

Kimberly School District #414

CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING

2017 – 2018

Mission: EDUCATING STUDENTS FOR THE NEEDS AND CHALLENGES OF TODAY AND TOMORROW

Vision: In partnership with students, staff, parents, and community, the Kimberly School District strives to be a system of world-class schools. Utilizing a comprehensive curriculum, a highly qualified staff empowers our students with the knowledge and skills to flourish and prosper in the global society

Goal	Performance Measure/Indicator	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 at graduation	# and % of students meeting college ready benchmark in math on the SAT	41%		44%		+4%	54% (10% annual improvement)
		43	116	58	109	+15	10% increase
	# and % of students meeting college ready benchmark in reading and writing on the SAT	63%		69%		+6%	79% (10% annual improvement)
		66	133	91	133	+25	10% increase
	# of learning plans (developed in grade 8) reviewed by grade level	12	116	12	109	0	100% reviewed annually
		11	138	11	112	0	100% reviewed annually
		10	133	10	133	0	100% reviewed annually
		9	161	9	140	0	100% reviewed annually
	# and % of students who go on to some form of postsecondary education 1 yr after graduation	Not yet reported		Not yet reported		Not yet reported	10% annual increase
							60%
	# and % of students who go on to some form of postsecondary education 2yr after graduation	Not yet reported		Not yet reported		Not yet reported	10% annual increase
							80%
	# of students receiving/participating in college and career advising and mentoring by grade level	12	116	12	109	0	100 %
		11	138	11	112	0	100 %
		10	133	10	139	0	100 %
		9	161	9	133	0	100 %
8		158	8	140	0	100 %	

Reviewed [9-20-17]

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	% of high schools students graduating with an associate's degree	<1%	<1%	0	5%
	% of high school students earning 20+ college credits	31 27%	Not yet reported	NA	37%
	% of high school students graduating with an industry recognized certification	Estimated 24%	Estimated 39%	+15	50%
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 th grade math ISAT	52%	46%	-6%	56%
		53	46		10% increase
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	59%	59%	0	69%
		59	59		10% increase
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6 th grade Math ISAT	51%	39%	-12%	49%
		51	40		10% increase
	# and % of students scoring proficient or advanced on the 6 th grade ELA ISAT	57%	41%	-16%	57%
		57	41		10% increase (605)
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	76%	75%	-1%	85%
		124	120	-4	10% increase
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	66%	76%	+10%	86%
		103	106	+3	10% increase
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	64%	55%	-9%	65%
		93	95	+2	10% increase
	# and % kindergarten students identified as reading at grade level on the Spring IRI	61%	68%	+7%	78%
		93	84	-9	10% increase
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94.52%	94.78%	+0.26%	99%
	Parent Participation at High School parent/teacher conferences	NA	53%	NA	99%
	Parent Participation at Middle School parent/teacher conferences	>77%	>73%	-4%	5% Increase
	Parent Participation at Elementary School parent/teacher conferences	>97%	>95%	-2%	5% increase

Increase teacher engagement	Number of hours of job embedded professional development	District Wide 44	District Wide 40	District Wide 40	80
		Special Programing 265	Special Programing 337	Special Programing 395	
	Number of subject level multi-grade teacher teams	17	21	+4	25
	Number of hours available for mentor teachers to mentor or observe/team teach *KSD has not limited time. **Intensive mentoring may be up to 20 hours a week for the first 2 months of the school year.	16*	16**	0	60
% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	0	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.

	2016-2017	2017-2018
Male	52%	52%
Female	48%	48%
White	86%	86%
Black/African American	<1%	<1%
Asian	<1%	<1%
Native American	<1%	<1%
Hispanic/Latino	10%	10%
Free/Reduced Lunch Program	34.6%	32.3%
Received Special Education (IEP Students)	7.08%	6.1%

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