

Minidoka County School District 331
Continuous Improvement Plan
2025-2026



Empowering Students for Success

LEA	# 331	Name: Minidoka County Joint School District
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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

Minidoka School District is dedicated to fostering each student's academic, emotional, and social growth through excellence, respect, and shared responsibility.

Vision Statement

Minidoka School District partners with families and the community to provide a safe, supportive, and inclusive learning environment where all students are empowered to achieve their highest potential and contribute positively to 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

The Minidoka County School District actively sought input from multiple stakeholder groups in developing and revising the Continuous Improvement Plan to ensure that it reflects the academic, social-emotional, and community needs of our students.

- **Parents & Families:** The district engaged parents through Parent Patron Advisory Team (PPAT) meetings, Migrant Parent Advisory Council (PAC) sessions, school-level family nights, and bilingual parent surveys. These opportunities provided families with multiple avenues to share feedback about district goals, instructional supports, and resource priorities.
- **Teachers & Staff:** Educators contributed through Professional Learning Communities (PLCs), such as curriculum review teams, and school improvement planning meetings. Teacher and administrator feedback was specifically used to guide instructional strategies, interventions, and professional development priorities.
- **Community Partners:** Collaboration extended to external partners, including the Boys & Girls Club, Simply Hope, and local law enforcement agencies, to align academic, mental health, and safety supports with district goals.
- **Board of Trustees:** Plans were reviewed by the Board of Trustees in open session, ensuring transparency and community accountability before final approval.

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

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.

LEA # 331	LEA Name: Minidoka County Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	Minidoka County Joint District - About Us
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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 85.0%	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	27.0%	30.0%
	% students who make adequate growth on the grade 8 Math ISAT	40.0%	40.0%
	% students who score proficient on the grade 8 ELA ISAT	35.0%	40.0%
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	50.0%
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	35.0%	40.0%
	% students who score proficient on the grade 6 ELA ISAT	40.0%	45.0%
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	50.0%

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	55.0%	55.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 3 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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)
District K-3 IRI Scores meeting proficiency will increase 15% from Fall to Spring	Proficiency Scores will increase 15%	Proficiency scores increased 9%	Proficiency scores will increase 15%

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)
% of high school seniors who apply to at least one post-secondary institution	75.0%	80.0%	80%

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.

Section V: Report of Progress Narrative (Required)

Reflection on 2024–2025 Performance Targets

Successes

Although the District did not meet state targets in ISAT/IDAA, there is clarity on performance trends, which helps sharpen our focus moving forward.

On the Idaho Reading Indicator (IRI):

- 1Spring IRI proficiency rate reached 50.9%, showing growth from fall levels.
- 1Fall IRI proficiency rate was 42.0%, providing a baseline for growth measurement.

The district has stronger visibility into how far it is from state targets, which gives direction to strategy adjustments.

Challenges

- 1ELA / Literacy (ISAT / IDAA) – Proficiency rate 38.1% vs. state target 53.6%.
- 1Mathematics (ISAT / IDAA) – Proficiency rate 25.5% vs. state target 42.6%.
- 1Science – Proficiency rate 24.8% vs. state average ~41.7%.
- 1ELA / Math across multiple grades – Persistent underperformance.
- 1English Learners (EL) – Only 4.3% proficiency vs. state average 7.9%.
- 1IRI – Spring rate 50.9% is still far below state's 70.9% target.

Plans to Build on Successes & Address Challenges

K–3 Literacy & Early Reading (IRI / ELA focus)

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

NOTES:

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 assessment 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)
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	AMIRA	80.0%	90.0%	80.0%
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	AMIRA	80.0%	93.0%	80.0%
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	AMIRA	80.0%	81.0%	80.0%
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	AMIRA	80.0%	100.0%	80.0%
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	AMIRA	80.0%	92.0%	80.0%

5	<i>All subjects</i>	% 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	AMIRA	80.0%	90.0%	80.0%
6-8	<i>All subjects</i>	% 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	EOCA	Not Reportable: Less than 5 teachers per subject area give the same EOCA .	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	75.0%
9-12	<i>All subjects</i>	% 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	EOCA	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	Not Reportable: Less than 5 teachers per subject area give the same EOCA.	75.0%