

Aberdeen School District #58

Continuous Improvement Plan 2023 – 2024



Approved by Aberdeen School Board

On 9-20-2023

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	#58	Name: Aberdeen School District	
Superintendent	Name: Jane Ward		Phone: (208) 397-4113
	E-mail: jane@aberdeen58.org		
CIP Contact	Name: Jane Ward		Phone: (208) 397-4113
	E-mail: jane@aberdeen58.org		

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

Mission and Vision - REQUIRED

MISSION STATEMENT

The Mission of the Aberdeen School District is to provide a safe educational system that promotes excellence in teaching and learning essential curricula that meet State Standards including strong programs in the arts and in activities.

BELIEFS

We see education as a partnership between students, parents, educators and the community.

1. We believe that the school has a duty to the community to help students learn to have respect for themselves and for all people.
2. We believe that we must recognize individual differences in abilities, interests, and goals, and we must provide programs that will lead to success.
3. Our graduates should have the ability to think skillfully, make informed decisions, communicate effectively, and have an appreciation for the arts.
4. Graduates should have mastered the basic skills required to live and work responsibly within the global community.
5. Expectation, attitudes, and effort directly affect performance.
6. We believe that all students should meet the Idaho State Standards for achievement.

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NARRATIVE - TEMPLATE PART 1

VISION

Vision Statement: The Vision of the Aberdeen School District is to provide the opportunities, encouragement, and facilities to ensure that each student reaches his or her maximum potential

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

Aberdeen School District Policy #1010: Community Involvement

Community participation in this district is important for improving the quality of education for the students. Therefore, this board intends to make every effort to identify the desires of the community and to be responsive to those desires.

Patrons of this district are encouraged to express their ideas, concerns, and judgments through:

1. Written suggestions or proposals;
2. Presentations at public hearings;
3. Responses to surveys;
4. Comments at meetings of this board; and
5. Service on citizens advisory committees.

The advice and the concerns of the public will be carefully considered. In evaluation of such advice, the first concern of this board will be the educational program as it affects students.

Community Involvement in the development of the combined District Plan

Every school has a parent committee that participates in the developing of the goals of the buildings. This input is used to develop the Continuous Improvement Plan and the Literacy Plan. Once discussed on the building level, the plan is put together and taken to the school board for final approval before it is submitted to the State Board of Education.

the district's Parent Advisory Committee meets three times a year to discuss overall student data and student progress. During these meetings, the committee reviews and provides input to the Combined District Plan.

Parent Notification of College and Career Advising and Mentoring Services

Parents are contacted by phone, emails, Instagram and newspaper articles. We will be sending out a notification to every student's parent(s) to inform them what college and career opportunities we offer at Aberdeen Middle School (8) and Aberdeen High School.

College and Career information is also provided to parents and students during Parent/Teacher Conferences, Back to School Night, FAFSA nights and through additional presentations such as Shine Bright College and Career planning and TRIO Services.

Parental Involvement in Students' Individual Reading Plans

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NARRATIVE - TEMPLATE PART 1

Aberdeen Elementary School operates a school-wide Title I program. Aberdeen Middle School and Aberdeen high School operate a Targeted Assistance Title I program. Under Title I, each school creates a Parent/Student/Teacher Compact that is reviewed annually. The compact addresses that qualifying students will receive extra help in reading and/or math.

Specific individualized student interventions are designed and implemented at the school level by teacher teams, support personnel, and the building principal. If a child qualifies for intervention, the parent will be sent a document explaining the intervention determined by the team with a statement informing the parent how they can be part of supporting their child at home. In order to allow parents an opportunity to be part of their child's Literacy Intervention Plan, the document describing the student's reading intervention plan will include a section allowing parents to sign a statement of agreement or disagreement. Parents can call or return the signed form stating if they want to meet and discuss the plan. Any parent choosing to opt out of a plan will need to mark that on the form.

Parents will receive progress quarterly reports (IStation Student Handout) informing them of their student's improvement on the IRI.

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.

LEA # 58	LEA Name: Aberdeen School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	ABERDEEN DISTRICT Profile Explore Idaho Schools
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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		2023-24	
		Performance Targets (From LEA's 2022-23 CIP)		Performance Targets (LEA's Chosen Goals)	
All students will be college and career ready	4-year cohort graduation rate	2022 cohort	92.0%	2023 cohort	90.0%
	5-year cohort graduation rate (optional metric)	2021 cohort	92.0%	2022 cohort	90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)				
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		41.1%		30.0%
	% students who make adequate growth on the grade 8 Math ISAT		41.8%		45.0%
	% students who score proficient on the grade 8 ELA ISAT		45.0%		40.0%
	% students who make adequate growth on the grade 8 ELA ISAT		56.4%		45.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT		50.0%		45.0%
	% students who make adequate growth on the grade 6 Math ISAT		35.7%		50.0%
	% students who score proficient on the grade 6 ELA ISAT		45.0%		40.0%
	% students who make adequate growth on the grade 6 ELA ISAT		46.5%		45.0%

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

Goal	Performance Metric	2022-23		2023-24	
		Performance Targets (From LEA's 2022-23 CIP)		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	70.0%		70.0%	
	% students who score proficient on the Grade 1 Spring IRI	70.0%		70.0%	
	% students who score proficient on the Grade 2 Spring IRI	70.0%		70.0%	
	% students who score proficient on the Grade 3 Spring IRI	70.0%		70.0%	
	% students who score proficient on the Grade 4 ELA ISAT	42.0%		40.0%	
	% students who make adequate growth on the Grade 4 ELA ISAT	45.0%		45.0%	

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.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 3-5 students who scored proficient or advanced on the ELA section of the ISAT	45.00%	32.00%	40.0%
% of 3-5 students who scored proficient or advanced on the Math section of the ISAT	N/A (new metric)	44.00%	45.0%
% of K-5 students who show 5%/1 year's growth from fall to spring on the Istation Reading/ELA assessment	N/A (new metric)	90.00%	90.0%

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.

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 graduate with an associates degree or a CTE certificate	25.0%	74.0%	50.0%
% of students who learning plans are reviewed annually by grade level	100.0%	100.0%	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.

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.

CIP Narrative 23-24

Aberdeen Elementary School: Section V: Report of Progress Narrative (required)

A) Successes: Our Kindergarten students increased 36% on the ELA Istation; they increased from 42% proficient in the fall to 78% proficient in the spring. Our 4th grade students increased 33%; they increased from 36% in the fall to 69% in the spring. Most of our grade-levels made impressive gains on the spring math Istation assessment. 97% of our kindergarten students achieved proficiency on the final Istation math in the spring. 90% of our first-grade students achieved proficiency on the final Istation math in the spring.

B) Challenges: Our first and second grade students had a 2-3% decrease from fall to spring on the Istation ELA assessment. This school year we were required to go from three first grade teachers to two. Our enrollment has decreased, but our demographics remain socioeconomically low and a challenge.

C) Planned strategies to address challenges: In efforts to strengthen our core subjects/curriculum, we are continuing to implement a push-in intervention plan. We will pull our students from the general education classroom a lot less; they will receive math and reading workshop/interventions under the classroom teachers' direction and plans. Our 1-3 grade classes are incorporating a very consistent math meeting daily addressing time, money, place value, problem of the day, etc. Our 4th and 5th grade classes are utilizing daily math journals. In an effort to strengthen our writing teaching and learning skills, each month the K-5 students will participate in increased writing opportunities. The 2023-2024 school year changes also include an advanced math class for fifth grade students and an advanced reading group for third grade students. Our 4th and 5th grade students are invited to participate in Battle of the Books. They read up to eight selected books in a group as they take notes and have discussions. In February we have a contest asking several comprehension questions and the winning team's name is placed on the trophy case. Grades 3-5 earn Accelerated Reading points toward a game day.

Aberdeen High School: Our students continue to take advantage of advanced opportunity funds provided by the State. There was one students who earned an associates degree and many others earned nukerous college credits while in high school. Students also have the opportunity to earn many CTE

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/Reading	n size	n size	n size
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/Reading	n size	n size	n size
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/Reading	n size	n size	n size
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/Reading	n size	n size	n size

4	Reading	<p>% 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</p>	IRI/Reading	n size	n size	n size
5	Reading	<p>% 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</p>	IRI/Reading	n size	n size	n size
K	Math	<p>% 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</p>	Istation/Math	n size	n size	n size
1	Math	<p>% 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</p>	Istation/Math	n size	n size	n size

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	Istation/Math	n size	n size	n size
3	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	Istation/Math	n size	n size	n size
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	Istation/Math	n size	n size	n size
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	Istation/Math	n size	n size	n size

3	ELA	<p>% 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</p>	ISAT	n size	n size	n size
4	ELA	<p>% 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</p>	ISAT	n size	n size	n size
5	ELA	<p>% 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</p>	ISAT	n size	n size	n size
3	Math	<p>% 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</p>	ISAT	n size	n size	n size
4	Math	<p>% 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</p>	ISAT	n size	n size	n size

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	n size	n size	n size
6		% 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		n size	n size	n size
7		% 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		n size	n size	n size
8		% 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		n size	n size	n size
9		% 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		n size	n size	n size
10		% 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		n size	n size	n size
11		% 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		n size	n size	n size

