

Aberdeen School District #58

Continuous Improvement Plan

2024-2025



Approved by Aberdeen School Board
On 9-18-2024

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.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

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

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

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):	https://idahoschools.org/districts/058/profile
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2023-24		2024-25	
		Performance Targets (From LEA's 2023-24 CIP)		Performance Targets (LEA's Chosen Goals)	
All students will be college and career ready	4-year cohort graduation rate	2023cohort	90.0%	2024 cohort	90.0%
		2022cohort	90%	2023 cohort	90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)				
	% students who score proficient on the grade 8 Math ISAT		30.0%		48.0%
	% students who make adequate growth on the grade 8 Math ISAT		45.0%		50.0%
	% students who score proficient on the grade 8 ELA ISAT		40.0%		61.0%
All students will be prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 ELA ISAT		45.0%		50.0%
	% students who score proficient on the grade 6 Math ISAT		45.0%		53.0%
	% students who make adequate growth on the grade 6 Math ISAT		50.0%		50.0%
	% students who score proficient on the grade 6 ELA ISAT		40.0%		57.0%
	% students who make adequate growth on the grade 6 ELA ISAT		45.0%		50.0%
All students will be prepared to transition from grade 6 to grade 7					

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	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	40.0%	40.0%
% students who make adequate growth on the Grade 4 ELA ISAT		45.0%	47.0%

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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
Percent of 3-5 students who scored proficient or advanced on the ELA section of the ISAT.	40.0%	46.00%	47.0%
Percent of 3-5 students who scored proficient or advanced on the Math section of the	45.0%	47.00%	48.0%
Percent of K-5 students who show 5%/1 Year's growth from fall to spring on the Istation Reading/ELA assessment.	90.0%	93.00%	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 2024-25, 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

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
# of students who graduate with an associates degree or a CTE certificate.	50.0%	80.50%	65.0%
% 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 2024-25, 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 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.

Aberdeen Elementary School: A) Successes: 91% of our Kindergarten and first grade students were proficient on the Spring 2023 Math Istation. Our third -fifth grades all achieved more than 70% of our students proficient on the reading Istation May 2024 assessment-meeting our set target. We made great growth from August to May on the Reading Istation, 44% more kindergarten students, 20% more fourth grade students and 22% more fifth grade students scored proficient. From August to May on the Math Istation, 48% more kindergarten students, 38% more first grade students and 35% second grade students scored proficient.

B) Challenges: We missed our 2023-2024 target for our K, 1st, and 2nd grade students on the spring IRI 2024 assessment. Our kindergarten students were 67% proficient, 1st grade students were 40% proficient, and our 2nd grade 58% proficient. In the area of math, fewer were proficient in third and fourth grades at year-end.

C) Planned strategies to address challenges: In efforts to strengthen our core subjects/curriculum this year we are planning lessons with our top students in mind-Teach to the Top while continuing to support our tier 2 and 3 students with interventions. Our title I department trains and schedules professionals efficiently to serve all qualifying students. We are continuing to implement a push-in/ teacher led 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' directions and plans. Each teacher trained in Orton-Gillingham implements strategies to increase reading and spelling skills. 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. Our fourth-grade team is implementing challenge level math this year to our high green students. Each teaching team is scheduling STEM time with our district STEM coordinator with a focus on math. In an effort to strengthen our writing teaching and learning skills, each month the K-5 staff will share best practices for writing and practice during weekly lessons.

Aberdeen Middle School: Our 6th grade students were close in meeting our proficiency goal on the ELA ISAT. Overall, our students struggled to meet our goals for proficiency. We are constantly looking for ways to encourage and reward our students as they improve academically. Teachers are available for an hour after school for students to assist with completing assignments. Students with A's in core subjects are recognized in our school publically and in the local paper. An additional reading skills class will be offered to identified students providing extra help in reading comprehension, vocabulary, and writing. Also, reading is encouraged through an Accelerated Reading program where students read books, take a quiz, and earn points towards earning participation in activities throughout the school year. This year, teacher will supplement math with a digital content curriculum. Teachers can quickly and easily create in-class practice, bell-ringers, exit tickets, homework assignments, quizzes, and exams – geared toward the content students are studying. The program quickly identifies student misconceptions and offers instant feedback to help students when they miss a question. We provide STEM opportunities for our students. We added a computer science class where dedicated students can earn a certificate in either JavaScript or Python by completing the course.

Aberdeen High School: Our students continue taking advantage of the Advanced Opportunities program provided by the state. We did not have any students earn their Associates degree, but had many who earned multiple college credits while in high school. Students have also been provided CTE certificates, including Microsoft, Adobe, and food service safety. We believe the reason for the high number of students utilizing these opportunities are because of the advising of our counselor, college and career advisor and our continued relationship with outside resources such as TRiO. Some students have continued taking ACT Prep courses we offer and taking the ACT with retakes as necessary. Students have also taken advantage of enrolling in post-secondary options such as college courses outside of the school as well as CNA courses at ISU. Being a rural district has provided many challenges including exposure to opportunities for internships and future endeavors. We have had continued support from local business offering jobs and internships for students and have worked closely with ISU TRiO to bridge the gap for areas of careers that are not available in our area.

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 assessment 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 Targets
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/Istation/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/Istation/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/Istation/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/Istation/Reading	n size	n size	n size
4	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/Istation/Reading	n size	n size	n size

CONTINUOUS IMPROVEMENT PLAN (2024-2025) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

5	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/Istation/Reading	n size	n size	n size
K	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
1	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
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	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	ISAT/Reading/ELA	n size	n size	n size

CONTINUOUS IMPROVEMENT PLAN (2024-2025) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

4	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	ISAT/Reading/ELA	n size	n size	n size
5	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	ISAT/Reading/ELA	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	ISATMath	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	ISATMath	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	ISATMath	n size	n size	n size
6	LA/Lit	% 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 STAR Reading	N/A	n size	61% 75%
7	LA/Lit	% 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 STAR Reading	40%	n size	40% 75%
8	LA/Lit	% 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 STAR Reading	40%	n size	57% 75%

CONTINUOUS IMPROVEMENT PLAN (2024-2025) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

6	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 STAR Math	45%	n size	57. % 75%
7	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 STAR Math	45%	n size	31% 75%
8	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 STAR Math	45%	n size	48% 75%
9	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	STAR Math	n size	n size	n size
10	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	STAR Math	n size	n size	n size
11	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	STAR Math	n size	n size	n size

CONTINUOUS IMPROVEMENT PLAN (2024-2025) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

12	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	STAR Math	n size	n size	n size
9	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	STAR Reading	n size	n size	n size
10	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	STAR Reading	n size	n size	n size
11	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	STAR Reading	n size	n size	n size
12	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	STAR Reading	n size	n size	n size