

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 232	LEA Name: Wendell School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/achievement/state?stateId=ID&districtId=232&schoolId=0712&fromTab=true
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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 85.0%
	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	25.0%	25.0%
	% students who make adequate growth on the grade 8 Math ISAT	100.0%	100.0%
	% students who score proficient on the grade 8 ELA ISAT	33.0%	33.0%
	% students who make adequate growth on the grade 8 ELA ISAT	100.0%	100.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	25.0%	25.0%
	% students who make adequate growth on the grade 6 Math ISAT	100.0%	100.0%
	% students who score proficient on the grade 6 ELA ISAT	33.0%	33.0%
	% students who make adequate growth on the grade 6 ELA ISAT	100.0%	100.0%

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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	25.0%	30.0%
	% students who score proficient on the Grade 1 Spring IRI	45.0%	50.0%
	% students who score proficient on the Grade 2 Spring IRI	55.0%	60.0%
	% students who score proficient on the Grade 3 Spring IRI	60.0%	65.0%
	% students who score proficient on the Grade 4 ELA ISAT	36.0%	37.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	100.0%	100.0%

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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)
Percent of students who score proficient or advanced on the 3rd grade ELA ISAT	36.0%	34.70%	36.0%

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.

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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)
Percent of 12th graders completing Idaho college applications	100.0%	100.0%	100.0%

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.

College and Career Advising: Building on last year's success in college and career advising, we continue to prioritize preparing students for their postsecondary goals. For the 2025-2026 school year, our objective is to increase individualized student planning and career readiness through targeted strategies: 1. Increase Personalized Advising, Expand Career Exploration Tools, and Improve Postsecondary Enrollment. Setting measurable goals in these areas will ensure that our college and career advising program not only continues to grow but also directly impacts student readiness for life beyond high school.

Literacy: We will continue to closely monitor student progress toward our literacy goals. Consistent school attendance remains a top priority, as research clearly shows the positive connection between attendance and improved learning outcomes. To support literacy growth, we are utilizing the Amira assessment and intervention system. Students are tracked monthly to ensure proper placement in intervention groups, allowing us to better meet individual learning needs. In addition, we recently hired an Intervention Specialist who works with small groups of English Learners (EL) and Special Education students, providing highly targeted, skill-specific instruction. Our approach remains firmly data-driven. We organize groups based on students' individual skill needs and adjust instruction accordingly. Teachers are also continuing their own professional growth, with seven teachers currently enrolled in SMART Literacy courses offered by the state. For our multilingual learners, we are expanding the use of dual-language resources and incorporating additional language development tools directly into literacy instruction. Targeted small-group interventions are designed to meet the unique needs of these students, ensuring that language growth supports literacy proficiency. While progress has been positive, we recognize ongoing challenges. Student mobility, chronic absenteeism, and limited instructional time continue to impact our ability to deliver consistent interventions. In addition, the diverse range of needs among multilingual learners requires significant planning and resources to ensure equitable support. We are committed to addressing these concerns by strengthening family partnerships, maximizing instructional time, and continuing to advocate for resources that will allow us to meet the needs of all learners. We are encouraged by our recent results. Over the past few years, data from ISIP's Overall Reading Score shows a steady increase in students moving into Tier 1 and a notable reduction in Tier 3 placements from fall to spring. These gains reflect the hard work of our staff, the effectiveness of our interventions, and most importantly, the growing success of our students. Wendell School District has continued to achieve significant successes in meeting its performance targets, particularly in the areas of college and career advising, staff metrics, and literacy goals. The district's dedication to helping all students reach or surpass their grade-level reading proficiency and ensuring they are prepared for future educational and career opportunities is commendable.

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

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