CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

<table>
<thead>
<tr>
<th>LEA</th>
<th>#</th>
<th>Name:</th>
<th>Phone: 208-482-6074</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td></td>
<td>Name: Patricia Frahm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:frahmp@cossaschools.org">frahmp@cossaschools.org</a></td>
<td></td>
</tr>
<tr>
<td>CIP Contact</td>
<td></td>
<td>Name: Patricia Frahm</td>
<td></td>
</tr>
</tbody>
</table>

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

Mission and Vision - REQUIRED

1. From the Bylaws of the Canyon-Owyhee School Service Agency (COSSA), amended 4-15-2019:

MISSION STATEMENT: The mission of the Canyon-Owyhee School Service Agency is to provide educational services for all eligible children and to develop cooperative efforts that enhance the effectiveness of the individual districts.

2. From the COSSA Personnel Handbook, revised and adopted July 18, 2022:

MISSION STATEMENT
In accordance with COSSA’s Bylaws, the mission of the Canyon-Owyhee School Service Agency is to provide educational services for all eligible children and to develop cooperative efforts that enhance the effectiveness of the individual districts.

“Educational services” include: alternative education provided by the COSSA Academy Alternative Junior/Senior High School, Career and Technical Education (CTE) provided by the COSSA Regional Technology and Education Center (CRTEC), and Special Education services – the majority of which are provided at the students’ home schools.

3. From the CRTEC Teacher-Student-Parent Handbook, revised and adopted July 18, 2022.

CRTEC’S MISSION STATEMENT
At CRTEC, learning occurs: for every student, every day, in every way!

CRTEC’S VISION
Students succeed at whatever they do after they leave CRTEC – work, higher education, the military. Our students become productive, contributing members of society.
CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

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

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

1. Industry representatives, local political leaders, and parents are on the COSSA Stakeholders Group, which reviewed and provided input to the draft 2022-2023 strategic plan in June 2022.

2. Industry and local political leaders serve on the COSSA Foundation, COSSA’s 501 (c)(3) non-profit, which reviewed and provided input to the draft 2022-2023 strategic plan in July 2022.

3. COSSA Board of Trustees consists of 10 members – the Superintendent and one elected Board member from each consortium district. The COSSA Board of Trustees reviewed the 2022-2023 strategic plan, pending final approval.

Parent Notification of College and Career Advising and Mentoring Services

1. COSSA Academy holds parent-teacher conferences once per quarter. The College and Career Advisor, who is also the Academy Counselor, is in attendance at every parent-teacher conference. Posters notify parents in attendance of the opportunity to speak with the College and Career Advisor. Parents are notified of the date and time of parent-teacher conferences by SchoolMessenger automated phone calls and by a physical sign on U.S. Highway 95.

2. COSSA hosts an annual Career Expo in April. At this event COSSA Academy students are introduced to over 40 industry representatives, military recruiters, college admission/recruiters, and others. All COSSA Academy students attend this full-day event. In the evening of the Career Expo, parents are invited to meet with some of the same college and industry recruiters as their students. Parents are notified of the date and time of the Career Expo by SchoolMessenger automated phone calls and by a physical sign on U.S. Highway 95.

Parental Involvement in Students’ Individual Reading Plans

COSSA Academy only serves 7 – 12 grades.
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 2022-23 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.

https://idahoschools.org/schools/1291
| N/A | N/A | % Students who make adequate growth on the Grade 6 ELA IAR | \[\text{Grade } 6\] to transition from Grade 6 to school | % Students who score proficient on the Grade 6 ELA IAR | \[\text{School} / \text{junior high} to high\] to transition from middle | % Students who score proficient on the Grade 6 Math IAR | All students will be prepared to transition from Grade 6 to \[\text{Senior high}\] | % Students who make adequate growth on the Grade 8 ELA IAR | \[\text{Senior high} / \text{junior high}\] to transition from \[\text{Senior high}\] | % Students who score proficient on the Grade 8 ELA IAR | \[\text{Senior high} / \text{junior high}\] to transition from \[\text{Senior high}\] | % Students who make adequate growth on the Grade 8 Math IAR | All students will be prepared to transition from Grade 8 to \[\text{College ready}\] | % of students who meet the college ready benchmark on the college entrance exam (optional metric) | \[\text{College ready}\] and career ready | % of students who meet the college ready benchmark on the college entrance exam (optional metric) | \[\text{College ready}\] and career ready |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N/A | N/A | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] | \[\text{Goal}\] |

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

**Demographics and Previous Data (required):**

[https://dashboards/osa/shools/1291](https://dashboards/osa/shools/1291)

**Link to LEA / District Report Card with**

**Metrics:**

**LEA Name:** Cossa Academy

**LEA #:** 555

**Metrics and Demographics - Template Part 2**

**Continuous Improvement Plan (2022-2023) Draft**
<table>
<thead>
<tr>
<th>N/A</th>
<th>N/A</th>
<th>% Students who make adequate growth on the Grade 4 ELA ISAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>% Students who score proficient on the Grade 4 ELA ISAT</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>% Students who score proficient on the Grade 3 Spring IR</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>% Students who score proficient on the Grade 2 Spring IR</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>% Students who score proficient on the Grade 1 Spring IR</td>
</tr>
</tbody>
</table>

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

**Metrics AND DEMOGRAPHICS - TEMPLATE PART 2**

**CONTINUOUS IMPROVEMENT PLAN (2022-2023) DRAFT**
**COSA Academy only serves 7-12 Grades.**

From the required metrics in Sections I and II above, must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly different from any other metric. Please note that your description narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets, if available.

**Section II.B: Narrative on Measuring Literacy Progress**

<table>
<thead>
<tr>
<th>(LEA, Choose Goals)</th>
<th>Performance Targets 2022-23</th>
<th>(if available) Performance Results SY 2021-22</th>
<th>(LEA, 2021-22 CP) Performance Targets 2022-23</th>
<th>Performance Metric</th>
</tr>
</thead>
</table>

**Section II.A: Measuring Literacy Progress - LEA Choose Performance Metrics (at least 1)**

Parallel to Section II.A, LEAs are required to identify at least one LEA Choose Performance Metric (at least 1). This allows LEAs to identify metrics that are distinct for the LEA and its needs.

**Section II.B: How LEA Measures Progress Towards Literacy Goals and Targets (Required)**

**Metrics and Demographics - Template Part 2**

CONTINUOUS IMPROVEMENT PLAN (2022-2023) DRAFT
Assistant, Pharmacist, Technician, Pre-Dental, Engineering, Construction, Trades, and Welding.

who is also the College and Career Advisor. Programs of study are: Automotive Technology, Culinary Arts, Diesel Technology, EMT, Law Enforcement, Nurse Education courses in their 10-12 grade years. As long as their academic records show these electives, Career-technical classes are included by the counselor.

ALL COSA Academy students are eligible to attend one of the ten Career-technical programs of study offered by the COSA Regional Technology and Education Center in their 10-12 grade years. As long as their academic records show these electives, Career-technical classes are included by the counselor.

2022-23, and is distinctly different than those required in Section I, above.

Please note that your description must include at least one clear performance metric that is measurable. This is a performance target / goal for

Performance Metric: If you are choosing to use section I, B, to address the Section IY 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.

### Performance Metric

**Education**

<table>
<thead>
<tr>
<th>%</th>
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<th>15.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

| 45.0% | 35.0% | 45.0% |

| LEA's Choice Goals (up to 2 per LEA) | Performance Targets | Results | SY 2021-22 (Sp) | SY 2022-23 | 2022-23 |

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

previously chosen LEA's chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative. Section IV, B allows you to complete either Section IV.A or Section IV.B. Section IV.A allows you to identify at least one LEA's choice performance metric: What is your LEA's goal to measure your progress towards your LEA's college and career advising and mentoring goals and targets?

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (Required)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

CONTINUOUS IMPROVEMENT PLAN (2022-2023) DRAFT
Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

Section V: Report of Progress Narrative (Required)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

CONTINUOUS IMPROVEMENT PLAN (2022-2023) DRAFT