**Cottonwood School District**

**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING**

**Continuous Improvement Measures
2017 – 2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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) | SAT50%ACT30% | SAT54%ACT16% | SAT 4% ptsACT-14% pts | 60% (10% annual improvement) |
|  | # of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) | SAT17ACT10 | SAT15ACT4 | SAT-2ACT-6 | (10% increase) |
|  | % of students participating in one or more advanced opportunity – graduating seniors | 94% | 97% |  | 98% (2% annual improvement) |
|  | % of career-technical track high school students graduating with an industry recognized certification – graduating seniors | 4% | 20% | 16 percentage points | 60% |
|  | % of career-technical track high school students who passed the CTE-recognized workplace readiness exam -graduating seniors | 0% | 100% | 100 percentage points | 100% |
|  | # of high school students graduating with an associate’s degree or a career technical certificate | 0 | 0 |  | 0 |
|  | 4-year cohort graduation rate  | 100% | 97.2% |  | 90% |
|  | % 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 | 30 | 27 |  | 26 |
|  | % of students who go on to some form of postsecondary education within one year of graduation from high school | 88% | 76% |  | 60% |
|  | # of students who go on to some form of postsecondary education within two years of graduation from high school | 30 | 27 |  | 26 |
|  | % of students who go on to some form of postsecondary education within two years of graduation from high school | 30% | 27% |  | 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 | 60% | 44% | -16 percentage points | 60% |
|  | # of students who scored proficient or advanced on the 8th grade math ISAT | 15 | 14 | -1 | 15 |
|  | % of students who scored proficient or advanced on the 8th grade ELA ISAT | 72% | 47% | -25 percentage points | 64% |
|  | # of students who scored proficient or advanced on the 8th grade ELA ISAT | 18 | 15 | -3 | 18 |
| 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 | 60% | 36% | -24 percentage points | 42% |
|  | # of students who scored proficient or advanced on the 6th grade math ISAT | 18 | 8 | -1 | 18  |
|  | % of students who scored proficient or advanced on the 6th grade ELA ISAT | 47% | 36% | -11 percentage points | 64% |
|  | # of students who scored proficient or advanced on the 6th grade ELA ISAT | 14 | 8 | -6 | 18 |
| 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  | 41% | 76% | 35 percentage points | 74% |
|  | # of students who scored proficient on the 3rd grade statewide reading assessment  | 15 | 26 | 11 | 15 |
|  | % of students who scored proficient on the 2nd grade statewide reading assessment  | 68% | 71% | 3 percentage points | 75% |
|  | # of students who scored proficient on the 2nd grade statewide reading assessment  | 26 | 24 | -2 | 24 |
|  | % of students who scored proficient on the 1st grade statewide reading assessment  | 71% | 78% | 6 percentage points | 71% |
|  | # of students who scored proficient on the 1st grade statewide reading assessment  | 35 | 25 | 0 | 25 |
|  | % of students who scored proficient on the kindergarten statewide reading assessment  | 68% | 83% | -15 percentage points | 85% |
|  | # of students who scored proficient on the kindergarten statewide reading assessment  | 19 | 25 | 6 | 25 |
| Increase student and parent engagement at all grade levels through increased attendance  | Student attendance rates as a percentage | 95.75% | 94.10% |  | 96% |
|  | Parent participation at parent/teacher conferences | 75% | 85% |  | 93% |
| Increase teacher engagement | Number of hours of job embedded professional development | 15 | 15 |  | 15 |
|  | Number of subject level multi-grade teacher teams | 0 | 0 |  | 0 |
|  | Number of hours available for mentor teachers to mentor or observe/team teach | 30 | 40 |  | 60 |
|  | % of new teachers (within first 3 years) assigned a mentor / participated in district mentor program | 100% | 100% |  | 100% |

**Analyses of Demographic Data**

Analyses of demographic data from school district.

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| --- | --- | --- |
|  | **2016-2017** | **2017-2018** |
| Male | 53.5% | 54.9% |
| Female | 47% | 47% |
| White | 95.4% | 95.7% |
| Black/African American | <1% | 1.5%% |
| Asian | 1% | 1% |
| Native American | <1% | <2% |
| Hispanic/Latino | 1.5% | 1% |
| Free/Reduced Lunch Program | 34% | 36% |
| Received Special Education (IEP Students) | 7.5% | 6.3% |