

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## 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):	<a href="https://www.idahoreportcard.org/about-us/district?districtId=414">https://www.idahoreportcard.org/about-us/district?districtId=414</a>
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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 93.0%	2025 cohort 90.0%
	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	45.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	53.0%	55.0%
	% students who score proficient on the grade 8 ELA ISAT	58.0%	56.0%
	% students who make adequate growth on the grade 8 ELA ISAT	68.0%	55.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 6 Math ISAT	62.0%	57.0%
	% students who score proficient on the grade 6 ELA ISAT	61.0%	66.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	76.0%

## CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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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	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	72.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	69.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	74.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	53.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	71.0%	70.0%

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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)

#### 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.

Our approach to measuring literacy progress will focus on two performance metrics:

Amira Fall-to-Spring Growth for 3rd Grade Students. The Amira test is new to Idaho so we will compare Fall to Spring.

In Fall 2025, students in grades K–3 will complete the Amira assessment, with a follow-up in Spring 2026. For 3rd grade specifically, our performance goal is to achieve 80% of students scoring at or above grade level proficiency by Spring 2026. This aligns with our district's overall literacy goals. Tracking growth from Fall to Spring will guide instructional decisions and small-group interventions.

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The Kimberly School district has established LEA goals for the FY 2025-26 as follows: Attaining an achievement rate of 80% among our 3rd grade students, with scores aligning at level 4 or 5 on the Amira/IRI assessments.

### 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 seniors who applied to at least 1 post-secondary institution	98.0%	87.0%	<b>90.0%</b>
% of high school seniors who apply for military service	2.0%	2.0%	<b>2.0%</b>
% of high school seniors who fill out paperwork for religious missions	2.0%	7.0%	<b>2.0%</b>

#### 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.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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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.

**Kimberly School District continues to see both successes and challenges as we work toward our performance targets.**

#### Successes:

KSD achieved several performance targets for the 2024–2025 academic year. Kimberly High School continues to report positive outcomes in the areas of graduation and college/career advising. Our graduation rate remains consistently above the state average, and we have met our target for this measure. In addition, KHS continues to support students’ postsecondary planning through structured college and career advising. This includes assisting seniors with applications to postsecondary institutions, military service, and other post–high school pathways.

At the elementary level, students demonstrated commendable growth on ISAT Math and ELA assessments. Both Kimberly Elementary and Stricker Elementary outperformed the state average across almost all grade levels in Math and ELA. There were grades that met and, in some cases, exceeded district goals in these areas. The elementary schools will continue to use the new math curriculum (Into Math) and ELA curriculum (Wonders), along with updating KPI's and monitoring those key performance indicators throughout the year.

#### Challenges:

While elementary results have been encouraging, proficiency levels on the ISAT at the middle school and high school are an area of concern. Although growth is present, performance remains below desired levels and has proven difficult to improve consistently as we have planned.

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

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