CLARK SCHOOL DISTRICT
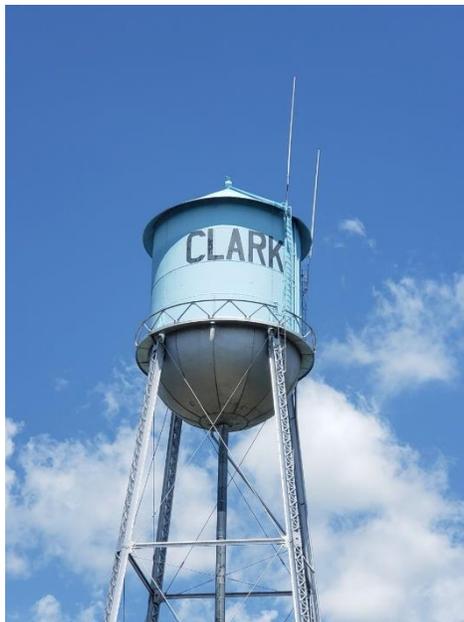
12-2

CONINUOUS SCHOOL IMPROVEMENT

PLAN

OCTOBER 11TH, 2023

Approved: October 11th, 2023

Next Review: May 2024

Clark School District:

220 N Clinton St.

Clark, SD 57225

TABLE OF CONTENTS:

BOARD MEMBERS	ADMINISTRATION
BOARD PRESIDENT: TODD FJELLAND	SUPERINTENDENT: TRAVIS AHRENS
VICE-PRESIDENT: NATHAN LUVAAS	MS/HS PRINCIPAL/SPED DIRECTOR: JENNIFER HEGGELUND
GREG MARX	ELEMENTARY/COLONY PRINCIPAL: JON REDMOND
MALORY MCINTIRE	BUSINESS MANAGER: MARY NELSON
LACEY ORTBERG	

DISTRICT ATTENDANCE CENTERS
MIDDLE SCHOOL/HIGH SCHOOL
ELEMENTARY
FORDHAM COLONY
HILLCREST COLONY
SILVER LAKE COLONY

District's Belief Statements: We believe…

- That ALL students can learn
- Student educational plans are individually designed to match the student's needs and interests.
- Providing rigorous and innovative curriculum enhanced through technology
- There is a shared commitment among teachers, parents, and stakeholders to provide a safe and positive learning environment that contributes to student well-being and academic success.
- Student must be afforded opportunities of learning that go beyond the classroom through career and technical educational opportunities, job shadowing, work experience, that ultimately provide life experiences.
- That building personal skills and effective collaboration is critical in preparing our students for the work force.
- Community support of our school district is vital to our students' success.

Mission Statement:

- **The mission of the Clark School District is to challenge and educate each student academically and socially in order to that they may become a more productive member of society.**

Vision Statement:

The Clark School District 12-2 will strive to provide an educational environment that promotes and enhances learning as a lifetime endeavor. Each student, according to their individual ability, interest, and potential, will benefit intellectually, physically, morally, emotionally, aesthetically, and socially through the joint efforts of the student, staff, parents, and community. The ultimate purpose of the educational process of the Clark School District is to prepare each student to accept responsibilities to self, family, community, and country to become a contributing member of society.

Needs Assessment:

Analysis of data is becoming a foundational element of our district's strategy and priority to enhance student learning outcomes. Teachers, Paras, and Administrators use a variety of student data to inform decision making and instruction to benefit learners. Staff in-service time and time before and after the instructional day are used to collaborate and analyze student data.

Data sources for student growth include evaluation of SD-STARs reports of state assessments, NWEA MAPs assessments, elementary Acadience testing, ACT scores, and the building of formative assessments in the classroom.

Moving forward, emphasis on the use of State Interim Assessments to help familiarize students and teachers with formatting and content examples for state testing will be developed. Data analysis indicates that district proficiency rates are below the state average in the three tested areas. Deeper analysis is that proficiency rates mostly begin to drop off in middle school and high school. Discussions during data retreats allude to a possible student motivation problem with state testing as we are not finding expected correlation between state testing scores and ACT scores. Conversations among staff and administration is ongoing to identify areas of weaknesses and addressing those areas in our goals and action steps.

Current district strengths based on available data and observation is the RTI program in the elementary school that focuses on reading fluency and comprehension. Students show grow throughout their elementary years. Another district strength is the Wheel class (Specials) offerings at the middle school level and the robust CTE, Electives, and job-internship programs at the High School level. For a smaller school district, we offer a large variety of elective classes across the Career and Technical Education spectrum. For classes not offered, students have access to Dual Credit and South Dakota Virtual School online options. The district employs a classified staff member to help facilitate and monitor student progress in online programs.

Current district weaknesses are the lack of a formal intervention plan at the middle school and high school building levels. Intentional application of student assessment data through a formalized continuous school improvement plan also needs to develop. Student proficiency marks on State assessments also begin to drop significantly starting in middle school and carrying through to high school. Evaluation and development of solutions and/or improvements is ongoing and will be a point of emphasis moving forward.

At our colony schools, a major challenge is that a large percentage of students, especially in early elementary grades are English Second Language (ESL) students. In the last couple of years, the district has worked to address this challenge with training from South Dakota's State-Wide Title III & Migrant Consortia. Colony teachers have participated directly in Sheltered Instruction Observation Protocol (SIOP) training.

Data Retreat Process:

The district's data retreat process is conducted through time devoted during monthly professional development in-service days where time is set aside to dig into our district's various student assessment data sources. The past couple of years our focus has been on building the capacity of our staff to access and analyze student data. Moving forward we are shifting to a focus on application and implementation of strategies based on student assessment data. Our approach has intended to be incremental to help build confidence in our abilities and develop a strong base on which to expand our capacities.

Perception Data:

- **Cognia Accreditation Engagement Review (MS/HS) (See Attached)**
    - Stakeholder Feedback Analysis
    - Student Performance Analysis
    - Learning Environment Analysis
    - Culture of Learning
    - Leadership for Learning
    - Engagement of Learning
    - Growth in Learning

Criterion Referenced Tests:

- **State Assessments**
- **ACT**
    - The last two years we have provided on-site testing opportunities for our students during the morning of a school day. This has cut travel needs for students and provided them with a more optimal and familiar test setting.

District Assessments:

- **NWEA MAPs**
- **Acadience (Elementary Grades)**

The Clark School District uses a combination of national, state, and district assessments to help gauge curriculum and instructional effectiveness when it comes to student learning. Data is disseminated and analyzed through scheduled professional development days and elementary RTI meetings. Periodic evaluation of assessments occur at the end of specific testing windows and available results.

Graduate follow-up surveys:

- **Planned for Spring 2024**

SCHOOL PROFILE

Analysis of Demographic Data:

The Clark School District is a predominantly rural school district that pulls students from not just the community of Clark, but across Clark County from communities such as Bradley, Garden City, Raymond, Crocker, and the Elrod and Naples areas. Enrollment has seen a steady climb from a K-12 enrollment of 366 students in 2014 to 469 for the 2023 school year. The expanding enrollment has created the need to open up areas of our elementary that had been shut down to student use and we have increased the number of sections in the elementary to help maintain the ability for us to provide a quality educational service. Recent years have also shown an increase in students that are English Language Learners (ESL). We have added a full time staff position in the last five years that serves as our district's ESL teacher who primarily serves our ELL student population in town.

The Clark School District also provides K-8 educational services at Fordham, Hillcrest, and Silver Lake Hutterite Colonies. General and Special Education services are provided at these separate attendance centers. 2

The people of the Clark School District have a long history of tremendous support for the students of the district. Our buildings and athletic facilities are top notch and community and parent support for our various extra-curricular activities is something that we are very proud of. FFA, FCCLA, NHS, SADD, and Student Council clubs are all active along with a variety of Fine Arts programs such as Choir, Band, Oral Interpretation, One-Act, and All-School Plays.

Our student-athletes participate in an athletic co-op with an adjacent school district, Willow Lake. The co-op currently sponsors Boys & Girls Cross Country, Volleyball, Football, Girls & Boys Basketball, Girls & Boys Wrestling, Dance, Sideline Cheer, Girls & Boys Track, and Girls & Boys Golf.

- **Enrollment & Enrollment Projections**
  - **Town**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PK-5	213	218	210	208	213
6-8	86	76	83	90	90
9-12	103	117	120	113	115
6-12	189	193	203	203	205
PK-12	402	411	413	411	418

  - **Colony**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Fordham	42	42	42	42	43
Hillcrest	32	31	27	30	33
Silver Lake	20	22	20	20	16

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Out of District	2	2	2	1	1
Total District	498	508	504	505	511
SD K-12 Count	469	476	479	474	481

- **Free & Reduced Lunch**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
HS	29.3334%	37.93%	NA	NA	30.0971%	NOV.
MS	42.6966%	40.66%	NA	NA	27.5862%	NOV.
ELEM	36.00%	36.81%	NA	NA	34.1584%	NOV.
HILLCREST	100%	100%	NA	NA	100%	NOV.
SILVER LAKE	100%	100%	NA	NA	100%	NOV.
DISTRICT TOTAL	47.6440%	48.28%	NA	NA	40.0448%	NOV.

School Profile: 2022-2023 School Year

2022-2023 SY	High School	Middle School	Elementary School	Fordham Colony School	Hillcrest Colony School	Silver Lake Colony School
Grade Levels	9-12	6-8	Pre-5	K-8	K-8	K-8
Number of Students	102	87	201	37	29	23
Certified Staff	13	6	16	3	2	2
Support Staff	3.25	1.25	6.5	1	2	0

A challenge for our school district has been to be efficient as possible with our Teacher-Student ratio as a large percentage of our funding is tied to the funding formula set by the state.

STUDENT/STAFF DEMOGRAPHICS

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment PreK-12	411	437	456	478	484
K-12 Fall Enrollment	374	408	435	447	449
State Aid Fall Enrollment	376	411	438	449	450
Students with Disabilities	61	75	84	76	
% of Special Needs Students	14.8%	17.2%	18.4%	15.9%	
% Eligible for Free & Reduced Lunch	45.7%	42.9%	40.2%	13.9%	
Economically Disadvantaged	95	42.79%	39.06%	14.35%	33.12%
%English Language Learners	25	22.07%	24.25%	22.87%	19.50%
%Migrant		1.35%	2.15%	3.12%	2.31%
Open Enrolled Students Received	3	6	8	9	
K-8 ADM	297.363	318.741	340.054	342.427	
9-12 ADM	75.575	86.025	93.738	103.665	
Drop Out Rate	0.0%	0.0%	0.0%	0.6%	
Attendance Rate	96.7%	97.6%	96.9%	95.6%	94%
Graduation Rate					94%
Number of Graduates	16	12	20	27	
College & Career Readiness	23%	71%	92%	65%	75%
Average ACT Composite Score	21	20	<10 (no data)	20.9	23
Student to Staff Ratio	12.9	12.9	11.8	11.6	
Certified Instructional Staff (#FTE)	31.8	33.8	38.5	40.3	
Average Years of Experience	15.3	15.6	12.7	11.9	
Cost per ADM	$9,804	$9,632	$10,034	$10,486	

State Required Assessments for Accountability: South Dakota DOE Report Card

STATE ASSESSMENT DATA

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Student Performance	ELA – 40% Math – 30% Science – 23%	NO DATA COVID	ELA – 48% Math – 30% Science – 31%	ELA – 40% Math – 28% Science – 29%	ELA – 43% Math – 27% Science – 34%
Student Progress	ELA – 45% Math – 39% ELL – 40%	ELA – NA Math – NA ELL – 26%	ELA – NA Math – NA ELL – 34%	ELA – 39% Math – 39% ELL – 34%	ELA – 44% Math – 39% ELL – 33%
ELA District Avg.	40%	NA (COVID)	48%	40%	43%
ELA State Avg.	54%	NA (COVID)	NA (COVID)	51%	50%
Math District Avg.	30%	NA (COVID)	30%	28%	27%
Math State Avg.	46%	NA (COVID)	NA (COVID)	43%	43%
Science District Avg.	23%	NA (COVID)	31%	29%	34%
Science State Avg.	40%	NA (COVID)	NA (COVID)	42%	43%

Performance by Student Population

ELA					
All Students	40%	NA (COVID)	48%	40%	43%
Female	47%	NA (COVID)	54%	42%	49%
Male	32%	NA (COVID)	41%	38%	38%
Hispanic/Latino	27%	NA (COVID)	11%	16%	40%
White/Caucasian	41%	NA (COVID)	52%	43%	43%
Economically Disadvantaged	44%	NA (COVID)	40%	19%	40%
English Learners	24%	NA (COVID)	24%	14%	26%
Students with Disabilities	18%	NA (COVID)	26%	Data NA	18%

MATH					
All Students	30%	NA (COVID)	30%	28%	39%
Female	29%	NA (COVID)	28%	22%	37%
Male	31%	NA (COVID)	33%	33%	40%
Hispanic/Latino	18%	NA (COVID)	22%	11%	36%
White/Caucasian	31%	NA (COVID)	31%	29%	41%
Economically Disadvantaged	27%	NA (COVID)	23%	29%	35%
English Learners	9%	NA (COVID)	18%	8%	29%
Students with Disabilities	18%	NA (COVID)	8%	13%	17%

SCIENCE					
All Students	23%	NA (COVID)	31%	29%	
Female	19%	NA (COVID)	37%	20%	
Male	26%	NA (COVID)	25%	38%	
Hispanic/Latino	NA	NA (COVID)	NA	9%	
White/Caucasian	24%	NA (COVID)	30%	33%	
Economically Disadvantaged	20%	NA (COVID)	23%	NA	
English Learners	NA	NA (COVID)	25%	NA	
Students with Disabilities	NA	NA (COVID)	11%	NA	

GRADUATES ON TO HIGHER EDUCATION:

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Public In-State	73%	50%	69%	75%	75%
Private In-State	0	0	6%	0	0
Out-of-State	0	25%	13%	8%	5%
2-Year Degree	NA	NA	NA	17%	60%
4-Year Degree	NA	NA	NA	67%	20%
Colleges Graduates Prefer	SDSU LATI BHSU NSU	LATI USD	LATI SDSU USD	SDSU DSU USD	LATI SDUS SETI
Coursework Readiness	46%	76%	100%	95%	93%
Assessment Readiness	54%	76%	92%	65%	75%
College & Career Readiness	23%	71%	92%	65%	75%

The Clark School District takes pride in our district mission statement, "…that each may reach their potential as a productive member of society." Developing an emphasis on preparation of each student for their post-secondary opportunities is a priority for the district. Collaboration between staff and administration centers around evaluation of available opportunities and instruction to maximize student preparation for post-secondary education or the work force.

District Map:
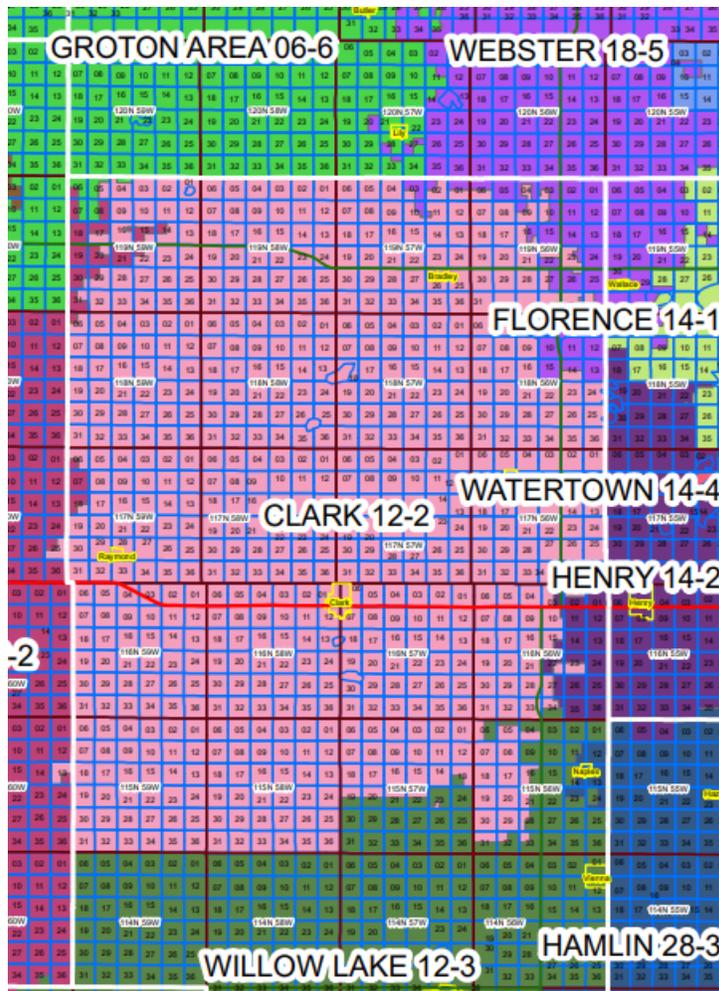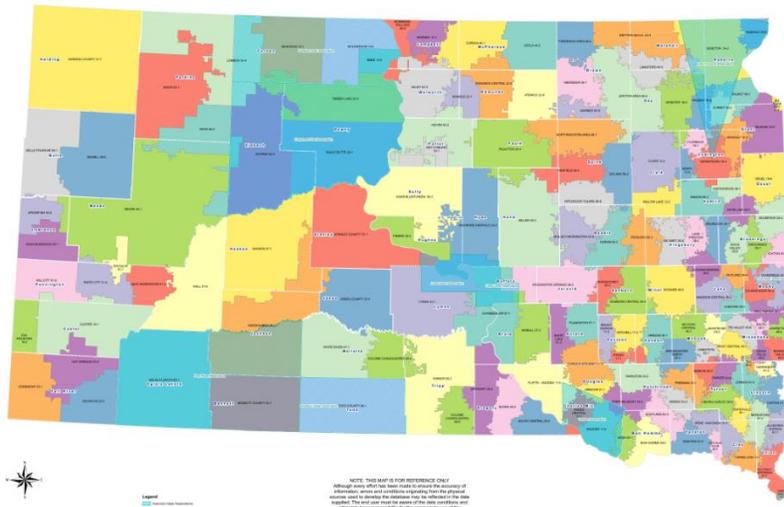
Community Demographics:

Population:

- **Clark County: 3,912 – 1.8% growth over a 2 year period**

https://www.census.gov/quickfacts/clarkcountysouthdakota

ACS-ED District Demographic Dashboard: https://nces.ed.gov/Programs/Edge/ACSDashboard/4612940

Total Population	2,365
Median Household Income	$52,763
Total Households	994
Race/Ethnicity	White – 95%
	Hispanic/Latino – 3%
	Two or more – 2%
	Asian – 1%
Households w/Broadband Internet	81.7%
Housing Structure Type	House – 85.6%
	Apartment/Other – 14.4%
Language Spoken at Home	English Only – 94.7%
Disability	1.3%
Health Insurance Coverage	100%
Families Below Poverty Level	0%
Families with Food Stamps/SNAP Benefits	4.6%
Families by Type	Married Couple: 73%
	Female Householder: 16%
	Male Householder: 9%
	Cohabitating Couple: 3%
Median Income of Households	$61,500
Housing Status of Families	Owner-occupied: 80.7%
	Renter-occupied: 19.3%
	Less than HS Graduate: 2%
	HS Graduate: 41%
	Some College/Associate's: 39%
	Bachelor's or Higher: 18%

SELECTION OF GOALS, ASSESSMENTS, INTERVENTION, STAFF DEVELOPMENT, & DOCUMENTATION

1. **Establish a culture of learning for students:** We are committed to nurturing and sustaining a healthy culture of learning that develops lifelong skills in all students by providing multiple opportunities to access a variety of activities designed to meet their academic and non-academic needs.
    a. Examples of:
        i. High School: career exploration, job shadowing/internships, CTE programs, college prep, Government Days
        ii. Middle School: student government, character development, Wheel Classes, extracurriculars.
        iii. Elementary: Field trips, After School Program, Fire Safety Week, Pumpkin Patch visits
    b. **Assessments to Measure Student/Staff Progress:** Student/Graduate Surveys, SD-STARs, ACT, NWEA MAPs, Acadience
    c. **Interventions and Staff Development:** Student Interest Analysis, Community engagement, Professional Development for teachers
    d. **Documentation:** Survey Respondent Data, SD-STARs reports, ACT Score Reports, MAPs Data Reports
2. **Build leadership for learning:** Intentional and formalization of continuous school improvement processes and district strategic planning to move the district forward.
    a. **Action Steps:**
        i. Formalize continuous school improvement process.
            1. Periodic survey of students, staff, and stakeholders.
            2. Creation of school improvement committee.
        ii. Begin strategic planning process.
            1. Spring of 2024
    b. **Assessments to Measure Student/Staff Progress:** Committee Reports, Staff/Student/Stakeholder Surveys
    c. **Interventions and Staff Development:** Professional Development for teachers & administrators
    d. **Documentation:** Survey respondent data, committee reports
3. **Engagement of learners**: Develop capacity in staff and district resources to engage learners and establish high expectations for student learning.
    a. **Action Steps:**
        i. Utilize time during monthly professional development meetings to build capacity for instructional and engagement strategies that will positively impact diverse learners.
        ii. Survey recent graduates to help inform our courses and curriculum to maximize the knowledge and skill development of students in preparation for life after high school.
    b. **Assessments to Measure Student/Staff Progress:** Student/Graduate Surveys, SD-STARs, ACT, NWEA MAPs, Acadience
    c. **Interventions and Staff Development:** Classroom implementation of instructional strategies, professional development for teachers,
    d. **Documentation:** Graduate respondent data, lesson plans
4. **Growth in Learning:** Formalize processes for the consistent analyzation of student data and application of that data to foster student readiness and prepare students for the next step or transition in their learning.
    a. **Action Steps:**
        i. Collaborate with staff and administrators to further develop data implementation plans for each building district wide.
    b. **Assessments to Measure Student/Staff Progress:** Student/Graduate Surveys, SD-STARs, ACT, NWEA MAPs, Acadience
    c. **Interventions and Staff Development:** GAP analysis in tested areas, teacher collaboration time, teacher professional development
    d. **Documentation:** SD-STARs reports, ACT Score Reports, MAPs Data Reports, Committee reports

WAIVERS OF ADMINISTRATIVE RULE: None at this time.