

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	#071	Name: Garden Valley Schools	
Superintendent	Name: Patrick B. Goff		Phone: 208-462-3756
	E-mail: pgoff@gvsd.net		
CIP Contact	Name: Patrick B. Goff		Phone: 208-462-3756
	E-mail: pgoff@gvsd.net		

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 educational excellence, allowing students to succeed in an ever-changing world.

Vision:

Our school district is a place where:

- Students receive a quality education, perform at a high level of competence and enjoy a safe and caring atmosphere
- All staff members continue to grow professionally and improve their skills to reach all learners.

Objectives:

Students will demonstrate:

- Respect
- Responsibility
- Commitment
- Integrity

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

We invite parents to several Parent Nights throughout the school year. We gather information from them at open houses, math nights, reading nights, streaming nights, and during any other scheduled events involving parents. Over the past couple of years, we have been requesting and gathering information from parents and community members on our back to school plans because of COVID and on our use of funds plan for COVID relief. At each monthly school board meeting, we include time on the meeting agenda for community input into these plans. We also have parents on all of our developing committees to secure input throughout the year as our committees meet. Parents and community members were on the curriculum committee this past school year and provided valuable input into the process of selecting a new curriculum for elementary school. We have a growth committee to help us address future growth needs and the various needs that may arise as a result of

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our growth. There are community members and parents on this growth committee. Parents and community members served on interview committees for new faculty members that were hired for this school year. Parental and community input is gathered before recommendations for things such as hiring and curriculum changes are presented to the board. Teacher-Parent communication will continue to be a strong focus for us this year. A faculty member from the school leadership team has been assigned to coordinate PTO efforts. We will ensure we have the necessary communication and input from parents and the community to help us constantly improve our processes and procedures. We will explore additional opportunities to utilize the limited local media to better communicate with parents and the community. We will consider public forums to seek input on major decisions, especially those involving fund expenditures and growth strategies. We will seek opportunities to provide more support to parents and students. We will continue to utilize school board meetings to review test results, refine our plans for improvements, and develop new goals.

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 **2021-22 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.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 71	LEA Name: Garden Valley School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0274
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-Year Cohort Graduation Rate	100.0%	100.0%
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	60.0%	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	85.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	55%
	% students who make adequate growth on the grade 8 ELA ISAT	90.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	70.0%	75.0%
	% students who make adequate growth on the grade 6 Math ISAT	85.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	55.0%
	% students who make adequate growth on the grade 6 ELA ISAT	85.0%	50.0%

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

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Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	55.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	85.0%	50.0%

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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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 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	85.0%		85.0%

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 at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

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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 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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students who apply to at least one trade school or college (new 23-24)	0.0%	0.0%	100.0%
% of students who complete a resume by end of senior year.	0.0%	0.0%	100.0%

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 2023-24, and is distinctly *different* than those required in Section I, above.

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Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section IV.A.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 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

22-23 was a year of change for the Garden Valley School district and as such we are proud of the effort put forth by our staff and students. We did have a change half way through the year in our administration and that impacted our data and our schools. GVSD has been getting better in its collection and application of academic data. Upon the change we became aware that our goals were not aligned with our current student population and we have since changed them to meet our cohorts. Our schools have had a significant change in either curriculum or staffing at many levels to address academics. Our board is requiring updates on our data and will be comparing it against our plan and similar districts to address academic outcomes. We are making some changes in the scheduling times to give students who need extra help in being successful in the areas of weakness extra opportunity to grow so that we can increase our performance. We need to work diligently in math throughout the elementary and middle school classes so that they can hit the performance targets we have set for them. We are also looking at some different ways of teaching to the standards that should help the students achieve success at that higher level. GVSD has great students and staff and with our new leadership and focus we are excited about 23-24.

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

NOTES: Due to small staff size our Staff performance goals would be n rate and therefore will not be cited with goal numbers in this plan, but each staff will be evaluated on their subject area and courses.