CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	# 231	Name: Gooding Joint School District	
Superintendent	Name: David Carson		Phone: 208-934-4321
	E-mail: david.carson@goodingschools.org		
CIP Contact	Name: Same As Above		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

Mission: In partnership with the community, Gooding Jt. School District will provide educational opportunities for students to develop their full potential as life-long learners and contributing citizens.

Vision: To be a high reliability organization focused on continuous improvement of teaching and learning for all students in every classroom.

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)

Parent input is gathered from parent surveys and meetings throughout the school year. Parents are encouraged to speak with building and district administration when concerns arise or to share insight. Additionally, some parents may serve on various committees to help address needs and concerns.

Parental Involvement in Students' Individual Reading Plans

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NARRATIVE - TEMPLATE PART 1

ISIP reading results are shared with parents after fall, winter, and spring testing sessions. Parents are informed of interventions their child is taking part in, and asked to provide feedback. Teachers provide parents with materials and ideas to best help their child at home to improve their literacy skills. Students who are not proficient will be progress monitored bi-weekly, these reports will be shared with parents on a regular basis. Teachers are responsible to keep record of progress monitoring in the Ed Hub program, which provides an easy to understand graph for parents. iStation, a research-based program, will be used for all students allowing for parents to access their students' accounts at home. Students can work on the program at home with Internet access. If students do not have Internet access at home the public library provides computers with Internet for use. Also, available for students who do not have Internet access are worksheets and activities that can be printed from iStation and sent home with the student. The iStation program will provide a parent letter that describes iStation. The letter will also describe ways parents can help continue their child's literacy education at home.

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 # 231	LEA Name:	Gooding Jt School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	www.idahoschools.org/districts/231

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
		2022 cohort	2023 cohort
	4-year cohort graduation rate	80.0%	**80.0%**
All students will be college and career ready		2021 cohort	2022 cohort
	% of graduates who complete dual credit courses	75.0%	**85.0%**
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	40.0%	**40.0%**
	% students who make adequate growth on the grade 8 Math ISAT	60.0%	**60.0%**
	% students who score proficient on the grade 8 ELA ISAT	50.0%	**50.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	65.0%	**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	31.0%	**45.0%**
	% students who make adequate growth on the grade 6 Math ISAT	60.0%	**60.0%**
	% students who score proficient on the grade 6 ELA ISAT	56.0%	**50.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	60.0%	**60.0%**

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	60.0%	65.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	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	45.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	70.0%

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 students school-wide who scored intensive on the Fall IRI and moved to basic or proficient on the Spring IRI	Decrease the number of students in the intensive category by 10% on the fall IRI K-5 29% of students scored in the intensive category	Decrease the number of students in the intensive category by 10% on the fall IRI K-5 22% of students scored in the intensive category	Decrease the number of students in the intensive category by 10% on the fall IRI K-5 22% of students scored in the intensive category

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 high school students who graduate with 24 college credtis, associate;s degree or a CTE certificate	50.0%	36.0%	**50.0%**

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.

Successes:

GHS - ELA, Math and Science ISAT scores are above the state average.

Students continuing to take advantage of dual credit options and getting a jumpstart on post-secondary education and working with colleges to allow our teachers to offer more college courses.

Two graduates completed an Associates of Arts Degree from the College of Southern Idaho.

Increased number of dual credit classes offered to students during the regular class day.

21 students earned CTE diplomas in 2023.

GES - was successful in:

Increasing the percentage of students proficient on the IRI by 17%.

 68% of kindergartners were proficient on the spring IRI, starting with only 32% proficient in the fall

72% of 3rd grade students were proficient on the spring IRI, starting in with 56% proficient in the fall

The number of students intensive on the spring IRI decreased to 22% from 29% in the fall

The growth we saw in kindergarten and 3rd grade is helping us to adjust and modify instruction in other grade levels to better meet our students' needs.

GMS - Saw exceptional growth in 6th grade math scores. We did not meet our targets in any other area. The challenge for GMS was training new staff in key areas and not having enough adequate educational support for our English Learner population. We plan to build on our 6th grade math success by having our 6th grade math teacher tutor our new math teachers. We also have an EL teacher now and new intervention programs in place.

Challenges:

While our scores continue to improve, we would like to see some larger increases in both proficiency and growth.

Students going on to post-secondary education and retention.

Decreased attendance rates since COVID make consistency in lessons and remediation difficult in all classrooms. We would like to return to pre-Covid attendance numbers.

Difficulty in finding and retaining qualified personnel and substitutes has been an issue.

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

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 2022-23 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 2022-23 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 assesment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
K	All core 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	60.0%	68.0%	**70.0%**
1	All core 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	65.0%	54.0%	**65.0%**
2	All core 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	75.0%	60.0%	**75.0%**
3	Math, ELA	% 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, ISAT ELA and Math	70.0%	IRI 72% ELA 40%Math 67%	**70.0%**
4	Math, ELA	% 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 and Math	45.0%	42% ELA 43% Math	**50.0%**

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
5	Math, ELA	% 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 and Math	50.0%	46 % ELA 37% Math	**55.0%**
6-8	Science	% 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	30.0%	31.0%	**35.0%**
6-8	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	42.0%	33.0%	**40.0%**
6-8	English	% 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	57.0%	43.0%	**50.0%**
9-12	Science	% 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	75.0%	45.0%	**50.0%**
9-12	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	ISAT	40.0%	59.0%	**65.0%**
9-12	English	% 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	75.0%	24.0%	**35.0%**