students in grades K-3 identified by proficiency level on the Idaho Reading Indicator (IRI). IRI tests will continue to be administered during fall and spring with monthly progress monitoring for all students. 30-minute interventions for Reading and Math will be implemented daily for grades K-6. Teachers, paras and elementary school staff will continue facilitating these groups. Hagerman's Literacy Intervention Program will continue its focus on aligning with the Idaho Comprehensive Literacy Plan "promoting a standards-based approach [to literacy intervention] that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments." Progress toward literacy goals and targets will be measured by student / school level growth monthly utilizing Istation's ISIP.

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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Average SAT Scores	not created	940	965
Students Applying for FAFSA (Free Application for Federal Student Aid)	not created	26.0%	30.0%

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 2022-23, and is distinctly *different* than those required in Section I, above.

The purpose of Hagerman Jr/Sr High School's advising and mentoring program is to provide students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation. Progress toward Hagerman High School's College and Career Advising / Mentoring goals and targets are measured by average SAT scores and the number of students applying for FAFSA (Free Application for Federal Student Aid).

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.

In 2020-21, Hagerman School District established goals and targets in its combined Continuous Improvement Plan, College and Career Advising Plan and Literacy Intervention Plan. However, the Combined Plan was not submitted to the state. As a consequence, the district does not have established performance targets or goals to refer to in its 2022-23 Continuous Improvement Plan. Reviewing performance targets and goals established in 2020-21, the district recognizes successes in Literacy Intervention based on improvements in ISAT ELA proficiency growth and growth in College / Career Advising based on average SAT scores and number of students applying for FAFSA (Free Application for Federal Student Aid). Math is the most challenging area of concern to the district where ISAT proficiency scores are consistently below expectations across the district. Plans implemented in the elementary school to address challenges in math proficiency include Istation ISIP, M-COMP, M-CAP, Achieve 3000 and ISAT interim testing. Plans implemented in the jr/sr high school to address challenges in math proficiency include math labs for students scoring basic and below basic in grades 7-12, Achieve 3000, Aleks, ISAT interim testing and practicing ISAT and SAT math problems during advisory classes. In addition, professional development opportunities will be provided to math and science teachers.

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

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