**OVERVIEW OF STATUTORY REQUIREMENTS**

**Districts and charter schools (Local Education Agencies or LEAs)** **must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to** **plans@edu.idaho.gov****.**

[Section 33-320, Idaho Code,](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH3/SECT33-320/) addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022, 2023, or 2024 sessions. The section of code states, in part:

“continuous improvement plans AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2)  (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission;
4. Include key indicators for monitoring performance;
5. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
8. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
9. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district’s report card as required by the state board of education and published by the state department of education; and
10. Include a report of progress toward the previous year’s improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent’s or charter administrator’s evaluation.

**Posting / Submitting Your Plan**

* **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to **plans@edu.idaho.gov** in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

**GENERAL GUIDANCE FOR USING THE CIP TEMPLATES**

**Please Note: Charter schools with performance certificates that meet *all* of the CIP requirements outlined in the law, including a link to the charter school’s report card (on idahoschools.org) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan.**  If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

**2024-2025 Templates for the Continuous Improvement Plan**

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

* 2024-25 Continuous Improvement Plan Narrative – Template Part 1
* 2024-25 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

**Substantial Revisions vs. Plan Update (when to submit a new Narrative)**

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Continuous Improvement Plan (CIP) **Narrative** for 2024-25:

* Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
* Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2023-24, or you are continuing a previously granted narrative exemption.

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nwagner@edu.idaho.gov; 208-488-7586) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

**Please note:** The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

**FUNDS FOR TRAINING**

Up to $6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**ADDITIONAL RESOURCES**

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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| **LEA**  | **#** | **Name:**  |
| Superintendent | Name: KyLee Morris | Phone: 208-355-2234 |
| E-mail: morrisk@msd433.org |
| CIP Contact | Name: KyLee Morris | Phone: 208-355-2234 |
| E-mail: morrisk@msd433.org |

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

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| **Mission and Vision - REQUIRED** |

The mission statement for Midvale is simply “*Nurturing growth in knowledge, skills, and character*.” Thevision is that *“The Midvale School District will provide students with academic and life skills, emphasizing individual achievement to prepare them for an ever-changing and complex society.”*

Respect and personal responsibility are key values fostered at all levels. The academic emphasis is simply to help each student to do his or her personal best while pursuing the basic State-required classes and selected electives. The educational focus is to provide all students with the skills necessary to find employment, or to compete successfully in post-secondary training if that is their choice. Our size and the willingness of the staff allow us to individualize to a marked degree, and often students take a required course and a supplementary remedial work during the same semester. This is especially true in the Alternative Program. Students are expected to take courses in at least one of the three vocational programs of business, agriculture, and family/consumer science.

In keeping with the mission and vision, and recognizing the needs of our students, the District offers three levels of diplomas to both regular and alternative program students : Basic (State requirements of 46 credits); Midvale High School (54 credits); and Honors (3.3 GPA plus minimum of 8 advanced opportunity credits). We have had 100% graduation rate.

**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.

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| **Community Involvement in Plan Development - REQUIRED** |

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Stakeholder input for the District is received and reviewed in several ways. There are some more formal requests for parent and student input. There is also the fact that in the school district of 145 students and an area of many square miles, much of the most important input is received informally. While over the years there have been several attempts to organize and maintain a more formal parent-teacher group with meetings or email contact, they have never lasted; parents and community members prefer the more informal one-on-one contact, and the information offered at programs and conferences. Demands of employment and often commuting hours make group meetings difficult.

Each year at spring conference time parents are asked to complete a questionnaire relating to their perceptions of the school. This is available through email (unless requested in print). In May students are also given questionnaires. Some of those are offered by the State or by the accreditation forms; students in grades 6-12 complete questionnaires focused on teachers and classes which they have had during the year. Data from the responses of the parents of elementary students are incorporated into teacher evaluations; student responses are used for secondary teachers. Information gleaned from all responses is reviewed by administration and modifications suggested as needed for immediate change or for the coming year. Past graduates come frequently to activities and programs, and freely give input as to the value of various aspects in their current situation. During the soft closure and return, the questionnaires focused on school response and the parents/students reactions to the district plans.

Much of the community input comes in a more informal way, usually from conversations with members of the Board, of the administration and staff, and comments of the students. These conversations take place at games, at the market, and in visits to school or classes, but are reported as needed and considered when the appropriate topics are discussed. Parents are also free to contact the school regarding Infinite Campus Parent/Student Portal information, to stop by after school to talk to staff, or to send a note. Consideration is given at the advisory committee meeting as warranted.

For educator input, professional development sessions both in house and at conferences and meetings attended by the administration and staff are a major source of input, as are visits to other districts. Also the “educational grapevine” among smaller districts provides very valuable information as to good programs, successful interventions, and the like. Newsletters from the various State offices brings news of opportunities, recommendation, and current events and deadlines.

Parental Involvement in Students’ Individual Reading Plans

Parents of students needing reading intervention are contacted by the teacher and the situation is discussed at conferences, either individually scheduled or at regular conference time. A plan is developed jointly incorporating parent observations and suggestions, with a tentative schedule for monitoring. Interventions may be determined for one-on-one help, small group assistance, parent assistance, or assigned work.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of the availability of counseling, both personal and career, at the first parent night, with follow-up as the academic calendar dictates. Parents may assist in the development of the student plan and sign the 8th grade product. Plans may be changed as needed as the year’s progress, and as the interests of the students develop or new opportunities become available. Parents also receive information about college and career fairs. The senior project is dedicated to the final steps in preparation for post-secondary years and students study a few careers of interest in detail, complete letters of application, FAFSA forms, and resumes as dictated by the student’s choices.

**ommunity Involvement in Plan Development - REQUIRED**

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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 **2024-25 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.