

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 192	LEA Name: Glenns Ferry Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/192
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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 100.0%	2025 cohort 100.0%
	5-year cohort graduation rate (optional metric)	2023 cohort N/A	2024 cohort N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
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	30.0%	30.0%
	% students who make adequate growth on the grade 8 Math ISAT	55.0%	55.0%
	% students who score proficient on the grade 8 ELA ISAT	52.0%	52.0%
	% 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	30.0%	35.0%
	% students who make adequate growth on the grade 6 Math ISAT	45.0%	45.0%
	% students who score proficient on the grade 6 ELA ISAT	42.0%	42.0%
	% students who make adequate growth on the grade 6 ELA ISAT	55.0%	55.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	69.0%	69.0%
	% students who score proficient on the Grade 1 Spring IRI	83.0%	83.0%
	% students who score proficient on the Grade 2 Spring IRI	72.0%	78.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.			
Glenns Ferry Jt School District is currently using a number of different metrics in order to reach growth goals and targets in literacy. In Glenns Ferry Elementary School, currently in use is the fall and Spring IRI to determine the level of growth in literacy but added to that is the monthly progression assessment in I-station as well. Teachers then will utilize this information to guide instructional planning and delivery. Also used at the elementary level are the ISAT Interim Block Assessments as well as District Common Assessments that measure fluency and literacy growth. The District Common Assessments are administered four times during the school year, once every quarter. In Glenns Ferry Middle and High Schools, the ISAT Interim Block Assessments are being used to measure growth towards literacy. In each of the classrooms, End of Course Assessments are implemented providing data used to measure and improve reaching the target goals.			

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 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)

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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

The Glenns Ferry Schools have continued to improve on the College and Career Advising and Mentoring aspect of our student services to meet the target goals listed previously. Currently, the College and Career Counselor regularly meets with students individually and collectively to insure that they are being assisted in preparing the FAFSA application, college applications, and scholarship applications. Our school counselor also works closely with the College and Career advisor to assist in the mentioned activities. The counselor also meets with students to discuss options in the area of college and career readiness and assist the students in staying on track with their academic studies to meet their personal career and college goals. The high school directs students as they create their four-year plans during their 8th grade year. These are continually reviewed annually to assist students in their direction. The district also, on the high school level, operates an advisory program where students are matched with teacher advisors for the duration of their high school career. During the monthly meetings of these advisory groups, students are led, directed, and counseled by the advisors on academic and career decisions and directions.

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.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

In the past years, the Glenns Ferry Joint School District has experienced student enrollement fluctuations that has led to inconsistency over time. We are trying to evaluate quickly where the newly enrolled students are at academically to establish a baseline. Many of the students entering are very limited in their English language skills. This poses a unique set of circumstances that affect how teachers prepare and deliver instruction towards achieving academic goals for students. Student achievement and growth did not meet many of the expectations that were set for the previous year. This has been quite a challenge, and with the data, there is a deliberate move to focus on designing and delivering instruction to move the district closer to the goals previously identified. Even though those goals were not met, the decision to maintain high expectations and challenge both the staff and the students was the motivation. As the district may have fallen short on previous year's goals, the foundation that has been built and the dedication on improvement has been a positive. The data clearly shows a measure of improvement that is to be commended and the continual movement towards the previous goals has been the target of efforts, expecially in the areas of literacy proficiency and growth and the ability to measure that growth. The upcoming focus will need to target math achievement and growth as well as we progress in the upcoming school year. The district will continue to analyze the data to drive the decisions that will most greatly benefit the students of the district. The district feels confident on the direction of the college and career advising and will continue to monitor the data to make minor adjustments in program functioning if necessary. For the past few years, the community has helped provide additional funding to provide safety and security, additional staff, building and grounds improvements, professional improvement opportunities, and curriculum development. This is also a positive that has greatly influenced the successes that the district has seen in providing opportunities for the students to develop, grow, and align with the mission and vision statements identified.

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

NOTES:

CONTINUOUS 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 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 (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
		% 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			n size	
		% 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			n size	
		% 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			n size	

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
		% 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			n size	
		% 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			n size	
		% 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			n size	
		% 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			n size	
		% 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			n size	

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
		% 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			n size	
		% 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			n size	
		% 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			n size	
		% 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			n size	