

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 231	LEA Name: Gooding Jt. School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	www.idahoreportcard.org/about-us/district?districtId=231
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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 80.0%	2025 cohort 80.0%
	5-year cohort graduation rate (optional metric)	2023 cohort 85.0%	2024 cohort 85.0%
	% 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	40.0%	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	65.0%	45.0%
	% students who score proficient on the grade 8 ELA ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	60.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	40.0%	43.0%
	% students who make adequate growth on the grade 6 Math ISAT	65.0%	35.0%
	% students who score proficient on the grade 6 ELA ISAT	40.0%	52.0%
	% students who make adequate growth on the grade 6 ELA ISAT	60.0%	60.0%

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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	60.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	65.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	40.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	55.0%

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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)
% of students school-wide (k-3) 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 k-3 by 10% On the fall IRI 24% of students scored in the intensive category	K-3 in the spring 18 % of students scored in the intensive category, a 6% improvement	Decrease the number of students in the intensive category k-3 by 10% from fall to spring

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.

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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	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 students successfully completinig a dual credit class	75.0%	77.0%	75.0%
% of high school students who graduate with 24 college creditis, associates degree or a CTE certificate	40.0%	39.0%	40.0%

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

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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.

Successes:

GHS - English ISAT scores are above the state average and exceeded the state target.

We are adding a CTE program in Dental Assisting, which should begin in the Fall of 2026.

We had two students graduate with an Associates of Arts degree from CSI.

We had 19 students graduate with a CTE diploma in 2025, up from 11 in 2024.

GES - was successful in: Increasing the percentage of students proficient on the IRI by 18%.

79% of kindergartners were proficient on the spring IRI, starting with only 25% proficient in the fall

GMS - experienced a positive boost in ELA ISAT scores due to strategic focus on aligned explicit instruction and improved reading stamina. Strategic use of IXL also supported targeted skill development that contributed to the scores.

Challenges:

While our scores continue to improve, we would like to see 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.

Elementary extreme or defiant behaviors

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

NOTES:

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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 assesment 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
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	Amira Reading, IRI & Istation math	90.0%	94.0%	90.0%
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	Amira Reading & Istation math	80.0%	87.0%	80.0%
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	Amira Reading & Istation math	90.0%	88.0%	90.0%
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, IXL ELA and Math	75.0%	76.0%	75.0%
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	IXL ELA and Math	80.0%	76.0%	80.0%

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 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	IXL ELA and Math	90.0%	92.0%	90.0%
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	36.0%	33.0%	42.0%
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	40.0%	28.0%	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	50.0%	51.0%	54.0%
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	50.0%	40.0%	45.0%
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%	21.0%	40.0%
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	65.0%	56.0%	60.0%