Continuous Improvement Plan 2025-2026
Kendrick Joint School District

LEA	#	Name:	
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CIP Contact	Name: Steve Kirkland		Phone: 208.289.4211
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Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission Statement

Preparing Today's Students for the Challenges of Tomorrow

Vision Statement

Kendrick School District, in partnership with the parents, students and communities of Kendrick and Juliaetta, envisions that every student will grow to be a healthy, well-educated, and productive member of society

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Kendrick School District's Continuous Improvement Plan helps set our priorities and guide our energy toward common goals. The Strategic Plan is created by members of the Kendrick School District Leadership Team in collaboration with district stakeholders. The plan enables us to move forward in a consistent manner in pursuit of our primary mission, which is to prepare today's students for the challenges of tomorrow. In developing the plan, District Leadership Team Members begin the process by developing and expanding on each of the goal areas our district has. This process originally took one (1) year to lay out the foundation of this document. The District Leadership Team meets monthly. Once the first draft of the plan was created, it was sent out to a larger committee of staff and community members for review and feedback. This helped us go through the revision process further. At this point, our District Leadership Team continues to review the Plan at our monthly meetings and adjust as necessary. This year the plan will again be reviewed and revised as necessary by our District Leadership Team. From there, it will be presented at regular public board meeting for feedback and eventually approval.

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Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2025-26 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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LEA # 283	LEA Name:	Kendrick Joint School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/

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 2022-23 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	**2024 cohort**	**2025 cohort**
		90.0%	**90.0%**
	5-year cohort graduation rate (optional metric)	**2024**	**2025 cohort**
		Not Required	Not Required
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	Not Required	Not Required
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%	**60.0%**
	% students who make adequate growth on the grade 8 Math ISAT	58.0%	**60.0%**
	% students who score proficient on the grade 8 ELA ISAT	58.0%	**60.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	58.0%	**60.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	**50.0%**
	% students who make adequate growth on the grade 6 Math ISAT	80.0%	**71.0%**
	% students who score proficient on the grade 6 ELA ISAT	55.0%	**55.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	80.0%	**65.0%**

CONTINOUS IMPROVEMENT PLAN (2025-2026)

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 2023-24 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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	85.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	80.0%	70.0%

CONTINOUS IMPROVEMENT PLAN (2025-2026)

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 2023-24 CIP)	SY 2024-25 RESULTS (if available)	2025-26 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.	60.0%	50.00%	**60.0%**

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 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINOUS IMPROVEMENT PLAN (2025-2026)

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 2023-24 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Percentage of high school seniors completing the FAFSA	50.0%	77.0%	**75.0%**

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 2023-24, 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 2022-2023 Performance Targets (as chosen for your 2022-2023 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.

Successes: Standardized testing is an important tool for measuring student achievement and assessing the effectiveness of a school's academic programs. The purpose of this report is to outline the improvements made by our school in standardized test scores and discuss a better approach to testing.

Improvement in Standardized Test Scores:
In 24-25, our schools made progress on standardized test scores over the past year, specifically our high school students in the area of Math. We've went through staffing changes in the area of Math and are making a renewed focus on teaching the standards. We're also looking at new curriculum work where standards are a greater focus, specifically the "essential" standards. We are continuing to take part in the ISAT practice tests and will continue to do so moving forward. We will be meeting in the fall to discuss the path forward and what we need to do to continue improving. We are seeing that new students entering the district tend to be below basic or basic on the ISAT tests and struggle with the IRA as well. We will need to investigate what we can do to better support those transfer students that don't have the basic foundations to be successful on these standardized tests.

Performance Targets Met: 1. Graduation rates remained near or above annual performance target of 90%. 2. College & career advising continues to be an area of strength with many of our students completing the FAFSA as Idaho Launch Scholarship and 100% of our students in grades 9-12 receiving college & career advising and continually monitoring their 4-year learning plan. We had a high FAFSA completion rate this year so that will area of focus paid off for us. 3. Our secondary Math scores increased from last year after a year where they were flat. We had a new Math teacher this year and will continue to strive to increase the rigor to a level that will allow the students to be successful on the ISAT and SAT and also be successful in post-secondary.

Planned strategies to address areas of weakness: Our areas of weakness in the 24-25 school year was low ELA proficiency scores at the elementary and secondary level as measured by the spring summative ISAT tests. Scores at our high school were lower than previous years and below the state of Idaho average, so this was a weakness as well. This is a new issue and hopefully an isolated incident but we're making a conscience effort to address it. After ISAT's were conducted a couple years ago, we conducted exit interviews with groups of students at each grade level to get a better sense of what we can do to better support our students on the ISAT. From those interviews, we gathered valuable information and have implemented the changes. This includes better utilizing the practice tests in the ISAT portal. In addition, we are adopting a new program that will provide both curriculum and standards mapping for teachers, including our ELA teachers.

CONTINOUS IMPROVEMENT PLAN (2025-2026)

CONTINOUS IMPROVEMENT PLAN (2024-2025)

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets METRICS AND DEMOGRAPHICS

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2022-23 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 2022-23 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 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-2025 performance targets	2024-2025 results	2025-2026 performance targets
		% 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	

CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-2025 performance targets	2024-2025 results	2025-2026 performance targets
		% 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	
		% 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	