POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25

Continuous Improvement Plan · Literacy Intervention · College and Career Advising

2025-2026

THINK LEARN BE MORE TOGETHER
POCATELLO/CHUBBUCK SCHOOL DISTRICT 25

Pocatello/Chubbuck School District No. 25

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MISSION

Learning today for the possibilities of tomorrow.

VISION

The Pocatello/Chubbuck School District is a community of children, parents, educators and patrons working collectively toward a common purpose to graduate learners with the skills to be successful contributors in a changing diverse world.

COMMUNITY INVOLVEMENT

1) The CIP will be posted for parent/patron review and comment beginning mid-September on the district website. An Infinite Campus message will be sent out as notification of the posting. The Board of Trustees takes input from the community and uses that information in the development of this plan. Ultimately, the Board approves the plan.

2) Each school in the district has a parent advisory committee which provides an opportunity for parents to contribute their ideas on ways to involve parents and families in a child's learning. A calendar of parent involvement activities, with a focus on developing literacy and math skills, is developed by each school and linked to the school's continuous learning plan. The input at the school level is considered in the development of the district literacy plan.

3) A District Curriculum Committee, which is comprised of building administrators, district administrators, teachers, counselors, board members and parents meets monthly to provide recommendations to the superintendent on all curricular issues and proposed new courses. The Continuous Improvement Plan is presented to them for review and feedback during the first meeting in September. The plan drives curriculum discussions throughout the year during monthly meetings.

4) Key Communicators, a group of community stakeholders, are invited to attend a monthly lunch meeting with the Superintendent and district administration to discuss matters impacting local K-12 public education. The district encourages Key Communicators to share their gained knowledge of the school district with people within the community within their circle of influence. Community members' involvement in the Key Communicators Network boosts PCSD 25's efforts to effectively communicate important information and topics of interest to the community. Key Communicators is an optimal time for district administration and board members to receive input to develop the CIP.

5) In accordance with Idaho Code, the board of trustees appoints a curricular materials adoption committee to advise the board on the selection of curricular materials. Per Idaho Code, this committee shall contain a membership of at least one-half of which is persons who are not public educators or school trustees and shall include parents of a child or children attending a school or schools within the school district. Adoption committee meetings provide parents and patrons an opportunity to provide feedback on the curriculum needs in relation to the district's Continuous Improvement Plan. This feedback will be considered in development of the plan.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary

The district has a well-defined, consistent process to identify students in need of interventions, assign protocol interventions, and monitor student progress. Universal screeners are administered to each student in grades K-5 three times a year. A collaborative approach to analyzing data and identifying students in need of interventions is implemented at each school. The following is a list of universal screeners used in the district by grade level bands.

Reading Universal Screening Assessments 2025-2026

Grade	**Fall / Winter / Spring**
K – 5	Amira ISIP Assess

Across the district, when students are identified as having a deficit, diagnostic assessments are administered and research-based protocol interventions implemented to meet individual student needs. Parents are notified and invited to participate in the development of a literacy intervention plan, which is documented in our Student Information System (SIS). Once a plan is developed and students begin intervention services, regular progress monitoring occurs through Running Records and/or monthly Amira ISIP assessments.

The following program information identifies the research-based protocol interventions, diagnostic assessment used for placement determination, and assessments used to track student progress on the targeted skill. As noted in the program description, all intervention programs and assessments are based on the stages of literacy development and incorporate the literacy skills (phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension) critical for development over time. Also listed in the chart is the recommended group size for implementation.

Protocol Interventions for Reading

Program	Grade Level	Program Description	Implementation	Diagnostic Assessment/ Program Placement	Instructional Level (Skills Based) Probes
Amira	K-5	Screening and diagnostic tools within Amira ISIP authentically measure reading mastery through productive oral tasks. Amira assesses what students know and pinpoints specific skills that need further development. Diagnostic data is aligned with Scarborough's Reading Rope and Duke's Active View of Reading. Reports are in real time and available at the individual, class, and district level. Continuous progress monitoring and curriculum-embedded assessments provide student data that are analyzed for patterns of errors. Student strengths and weaknesses are identified, and each student's instructional path is created. Students receive instruction that is selected according to their daily performance, state	Tier I: Kindergarten and 1st Grade May be used as Tier I for 2nd and 3rd Grade Tier II and III for 4th and 5th Grade (Minutes assigned by Amira based on instructional need)	Universal screener includes diagnostic assessment	Monitor Amira reports consistently On Demand assessments may be administered as specific measurements of interventions

		standards, and district aligned curriculum. Instruction is continuously updated, based acquisition of skills. Teachers provide support individually and in small groups. Amira Tutor is available for all students. Tutor listens to students read aloud and provides in the moment feedback designed to support the development of each individual reader.	10 minutes, 3x p/week		Amira Tutor provides daily data points and instructional plans based on individual needs
Guided Reading	K-5	Guided reading is small-group reading instruction designed to provide differentiated instruction that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. Student specific targeted instruction based on assessment.	30 minutes daily	Running Records Phonological Awareness Test (PAST) CORE Phonics Survey	Running Record w/ comprehension & writing check Sight Word Assessment Developmental Spelling Inventory Phonological Awareness Progress Monitor
SIPPS	K-5	SIPPS is a research-based foundational skills program that targets new and struggling readers, including English learners and students identified with characteristics of dyslexia. The program is taught in small groups and guides readers through each stage of the phonics continuum by targeting specific skills in reading development.	30 minutes daily	Placement Assessments	Mastery tests for progress monitoring

Interventions are provided for students in kindergarten through third grade (and fourth and fifth intensive instruction) during the school day. Students identified as intensive, Tier 3 learners, receive a minimum of sixty hours of additional instruction and students identified as strategic, Tier 2 learners, receive a minimum of thirty hours of additional instructional time in reading. Interventions are determined by a team and facilitated by the building Interventionist. Parents provide input during parent-teacher conferences and intervention plans are documented in our SIS.

The Pocatello/Chubbuck School District supports and encourages job-embedded, ongoing professional development in literacy. District level coaches who specialize in literacy, math, and new teacher development meet regularly with teachers throughout the district. Meetings are conducted both individually and in groups to provide support and professional development. This model is an avenue for teachers to receive differentiated professional development and to utilize the coaches to support individual areas of need. Technology coaches also play a key role in professional development in the implementation of technology-based literacy programs and in the use of the SIS to develop plans.

Each elementary school has a lead interventionist who oversees interventions, monitors reports of protocol interventions, and provides support and expertise to teachers and paras in the school. The interventionists meet monthly with district coaches for on-going literacy training and collaboration.

Paraprofessionals at all schools also attend literacy training with specific attention given to guided reading, SIPPS, and other protocol interventions.

Interventionists and coaches will continue to receive training on protocol interventions and core instructional programs. Professional Development opportunities are provided throughout the year for teachers and paraprofessionals to strengthen their understanding and build capacity with research-based intervention instruction. Additionally, new teachers will receive training on effective implementation and progress monitoring with the Amira platform. Administrators will also participate in state-level training with Amira reports and lessons. Teachers will work collaboratively with the interventionist to analyze multiple forms of data in order to inform instruction and monitor student progress. Literacy and Title I funds are used to support the active roles district coaches assume in providing professional development that supports literacy instruction.

The district's New Teacher Consultant provides invaluable support in developing literacy instruction skills to those entering the profession and those new to our district. This mentor is able to support new teachers in the development of their instructional literacy skills. The mentor engages in specific monthly professional development, follow-up visits to the classroom, and time for professional collaboration.

Our district is committed to expanding our knowledge and expertise in literacy development through the use of Visible Learning strategies. Visible Learning provides a lens through which to examine strategies that have the highest impact on student achievement, helping determine the impact of instruction on student learning and growth. As we build capacity, Visible Learning will continue to guide our path toward incorporating high impact strategies.

Comprehensive Literacy Plan Alignment

The Idaho Comprehension Literacy Plan delineates four essential elements of a comprehensive literacy plan: collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. The Pocatello/Chubbuck School District No. 25 Literacy Plan clearly incorporates these elements within the plan in the following ways.

Collaborative Leadership

Multi-level support is given by the district to provide strategic guidance, support resources, encourage partnerships, and share knowledge. At the district level, our School Board, Superintendent, and administrative staff place a high emphasis on the development of literacy as demonstrated through time and resources dedicated to the literacy efforts included in the plan. Collaborative leadership in support of literacy is evident throughout the plan in the following ways:

- Teacher leaders serve as unit developers to create and revise units of instruction and to support implementation of the units.
- District literacy and new teacher coaches work with teachers and staff members to develop skills and ensure that resources are in place to meet students' needs.
- Intervention Management Teams work collectively at the building level to identify students in need of interventions, to plan interventions, and to monitor student progress. Intervention effectiveness is also monitored at the building, as well as the district level.
- Lead building interventionists ensure that there is a coordinated system of support at the building level for students who struggle with literacy skills.
- Professional learning communities provide the time and resources to work together to monitor student progress data and ensure that all students are making growth.
- Parents and stakeholders join the collaborative effort through the development of literacy plans and involvement in literacy activities at each school.

Developing Professional Educators

The Pocatello/Chubbuck School District No. 25 has a well-defined professional development plan to support educators in developing and implementing a working knowledge of literacy education. The Literacy Plan above defines strategies that are incorporated to develop the literacy skills of educators in the district. Each Monday is an early release day designated for professional learning communities and professional development. The plan also provides release time for teachers for additional collaboration and professional learning in an effort to ensure that the professional development is job-embedded and on-going.

Effective Instruction

The Pocatello/Chubbuck School District No. 25 recognizes the impact that effective instruction and interventions have on student achievement. A core curriculum, based on the Idaho Achievement Standards, has been established with an emphasis on integration of literacy instruction and writing in all content areas. The curriculum clearly addresses all aspects of literacy, including phonics, phonemic awareness, decoding, fluency, vocabulary, comprehension, writing and verbal communication. The literacy plan reflects a focused, comprehensive process to identify struggling readers and to provide interventions grounded in instructional best practices for all students. Training in Visible Learning offers a lens through which to view instructional practices that have the highest impact on student learning.

Assessment and Data

The district has a Comprehensive Assessment Plan which defines the assessment system used in the district. Chart A and B in the literacy plan described above, delineates the screeners, diagnostic assessments, and progress monitoring used to provide meaningful literacy data. This data is analyzed in Building Leadership Teams and Intervention Management Teams to inform school-wide instructional strengths and areas of need and within Professional Learning Communities to identify student strengths and needs.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model

Model Name	Additional Details
HYBRID	Transition Coordinator and School Counselor models are used to advise learners and their parents during specific transitional phases that occur at the end of middle school and throughout a learner's high school career. We chose this hybrid model after parents provided input about the need for transitional information beyond just the transition into a university setting.

Advising Program Summary

As the Pocatello/Chubbuck School District No. 25 explored each of the College and Career Advising Models suggested by the state, we noted that the Transition Coordinator Model was most closely aligned with our agreed upon objectives. Specifically, we wanted to support the "middle 50% of high school students who may not be considering higher education. Our school counselor to student ratio is about 1:400 and our counselors masterfully meet the needs of our students whose families have the resources and knowledge to pursue higher education. However, we want to ensure that all students have access to high quality advising as they plan for the "next step." Consequently, the

District opted to use a modified Transition Coordinator Model for its College and Career Advising program. Rather than transition coordinators coming from post-secondary institutions, we have employed five College and Career Advisors whose major focus includes the transitions from middle school to high school, from early high school to later high school, and from high school to college and career. Our purpose is to provide college and career advising for high school students transitioning to post-secondary institutions or careers and to provide academic advising for students in grades 8 – 12 in the development and revision of their Career Pathway Plans, particularly those students who may have been underserved or overlooked in the past. The advisors reflect a myriad of experiences, but each has a post-secondary degree and experience related to college and career advising.

The Director of Secondary Education and the high school principals captured the major responsibilities of the College and Career Advisors in the following job description:

The primary responsibilities of the College and Career advisors will include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students, including family nights.
- Support students to enroll in Dual Credit/CTE programs that are tied to their academic and career plans
- Assist families in identifying scholarships and funding sources for college and career plans.
- Aid in the completion of postsecondary applications, FAFSA, and scholarship applications.
- Assist high school counselors in planning and conducting college and career advising events.
- Work with Director of Secondary Education and CTE Coordinator to provide academic advising events for 8th grade students and their parents.
- Work with school counselors in completing the online academic planning process, with an emphasis on the completion of Career Pathway Plans.
- Work with counselors to assist parents and learners in reviewing 9th – 12th grade Career Pathway Plans.

Although the College and Career Advisors are a district team, each has also been assigned to one of the three comprehensive high schools and the alternative high school. Their placement in the schools provides for the development of relationships with individual students and their families. The advisors also work closely with the counselors and the school administrators.

Summary of college and career advising by grade level:

8th Grade	Parent meetings to inform parents of Advance Opportunities; Counselors and teachers work with students regarding Career Pathway Plans; Students and parents attend elective fairs at local high schools.
9th Grade	Counselors/Career Advisors meet with students to review/revise Career Pathway Plans with intentional focus on Advanced Opportunities classes and programs; Begin preparation for college and career; Conduct parent workshops on college and high school course preparation; Attend school elective fair.
10th Grade	PSAT interpretation with emphasis on course and career planning; Conduct parent workshops on college and high school course preparation; Classroom presentations; Opportunity for students to attend ISU Tech Expo.
11th Grade	PSAT and SAT interpretation with emphasis on course and career planning; Conduct parent workshops on college and high school course preparation; take groups of students on college tours of two and four year institutions; host lunch time tech fairs

	and military recruiting sessions; host lunch time informational sessions for apprenticeship programs
12th Grade	FAFSA education for students and parents; Conduct parent workshops on college and high school course preparation; Workshops on scholarship preparation for students and parents; ISU Majors Fair; take groups of students on college tours of two and four year institutions; host lunch time tech fairs and military recruiting sessions; host lunch time informational sessions for apprenticeship programs.

CONTINOUS IMPROVEMENT PLAN 2025-2026
Metrics and Demographics

LEA # 25 LEA Name: Pocatello/Chubbuck School District #25

District Report Card with Demographics and Previous Data: Idaho Report Card/Pocatello District

Section I: Student Achievement & Growth Metrics

Goal	Performance Metric	2024-25 Performance Targets	2025-26 Performance Targets
All students will be college and career ready	4-year cohort graduation rate	2024 cohort	2025 cohort
		91.0%	**92.5%**
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
		92.0%	**92.0%**
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	36.0%	**36.0%**
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	46.0%	**46.0%**
	% students who make adequate growth on the grade 8 Math ISAT	52.0%	**56.5%**
	% students who score proficient on the grade 8 ELA ISAT	60.0%	**64.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	67.0%	**67.0%**
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%	**45.0%**
	% students who make adequate growth on the grade 6 Math ISAT	47.0%	**47.0%**
	% students who score proficient on the grade 6 ELA ISAT	57.0%	**57.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	58.0%	**58.0%**

CONTINOUS IMPROVEMENT PLAN 2025-2026
Metrics and Demographics

Section II: Literacy Proficiency & Growth Metrics

Goal	Performance Metric	2024-25 Performance Targets	2025-26 Performance Targets
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%	**84.0%**
	% students who score proficient on the Grade 1 Spring IRI	71.0%	**77.0%**
	% students who score proficient on the Grade 2 Spring IRI	70.0%	**71.0%**
	% students who score proficient on the Grade 3 Spring IRI	74.0%	**74.0%**
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	**55.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	52.0%	**56.0%**

Section III: How LEA Measures Progress Towards Literacy Goals and Targets

Section III.A: Measuring Literacy Progress

Performance Metric	2024-25 Performance Targets	SY 2024-25 RESULTS	2025-26 Performance Targets
% of 3rd grade students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	38.0%	40.00%	**41.0%**

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals

Section IV.A: College and Career Advising

Performance Metric	2024-25 Performance Targets	SY 2024-25 RESULTS	2025-26 Performance Targets
Percentage of 11th and 12th Grade Students who Accessed Fast Forward/Advanced Opportunities Funding	74.0%	77.0%	**78.0%**

CONTINOUS IMPROVEMENT PLAN 2025-2026
Metrics and Demographics

Section V: Report of Progress Narrative

*See attached Successes, Challenges, and Strategic Plans document:

Section VI: Notes

NOTES: Staff performance data is provided for the instructional pupil personnel staff groups for which there are 5 or more staff using the same assessment tool. However, we are unable to provide staff performance report data for the following groups because there are no groups of 5 or more using the same assessment tool; rather, these groups use individual assessments to measure student achievement for their evaluations. Those include:

* All secondary instructional or pupil personnel staff groups
* K-5: Music; PE; Instructional Coaches; SLPs; GATE; Audiology; Preschool Special Education; K-5 Counselors; and K-12 Nurses

Successes, Challenges, and Strategic Plans

SUCCESSES:

8th Grade ELA ISAT Proficiency: The district achieved a proficiency rate of 63%, exceeding the state average by nearly 10 percentage points and improving by 7 points compared to the 2024-2025 schoolyear.

Advanced Opportunities Participation: Student engagement with Advanced Opportunity Funding continues to grow, with increasing numbers enrolling in workforce training programs, dual credit course, and Advanced Placement Offerings.

Continuous Improvement Plan Metrics: The district consistently outperforms state averages in key indicators outlined in the Continuous Improvement Plan, including graduation rates, ISAT proficiency, and IRI scores.

SAT Performance and Participation: District students performed slightly above the state average in meeting both SAT benchmarks – Evidence-based Reading and Writing (ERW) and Math. Notably, the district tested 90% of eligible students, compared to an average participation rate of 52.6% among similarly sized districts.

Graduation Rate: The district's graduation rate remains consistently above the state average, reflecting sustained efforts to support student success and completion.

K-2 Literacy Achievement: IRI Scores in grades K-2 remain strong, supported by continued implementation of Structured Literacy practices. Collaborative teaching and the leadership of Instructional Coaches have been instrumental in this success. The district is among a small number of large districts with a socio-economic rate exceeding 40% that have achieved over 70% proficiency on the IRI.

Elementary/Secondary Special Education: The special education department has made notable progress in both elementary and secondary settings, leading to positive outcomes for students and staff. At the elementary level, the addition of new teachers—made possible through Medicaid billing revenue—has allowed for smaller caseloads. This reduction has significantly improved small group instruction, ensuring that all learners receive more individualized attention and support. In addition, targeted training in behavior management has equipped teachers with effective strategies for addressing challenging behaviors, creating more positive and productive learning environments.

At the secondary level, a strong focus on workforce readiness has enhanced opportunities for all learners as they prepare for adulthood. Students are gaining valuable skills that will support their transition beyond high school. Furthermore, the implementation of professional development related to new curriculum has been highly effective, providing teachers with the tools and knowledge needed to deliver consistent, high-quality instruction across classrooms. These successes reflect the department’s commitment to continuous improvement and to ensuring that every student has the resources and support needed to thrive.

CHALLENGES:

SAT Data Limitations: Tracking and analyzing SAT performance remains complex due to its status as an optional assessment, resulting in inconsistent participation rates across districts.

Math Proficiency Gap: Mirroring statewide trends, the district has observed a notable decline in math proficiency beginning in 5th grade, as indicated by ISAT cut score data.

Assessment Overload in Grade 11: During a concentrated six-week testing window, 11th-grade students are required to complete ISAT assessments in English Language Arts, Mathematics, and Science, alongside optional exams such as the SAT and AP tests. Students often perceive the ISAT as less relevant to their postsecondary goals, which may impact performance.

ISAT Blueprint Variability: Frequent shifts between full and shortened ISAT test blueprints complicate longitudinal data analysis, limiting the ability to track consistent year-over-year trends.

Funding and Enrollment Pressures: Declining enrollment and constrained funding are prompting difficult decisions that affect instructional programming and student support services.

Elementary/Secondary Special Education: The special education department continues to face several challenges that impact our ability to fully meet the diverse needs of students. One major concern is that our current curriculum and available resources are limited in their capacity to support the wide range of learning abilities represented in our classrooms. Teachers often find themselves without the necessary tools to effectively differentiate instruction, which can hinder student progress. In addition, general education teachers need more training on behavior management strategies so that challenging behaviors can be addressed within the classroom setting. Without this support, we see an increase in referrals for special education services that are often related solely to behavior rather than a true learning disability. Another significant challenge lies in the Response to Intervention (RTI) process at the secondary level. A lack of consistent interventions and supports makes it difficult to provide targeted assistance to struggling students before they are referred for special education evaluation. Addressing these challenges is critical to ensuring equitable access to learning opportunities and improving outcomes for all students.

STRATEGIC PLANS:

Leadership Development and Instructional Habits: Building administrators and Building Leadership Teams are receiving ongoing training based on Michael McDowell's *Rigor Redefined*. This initiative emphasizes the implementation of small, actionable habits that drive student achievement. Each school will begin by selecting one dispositional habit and one competency habit to intentionally integrate into daily instruction. Professional Learning Communities (PLCs) will serve as the framework for identifying instructional challenges, developing targeted solutions, and monitoring the impact of these practices over time.

K–5 ELA Curriculum Implementation: The district continues to roll out its K–5 English Language Arts curriculum, with structured literacy embedded in grades K–2. Teachers are collaborating to develop common assessments and unit plans aligned to essential standards. Instructional Coaches will lead targeted professional development focused on enhancing writing instruction.

Middle School Math Support: Professional development has been provided for Imagine Math, which offers differentiated learning pathways, and I-Ready, used for math intervention. Middle school math teachers also received training on effective intervention strategies and collaborated to align support classes with core instruction through pre-teaching and timely interventions.

Elementary Math Diagnostics: Elementary teachers and interventionists received training on Imagine Math and will continue using the program diagnostically during the fall, winter, and spring assessment windows.

Data-Driven Instruction: District data teams will monitor student growth between fall and spring IRI assessments and use performance trends to inform instructional decisions. Instructional Coaches will provide targeted support in areas of low performance.

PLC Engagement with ISAT Reports: Professional Learning Communities (PLCs) will continue leveraging ISAT Target Reports to identify strengths and areas for improvement in reading, writing, and math, guiding instructional planning.

AI Integration in Education: Ongoing professional development will support the integration of artificial intelligence in classrooms. A focus group developed clear guidance language. This was posted on the website and is easily accessible to all stakeholders. Further training will be provided to administrators, educators, students, and stakeholders regarding the appropriate use and instructional value of AI tools.

Equitable Grading Practices: High school and middle school math departments have established unified grading principles to promote fairness and consistency across classrooms. Additionally, CTE teachers at PV-TEC have begun implementing standards-based grading practices to more accurately reflect student mastery and support deeper learning.

Attendance Initiatives: The district will advance its Everyday Matters Campaign, incorporating the “You Belong Here” message to foster a culture of inclusion and address chronic absenteeism.

Elementary/Secondary Special Education: Our strategic plan for improving special education focuses on strengthening staff support and refining resources to better meet the needs of students. The first priority is the implementation of the newly purchased behavior management training software. This program is available to teachers at any time, allowing for flexible, ongoing professional learning. By incorporating the training into professional development opportunities and encouraging consistent use, we aim to build teacher confidence in managing challenging behaviors, reduce behavioral incidents, and increase instructional time for students. Feedback and usage data will be collected to monitor effectiveness and guide adjustments.

The second priority is to evaluate and strengthen our current curriculum and resources. A comprehensive review will be conducted to determine what is working well and where improvements or supplemental supports may be needed. Teacher input will be gathered to ensure that resources are aligned with classroom realities and student needs. Based on this review, additional materials and interventions will be researched and recommended to enhance instruction. Professional development will also be provided to ensure staff are well-equipped to implement updated resources effectively. The goal of this work is to align the curriculum with best practices, provide teachers with appropriate tools, and improve academic outcomes for students receiving special education services.

CONTINOUS IMPROVEMENT PLAN 2025-2026
Metrics and Demographics - Staff Performance Report

Section VII: Staff Performance

Important Note: Teacher / staff groups with fewer than 5 students will show an "n size" in the 2024-25 RESULTS column.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
KG	ELA	% 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	ISIP/IRI	86.0%	89.8%	**90.0%**
1st	ELA	" "	ISIP/IRI	80.0%	82.1%	**83.0%**
2nd	ELA	" "	ISIP/IRI	76.0%	77.8%	**78.0%**
3rd	Math	" "	Math IAB Number and Operations in Base 10	78.0%	79.6%	**80.0%**
4th	Math	" "	Math IAB Operations and Algebraic Thinking	78.0%	81.5%	**82.0%**
5th	Math	" "	Number and Operations in Base 10	78.0%	86.1%	**87.0%**
K-3 Intervention	ELA	" "	ISIP/IRI	75.0%	77.5%	**78.0%**
K-5 Special Education	ELA	" "	Pre-post Test	90.0%	86.9%	**88.0%**
Preschool Special Education	Pre-school ELA and Math Standards	" "	Pre-post Test	70.0%	"n size"	**70.0%**
K-5 Counselors	Counseling	" "	Pre-post Test	91.0%	89.0%	**90.0%**
K-12 Nurses	Nursing	" "	Pre-post Test	73.0%	"n size"	**73.0%**