CLARK COUNTY

SCHOOL DISTRICT #161



CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2017-2018

A strategic plan to guide the district through the 2017-2018 school year.

School Board Approved
(Pending Approval)

Clark County School District #161
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Our Mission at Clark County School District #161:

Educating, Motivating, and Empowering a community of Learners.

Vision:

At Clark County School District #161, our vision through the combined efforts of our staff, parents, students, and community members is to promote BOBCAT PRIDE in all that we do today and in the future.

P=Positive Attitude
R=Responsible and Respectful Actions
I=Integrity
D=Determination
E=Empowerment

DISTRICT PHILOSOPHY:

A strong community, state, and nation depends upon public education to prepare students to become productive contributing members of an ever-changing society. Children are our community's most valuable asset. Clark County School District #161 prides itself in its ability to provide a model PBIS (Positive Behavior Interventions and Supports) environment that provides students and school personnel with a positive environment that is safe and conducive for learning. Not only does Clark County recognize, but more importantly it celebrates each students' uniqueness as an individual with his or her own special abilities. These abilities require the careful formulation of a curriculum, the skillful selection of dedicated educators, and the availability of appropriate opportunities that promote intellectual, physical, social, emotional, and career development of **ALL** students on a level commensurate with their capabilities, thus preparing responsible, contributing citizens accountable for their own actions, ready to face the world that awaits them beyond high school.

At Clark County, we believe that our school is an integral part of our community, and as such, must complement the child's development as a member of the family and community. Students should have access to educational opportunities regardless of race, color, creed, gender, or socioeconomic status.

The process in which educational development occurs is life-long. As life-long learners it is essential that we as a district not only value, but provide a safe, supportive environment which enables each student to acquire the knowledge, skills, and values

necessary to achieve a thorough understanding of the basic skills for all areas of development. At the same time, it is necessary to teach students to be flexible enough to adapt to an ever-changing society. Opportunities of growth in vocational skills, fine arts, and humanities will enable students to develop technical skills, creativity, self-expression, and aesthetic values. Guidance through these processes develops both the desire to continue learning throughout their lives and the skills to do so. Through this, we will foster a feeling of self-worth by providing **ALL** students with the foundations and opportunities to achieve productive successful lives. Education is an on-going process that requires continuous evaluation and responsible change,

It is our intent that parents/guardians impart to students a basic confidence in our district. Only through the joint efforts of all students, educators, parents, and our community partners can the goals of education be fully realized.
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VALUES & BELIEFS

- ACCOUNTABILITY
- DIVERSITY
- EXCELLENCE
- HEALTH & WELL-BEING
- HONESTY
- INDIVIDUAL GROWTH
- INTEGRITY
- OPEN COMMUNICATION
- RESPECT
- SAFETY
- TEAMWORK
- TRUST
- DETERMINATION
- POSITIVE ATTITUDE
- EMPOWERMENT

OUR EXPECTATIONS

It is our expectation that **"ALL"** students graduate future-ready from Clark County SD prepared to…

KNOW: Master content;

THINK: Creatively & Critically;

ACT: Self-direct and collaborate; and

GO: Navigate locally and globally.

OUR GOALS

- All students will be college and career ready.
- [redacted]
- High to High School.
- [redacted]
- to 6th grade.
- [redacted]
- attendance.
- [redacted]
- Behavior Systems and Supports (SWPBIS).

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
All students will be college and career ready.	% of students meeting the college ready benchmark on the college entrance exam ACT English	[redacted]	58%	[redacted] percentage points	(10% annual increase)
	# of students meeting the college ready benchmark on the college entrance exam ACT English	[redacted]	7/12	[redacted]	(10% annual increase)
	% of students meeting the college ready benchmark on the college entrance exam ACT Math	[redacted]	[redacted]	[redacted] percentage points	(10% annual increase)
	# of students meeting the college ready benchmark on the college entrance exam ACT Math	[redacted]	[redacted]	[redacted]	(10% annual increase)
	% of students meeting the college ready benchmark on the college entrance exam ACT Reading	[redacted]	50%	[redacted] percentage points	(10% annual increase)
	# of students meeting the college ready benchmark on the college entrance exam ACT Reading	[redacted]	6/12	[redacted]	(10% annual increase)
	% of students meeting the college ready benchmark on the college entrance exam ACT Science	[redacted]	[redacted]	[redacted] percentage points	(10% annual increase)
	# of students meeting the college ready benchmark on the college entrance exam ACT Science	[redacted]	[redacted]	[redacted]	(10% annual increase)
	% of students meeting the college ready benchmark on the college entrance exam SAT English	[redacted]	57%	[redacted] percentage points	(10% annual increase)
	# of students meeting the college ready benchmark on the college entrance exam SAT English	[redacted]	8/14	[redacted]	(10% annual increase)
	% of students meeting the college ready benchmark on the college entrance exam SAT Math	[redacted]	35.7%	[redacted] percentage points	(10% annual increase)

	# of students meeting the college ready benchmark on the college entrance exam SAT Math	[redacted]	5/14	[redacted]	(10% annual increase)
	% of career-technical track high school students graduating with an industry recognized certification	0%	0%	percentage points	%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0%	0%	percentage points	%
	4-year cohort graduation rate	94.4%	100%	5.6 percentage points	100%
	% of learning plans review annually in grade 9	100%	100%		100%
	% of learning plans review annually in grade 10	100%	100%		100%
	% of learning plans review annually in grade 11	100%	100%		100%
	% of learning plans review annually in grade 12	100%	100%		100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	[redacted]	7	[redacted]	10% increase from the previous year.
	% of students who go on to some form of postsecondary education within one year of graduation from high school	[redacted]	44%	[redacted] percentage points	10% increase from the previous year.
	# of students who go on to some form of postsecondary education within two years of graduation from high school	[redacted]	11	[redacted]	10% increase from the previous year.
	% of students who go on to some form of postsecondary education within two years of graduation from high school	[redacted]	65%	[redacted] percentage points	10% increase from the previous year.
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8th grade Math ISAT	[redacted]	[redacted]	-[redacted] percentage point	10% increase from the previous year.
	# of students who scored proficient or advanced on the 8th grade Math ISAT	[redacted]	[redacted]	[redacted]	5/7
	% of students who scored proficient or advanced on the 8th grade ELA ISAT	[redacted]	[redacted]	[redacted] percentage points	10% increase from the previous year.
	# of students who scored proficient or advanced on the 8th grade ELA ISAT	[redacted]	[redacted]	[redacted]	6/7

All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6th grade Math ISAT	[redacted]	[redacted]	[redacted] percentage points	10% increase from the previous year.
	# of students who scored proficient or advanced on the 6th grade Math ISAT	[redacted]	[redacted]	[redacted]	3/9
	% of students who scored proficient or advanced on the 6th grade ELA ISAT	[redacted]	[redacted]	-[redacted] percentage points	10% increase from the previous year.
	# of students who scored proficient or advanced on the 6th grade ELA ISAT	[redacted]	[redacted]	[redacted]	5/9
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3rd grade statewide reading assessment (Spring IRI)	83%	60%	-23 percentage points	83%
	# of students who scored proficient on the 3rd grade statewide reading assessment (Spring IRI)	[redacted]	[redacted]	1	5 of 6
	% of students who scored proficient on the 2nd grade statewide reading assessment (Spring IRI)	60%	50%	-10 percentage points	100%
	# of students who scored proficient on the 2nd grade statewide reading assessment (Spring IRI)	[redacted]	[redacted]	0	4 of 4
	% of students who scored proficient on the 1st grade statewide reading assessment (Spring IRI)	58%	100%	42 percentage points	80%
	# of students who scored proficient on the 1st grade statewide reading assessment (Spring IRI)	[redacted]	[redacted]	1	4 of 5
	% of students who scored proficient on the kindergarten statewide reading assessment (Spring IRI)	91%	60%	-31 percentage points	83%
	# of students who scored proficient on the kindergarten statewide reading assessment (Spring IRI)	[redacted]	[redacted]	[redacted]	5 of 6
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	90%	94%	4 percentage points	96%
	Parent participation at parent/teacher conferences	No data yet %	No data yet %		%

	Students will attend at least 95% of instructional days in a given school year.	No data yet	No data yet		
All students, parents, and staff will be provided with safe physical, social, and emotional conditions which promote a healthy, supportive learning environment through School Wide Behavior Systems and Supports (SWPBIS)	Safety Survey rating for 4th and 5th graders	No data yet	No data yet		
	Safety Survey rating JH students	No data yet	No data yet		
	Safety Survey rating HS students	No data yet	No data yet		
	Parental Satisfaction Survey	No data yet	No data yet		
	Staff Satisfaction/Climate Survey	No data yet	No data yet		
	Student PBIS Data	No data yet	No data yet		

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data for Clark County School District #161

	2016-2017	2017-2018
Male	52%	48%
Female	48%	52%
White	44%	42.99%
Black/African American	0%	0%
Asian	0%	0%
Native American	0%	.01%
Hispanic/Latino	56%	57%
Free/Reduced Lunch Program	74%	62%
Received Special Education (IEP Students)	10%	10%

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Section 33-320, Idaho Code, in part states:

"CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

(i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;

(ii) Set clear and measurable targets based on student outcomes;

(iii) Include a clearly developed and articulated vision and mission;

(iv) Include key indicators for monitoring performance;

(v) Include, at a minimum, the statewide student readiness and student improvement metrics; and

(vi) Include a report of progress toward the previous year's improvement goals…"

The statewide student readiness and student improvement metrics are specified in IDAPA 08.02.01.801, subsection 04.

In addition to the Continuous Improvement Plant requirements specified in Section 33-320, Idaho, Section 33-1212A, Idaho Code (College and Career Advising and Mentoring) and Section 33-1616, Idaho (Literacy Intervention) include requirements that are tied to the annual Continuous Improvement Plan reporting requirements. School Districts and Charter Schools may meet these requirements through the submittal and reporting of a consolidated plan and annual report that meets all of the requirements or each plan and report may be submitted as separate documents.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on the School District / Charter School Planning and Training page of our website
Statutory requirements are specified in Section 33-1616, Idaho Code.
Administrative Code may be found in IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan.

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the School District / Charter School Planning and Training page of our website
Statutory requirements are specified in Section 33-1212A, Idaho Code.
Administrative Code: IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan.

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website ***no later*** *than October 1 each year*. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan the consolidated plan must be submitted to the Office of the State Board of Education by the October 1 deadline.

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each

public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

Up to $6,600 is available for each school district or charter school, on a reimbursement basis, to be used toward training for school districts superintendents and boards of trustees and public charter school administrators and boards of directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.