

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

LEA	#061	Name: Blaine County School District
Superintendent	Name: Jim Foudy	Phone: 208-578-5001
	E-mail: jfoudy@blaineschools.org	
CIP Contact	Name: Adam Johnson	Phone: 208-578-5002
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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

The mission of the Blaine County School District is: to inspire, engage, educate, and empower every student.

Vision Statements:

- All students will be **inspired** to develop intellectual curiosity through meaningful opportunities.
- All students will be **engaged** actively in our learning community through relevant and real-life experiences.
- All students will be **educated** to develop strong foundational and analytical problem-solving skills to graduate ready for post-secondary success.
- All students will be **empowered** to make positive choices through continual social and emotional development.

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

Blaine County School District is committed to creating a meaningful Continuous Improvement Plan (CIP) that has been created with stakeholder input through the strategic planning process. The CIP serves as a guiding document that reflects annual progress toward the district's five-year strategic plan. The development of this plan begins in the summer with input from the Board of Trustees, the District Cabinet, the District Leadership Team, and the District Guiding Coalition. These sessions allowed teams to gather and review performance data and establish goals for the upcoming academic year. To solicit additional public input this plan was advertised for the August and September Board meetings for public comment. This plan is scheduled as an action item for the board of trustees on 9/10/24 and will be revisited on a continual monthly schedule for the next calendar year at the monthly public board of trustee meetings.

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Blaine County School District Monthly Board Meeting Reporting Agenda

Month	Report	Responsible Administrator or Director
September	Student Enrollment	Superintendent / Finance
September	Continuous Improvement Plan	Assistant Superintendent
October	Idaho Reading Indicator (IRI) Analysis	Assistant Superintendent / Elementary Principals
October	Communities for Youth Mental Health Survey	Superintendent
November	Preliminary Scholastic Aptitude Test (PSAT) Data Analysis	Assistant Superintendent / Secondary Principals
January	Calendar Committee	Assistant Superintendent
February	Idaho Reading Indicator Winter Analysis	Assistant Superintendent / Elementary Principals
March	Preliminary Staffing Proposal	Superintendent / Director of Finance
March	Discipline Data	Special Programs Director
April	Attendance Data	Assistant Superintendent
April	Preliminary Budget for FY26	Director of Finance
April	Student Handbooks	Principals
May	Parent Engagement Survey Data	Assistant Superintendent
May	Major Maintenance Projects Upcoming	Superintendent / Director of Operations
June	Idaho Reading Indicator (IRI) Spring Analysis	Assistant Superintendent / Elementary Principals
June	Idaho Standards Achievement Tests Analysis (ISAT)	Assistant Superintendent / Principals
June	Scholastic Aptitude Test (SAT) Data Analysis	Assistant Superintendent / Secondary Principals
July	CIP Review	Superintendent

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	61	LEA Name:	Blaine County School District	
METRICS				
LINK to LEA / District Report Card with Demographics and Previous Data (required):			https://idahoschools.org/districts/061	
Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)				
Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)	
All students will be college and career ready	4-year cohort graduation rate	2023 cohort	2024 cohort	
		88.0%	90.0%	
	5-year cohort graduation rate (optional metric)	2022 cohort	2023 cohort	
		86.0%	88.0%	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	35.0%	30.0%	
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	40.0%	40.0%	
	% students who make adequate growth on the grade 8 Math ISAT	60.0%	54.0%	
	% students who score proficient on the grade 8 ELA ISAT	55.0%	58.0%	
	% students who make adequate growth on the grade 8 ELA ISAT	60.0%	79.0%	
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	39.0%	42.0%	
	% students who make adequate growth on the grade 6 Math ISAT	60.0%	53.0%	
	% students who score proficient on the grade 6 ELA ISAT	55.0%	60.0%	
	% students who make adequate growth on the grade 6 ELA ISAT	60.0%	77.0%	

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

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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	56.0%	45.0%
	% students who score proficient on the Grade 1 Spring IRI	56.0%	45.0%
	% students who score proficient on the Grade 2 Spring IRI	49.0%	53.0%
	% students who score proficient on the Grade 3 Spring IRI	59.0%	54.0%
	% students who score proficient on the Grade 4 ELA ISAT	43.0%	40.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	55.0%

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.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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Blaine County School District is committed to literacy for all students. The BCSD literacy plan is our district's roadmap for teaching literacy and providing support so all learners have the opportunity to become proficient readers. The district is committed to implementing a guaranteed and viable curriculum, universal screening and diagnostic assessments, and a consistent system of intervention practices.

BCSD staff have been engaged in extensive professional development around the science of reading instructional strategies including the Idaho SMART literacy cohort training, Orton Gillingham training through the Institute for Multisensory Education (IMSE), the Sun Valley Early Literacy Summit, and others. Blaine County School District is committed to embedding PLCs (Professional Learning Communities) throughout our system, we believe that focused collaboration, curriculum alignment, and sharing of innovative strategies will allow the district to achieve our student achievement goals of exceeding state averages in student literacy rates including all sub-pop categories. We believe that a strong RTI (Response to Intervention) model is essential to achieving this goal. We are confident that progress on these measures will result in literacy growth for all students.

In 2023-2024, the fall-to-spring growth of student performance in Tier 3 of Kindergarten to 3rd-grade reading was -3% (389 students in fall to 418 students in spring) based on IRI data. BCSD is setting our goal as a 2% reduction in Tier 3 K-3 reading performance on the IRI fall of 2024 to the Spring of 2025. This goal aligns the professional development efforts the district has placed upon literacy intervention and the district's literacy plan.

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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 narrative.

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 2024-25, and is distinctly *different* than those required in Section I, above.

Blaine County School District is committed to providing all students with college and career guidance. BCSD employs two full-time college and career advisors who deliver robust services to high school students promoting a culture of college and career readiness by supporting each student's post-secondary planning processes. This includes college applications, financial aid, scholarships, career assessments, accessing Idaho Advanced Opportunities and other state initiatives, and maximizing their extracurricular and academic interests and abilities such as advocating for the availability of advanced coursework, diverse clubs, and students accessing regional and national enrichment programs.

Beginning in 8th grade all BCSD students develop a four-year plan with the assistance of district school counselors and their parents. This plan is updated annually and is used to map academic pathways to prepare them for post-secondary success.

All BCSD students begin taking the PSAT in 8th Grade and will take the exam annually through the 11th grade and then the SAT exam in 11th Grade. These exams are cost-free and offered as in-school opportunities and help guide the college and career planning process beginning in the 11th grade.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

A senior student survey is conducted annually in September to identify student's post high school plans to inform college and career advisor services to each senior student. Follow-up includes formal and informal interest inventories and career assessments as necessary to connect students to post-secondary education or training. All college and career services are delivered to students via live and virtual classroom visits, 1:1 meetings, parent/family meetings, small group student and parent workshops, and live and virtual college visits. Technology utilized will be Scoir College Network, grade level newsletters, college and career websites, Loom, GoogleMeet, and classroom AV. College and career advisors will actively track student encounters and progress towards individual goals, adjusting efforts and refining goals as needed. By June 1, 2025 75% of graduating BCSD students will report a post-secondary plan of their design in Scoir College Network. Plans include 4-year institutions, community colleges, trade schools, apprenticeships, entering the workforce, religious service, military enlistment, and gap year plans. This is a new goal so we do not have data yet to report on this goal.

We are unable to report on prior goals attached to the YouScience career profiler. We previously had access to YouScience for free but lost access after YouScience transitioned to a fee-based product. In response to losing access to YouScience, we opted to capitalize on the excitement around the Idaho LAUNCH program and instead utilized the restrictive features of Next Steps Idaho (NSI). However, we have determined that NSI did not meet our students' needs and instead will utilize the features of Scoir College Network which allows us to customize our programming so we can better meet the individual needs of our population.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

BCSD achieved some of our student achievement goals and fell short of others. We achieved most of our district operation objectives during the 2023-2024 school year. One of the primary district accomplishments during the 2023-2024 school year was the passing of a 5-year strategic plan that will be the catalyst items of this plan.

Area 1-Student Achievement:

1.1.A-Increase student attendance by a minimum of 1% through a focused advertising campaign and consistent MTSS structure.

1.1.B- Implement Illustrative Math from Imagine Learning as the unified district K-8 Math core curriculum. All K-8 teachers will use Illustrative Math as their core curriculum for the entire 2024-2025 academic year.

1.1.C- All K-8 math teachers will participate in a “unit study” professional development routine to create a common grade-level focus on unit priority standards and common pacing/assessments.

1.1.D- Teaching and Learning will continue to train staff and maintain the focus on utilizing interim assessments to connect unit rigor to state assessment rigor for Math, ELA, Science, and Social Studies. Focus on how to use data to through the PLC 4 questions. We will increase interim assessment participation throughout the district and at the secondary level in particular.

1.1.E- Teaching and learning will develop building-level capacity in Performance Matters as an assessment and data analysis tool. We will have at least 4 building leadership teams using PM as a data source in meetings and 10 teachers give a unit assessment through the program.

2.1.A- A dual immersion leadership team will meet to develop better vertical continuity in the DI Program at BCSD. Build non-negotiable program expectations at all levels. 10 teachers or more will engage in professional development for D.I. instructors in common strategies such as Thinking Maps.

4.1.A- Offer at least three professional development opportunities on best practices with A.I. in the classroom for students and increase educator efficiency and effectiveness.

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Area 2- Healthy Learning Community

1.1A- The GATE team will meet to produce a written plan for the GATE program to increase student time in an inclusion (push-in) model and less pull-out time for students.

2.1.A- The mental health team (which includes the special programs director, social workers, counselors, nurses, and school psychologists) will continue to meet to support student mental health needs based on the Boise State and the Icelandic Study to ensure student needs are met based on the data collected each year.

2.2.E- BCSD administration, staff, students and community will work together to develop strategies that celebrate diversity and empower all students to reach their full potential as educational leaders.

2.3.A -The level 1 PBIS cohorts will increase by a minimum of two behavioral interventions to progress to level 2.

2.4.b: (BCSD will focus on improving student attendance) The special programs department will communicate regularly through flyers/newsletters sent home with students, meetings and electronically with families regarding the importance of student attendance and events and activities taking place at school and in the classroom.

Area 3- Recruitment, Development and Retention of Quality Personnel

3.1A-Work with the School Board and ARCH on the development of three additional subsidized housing units for BCSD staff within the next year.

3.1B- Increase participation in the rental assistance program by 15% in the next year.

3.3A- Increase the number of local community members hired as teachers by 1% through targeted recruitment efforts. Partner with Universities to present non-traditional routes to teaching to community members.

3.3B - Establish partnerships with 3 new colleges/universities to expand the pipeline of diverse candidates applying for teaching positions.

3.3C - Attend a minimum of three job fairs.

3.4B -Work with Principals and the Teaching and Learning department to offer professional development aligned with identified staff needs.

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Area 4- Technology for Performance and Communication/School Relations:

- 4.0.A- Deploy WiFi 6 upgrade across BCSD based on heat maps
- 4.0.B- Complete replacement of all End-of-Life switches in comm rooms
- 4.0.C- Upgrade all remaining fiber optic connections in BCSD to 10 GB
- 4.0.D- Upgrade EOL SAN hardware (SAN = the on-prem network storage and computer hardware)
- 4.0.E- Develop district-wide recurring training opportunities for staff
- 4.0.F Implement AI into curriculum and staff workflows across BCSD.
- 4.1.A- Identify 3 communication platforms to unify district & family communication.

Area 5- Financial Responsibility

- 5.1.b/c: Review how attendance is calculated through ISEE training to ensure correct communication is developed.
- 5.1.b: Review District practices regarding athletics, field trips to determine what absences are excused and how to reduce the unexcused instances
- 5.1.d: Research and calculate how much attendance changes will increase support units.
- 5.3.a: Submit pie charts to Donovan group on budget data to increase transparency.
- 5.3.d: BCSD will work to streamline programs and processes to reduce spending and meet state and auditor requirements.
- 5.3.d: Review of transportation practices as they pertain to non-reimbursable uses by programs and create transportation allocation costs to programs to create a more rounded view of program costs. (i.e. Summer School, Preschool, Athletics, Field Trips)
- 5.3.d: Revise Finance procedures and educate staff on proper purchasing procedures to reduce credit card use and unnecessary sales tax expense.
- 5.3: Implement a paperless document approval process to improve oversight, enable policy compliance, and create efficiency for staff and programs.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Area 6- Facilities and Safety

6.1.B- Communicate updates on existing and future levy projects. Develop a plan to communicate with the Board and the broader community with a budgetary focus.

6.1.C- Create a District Facility Master Plan

RFQ approval

Select firm

Report the master plan to the Board for approval and communicate it with the broader community.

6.2.B- The Master Plan will include demographics including projections for growth in Blaine County.

6.2.D- Work with Blaine County Recreation District on their master plan for fields and facilities. Collaborate on usage.

6.4.A- Analyze and plan for a solution for the baseball/softball discrepancies.

Area 7- Transportation

1.1D- Offering transportation to all eligible students attending BCSD.

1.2C- Continued transportation to after-school programs and summer programs provides opportunities to students who otherwise would potentially miss out on these programs.

5.2 A- Provide the finance committee with information regarding Transportation reimbursement and Bus depreciation schedule.

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

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2023-24 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 2023-24 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 assesment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance
K	ELA	% 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	54.0%	43.0%	45.0%
1st	ELA	% 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	47.0%	51.0%	45.0%
2nd	ELA	% 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	49.0%	47.0%	53.0%
3rd	ELA	% 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 ELA	41.0%	38.0%	40.0%
4th	ELA	% 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 ELA	47.0%	50.0%	40.0%

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance
5th	ELA	% 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 ELA	53.0%	58.0%	52.0%
6th	ELA	% 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 ELA	50.0%	50.0%	60.0%
7th	ELA	% 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 ELA	53.0%	56.0%	52.0%
8th	ELA	% 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 ELA	56.0%	50.0%	58.0%
11th	ELA	% 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	48.8%	40.0%	54.0%	56.0%
3rd	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 Math	38.0%	39.0%	41.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance
4th	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 Math	37.0%	40.0%	41.0%
5th	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 Math	45.0%	40.0%	42.0%
6th	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 Math	45.0%	36.0%	42.0%
7th	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 Math	50.0%	38.0%	38.0%
8th	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 Math	50.0%	36.0%	40.0%
11th	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 Math	45.0%	27.0%	30.0%
11th	ELA	% 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	SAT	55.0%	52.0%	54.0%

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance
11th	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	SAT	30.0%	27.0%	30.0%