CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 161	LEA Name: Clark County School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/about-us/district?districtId=161

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	2025 cohort
		100.0%	**100.0%**
	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	30.0%	**30.0%**
	% students who make adequate growth on the grade 8 Math ISAT	20.0%	**20.0%**
	% students who score proficient on the grade 8 ELA ISAT	40.0%	**40.0%**
	% students who make adequate growth on the grade 8 ELA ISAT	30.0%	**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	25.0%	**25.0%**
	% students who make adequate growth on the grade 6 Math ISAT	25.0%	**25.0%**
	% students who score proficient on the grade 6 ELA ISAT	40.0%	**40.0%**
	% students who make adequate growth on the grade 6 ELA ISAT	30.0%	**30.0%**

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)
	% students who score proficient on the Kindergarten Spring IRI	60.0%	**60.0%**

CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Grade 1 Spring IRI	75.0%	**75.0%**
	% students who score proficient on the Grade 2 Spring IRI	75.0%	**75.0%**
	% students who score proficient on the Grade 3 Spring IRI	70.0%	**70.0%**
	% students who score proficient on the Grade 4 ELA ISAT	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)
% of students(k-3) scoring below basic will be reduced from prior year spring results to the following percent.	**15.0%**	NA	**15.0%**
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 at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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)
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 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 2024-25, and is distinctly *different* than those required in Section I, 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 have 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. These speakers sometimes come to school, and other times we take the students to their work place to have tours and on the job exposure.

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.

CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

In reviewing previous years data, and our small enrollment, we felt that small gains in percent would be reasonable and show growth being made. These percentages are also attainable which is important when setting goals. In other areas because of the small enrollment, we can meet them at 100% because we are able to follow up an ensure we have met with all students and reviewed their plans. We were able to visit 4 different campus in 2021-22 and 3 different college campus in 2022-23 with a large percent of our students visiting three different colleges. In 23- 24 we again visited 3 diferent campus. 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 in 2020-21 but was less successful due to the new programs implemented with the students such as Sources of Strength and CORE that took the time away from outside speakers. We were able to go to on the job locations to have some speakers address our students, and in this manner our students were exposed to a multitude of various opportunites to ask questions and look up close at different career choices. In 23-24 we brought in a day where there were 20 different speakers presenting to our students ranging from on the job training to certificate training to 4 year degree required fields. In the 24-25 school year we brought speakers into the different classrooms throughout the year. Clark Jr. Sr. High was identified as CSI-UP November of 2022, and as part of theat process, our leadership team is meeting monthly and PD has been focused on ensuring writing and math are being incorporated in all classes in the effort to improve our ISAT scores. A monetary encentive has also been incorporated using outside funding sources for students who show growth and who score proficient in the spring ISATs. This was done both in 22-23 and then in 23-24, with lower performing students improving their scores. The monetary incentive to the students was the largest needed based off their Spring 2025 scores to date. The increase attention to the data along with individual goal setting each student sets with an assigned teacher has led to more engagement by the students and a focus on increased growth. Our growth has increased overall, but we still have a ways to go.

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

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