



CONTINUOUS IMPROVEMENT PLANS 2025-2026

July 29, 2025

Today's Agenda

Co-Presenters:

- ❖ Nick Wagner, Idaho State Board of Education
- ❖ Alison Henken, Idaho State Board of Education

- 1. Related Updates from the State Board of Education**
- 2. 2025-26 Continuous Improvement Plan (CIP)**
 - State Board of Education Website: Templates & Resources
 - Brief Review the 2025-26 CIP templates
- 3. Integrating the CIP into Long-Term Strategic Planning to Drive Improvement**

Updates from the State Board of Education

Changes Related to Goal Setting

- Idaho Consolidated State Plan amendments approved by the U.S. Ed. (Amendments submitted in 2024)
- **Updates included Idaho's state Long-term Goals and Interim Targets** for: ISAT ELA, ISAT Math, EL Progress, and Graduation Rates (4 year cohort & 5 year cohort)
- **Substantially changed the Growth Model used to set student growth targets**, which will impact growth data beginning with SY 2024-25.
- Updated Consolidated State Plan will be on the IDE website:
<https://www.sde.idaho.gov/topics/consolidated-plan/>
- **COMING SOON:** Idaho Comprehensive Math Plan (August 2025) & Idaho Mathematics Instructional Guide (Oct. or Dec. 2025)

Consolidated State Plan – Goals

Approach

- Base change for all + gap closure
- Balance between setting expectations for notable growth over time with the need for goals to be achievable

Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	40.6%	41.6	42.6	43.6	44.6	45.6	46.6	47.6
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1

Consolidated State Plan – ISAT Growth

Approach

- Create ISAT growth targets that are: easily calculated used by educators; achievable; recognize growth of students who have not yet scored proficient; and prevent proficient and advanced students from backsliding.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

	Level 4 – Advanced
Prior Year	4
Current year	Maintain anywhere in the Level 4 category

Updates from the State Board of Education

Changes Related to Use of High School ISAT Data

- High School ISAT ELA and Math scores have been **integrated as one of the metrics within Idaho Campus Choice**, Idaho's direct admissions program.
 - Change effective for Class of 2025, who received letters in Fall 2024
- High School ISAT ELA and Math scores have been **integrated into the framework for postsecondary course placement**.
 - Changes effective for the Class of 2026, who took the test in Spring 2025

Direct Admissions & Postsecondary Placement

Approach

- Create value for students; streamline processes
- ISAT scores as one of the metrics, not the only

Metric	Idaho Campus Choice Status
ISAT Math & ISAT ELA Level 3 or 4; OR Unweighted GPA = 3.0 +	Admission to all Idaho public institutions
Unweighted GPA between 2.25 - 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College & Idaho State University
Unweighted GPA \leq 2.25	Admission to Idaho's public community colleges

Postsecondary Placement

	ISAT ELA	SAT EBRW	ACT E + R
English 101 (no co-req)	3, 4	510 +	38 +
	ISAT Math	SAT Math	ACT Math
Mathematics 123, 143 (w/ co-req), 153	3	520-599	20-22
Mathematics 143, 254	4	560 +	23 +

2025-26 CIP Overview

The Basics

- Continuous Improvement Plans (CIPs) Due: **October 1, 2025**
- Submit to: plans@edu.idaho.gov
- Please **include a link** to the location on the district's website where the CIP is posted
- Charter schools may submit their performance certificate, including the performance framework, in lieu of the CIP (checklist review)
- **Templates and support are available on OSBE website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>**

Annual CIP Updates

- No changes to CIPs
- The CIP Metrics need to be revised and submitted annually.
- If your LEA had a fully compliant CIP Narrative or a Narrative Exemption last year, you have the option to **notify us that you have no changes and are not submitting a new Narrative.**

CIP Narrative

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name:	Phone:
	E-mail:	
CIP Contact	Name:	Phone:
	E-mail:	

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

Mission and Vision - REQUIRED

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

- These sections are unchanged since 2018-19
- Ideally your mission and vision statements should be 2 district statements. Other related statements can also be included.
- Make sure the Community Involvement section specifically addresses how the community is involved in updating the CIPs.

CIP Metrics

2025-26 Metrics Template Tips

- Please note that the CIP Metrics Template has 3 tabs – Instructions & Examples, Metrics, and Staff Performance Report.
- Please do not enter your LEA's information into the Instructions & Examples Tab. The Metrics and Staff Performance Report tabs are designed for your data entry.
- In the CIP Metrics tab, make sure to put a link to your District Report Card, as released by SDE. The report card addresses some of the requirements in the law, so it is required. **It should be a direct link to idahoreportcard.org, *not* a link to your district or charter website.**
- If your LEA wants to use a district-created **format**, we strongly encourage you to review our metrics to make sure you include all requirements in your plan.

CIP Metrics – Sections I and II

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

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	2025 cohort
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
	% 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		
	% students who make adequate growth on the grade 8 Math ISAT		
	% students who score proficient on the grade 8 ELA ISAT		
	% students who make adequate growth on the grade 8 ELA ISAT		
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT		
	% students who make adequate growth on the grade 6 Math ISAT		
	% students who score proficient on the grade 6 ELA ISAT		
	% students who make adequate growth on the grade 6 ELA ISAT		

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

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		
	% students who score proficient on the Grade 1 Spring IRI		
	% students who score proficient on the Grade 2 Spring IRI		
	% students who score proficient on the Grade 3 Spring IRI		
	% students who score proficient on the Grade 4 ELA ISAT		
	% students who make adequate growth on the Grade 4 ELA ISAT		

- Sections I & II do not require reporting of any historical data – rather you are providing the performance targets (goals) your LEA set last year and are setting goals for 2025-26.
- The Adequate Growth Indicators are sometimes left blank by LEAs. These are required metrics, so please set a goal for the % of students that meet growth targets.

CIP Metrics – Sections III and IV

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	2024-25 Performance Targets (From LEA's 2024- 25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)

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 2025-26, 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 IV.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	2024-25 Performance Targets (From LEA's 2024- 25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)

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 2025-26, and is distinctly *different* than those required in Section I, above.

- Sections III and IV are nearly identical; III is Literacy and IV is Advising. There are 2 complete options (choose A or B).
- A LEA Chosen Metric for each of these has been required for years, so for most LEAs, option A should be relatively easy, as you may continue using the same metrics.
- If you choose B, your narrative must include a clear numerical metric and 2025-26 goal.
- Sections III and IV are the first requiring previous year results.

CIP Metrics – Sections V and VI

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 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.

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

NOTES:

- Section V is the **Report of Progress. It is required, so do not skip it.**
- In the Report of Progress, **reflect on the performance** targets (goals) you set in your 2024-25 CIP and how you did.
- Section VI is an optional area for you to provide contextual info. **Charters that do not serve all grades are encourage to put that info in the Section VI Notes so we know why some metrics are left blank (or N/A).**

CIP Metrics – Staff Performance Report

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 2024-25 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 2024-25 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 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
		% 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				
		% 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				
		% 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				
		% 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				

- All instructional and pupil personnel staff should be included.
- To report 2024-25 Results, your group (n) size must be 5 or more educators.
- To create groups, focus on the Assessment Tool. Groups can cross grades and subjects if they used the same assessment.
- Note: Report the % of students taught by the educators in a group who met their target (not the % of educators who met their goal).

CIPs & Long-Term Strategic Planning

What's the Difference between the CIP and a Strategic Plan?

The CIP focuses on annual performance targets. A long-term strategic plan sets goals (performance targets), typically 3 to 5 years out, and outlines systematic adjustments and focused strategies to improve performance.

Why a 3-Year or 5-Year Strategic Plan?

- Involves your stakeholders and gives them ownership.
- Focuses your efforts.
- You will accomplish more, provided you fully utilize it.
- Your students, teachers, and administrators will have more success.

How can a Strategic Plan and CIP work together?

- The CIP has some required metrics and you have the option to add your own.
- If you align your CIP and Strategic Plan metrics, the CIP performance targets can act as annual goals designed to help you reach your Strategic Plan goals.

Putting Your Plan Into Action

What is effective utilization of the plan (CIP and/or Long-Term Strategic Plan)?

- The plan should become the center of your work as a team.
- The plan should be a standing agenda item at every board meeting – frequent updates.
- Your plan will “grow.” (Keep track of your progress.)
- In reality, a long-term (5-year) strategic plan becomes five, 1-year plans (which fits nicely with annually updating your CIP).
- Your plan is your superintendent’s “marching orders.”
 - ✓ Superintendent’s evaluation can be based on it (statute requires that for the CIP).
 - ✓ School district personnel and community can provide feedback yearly to the Superintendent and the Board by survey (community involvement is also required for the CIP).

CONTACT INFORMATION

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Please send questions to plans@edu.idaho.gov first. If you do not receive a response, reach out to:

- Nick Wagner for all CIP process (templates, creation, reviews) and Narrative Exemptions
- Alison Henken for questions about how to establish effective goals, integrating your CIP into a long-term strategic planning, etc.