

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2021-22 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 2021-22 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 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
6	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	Grades at or above a C (70%)	80.0%	86.0%	85.0%
7	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	Grades at or above a C (70%)	80.0%	85.0%	85.0%
8	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	Grades at or above a C (70%)	80.0%	88.3%	85.0%
9	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	Grades at or above a C (70%)	80.0%	86.0%	85.0%
10	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	Grades at or above a C (70%)	80.0%	91.0%	85.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
11	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	Grades at or above a C (70%)	80.0%	89.0%	85.0%
12	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	Grades at or above a C (70%)	80.0%	NA	85.0%
		% 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				
		% 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				

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

INSTRUCTIONS

PLEASE NOTE: There are 3 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Continuous Improvement Plan (CIP) Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells. Then proceed to the "Staff Performance Report" to complete your CIP Metrics.

Introductory Information (before Section I):

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are **REQUIRED** to provide a direct link to your LEA level report card, as posted on idahoschools.org. This provides your demographics and previous years' performance data. Example: <https://idahoschools.org/districts/431>

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

1. As a part of your Report of Progress (required by statute), please use the 2021-22 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2021-22 CIP) for each metric. If a specific metric does not apply to your LEA (because you do not serve grades K-12), you may leave the appropriate cells blank in the 2021-22 column.
2. You are required to set 2022-23 Performance Targets in the far right column for all shaded (blue) metrics in Section I. These are your goals for how you want your LEA to perform on that metric in the 2022-2022 school year. If some metric(s) does not apply to your LEA (enter "N/A" in the 2022-23 Performance Targets column. If this is because you do not serve / have enrollment in some grade(s), please indicate that in Section VI Notes.

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

1. As a part of your Report of Progress (required by statute), please use the 2021-22 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2021-22 CIP) for each metric. If the metric does not apply to your LEA (because you do not serve grades K-4) you may leave the appropriate cell(s) blank in the 2021-22 column.
2. You are required to set 2022-23 Performance Targets in the far right column for all Section II metrics. These are your goals for how you want your LEA to perform on that metric in the 2022-2023 school year. If a specific metric does not apply to your LEA (because you do not serve grades K-4), enter "N/A" in the 2022-23 Performance Targets column.

Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)

1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B. Additional instructions are provided in the METRICS tab.

Section IV: How LEA Measures Progress Toward College & Career Advising & Mentoring Goals (required)

1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section IV.A or IV.B. Additional instructions are provided in the METRICS tab.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

INSTRUCTIONS (continued)

Section V: Report of Progress Narrative (required)

1. Section V is required. Please use the box to reflect on the progress your LEA made towards the 2021-22 goals you set in last year's Continuous Improvement Plan, as reflected in the 2021-22 Performance Targets column in Sections I - IV). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

Section VI: Notes (optional)

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set your 2022-23 Performance Targets.

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

IMPORTANT NOTE: Performance (historical) data should be reported ONLY for groups of staff (across grades and/or subjects) 5 or more.

If you are able to provide historical performance data:

1. Proceed to the "Staff Performance Report" tab and use the Section VII table to provide your most recent year staff performance and to set goals for 2021-22. Data should be aggregated by grade and/or subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**
2. Use the "Grade(s)" and "Subject" column to indicate the grade(s) and/or subjects of staff being grouped together. Add rows as needed.
3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.
4. In the "2020-21 Results" column, provide the aggregated % of students taught by staff in that group that met their measurable targets for the 2021-22 school year.
5. Use the far right column to set your 2021-22 Performance Targets for each staff group.

If you are *not* able to provide historical performance data due to small group size (no groups of staff of 5 or more):

1. Proceed to the "Staff Performance Report" tab and use the Section VII table to provide as much staff performance info as you can.
2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. You may do this as "All grades and subjects" or you may split it by grades and/or subjects, depending on how you want to set your goals.
3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001. If your group has more than one assessment in use (Example: If you have grouped staff of all grades and subjects together), enter "Varies" as the Assessment Tool.
4. If you do not have any staff groups (with a common assessment) that are 5 or more, in the "2020-21 Results" column, enter "n size."
5. Use the far right column to set your 2021-22 Performance Targets for each staff group.

LEA # 431	LEA Name: Weiser School District
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CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

EXAMPLE METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/431
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		86.0%	88.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		89.0%	91.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	41.0%	43.0%
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	47.0%	52.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 8 ELA ISAT	57.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	67.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	48.0%	51.0%
	% students who make adequate growth on the grade 6 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	74.0%

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

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	88.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 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	37.0%	36.00%	42.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	59.0%	61.00%	64.0%
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	50.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2022-23, and is distinctly different from the required metrics in Sections I and II, above.

Example 1 (if III.A is complete): Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

EXAMPLE 2 (if III.A is blank): Our district is measuring progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grades K-3 in the district, schools within our district have set school-based and grade-based targets based on their students (with the expectation their school-based goal for all grades will be no lower than the district goal). For 2020-21, after reviewing previous years of data, we set a goal that 37% of students who did not score proficient on the Fall IRI would gain a performance category by the spring. We fell just short of this goal, as 36% of students did so. Given that this was achieved during the pandemic, we are happy with the result. Since we will have a focus on accelerated learning and resources to provide additional supports to students, for 2021-22, we have set a ambitious goal to have 42% of non-proficient students gain at least one performance category by spring.

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), 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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	48.0%	43.0%	48.0%
% of high school seniors who apply to at least one post-secondary institution	51.0%	44.0%	51.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	61.0%	61.0%	64.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Example 1 (if IV.A is complete): Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.

EXAMPLE 2 (if IV.A is blank): Our district is measuring progress towards college and career advising and mentoring goals using the following: % of students who meet college ready benchmarks on the SAT / ACT (the optional goal we have set in Section I) and the % of students who apply to at least one college or university. In 2021-22, 41% of our students met the college ready benchmarks on SAT/ACT. We have set 43% as our goal for this metric in 2022-23. For 2021-22, we set a goal that 51% of our students who apply to a college/university. Unfortunately, we did not meet this goals, as only 44% of students applied to postsecondary institutions. This seems to be in alignment with other districts and schools throughout the state and may reflect an impact of the pandemic. We set our goal for 2022-23 at 51% and are hoping to better connect with students and support them in identifying and pursuing their future goals.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 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.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

EXAMPLE RESPONSE:

Successes

Given the ongoing challenges of providing instruction during and addressing impacts of the pandemic, overall, we are pleased with our district's efforts and results during the 2021-22 school year. Our teachers worked hard to accelerate learning for students.

2021-22 Performance Targets Met

Graduation Rate (86.2%); ISAT ELA 6th grade (67.0%) and 8th grade (65.3%); IRI Kindergarten (90.2%) and 2nd grade (71.7%);

Literacy LEA Chosen Goal- Kindergarten proficiency on the MAP (61%); Advising LEA Chosen Goal- HS juniors who completed a career and financial aid course (61%).

Planned Strategies to Address Areas of Challenge

There were subjects where we did not meet our 2021-22 targets. While we were close to our targets for IRI for 1st and 3rd grade, we were not close to meeting our goals for ISAT Math (both 6th and 8th grade) or our Go On rates. These will be areas of focus for 2022-23. We have already reached out to the regional math center to develop targeted professional development to accelerate math learning. Our counselors are also working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: In setting our 2022-23 Performance Targets, we reviewed previous years of available data, as well as fall data when available.

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 2021-22 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 2021-22 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 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K-5	Physical Education	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Club (K-3) & Award (4-5)	77.0%	78.0%	80.0%
K	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	90.0%	88.0%	90.0%
1	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	88.0%	86.0%	90.0%
2	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	87.0%	87.0%	90.0%
Grade(s)	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
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	ISAT ELA & Math	70.0%	67.0%	70.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 & Math	70.0%	68.0%	70.0%
5	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 & Math	70.0%	65.0%	70.0%
6-8	Physical Education	% 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	Presidential Youth Fitness Award	73.0%	n size	75.0%
6-8	Music	% 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	Iowa Test of Music Literacy	68.0%	n size	70.0%
Grade(s)	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
6-8	Spanish	% 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	Imagine Learning Spanish Assessment	75.0%	n size	75.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 Science, Grade 8	78.0%	77.0%	80.0%
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 Math	65.0%	60.0%	65.0%
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 ELA	65.0%	67.0%	70.0%
9-12	Physical Education	% 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	Presidential Youth Fitness Award	70.0%	n size	70.0%
Grade(s)	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
9-12	Spanish	% 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	Imagine Learning Spanish Assessment	70.0%	72.0%	75.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 Science, Grade 11	70.0%	71.0%	75.0%
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 Math	60.0%	56.0%	60.0%
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 ELA	70.0%	73.0%	75.0%
9-12	U.S. History & Government	% 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	85.0%	87.0%	90.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 414	LEA Name: Kimberly School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/414/profile
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 92.5%	2022 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2020 cohort 91.3%	2021 cohort 95.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	34.7%	45.0%
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	25.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	na	70.0%
	% students who score proficient on the grade 8 ELA ISAT	54.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	na	70.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	24.0%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	na	50.0%
	% students who score proficient on the grade 6 ELA ISAT	48.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	na	60.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	65.6%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	61.4%	71.0%
	% students who score proficient on the Grade 2 Spring IRI	79.6%	89.0%
	% students who score proficient on the Grade 3 Spring IRI	75.2%	85.0%
	% students who score proficient on the Grade 4 ELA ISAT	48.0%	58.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	na	55.0%

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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

1) We will use montly lstation testing, two Star Reading tests, and the Interim ISAT tests at the elementary schools and 7th grade to monitor growth and make instructional decisions. We have made great gains in improving assessment literacy and a stronger culture of accountability. Specifically, we've used this testing data to guide data-based collaboration meetings. Additionally, we have worked on improving our assessment-results communication with parents. 2) In particular, lstation data showed a strong correlation with improved literacy in early grades. Through the use of the data, interventions were determined and offered to the students with the most need. These groups were formed and re-formed flexibly, based on assessment breakdowns and teacher collaboration conversations. 3) Kimberly School district has set LEA goals FY 2022-23 as follows: 80% of our 3rd grade students score at a level of 4 or 5 on the ISIPS testing

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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of high school seniors who applied to at least 1 post-secondary institution/military/mission	100.0%	95.0%	100.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 2022-23, 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 2021-2022 Performance Targets (as chosen for your 2021-2022 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.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

We are still seeing the large scale educational disruption caused by COVID-19. There have been learning losses, effects on emotional well-being, and other instabilities. Kimberly School District has implemented practices and/or created committees to address the needs of our students in all aspects of learning. KSD is working with a consultant for the FY23 year and spent PD time over the summer determining where our learning losses have occurred and implementing strategies to shift student learning trajectories for all students. We will focus on improving Tier 1 instruction, professional development, and dedicated time specifically looking at data and our response to interventions to restore academic progress. We secured the AWARE grant which will help address the emotional well-being of our students. Our goals for the upcoming school year are:

IRI: 75% of our students score in Tier 1 or Tier 2

8th Grade ELA ISAT: 75% Proficient Rate

Graduation Rate: 95%

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

NOTES: