

LEA West Bonner County SD	#83	Name: West Bonner County School District	
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CIP Contact	Name: Same		Phone:
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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

Vision Statement:

Strive for Greatness

Mission Statement:

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for Greatness

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

Parents, guardians, and community members give input in a variety of ways. They are invited to attend our district meetings such as: Budget, Facility, Continuous Improvement Planning, and Board meetings. Along with Title fund meetings, FAFSA, PTO, Booster club, and Site council meetings. These committees meet throughout the year and serve as a means for input to be gathered for developing plans.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 83	LEA Name: West Bonner County School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts
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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)
	4-year cohort graduation rate	2020 cohort N/A	2021 cohort 80.0%
	All students will be college and career ready		
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	N/A	Improve 20%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	Improve 20%
	% students who score proficient on the grade 8 ELA ISAT	N/A	Improve 10%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	Improve 10%
	% students who score proficient on the grade 6 Math ISAT	N/A	Improve 5%
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	Improve 5%
	% students who score proficient on the grade 6 ELA ISAT	N/A	Improve 5%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	Improve 5%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	65.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of students who scored proficient or advanced on the Grade 3 ISAT ELA	50.0%	54.00%	60.0%
% Kindergarten scoring proficient on NWF assessment of the CVC core phonics survey in Spring	80.0%	43.00%	80.0%
% First grade scoring proficient on NWF assessment of the CVC core phonics survey in Fall	100.0%	70.00%	100.0%

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.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	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	Increase by 1	0	Increase by 1	
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	100.0%	100.0%
		9th grade	100.0%	100.0%	100.0%
		10th grade	100.0%	100.0%	100.0%
		11th grade	100.0%	100.0%	100.0%
		12th grade	100.0%	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort 27	# Enrolled 27	Not Required
			55	55	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation		49.1%	49.1%	55.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort 33	# Enrolled 33	Not Required
			64	64	
% students who Go On to a form of postsecondary education within 2 years of HS graduation		51.6%	51.6%	55.0%	

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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)
% High School Juniors who completed 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.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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.

We have had good success with early literacy in our district as shown by our IRI (Idaho Reading Indicator) scores. We continue to struggle in math at the secondary level. As a means to continue to reach our goals we have added a math coach to work with secondary teachers and provide necessary supports. We also will continue with PLCs (Professional Learning Communities) as a way to support staff and share best practices. We also utilize the RTI (Response to Intervention) model to address needs of the students and provide the interventions they need to be successful and move forward.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

(Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K	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	IRI	68.3%	70.0%
1	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	IRI	64.8%	75.0%
2	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	IRI	78.3%	80.0%
3	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	IRI	75.4%	80.0%
4	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	52.0%	55.0%
5	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	41.0%	50.0%
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	28.0%	35.0%
K-2	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	EasyCBM	N/A	60% Tier 1
3-8	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	N/A	70% Proficient or increase score 25points
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	EOC (End of Course Exam)	N/A	70% proficient (3 or 4)

