

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

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@osbe.idaho.gov.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 or 2023 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:

- i. 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;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. 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;
- ix. 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
- x. 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.

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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@osbe.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.

2023-2024 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:

- 2023-24 Continuous Improvement Plan Narrative – Template Part 1
- 2023-24 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 2023-24:

- 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 2022-23, or you are continuing a previously granted narrative exemption.

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If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nick.wagner@osbe.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/>

DRAFT

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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

Chief Taghee Elementary Academy (CTEA) is a student-centered learning organization reflecting the Shoshone-Bannock values of deniwape and life-long learning. The mission of CTEA’s heritage language immersion program is to provide a positive environment in which all students will be educated in the Shoshoni and English languages. In order to better prepare our students academically, socially, and culturally to meet the future challenges of a global society, CTEA has three primary purposes: academics, bilingualism, and cultural enrichment.

Key Design Elements

- School-wide Shoshoni language instruction with emphasis on immersion strategies
- Instruction in Shoshone-Bannock culture and history
- Emphasis on school-wide cultural enrichment
- A school-wide tiered approach to interventions

Vision:

To provide every student the *Power of Two*: The ability to speak, read, write and think in both the English and the Shoshoni languages. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy.

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

Long-term Strategic Planning and Improvement

CTEA continues to be engaged in the strategic planning process. Information has been gathered from various stakeholders, including the community and the Shoshone-Bannock Language and Culture Department, while at the same time working with administrators, teachers, and staff regarding literacy, language acquisition, capacity building for the school and training for the school board. The CTEA CIP is posted for parent/patron review and comment on the CTEA website. The Board of Directors and administration take input from the community and incorporates that information in the development of this plan annually.

Community Involvement in the development of the Continuing Improvement Plan

CTEA became a schoolwide Title IA School during Spring 2023 and continues to build capacity, increase student academic growth, and revise and refine activities/issues that inform the school improvement planning process included the following:

- I. The Shoshoni Language Program at Chief Tahgee Elementary Academy: Our commitment to teaching and promoting the Shoshoni language and culture remains unwavering. In line with our values of inclusivity and Shoshone-Bannock cultural enhancement, we have restructured the program to ensure that all students receive language instruction every day. This revised program aims to foster a deeper appreciation for Shoshoni culture and language among our students while providing a more inclusive learning experience for all.

A. Daily Shoshoni Language Instruction:

- 1. All students, regardless of their grade level or background, will receive daily Shoshoni language instruction.
- 2. Shoshoni classes are organized to accommodate varying proficiency levels, from beginners to advanced learners.
- 3. Language instruction is integrated into the regular school schedule to ensure consistency and equitable access.

B. Cultural Enrichment Activities:

- 1. Regular cultural enrichment activities are organized to complement language instruction.
- 2. These activities may include storytelling, traditional dances, art projects, and field trips to culturally significant sites.

B. Increased Collaboration with Elders and Community Members:

1. Involve Shoshoni elders and community members in curriculum development to ensure authenticity and cultural accuracy.
2. Elders will be invited to share their wisdom and experiences with students.

II. Assessment and Evaluation:

A. Regular Assessment:

1. Implement regular assessments to track students' progress in Shoshoni language proficiency.
2. Use assessment data to tailor instruction to individual student needs.

B. Continuous Improvement:

1. Regularly review and adjust the program based on student feedback, assessment results, and best practices.
2. Seek input from students, parents, and the Shoshoni community to ensure program effectiveness.

III. Communication and Community Engagement:

A. Regular Updates and Shoshoni quarterly for parents, guardians, community members:

1. Keep parents and the Shoshoni community informed about program developments and achievements.
2. Share success stories and student experiences to showcase the program's impact.

B. Increase Community Involvement:

1. Encourage Shoshoni community members to participate in school events and activities related to the Shoshoni Language Program.

Essentially, the revised Shoshoni Language Program at Chief reflects our commitment to inclusivity, cultural preservation, and the well-being of our students. By providing daily language instruction and enriching cultural experiences, we aim to create a more inclusive and culturally rich educational environment. We look forward to the continued growth and success of the program and the deepening of our students' connection to Shoshoni culture and language.

GOAL #1: ATTENDANCE: CTEA will increase student attendance a minimum of 5% for SY2023-2024.

Increasing regular daily attendance is crucial for achieving academic success for several reasons:

Consistency in Learning: Regular attendance ensures that students receive consistent instruction and have the opportunity to engage with educational materials on a daily basis. This consistency allows students to build upon their knowledge, develop skills, and reinforce concepts over time.

Active Participation: Students attend school regularly, are more likely to actively participate in class discussions, ask questions, and seek help when needed. Active participation enhances students' understanding of subjects and promotes critical thinking.

Social Interaction: regular school attendance provides a social environment where students interact with peers, share ideas, and collaborate on projects. Regular attendance also fosters social development, communication skills, and the ability to work effectively in group settings.

Accountability: Consistent attendance teaches students the importance of responsibility and punctuality. These life skills are essential for success not only in academics but also in future careers.

Reduced Learning Gaps: Students who miss school regularly often fall behind their peers, leading to learning gaps that can be difficult to overcome. Maintaining regular attendance helps minimize these gaps and ensures that students stay on track with the curriculum.

Teacher Support: Teachers can provide individualized support and assistance to students who attend school regularly. This personalized attention helps address any learning challenges or gaps in understanding.

Exam Preparation: Consistent attendance allows students to stay on top of coursework and be better prepared for exams.

Building a Strong Work Ethic: Regular attendance instills a strong work ethic and discipline in students, which are valuable traits for academic success and future endeavors.

Parental Involvement: When students attend school regularly, parents can more effectively engage in their child's education. They can stay informed about their child's progress and address any concerns or challenges promptly.

Recognition and Rewards: CTEA recognizes, celebrates and rewards students with good attendance records. These incentives can motivate students to attend school regularly and strive for academic success.

In summary, regular daily attendance is a fundamental component of academic success because it provides students with the consistent learning experiences, social interactions, and support systems needed to thrive in their educational journey. Regular attendance fosters a strong educational foundation and prepares students for future challenges and opportunities.

GOAL #2: INCREASE ELA ACADEMIC GROWTH BY 5%

CTEA will achieve a 5% growth on IRI assessments for K through 3rd grades from the end of the 2023 school year to the end of the 2024 school year and a 5% growth on SBAC assessments 3rd through 7th grade from the end of the 2023 school year to the end of the 2024 school year. To increase ELA scores by 5%, CTEA, is implementing the following plan that focuses on improving ELA skills, fostering a culture of reading and writing, and closely monitoring student progress:

Assessment and Baseline Data: CTEA assessed student's current ELA proficiency levels with the IRI (Idaho Reading Indicator and Istation ISIP assessment).

Data-Driven Instruction: CTEA used the above assessment data to inform the newly implemented school-wide walk to intervention. These assessments identify the specific ELA skills that need improvement and explicit lessons were designed for 30 minutes on Mondays and Tuesdays for all students in small groups 10:30-11:00 a.m.

Professional Development: CTEA provides ongoing professional development opportunities for ELA teachers to enhance their teaching methods, including strategies for differentiated instruction, literacy development, and using data effectively to drive instruction. Further, professional development from *Wonders* ELA curriculum specialists will be given three times per year.

New emphasis on writing: Writing is strategically scheduled for all students to ensure that writing skills are improved.

Monitoring and Reporting Progress: Students' growth is monitored through monthly ISIP assessments. Teachers and administrators monitor student progress monthly and track the growth in Math skills.

A School-wide Walk to Intervention has been established: to provide additional support for all students. Math small groups meet twice a week day to offer explicit interventions 10:30-11:00 to increase ELA growth.

Regularly Review and Adjust: Regularly PLC meetings offer teachers, aides, and administrators to review the effectiveness of existing strategies and make adjustments as needed.

GOAL #3: INCREASE MATH ACADEMIC GROWTH BY 5%: CTEA will achieve a 5% growth on Math ISIP assessments K through 3rd grades from the end of the 2023 school year to the end of the 2024 school year and a 5% growth on Math SBAC assessments 3rd through 7th grades from the end of the 2023 school year to the end of the 2024 school year. To increase math scores on the Math ISIP and SBAC (Smarter Balanced Assessment Consortium) by 5%, CTEA will implement the following plan that focuses on strategies for improving math skills among students. Below is are CTEA strategies for the SY2023-2024outlin:

New Curriculum: *Reveal Math* implementation and professional development from publisher curriculum specialists is intended to assist CTEA's implementation of Math curriculum.

A School-wide Walk to Intervention has been established: to provide additional support for students who are significantly below grade level, in math. Small groups meet twice a week day to offer explicit interventions 10:30-11:00 to increase math growth. Implement small-group instruction to provide more personalized support for students who may be struggling with specific math concepts. This allows for targeted remediation.

Professional Development: CTEA provides ongoing professional development for math teachers. This training can help educators stay current with best practices and innovative teaching methods.

Test-Taking Strategies: CTEA staff teach students test-taking strategies specific to the ISIP and SBAC assessments. This includes time management, interpreting questions, and eliminating incorrect answer choices.

Monitoring and Reporting Progress: CTEA continuously monitors student progress and tracks improvements in math scores. At PLC meetings staff share progress reports and teaching strategies with other to improve instruction.

Involvement in Professional Development -

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 **2023-24 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.

<https://idahoschools.org/schools/1347/achievement>