***MEADOWS VALLEY SCHOOL DISTRICT #11***

**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING  
2017 – 2018**

***Our MISSION STATEMENT:***

*The Mission of the Meadows Valley School District is to offer a safe, welcoming and intellectually stimulating educational community in which teachers are committed to promoting the success of each student; students are consistently challenged and empowered in their pursuit of significant achievement and educational advancement while also maintaining mutual respect for one another and a genuine partnership with the surrounding community.*

***Our VISION STATEMENT:***

*The Vision of the Meadows Valley Public School District is to prepare all students for life's requirements, adventures and challenges.*

*[Continuous Improvement Measures in blue are required “Statewide Continuous Improvement Measures”*

*Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Continuous Improvement/Performance Measures** | **SY 2015-16 (Yr 1)** | **SY 2016-17 (Yr 2)** | **Improvement / Change (Yr 2 – Yr 1)** | **Benchmark / Performance Target** |
| *[Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA’s direct their efforts. A goal addresses issues by stating policy intention.]* | *[Key performance indications/performance measures of how the performance will be monitored -**Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]* |  |  | *[Year over year improvement for those indicators that requirement improvement reporting]* | *[Annual Performance Target set by the LEA]* |
| All students will be college and career ready | % of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) | 0 | 36% | 36 percentage points | 70% |
|  | # of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) | 0 | 4 | 4 | 8 |
|  | % of students participating in one or more advanced opportunity | 10% | 14% |  | 85% |
|  | % of career-technical track high school students graduating with an industry recognized certification | 0 | 0 | 0 | 50% |
|  | % of career-technical track high school students who passed the CTE-recognized workplace readiness exam | 0 | 0 | 0 | 75% |
|  | # of high school students graduating with an associate’s degree or a career technical certificate | 0 | 0 |  | 50% |
|  | 4-year cohort graduation rate | 85% | 100% |  | 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 | 7 | 2 |  | 10 |
|  | % of students who go on to some form of postsecondary education within one year of graduation from high school | 64% | 29% |  | 80% |
|  | # of students who go on to some form of postsecondary education within two years of graduation from high school | 3 | 7 |  | 10 |
|  | % of students who go on to some form of postsecondary education within two years of graduation from high school | 33% | 64% |  | 80% |
| 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 | 43% | 31% | -12 percentage point | 75% |
|  | # of students who scored proficient or advanced on the 8th grade math ISAT | 3 | 5 | 2 | 14 |
|  | % of students who scored proficient or advanced on the 8th grade ELA ISAT | 71% | 56% | -15 percentage points | 80% |
|  | # of students who scored proficient or advanced on the 8th grade ELA ISAT | 5 | 9 | 4 | 14 |
| All students will be prepared to will be prepared to transition from grade 6 to grade 7 | % of students who scored proficient or advanced on the 6th grade math ISAT | 21% | 46% | 25 percentage points | 85% |
|  | # of students who scored proficient or advanced on the 6th grade math ISAT | 3 | 6 | 3 | 14 |
|  | % of students who scored proficient or advanced on the 6th grade ELA ISAT | 29% | 62% | 33 percentage points | 80% |
|  | # of students who scored proficient or advanced on the 6th grade ELA ISAT | 3 | 8 | 5 | 14 |
| 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 | 61% | 67% | 6 percentage points | 77% |
|  | # of students who scored proficient on the 3rd grade statewide reading assessment | 8 | 6 | -2 | 7 of 9 |
|  | % of students who scored proficient on the 2nd grade statewide reading assessment | 56% | 47% | -9 percentage points | 67% |
|  | # of students who scored proficient on the 2nd grade statewide reading assessment | 5 | 7 | 2 | 10 of 15 |
|  | % of students who scored proficient on the 1st grade statewide reading assessment | 27% | 57% | 30 percentage points | 71% |
|  | # of students who scored proficient on the 1st grade statewide reading assessment | 4 | 4 | - | 5 of 7 |
|  | % of students who scored proficient on the kindergarten statewide reading assessment | 71% | 69% | -2 percentage points | 86% |
|  | # of students who scored proficient on the kindergarten statewide reading assessment | 5 | 5 | - | 6 of 7 |
| Increase student and parent engagement at all grade levels through increased attendance | Student attendance rates as a percentage | 92.3% | 84.5% |  | 95% |
|  | Parent participation at parent/teacher conferences | 75% | 88% |  | 93% |
| Increase teacher engagement | Number of hours of job embedded professional development | 17 | 20 |  | 80 |
|  | Number of subject level multi-grade teacher teams | 3 | 3 |  | 3 |
|  | Number of hours available for mentor teachers to mentor or observe/team teach | 25 | 25 |  | 25 |
|  | % of new teachers (within first 3 years) assigned a mentor / participated in district mentor program | 100% | 100% |  | 100% |

*[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**

Analyses of demographic data from school district.

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| --- | --- | --- |
|  | **2016-2017** | **2017-2018** |
| Male | 52% | 54% |
| Female | 48% | 46% |
| White | 86% | 87% |
| Black/African American | 0 | 1% |
| Asian | 1% | 0 |
| Native American | 2% | 2% |
| Hispanic/Latino | 10% | 10% |
| Free/Reduced Lunch Program | 64% | 60% |
| Received Special Education (IEP Students) | 15.4% | 14.8% |