CONTINOUS IMPROVEMENT PLAN (2025-2026)

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 2024-25 RESULTS column for groups of teachers / staff of 5 or more who use the san 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 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 thal "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 Perfo 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 (From LEA's 2024-25 CIP)	2024-25 RESULTS
K	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	IRI	75.0%	75.0%
1	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	IRI	75.0%	69.0%
2	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	IRI	75.0%	72.0%
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	47.0%	40.0%

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS
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	48.0%	44.0%
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	50.0%	53.0%
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	ISAT ELA	61.0%	60.0%
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	ISAT ELA	67.0%	65.0%
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	ISAT ELA	68.0%	65.0%
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	ISAT ELA	70.0%	63.0%

ne assessment tool. If

tool, which you should
t group last year, enter
ormance Target (goal)

2025-26 Performance Targets (LEA's Chosen Goals)
78.0%
75.0%
75.0%
47.0%

2025-26 Performance Targets (LEA's Chosen Goals)
48.0%
55.0%
61.0%
67.0%
68.0%
70.0%

LEA #

LEA Name:

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):

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)
	4-year cohort graduation rate	2024 cohort	2025 cohort
		97.0%	97%%
All students will be college and career ready	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	58.0%	58.0%
	% students who make adequate growth on the grade 8 Math ISAT	63.0%	63.0%
	% students who score proficient on the grade 8 ELA ISAT	68.0%	68.0%
	% students who make adequate growth on the grade 8 ELA ISAT	77.0%	77.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	44.0%	44.0%
	% students who make adequate growth on the grade 6 Math ISAT	54.0%	54.0%
	% students who score proficient on the grade 6 ELA ISAT	61.0%	63.0%
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%	71.0%

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	75.0%	78.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	48.0%	48.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	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	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 who score proficient or advanced on the Gade 3 ELA ISAT	47.0%	40.00%	47.0%
% of students who score proficient or advanced on the Gade 5 ELA ISAT	50.0%	54.00%	55.0%
% of students who show adaquate growth on the Garde 5 ELA ISAT	63.0%	58.50%	63.0%

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.

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)
Percentate of seniors completing the FASFA⬚	45.0%	37.0%	50.0%
Percentage of seniors applying to at least one post-secondary institution	50.0%	42.0%	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 2025-26, 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 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.

2024-2025 Peformance Targets: We did not meet all of our goals, however we did meet our goal in 5ht grade ELA as well as kindergarted IRE we will raise those goals for the coming year. These successes along with year over year growth in other grades, are indicators the the plan we put in place last year is working. We will continue with the the implmentation of of the new ELA curriculums : 95% Core Phones and Wonders, as teachers continue to implement the strategies within these curricula we feel our progress will continue and we will reach our goals. While our 7-8 and 11 grade targets were not met, we are encouraged by our growth and our consistant performance among the top large school districts in the state. We continue our Rigorous Curriculum Design and allignment of unit assessments among grade level teachers. We are utilizing Performance Matters more effectively to analyze data, and training was provided to all staff on the effective utilization of PLC meetings and collaborative teaching and data analysis. We have also implemented guiding coalitions in each of our buildings which will guide and moniter the work of our PLC teams. While as a district we did not meet some of our goals, in each goal area we have individual schools meet the performance targets, through collaboration and cross school PLC meetings we are leveraging those strategies that are most effective and working to mirror that success in our all our schools. Data review is an ongoing practice.

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

NOTES: