

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 234	LEA Name: Bliss School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	bliss234.org
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		100.0%	100.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		Not required	
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
	% students who score proficient on the grade 8 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	n/a	50.0%
	% students who score proficient on the grade 8 ELA ISAT	50.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	n/a	50.0%
	% students who score proficient on the grade 6 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 6 Math ISAT	n/a	50.0%
	% students who score proficient on the grade 6 ELA ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 6 ELA ISAT	n/a	50.0%

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Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	65.0%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	100.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	n/a	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	n/a	50.0%

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Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of K-3 students who score below proficient on the Fall IRI will gain at least 1 performance category on the Spring IRI	n/a	n/a	65.0%
Section III.B: Narrative on Measuring Literacy Progress			
Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly <i>different</i> than those required in Sections I and II, above.			

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Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	1		0		1
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		9	10	5	9	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	90.0%		55.6%		60.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		7	8	4	8	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	87.5%		50.0%		60.0%	

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Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of seniors that complete the FASFA	100.0%	100.0%	100.0%

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

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Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Last year was obviously a challenge in the world of education. We were extremely happy with the efforts of our staff, parents, and students to provide in-person instruction. We were able to complete the year in the classroom, remaining flexible with the changes that were thrown at us daily. As we reflect on our year we will include our successes, challenges and plans for the future.

Our successes included meeting many of our targets in our primary grades with the results of our ISIP's tests. These are indicators that show us whether or not our students are progressing at predetermined standards for "grade-level" measurements. We met our targets in our college and career advising as we prepared them to meet high school graduation requirements. We are also reporting that 100% of our graduating seniors were able to complete their FASFA applications.

Our challenges include falling short of our targets in the areas of Language and Mathematics on the Statewide tests (ISATS). While we fell short of our goals on the Statewide testing, we have made changes for future improvement. We have employed a reading specialist at the elementary that all students K-5 have the opportunity to receive instruction from. We believe this extra instruction will help fill the gap caused by the pandemic. Our main target for the future for all of our students will be concentrated on student growth. The pandemic has created a big hole for us to climb out of but we believe we have the staff and curriculum to move our students forward.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

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