

PSD #371 CONTINUOUS IMPROVEMENT PLAN 2025-2026

SUPERINTENDENT & CIP CONTACT Dr. Glen Croft - glcroft@payetteschools.org 208-642-9366

MISSION AND VISION

VISION

Students will attain success through education such that each student graduates with measurable literacy skills, math fluency, and career readiness.

MISSION

The Payette School will provide high-quality instruction in a collaborative, respectful learning environment with opportunities to explore and develop personally, postured for future success.

GOALS

1. **COMMUNICATE CLEARLY & CONSISTENTLY**

We will deliver timely, transparent, two-way communication that keeps learners, families, staff, and community partners informed and involved. Using plain language, predictable cadences, and multiple accessible channels (web, email, text, social), with translation and interpretation as needed, we will invite feedback, close the loop, and uphold service-minded response standards, creating stronger partnerships that support every learner's success.

2. **ALIGN CURRICULUM AND INSTRUCTION K-12**

We will deliver a coherent, standards-aligned K - 12 system so every learner experiences clear expectations and consistent, high-quality instruction. By vertically aligning curriculum, pacing, and common assessments to Idaho standards and supporting teams with evidence-based practices and practical resources, we will ensure each classroom builds on the last. The result will be graduates who are college-, career-, and life-ready and who are confident enough in their abilities to pursue any path they choose.

3. **ELEVATE ACADEMIC RIGOR & MONITOR LEARNER ACHIEVEMENT**

We will strengthen standards-aligned instruction, especially in literacy and mathematics, and use frequent, purposeful assessment to understand where each learner is. Through regular data cycles, we will celebrate growth, close gaps, and tailor instruction and interventions so every learner experiences the right balance of challenge and support in every classroom, every day.

COMMUNITY INVOLVEMENT IN PLAN DEVELOPMENT

The Payette School District develops and annually updates its Continuous Improvement Plan with direct input from families, learners, staff, and community members. Each year, we run a Community Engagement & Satisfaction Survey (promoted through schools, our website, and social media). The disaggregated results are presented to the Student Achievement & Curriculum Committee, which comprises teachers, paraprofessionals, families, community members, and administrators. This team recommends goals and strategies, monitors progress monthly, and shares updates with district and building administration. We also gather feedback at open houses, conferences, and bilingual family nights, and accept year-round comments through school offices and district channels, ensuring participation remains easy and responses are quick.

We keep families informed and supported in college- and career-readiness through newsletters, email/text, the website, and sessions during conferences and evening events. FAFSA and financial-aid workshops are offered in English and Spanish with interpretation available, and starting in 8th grade, each learner builds a four-year plan aligned to interests and post-secondary goals with follow-up at registration and key milestones. We schedule application and FAFSA completion during the school day and connect families promptly with the right staff member for support.

For early literacy, PSD administers the Idaho Reading Indicator each fall and spring in grades K-3 and sends clear, timely summaries explaining results. When an Individual Reading Plan is needed, we co-create it with the family, align it with any IEP, 504, or RTI plan, and share easy at-home strategies in plain language with translation or interpretation on request. Our promise is steady service so that we keep parents informed, make support accessible, and celebrate growth while we work together on next steps.

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LEA # 371 LEA Name: PAYETTE JOINT DISTRICT

LINK TO LEA / DISTRICT REPORT CARD: <https://www.idahoreportcard.org/about-us/district?districtId=371>

METRICS

SECTION I: STUDENT ACHIEVEMENT & GROWTH METRICS - CURRENT & PREVIOUS TARGETS

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career-ready	4-year cohort graduation rate	2024 cohort 80.00%	2025 cohort 85.00%
	5-year cohort graduation rate	2023 cohort 80.00%	2024 cohort 85.0%
	% of students who meet the college-ready benchmark on the college entrance exam	40.00%	50% ELA 40% Math
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	25.00%	41.7%
	% students who make adequate growth on the grade 8 Math ISAT	65.00%	65.0%
	% students who score proficient on the grade 8 ELA ISAT	29.00%	32.3%
	% students who make adequate growth on the grade 8 ELA ISAT	65.00%	65.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	38.00%	35.5%
	% students who make adequate growth on the grade 6 Math ISAT	65.00%	65.0%
	% students who score proficient on the grade 6 ELA ISAT	37.00%	31.5%
	% students who make adequate growth on the grade 6 ELA ISAT	65.00%	65.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	72.0%	62.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	61.7%
	% students who score proficient on the Grade 3 Spring IRI	76.0%	74.7%
	% students who score proficient on the Grade 4 ELA ISAT	35.0%	40.5%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	65.0%

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Section III: Measuring Literacy Progress - LEA Chosen Performance Metrics

Our LEA is measuring progress toward our literacy targets using the performance metrics listed below.

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 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	50.0%	15.90%	50.0%
% of Kindergarten students who score proficient on the Spring IRI	55.0%	52.60%	70.0%
% of 3rd Grade students who score at grade level or above on the Spring iReady Diagnostic Assessment	N/A (New Metric)	59%	45%

Section IV: College and Career Advising - LEA Chosen Performance Metrics

Our LEA is measuring progress toward our college and career Advising targets using the performance metrics listed below.

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	50.0%	63.0%	70.0%
% of high school seniors who apply to at least one post-secondary institution	50.0%	100.0%	100.0%
% of high school juniors who complete the Careers and Financial Literacy Course	95.0%	62.0%	75.0%

Section V: Report of Progress from 2024-25 Narrative

Relative to the 2024 - 25 targets in Sections I - IV, we saw meaningful wins alongside clear areas for improvement. On college-and-career readiness, seniors exceeded goals with 63% FAFSA completion (target 50%) and 100% submitting at least one post-secondary application (target 50%). We added a timely academic indicator with 59% of 3rd-grade learners at/above grade level on the spring i-Ready ELA diagnostic. Graduation is projected to exceed our performance target as well (pending final verification). On the college-entrance benchmark, ELA (48%) surpassed our 40% target, while Math (14%) fell short.

We also faced performance gaps that require focused action. Grade 8 posted 17% Math (target 25%) and 23% ELA (target 29%); Grade 6 showed 30% Math (target 38%) and 31% ELA (target 37%). In early literacy, spring IRI proficiency landed at 52% (K), 52% (1st), 65% (2nd), and 65% (3rd), and 28% of K-3 learners who began below proficient moved up at least one level (target 50%). High-school ISAT results also lagged stretch goals (Grade 11 ELA 34%, target 44%; Math 10%, target 35%). Careers & Financial Literacy completion dipped to 62% (target 95%). These results are candid signals of where our system must strengthen; we will close these gaps with consistent, high-quality support in every classroom.

To build on successes and address challenges, we are keeping family-friendly supports (bilingual FAFSA help and school-day completion windows) and tightening instruction where the data points us. For Grade 8 Math and broader middle-grade gaps, we will expand in-class math coaching (plan - co-teach - feedback), require daily retrieval practice and worked examples on priority standards, and use common exit tickets aligned to claims/targets. For HS ISAT Math, we will run a targeted essential support course with 1:1 tutoring and routine progress checks for grade 9 students. For K-3 movement, we will increase targeted interventions and progress

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monitoring for below-benchmark learners taught by highly-qualified certified teaching staff, keep phonemic awareness/phonics routines tight, and send home simple, family-friendly practice. To ensure follow-through, the Student Achievement & Curriculum Committee will review a concise dashboard (IRI, interim/ISAT, FAFSA/apps, graduation) regularly, share updates with administrators, and connect questions directly to the right staff member for fast, friendly service.

Section VI: Notes

Target setting was a joint effort among building leadership teams, their school improvement teams, and the district team. Together, we reviewed current performance and program data, considered both ongoing and new initiatives, and grounded decisions in current research and practical evidence to set effective goals.

With support from the Student Achievement & Curriculum Committee (SACC), we identified priority growth areas using data analysis and stakeholder feedback. Goals were written with a clear focus on advancing equitable outcomes for all learners across student groups.

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
K-3	All Subjects	% 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	76.0%	56.3%	67.1%
3 & 4	All Subjects	% 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	37.5%	27.0%	37.0%
3 & 4	All Subjects	% 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	38.5%	29.5%	40.0%
5 & 8	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or	ISAT Science	32.5%	22.5%	35.2%

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5-8	ELA	success indicators on the assessment tool % 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	30.0%	22.0%	35.0%
5-8	Math	success indicators on the assessment tool % 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	32.0%	18.5%	37.5%
9-12	All Subjects	success indicators on the assessment tool % 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	44.0%	34.0%	45.0%
9-12	All Subjects	success indicators on the assessment tool % 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	35.0%	10.0%	35.0%
9-12	All Subjects	success indicators on the assessment tool % 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 Science	31.0%	17.0%	31.0%
9-12	U.S. History & Gov.	success indicators on the assessment tool % 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	U.S. Citizenship Test	100.0%	n-size	100.0%