CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS PART 2

LEA # 161	LEA Name: Clark County School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/161

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		100.0%	**100.0%**
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 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	10.0%	**15.0%**
	% students who make adequate growth on the grade 8 Math ISAT	10.0%	**15.0%**
	% students who score proficient on the grade 8 ELA ISAT	25.0%	**30.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	25.0%	**30.0%**
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	15.0%	**20.0%**
	% students who make adequate growth on the grade 6 Math ISAT	15.0%	**20.0%**
	% students who score proficient on the grade 6 ELA ISAT	25.0%	**30.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	25.0%	**30.0%**

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

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Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	50.0%	**60.0%**
	% students who score proficient on the Grade 1 Spring IRI	70.0%	**75.0%**
	% students who score proficient on the Grade 2 Spring IRI	100.0%	**75.0%**
	% students who score proficient on the Grade 3 Spring IRI	20.0%	**40.0%**
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	**50.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	75.0%	**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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of students(k-3) scoring below basic will be reduced from prior year spring results to the following percent. For 20-21 will compare to 18-19	20.0%		**16.0%**
Students in grades 1-5 will receive at least an additional 30 minutes a day in needed supports (Reading and/or Math)	100.0%	100.00%	**100.0%**

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 measurements that are distinctly *different* than those required in Sections I and II, above.

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Clark County will look <u>strictly</u> at the scores of those students scoring below basic from Spring to Spring. The percent scoring below basic will be reduced to the above stated percents. This will allow us to concentrate on those with the largest need for assistance in improving their reading levels during the time that we can work with them.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0				**0**
	% of students with learning plans created and reviewed in 8th grade	**8th grade**	100.0%	**8th grade**	100.0%	**100.0%**
	% of students whose learning plans are reviewed annually by grade level	**9th grade**	100.0%	**9th grade**	100.0%	**100.0%**
		10th grade	100.0%	**10th grade**	100.0%	**100.0%**
		11th grade	100.0%	**11th grade**	100.0%	**100.0%**
		12th grade	100.0%	**12th grade**	100.0%	**100.0%**
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	**# Enrolled**	**# 2020 cohort**	**# Enrolled**	**# 2020 cohort**	Not Required
		4	6		6	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	66.7%				**80.0%**
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	**# Enrolled**	**# 2019 cohort**	**# Enrolled**	**# 2019 cohort**	Not Required
		6	9		11	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	66.7%				**70.0%**

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Section V: 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 V.A **or** Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
All students will tour at least one college prior to their graduation	100.0%	100.0%	**100.0%**
Guest speakers from at least 5 different industries will present to 9-12 grade students	100.0%	100.0%	**100.0%**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

Clark County is following the belief that exposure to college campus and personnel will help the ease in the transition on to a secondary education. Our population has a very low soci-economic background and the exposure is not something the families can provide, and so we arrange for opportunites for students to see different campus in order to facilitate a familiarity for the students. With this goal in mind, we arrange the opportunity for students to tour campus as part of our plan. We will also bring in guest speakers from a variety of industries that do not necessarily require a 4 year degree, but trade school of some type to talk with the students and explain how to go about working successfully in their fields.

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Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

In looking over previous years data, and our small enrollment, we felt that small gains in percents would be reasonable and show growth beign made. These percentages are also attainable which is important when setting goals. In other areas because of the small enrollment we are able to meet them at 100% because we are able to follow up an ensure we have met with all studetns and reviewed their plans. With the Covid shutting down a lot of travel, we met the goal last year, since our seniors had participated in a tour the years before. We hope we can tour campus' this year, so that any student we may have missed prior to COVID will still have that opportunity and thus we will meet the goal. If COVID allows, we plan to have more than one campus tour at different colleges so that they get a variety of experiences. Bringing in speakers allowed us to minimize exposure in COVID situations, and allowed our students to see different opportunities that did not require a 4 year degree to start out. This was extremely successful this past year, and we hope to continue to vary the speakers/presentations.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: The number of staff per instructional grade/subject is less than 5 in all areas.