

Dietrich School District #314
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018

Mission:

*Dietrich Schools exists to **educate, empower, and prepare** students for a productive life.*

Vision:

Operate a safe and welcoming school where community values are nurtured, kindness and self-worth are promoted and as students graduate, their eyes shine with possibility.

Core Values: Integrity, Perseverance, Respect

Community members were used to develop the 5 year strategic plan through community meetings held during the summer and fall of 2016. Data from that plan was used in developing benchmarks targets in all of the following areas. Leadership team consisting of administrators and team leaders were used in determining the benchmarks listed below.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement /Change (yr2-yr1)	Benchmark / Performance Target
All students will be college and career ready by graduation	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	36%	38%	2 Percentage points	45%
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	4	5	1	8
	% of students participating in one or more advanced opportunity	20%	50%	30 Percentage Points	60% (10% annual improvement)
	% of career-technical track high school students graduating with an industry recognized certification	0%	0%	0	10%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0%	68%	68 Percentage points	75%
	4-year cohort graduation rate	50%	81%	31 percentage points	85%
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	53%	37%	16 percentage points	45%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	9/17	7/19	0	6 (Smaller Cohort class size)

	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	58%	84%	26 Percentage points	81% Increase 10% by the average of the two years
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	10/17	16/19	5	11 Smaller Cohort Class Size
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	78%	43%	-35 Percent	70% Increase 10% by the average of two years
	# of students who scored proficient or advanced on the 6 th grade math ISAT	10/13	9/21	-1	11 Smaller cohort class size
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	89%	67%	-22 percentage points	80%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	11/13	14/21	3	12 Smaller cohort class size
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	52%	86%	34 percentage points	79% Increase 10% by average of 2 years
	# of students who scored proficient on the 3 rd grade statewide reading assessment	12/23	12/14	0	13
	% of students who scored proficient on the 2 nd grade statewide reading assessment	46%	63%	26 percentage points	70%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	7/15	12/19	5	9 smaller cohort class size
	% of students who scored proficient on the 1 st grade statewide reading assessment	66%	93%	27 percentage points	85% Increase 6% from average of 2 years
	# of students who scored proficient on the 1 st grade statewide reading assessment	12/18	13/14	1	14
	% of students who scored proficient on the kindergarten statewide reading assessment	26%	72%	46 Percentage points	75%
	# of students who scored proficient on the kindergarten statewide reading assessment	4/15	13/18	11	12 smaller cohort class size
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94%	94%	0	96%

Increase teacher engagement	Number of hours of job embedded professional development	20	40	20	45
	Number of subject level multi-grade teacher teams	4	3	-1	4
	Number of hours available for mentor teachers to mentor or observe/team teach	10	30	20	45
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	50%	50%	0 percentage points	100%

	2016-2017	2017-2018
Male	49%	47%
Female	51%	53%
White	77%	82%
Black/African American	0%	0%
Asian	0%	0%
Native American	0%	0%
Hispanic/Latino	23%	18%
Free/Reduced Lunch Program	66%	56%
Received Special Education (IEP Students)	11%	10%