

Jefferson School District #251
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017-2018

Mission: The mission of Jefferson County School District #251 is to provide each student with the highest quality education possible.

Vision: We are a community focused on student learning in order to build character, foster informed and productive citizenship, and prepare all youth for college and career success.

Goal	Performance Measure/Indicator	SY 2016	SY 2017	SY16-SY17 Improvement	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	35%	37%	2 pp percentage points	45% (10% annual Improvement)	
		106	145	39		
	# and % of students meeting college ready benchmark in reading and writing on the SAT	56%	63%	7pp	66% (10% annual improvement)	
		170	246	76		
	# of learning plans (developed in grade 8) reviewed by grade level	12 th	0%	100%	100 pp	100% reviewed annually
		11 th	0%	100%	100 pp	100% reviewed annually
		10 th	100%	100%	0	100% reviewed annually
		9 th	100%	100%	0	100% reviewed annually
		8 th	100%	100%	0	100% reviewed annually
	% of students who go on to some form of postsecondary anytime during the first 2 years after high school	50%	37%	-13 pp	10% annual increase	
	% of students receiving/participating in college and career advising and mentoring by grade level	12	100	100	0	100 %
		11	100	100	0	100 %
		10	100	100	0	100 %
		9	100	100	0	100 %
		8	100	100	0	100 %
	% of high schools students graduating with an associate's degree	.5%	4.3%	+3.7 pp	10.5% (10% annual Improvement)	
	# of high school students graduating with an industry recognized certification	150	191	+41	165	
	% and # of students scoring proficient or	54.4%	52.3%	-2.1 pp	64.4%	

All students will be prepared to transition from middle school/Jr. high to high school	advanced on 8 th grade math ISAT	196	207	+11	(10% annual Improvement)
	% and # of students scoring proficient or advanced on the 8 th grade ELA ISAT	56.1%	60.3%	+ 4.2 pp	66.1% (10% annual Improvement)
		205	238	+33	
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	47.7%	48.2%	+ .5 pp	57.7% (10% annual Improvement)
		185	208	+23	
	% and # of students scoring proficient or advanced on the 6 th grade ELA ISAT	44.9%	44.6%	-.3 pp	54.9% (10% annual Improvement)
		173	193	+20	
	% and # of students proficient or advanced on the 5 th grade Math ISAT	39.7%	42.8%	+3.1	49.9% (10% annual Improvement)
		168	196	+28	
	% and # of students scoring proficient or advanced on the 5 th grade ELA ISAT	53.3%	55.3%	+2 pp	63.3% (10% annual Improvement)
		225	254	+29	
	% and # of students proficient or advanced on the 4 th grade Math ISAT	52%	46.2%	-5.8 pp	62% (10% annual Improvement)
		239	217	-22	
	% and # of students scoring proficient or advanced on the 4 th grade ELA ISAT	48.5%	45%	-3.5 pp	58.5% (10% annual Improvement)
		224	211	-13	
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	63.4%	74.2%	+10.8 pp	80%
		289	356	+67	
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	59.6%	67%	+7.4 pp	80%
		279	305	+26	
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	58.1%	65.1%	+7 pp	80%
		262	291	+29	
	# and % kindergarten students identified as reading at grade level on the Spring IRI	64%	73.2%	+9.2 pp	80%
		278	311	+33	

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations an local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template ar for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources an 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	51%	50.2%
Female	49%	49.8%
White	86.4%	87%
Black/African American	.2%	.2%
Asian	.3%	.4%
Native American	.4%	.4%
Hispanic/Latino	10.8%	10%
Free/Reduced Lunch Program	43%	39.8%
Received Special Education (IEP Students)	7%	7%

Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan.

Jefferson School District engaged students, parents, and the community in the development of the Continuous Improvement Plan informally by incorporating feedback received from students, educators, patrons and parents by the administration (schools and district) and school board throughout the 2016-2017 school year. In addition, the plan was on the school board agenda and presented at the September school board meeting which provided for formal public feedback. A representative group of educators met officially in the formalization, development and writing of the plan.

JSD #251 Literacy Intervention Plan 2017-2018

School District	#251	Name: Jefferson County School District	
Superintendent	Name: M. Michele Southwick		Phone: 208-745-6693x1102
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Literacy Plan Contact	Name: Lisa Sherick		Phone: 208-745-6693x1101
	E-mail: lsherick@sd251.org		

Program Summary (2016-2017)

The following literacy intervention program was implemented by all elementary schools in the district for grades K-3 for the 2016-17 school year:

- A. The district used the following programs for literacy intervention to address deficiencies in the five components of reading (phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension): Journeys Tier II and Tier III intervention materials, SmartyAnts, Intervention Station, Successmaker, CORE Phonics Sourcebook and Survey, Renaissance At-Home Reading Activities, Sound Partners, Road to the Code and Road to Reading. These programs were used for interventions both within and without of the school day. Placement within a program was determined by the CORE diagnostic reading test(s) and/or program placement test.
- B. Intervention program strategies were based upon the reading component deficiencies identified. The following strategies were utilized as appropriate: 1) phonemic awareness – rhyming activities, substituting sounds, deleting sounds, comparing words or sounds, segmenting sounds, blending sounds, and isolating beginning, middle or ending sounds; 2) phonics/decoding – phonograms, vowel-first blending, whole-word blending, sound-by-sound blending, blending words in sentences; 3) fluency – partner reading, cloze reading, teacher lead choral reading, whisper reading, repeated reading on students instructional level (timed), guided oral reading; 4) vocabulary – contextual analysis, explicit instruction, morphemic analysis, dictionary use, multiple exposures in multiple contexts, cognate awareness; 5) comprehension – self-questioning, graphic organizers, retelling, activation of prior knowledge, visualizing and verbalizing, predicting, and get the gist.
- C. Interventions were facilitated through a combination of during the school day and after school programs. The majority of interventions occurred during the school day at all elementary schools since their master schedules allow for 30-60 minutes of literacy intervention time at least four days/week. See specific schedules by school below. No summer programs were utilized.
- D. Interventions were delivered as pullout or push-in (inside the classroom) depending upon the school's intervention program (RTI). Instruction was delivered in small group or individually, dependent upon student need. Schools determined the curriculum and group configuration based on the CORE diagnostic test that was administered according to the district assessment plan and reading matrix. See Appendix A and B. Instruction was delivered by either a certified teacher or a trained paraprofessional. Each program was overseen by the building principal with input from the Director of Elementary Education.
- E. The district supported schools in implementation of the literacy intervention program by providing the following to each school:

- a. A comprehensive assessment plan (Appendix A) to guide teachers to know student performance levels and specific deficiencies that need to be addressed through intervention.
- b. A district reading matrix (Appendix B) to guide staff in choosing appropriate interventions based on the CORE diagnostic assessment.
- c. Early release time every Wednesday afternoon so that teachers can look at student data in a professional learning community.
- d. Monies for a literacy paraprofessional to assist with student interventions, writing intervention plans, following up with parents regarding intervention plans, administering and inputting progress monitoring data.
- e. Monies to provide certified teachers and/or paraprofessionals to staff after school programs.
- f. Monies to provide professional development in the five components of reading and the pedagogy of literacy instruction. We utilized Homework Helps to work with our K-3 teachers in these areas. We also utilized Marzano's "Vocabulary for the Common Core" and the CORE Vocabulary Handbook to assist teachers in developing better vocabulary instructional strategies. WIDA support was given through ESL teachers/coaches.
- g. Monies to provide any additional instructional materials that were needed to ensure that all schools in the district have the same resources for interventions.
- h. Harwood Elementary and Roberts Elementary, due to low SES and high ESL populations, received monies to support all-day kindergarten programs.

F. Specific program details for each elementary school:

1. **Farnsworth Elementary School** – Only serves third grade students (is a grade 3-5 school). Two literacy paras worked with the students, either individually, or in small group, to improve their IRI scores. They created a spreadsheet to track the number of days that they worked with each student.
 - a. Level 1 (60 hours required) – 115 days (Oct 3-May 19) x .5 hour/day during RTI = 57.5 hours – 115 days (Oct 3-May 19) x .25 hour/day pull-out = 28.75 hours for a total of 86.25 hours
 - b. Level 2 (30 hours required) – 115 days (Oct 3-May 19) x .5 hour/day during RTI = 57.5 hours
2. **Harwood Elementary School** – calculated amount of time outside of regular Tier I core instruction.
 - a. Kindergarten – 30 Fridays at 3 hours each for a total of 90 hours; 112 school days at 20 min/day for a total of 37.3 hours; 90 + 37.3 = 127.3 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - b. First Grade – 108 days (M, T, Th, F) at 40 min/day for a total of 72 hours; 31 Wednesdays at 35 minutes/day for a total of 18.3 hours; 72 + 18.3 = 90.3 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - c. Second Grade – 109 days (M, T, Th, F) at 40 min/day for a total of 72.6 hours; 33 Wednesdays at 35 minutes/day for a total of 19.25 hours; 72.6 + 19.25 = 91.85 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - d. Third Grade – 112 days (M, T, Th, F) at 40 min/day for a total of 75.3 hours; 33 Wednesdays at 35 minutes/day for a total of 19.25 hours; 75.3 + 19.25 = 94.55 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.

3. **Jefferson Elementary School** – Only serves K-2 students (is a K-2 school).
Calculated amount of time outside of regular Tier I core instruction.
 - a. Kindergarten – 116 days (Sept 12-May 12) for 20 min/day four days a week for a total of 38.7 hours for all kindergarten students. In addition, students who received a 1 on the IRI were referred to a 10-week extended day kindergarten program where they received an additional 25 hours of instruction for a total of 63.7 hours.
 - b. First and second grade traditional classrooms – 108 days (Sept 26 – May 12) at 35 minutes/day four days a week for a total of 63 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - c. First and second grade Spanish immersion classrooms – all students received 35 minutes of intervention two days a week and another 30 minutes of intervention one day a week for a total of 50.5 hours per school year. In addition, students who received a 1 on the IRI received two additional 35 minute literacy interventions per week from Jan 16-May 12 (17.5 hours) for a total of 68 hours of additional instruction.
4. **Midway Elementary School** – Calculated amount of time outside of regular Tier I core instruction.
 - a. Kindergarten - 20 min/day four days a week for a total of 38 hours for all kindergarten students. In addition, students who received a 1 on the IRI stayed all day on Tuesdays, starting Sept 27 through May 23, for (31 days x 2 hours) an additional 62 hours for a total of 100 hours of instruction above and beyond tier I core instruction. Students who received a 2 on the IRI stayed all day on Tuesdays, starting Jan 3 through May 23, for (20 days x 2 hours) an additional 40 hours for a total of 78 hours of instruction above and beyond tier I core instruction.
 - b. First, Second and Third Grade – 109 days (Sept 26 – May 12) at 45 min/day for a total of 81.75 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
5. **Roberts Elementary School** – Calculated amount of time outside of regular Tier I core instruction.
 - a. Kindergarten – Kindergarten is all day for all students, therefore the students receive an additional 2 hours/day for 169 days which equals 338 hours of instruction above and beyond tier I core instruction.
 - b. First and Second Grade – all students received interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction.
 - c. Third Grade - all students received interventions 4 days/week for 60 min/day for a total of 136 hours of instruction above and beyond tier I core instruction.
6. **South Fork Elementary** – Calculated amount of time outside of regular Tier I core instruction.
 - a. Kindergarten – all students received interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction. Students that scored a 1 on the IRI had an additional 30 minutes of reading intervention during an extended day period M-Th, for an additional 29.5 hours for a total of 97.5 hours.
 - b. First, Second and Third Grade – all students received interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction. Students that scored a 1 on the IRI had an

additional 60 minutes of reading intervention during an extended day period Tuesday and Thursdays for an additional 30 hours for a total of 98 hours.

Program Summary (2017-2018) - REQUIRED

The following literacy intervention program will be implemented by all elementary schools in the school district for grades K-3 for the 2017-18 school year:

- A. The district plans to use the following programs for literacy intervention to address deficiencies in the five components of reading (phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension): Journeys Tier II and Tier III intervention materials, SmartyAnts, Intervention Station, Successmaker, CORE Phonics Sourcebook and Survey, Renaissance At-Home Reading Activities, Sound Partners, Words Their Way, Road to the Code and Road to Reading. These programs will be used for interventions both within and without of the school day. Placement within a program will be determined by the CORE diagnostic reading test(s) and/or program placement test.
- B. Intervention program strategies will be based upon the reading component deficiencies identified. The following strategies will be utilized as appropriate: 1) phonemic awareness – rhyming activities, substituting sounds, deleting sounds, comparing words or sounds, segmenting sounds, blending sounds, and isolating beginning, middle or ending sounds; 2) phonics/decoding – phonograms, vowel-first blending, whole-word blending, sound-by-sound blending, blending words in sentences; 3) fluency – partner reading, cloze reading, teacher lead choral reading, whisper reading, repeated reading on students instructional level (timed), guided oral reading; 4) vocabulary – contextual analysis, explicit instruction, morphemic analysis, dictionary use, multiple exposures in multiple contexts, cognate awareness; 5) comprehension – self-questioning, graphic organizers, retelling, activation of prior knowledge, visualizing and verbalizing, predicting, and get the gist.
- C. Interventions will be facilitated through a combination of during the school day and after school programs. The majority of interventions will occur during the school day at all elementary schools since their master schedules allow for 30-60 minutes of literacy intervention time at least four days/week. See specific schedules by school below. No summer programs will be utilized at this time.
- D. Interventions will be delivered as pull-out or push-in (inside the classroom) depending upon the school's intervention program (RTI). Instruction is delivered in small group or individually, dependent upon student need. Schools determine the curriculum and group configuration based on the CORE diagnostic test that is administered according to the district assessment plan and reading matrix. See Appendix A and B. Instruction will be delivered by either a certified teacher or a trained paraprofessional. Each program will be overseen by the building principal with input from the Director of Elementary Education.
- E. The district plans to support schools in implementation of the literacy intervention program by providing the following to each school:
 - a. A comprehensive assessment plan (Appendix A) that guides teachers to know student performance levels and specific deficiencies that need to be addressed through intervention.
 - b. A district reading matrix (Appendix B) to guide staff in choosing appropriate interventions based on the CORE diagnostic assessment.
 - c. Early release time every Wednesday afternoon so that teachers can look at student data in a professional learning community.

- d. Monies for literacy paraprofessionals to assist with student intervention groups, writing intervention plans, following up with parents regarding intervention plans, and inputting progress monitoring data.
 - e. Monies to provide certified teachers and/or paraprofessionals to staff after school programs.
 - f. Monies to provide professional development in the five components of reading and the pedagogy of literacy instruction. We will be utilizing two outside reading consultants to work with our K-3 teachers in these areas. We will also be utilizing Marzano's "Vocabulary for the Common Core" and the CORE Vocabulary Handbook to assist teachers in developing better vocabulary instructional strategies. WIDA support will be given through ESL teachers/coaches.
 - g. Monies to provide any additional instructional materials that may be needed to ensure that all schools in the district have the same resources for interventions.
 - h. Harwood Elementary and Roberts Elementary, due to low SES and high ESL populations, will also receive monies to support all-day kindergarten programs.
- F. Specific program details for each elementary school:
1. **Farnsworth Elementary School** – Only serves third grade students (is a grade 3-5 school). Two literacy paras will be working with the students, either individually, or in small group, to improve their IRI scores. They have created a spreadsheet to track the number of days that they work with each student.
 - a. Level 1 (60 hours required) – 125 days (Sept 11-May 24) x .5 hour/day during RTI = 62.5 hours – 125 days (Sept 11-May 24) x .25 hour/day pull-out = 31.25 hours for a total of 93.75 hours
 - b. Level 2 (30 hours required) – 125 days (Sept 11-May 24) x .5 hour/day during RTI = 62.5 hours
 2. **Harwood Elementary School** – One full-time Kindergarten teacher to provide all-day everyday instruction for students. Two literacy paras will be working with students, either individually, or in small group, to improve their IRI scores. Calculated amount of time outside of regular Tier I core instruction:
 - a. Kindergarten – 30 Fridays at 3 hours each for a total of 90 hours; 112 school days at 20 min/day for a total of 37.3 hours; $90 + 37.3 = 127.3$ hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - b. First Grade – 108 days (M, T, Th, F) at 40 min/day for a total of 72 hours; 31 Wednesdays at 35 minutes/day for a total of 18.3 hours; $72 + 18.3 = 90.3$ hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - c. Second Grade – 109 days (M, T, Th, F) at 40 min/day for a total of 72.6 hours; 33 Wednesdays at 35 minutes/day for a total of 19.25 hours; $72.6 + 19.25 = 91.85$ hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - d. Third Grade – 112 days (M, T, Th, F) at 40 min/day for a total of 75.3 hours; 33 Wednesdays at 35 minutes/day for a total of 19.25 hours; $75.3 + 19.25 = 94.55$ hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 3. **Jefferson Elementary School** – One half-time teacher and two literacy paras will be working with students, either individually, or in small group, to improve their IRI scores. Only serves K-2 students (is a K-2 school). Calculated amount of time outside of regular Tier I core instruction:

- a. Kindergarten – 116 days (Sept 12-May 12) for 20 min/day four days a week for a total of 38.7 hours for all kindergarten students. In addition, students who received a 1 on the IRI are referred to a 15-week extended day kindergarten program where they receive an additional 37.5 hours of instruction for a total of 76.2 hours.
 - b. First and second grade traditional classrooms – 108 days (Sept 26 – May 12) at 35 minutes/day four days a week for a total of 63 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
 - c. First and second grade Spanish immersion classrooms – all students receive 35 minutes of intervention two days a week and another 30 minutes of intervention one day a week for a total of 50.5 hours per school year. In addition, students who received a 1 on the IRI receive two additional 35 minute literacy interventions per week from Jan 16-May 12 (17.5 hours) for a total of 68 hours of additional instruction.
4. **Midway Elementary School** – One part-time teacher and one literacy para will be working with students, either individually, or in small group, to improve their IRI scores. Calculated amount of time outside of regular Tier I core instruction:
- a. Kindergarten – Kindergarten is all day every day for all students, therefore the students receive an additional 2 hours/day for 169 days which equals 338 hours of instruction above and beyond tier I core instruction.
 - b. First, Second and Third Grade – 109 days (Sept 26 – May 12) at 45 min/day for a total of 81.75 hours of instruction above and beyond tier I core instruction for all level 1 and level 2 IRI students.
5. **Roberts Elementary School** – One part-time paraprofessional will be working with students, either individually, or in small group, to improve their IRI scores. Calculated amount of time outside of regular Tier I core instruction:
- a. Kindergarten – Kindergarten is all day for all students, therefore the students receive an additional 2 hours/day for 169 days which equals 338 hours of instruction above and beyond tier I core instruction.
 - b. First and Second Grade – all students receive interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction.
 - c. Third Grade - all students receive interventions 4 days/week for 60 min/day for a total of 136 hours of instruction above and beyond tier I core instruction.
6. **South Fork Elementary** – One half-time teacher and three literacy paras will be working with students, either individually, or in small group, to improve their IRI scores. Calculated amount of time outside of regular Tier I core instruction:
- a. Kindergarten – all students receive interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction.
 - b. First, Second and Third Grade – all students receive interventions 4 days/week for 30 min/day for a total of 68 hours of instruction above and beyond tier I core instruction.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

Our district literacy intervention program aligns with the comprehensive literacy plan in the following ways:

1. It includes the five building blocks of reading: phonemic awareness, phonics/decoding, fluency, vocabulary and comprehension.

2. It requires collaborative leadership among the district office and school leaders (principals and teachers) to ensure implementation with integrity.
3. It includes the professional development of teachers so they have the required instructional skill to ensure that students not only become proficient readers, but are also able to engage in deeper levels of learning in all subject areas.
4. It includes effective instruction and intervention that is based on strong implementation of the state content standards and language standards (WIDA). We currently have Journeys by Houghton Mifflin as our core reading program, and also utilize tier II and III materials that are aligned with the program.
5. Our comprehensive assessment plan for the district includes valid and reliable measures to screen, progress monitor, and diagnose literacy needs.

Parent Involvement - REQUIRED

Parents have been involved in the development of our literacy intervention program through our parent involvement committees at the school level. We have a district level committee review and give input regarding the program at the end of the year.

Parents will be informed and involved in the development of their student's individual literacy plan through the use of literacy paraprofessionals at each school. The literacy para will be responsible for contacting parents and inputting plans into our student information system.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored “proficient” on the Kindergarten Spring IRI	278	311	33	349
% of students who scored “proficient” on the Kindergarten Spring IRI	64%	73.2%	9.2pp	80%
# of students who scored “proficient” on the Grade 1 Spring IRI	262	291	29	367
% of students who scored “proficient” on the Grade 1 Spring IRI	58.1%	65.1%	7pp	80%
# of students who scored “proficient” on the Grade 2 Spring IRI	279	305	26	370
% of students who scored “proficient” on the Grade 2 Spring IRI	59.6%	67%	7.4pp	80%
# of students who scored “proficient” on the Grade 3 Spring IRI	289	356	67	382
% of students who scored “proficient” on the Grade 3 Spring IRI	63.4%	74.2%	10.8pp	80%
OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	46%	45%	-1pp	56%
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	48.5%	45%	-3.5pp	58.5%
Performance Metrics Notes				
Benchmarks for the number of students who will score proficient is based on the number of students in each grade level as of September 8, 2017, multiplied by 80%.				

Appendix A – Comprehensive Assessment Plan

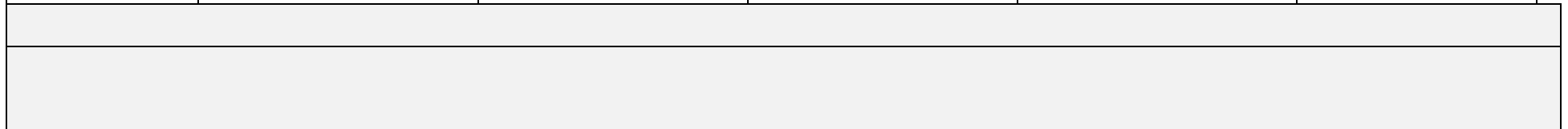
Grade	Screening	Diagnostic – Only in the Fall or new students	Progress Monitoring
Kindergarten	IRI Test <ul style="list-style-type: none"> • Fall, Winter, Spring STAR Early Literacy Test <ul style="list-style-type: none"> • September 5-29 • January 3-26 • Apr 30-May 18 	All students that score a 1 or 2 on the IRI or are below the 40 th percentile on STAR assessments <ul style="list-style-type: none"> • CORE Phonics Survey A-E, if low then • CORE Phonological Segmentation Test 	Example: EasyCBM – LNF, LSF, PSF, NWF, OCM, NIM, QDM, MNM <ul style="list-style-type: none"> • Administered bi-weekly (0-24th %tile) - monthly (25th-39th %tile) • Linked to an intervention to monitor improvement
Grade 1	IRI Test <ul style="list-style-type: none"> • Fall, Winter, Spring STAR Early Literacy Test & STAR Math Test <ul style="list-style-type: none"> • September 5-29 • January 3-26 • Apr 30-May 18 	All students that score a 1 or 2 on the IRI or are below the 40 th percentile on STAR assessments <ul style="list-style-type: none"> • CORE Phonics Survey E-K, if low then • CORE Phonics Survey A-E, if low then • CORE Phonological Segmentation Test 	Example: EasyCBM – NWF, R-CBM, NIM, QDM, MNM <ul style="list-style-type: none"> • Administered bi-weekly (0-24th %tile) - monthly (25th-39th %tile) • Linked to an intervention to monitor improvement
Grades 2 and 3	IRI Test <ul style="list-style-type: none"> • Fall, Winter, Spring STAR Reading Test & STAR Math Test <ul style="list-style-type: none"> • September 5-29 • January 3-26 • Apr 30-May 18 	All students that score a 1 or 2 on the IRI or are below the 40 th percentile on STAR assessments <ul style="list-style-type: none"> • CORE Reading MAZE, if low then • MASI-R Oral Reading Fluency, if low then • CORE Vocabulary Screening, if low then • CORE Phonics Survey L, if low then • CORE Phonics Survey A-K, if low then • CORE Phoneme Segmentation Test • STAR Math Diagnostic Report 	Example: EasyCBM – MAZE, R-CBM, M-CAP, M-COMP <ul style="list-style-type: none"> • Administered bi-weekly (0-24th %tile) - monthly (25th-39th %tile) • Linked to an intervention to monitor improvement • ISAT Interim Tests

Appendix B – District Reading Matrix

Reading Matrix of Skills, Assessments & Interventions – updated October 5, 2016						
		Phonemic Awareness (Phonological Awareness)	Phonics	Fluency	Vocabulary	Comprehension
Assessment	Universal Screener	STAR Reading Test/STAR Early Literacy Test				
	Diagnostic	CORE Phonics Survey	CORE Phonics Survey	Masi-R	CORE Vocabulary	CORE Reading MAZE
	Progress Monitoring	EasyCBM - LN, LS, PS, WRF	EasyCBM - LN, LS, PS, WRF, PRF	EasyCBM - WRF, PRF	EasyCBM – Vocab	EasyCBM – MCRC, CCSS Rdg
Skills within Reading Domains: Skills are developed from left to right and top to bottom.		Listen for sounds	Letter-sound correspondence	Accuracy	Word classification	Vocabulary
		Rhyming words	High-frequency words	Rate	Antonyms and synonyms	Concept development
		Initial sounds	Short vowels	Prosody	Affixes and roots	Background knowledge
		Words in sentences	Consonant blends		Multiple-meaning words	Academic language
		Syllables in words	Long vowels		Homophones	Genre
		Track and order phonemes	Vowel digraphs and diphthongs		Homographs	Text structure
		Phoneme isolation	R-controlled		Word learning strategies	Comprehension skills
		Phoneme identification	Multisyllabic words		Word origins and derivatives	Comprehension strategies
		Phoneme comparison	Compound words		Figurative language/idioms	
		Phoneme blending	Contractions			
		Phoneme segmentation	Inflectional forms			
		Phoneme deletion				
		Phoneme addition				
		Phoneme substitution				

Intervention(s) – Tier II

	Phonemic Awareness (Phonological Awareness)	Phonics	Fluency	Vocabulary	Comprehension
K	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts			
1	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts		
2	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts
3	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts Successmaker	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts Successmaker	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts Successmaker	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts Successmaker	Journeys Tier II Materials Journeys Leveled Readers SmartyAnts Successmaker
4	Journeys Tier II Materials Journeys Leveled Readers Successmaker Words Their Way	Journeys Tier II Materials Journeys Leveled Readers Successmaker Words Their Way	Journeys Tier II Materials Journeys Leveled Readers Successmaker Words Their Way	Journeys Tier II Materials Journeys Leveled Readers Successmaker Words Their Way	Journeys Tier II Materials Journeys Leveled Readers Successmaker Words Their Way



Intervention(s) – Tier III

	Phonemic Awareness (Phonological Awareness)	Phonics	Fluency	Vocabulary	Comprehension
K	Journeys Tier III Tool Kit Road to the Code Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Road to Reading Sound Partners Reading Mastery SmartyAnts			
1	Journeys Tier III Tool Kit Road to the Code Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Road to Reading Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts		
2	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery SmartyAnts
3	Journeys Tier III Tool Kit Sound Partners Reading Mastery Successmaker SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery Successmaker SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery Successmaker SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery Successmaker SmartyAnts	Journeys Tier III Tool Kit Sound Partners Reading Mastery Successmaker SmartyAnts
4	Journeys Tier III Tool Kit Reading Mastery Successmaker	Journeys Tier III Tool Kit Reading Mastery Successmaker	Journeys Tier III Tool Kit Reading Mastery Successmaker	Journeys Tier III Tool Kit Reading Mastery Successmaker	Journeys Tier III Tool Kit Reading Mastery Successmaker

Budget for 2017-18 :	\$262,700.00
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Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Literacy Paraprofessionals - 29 hr/wk	1 each at JE and RE	2.0	9250.00	18500.00
Literacy Paraprofessionals - 25 hr/wk	2 at HE and 1 at JE	3.0	8750.00	26250.00
Literacy Paraprofessionals - 19 hr/wk	2 at FE & ME, 1 at SF	5.0	7600.00	38000.00
Literacy Paraprofessionals - 15 hr/wk	2 at SF	2.0	5000.00	10000.00
Certified Teacher for all day Kinder	1 full-time Kinder Teacher at HE	1.0	39000.00	39000.00
Certified Teacher Support	2 half-time teachers, one at SF, one at JE	1.0	39000.00	39000.00
Benefits Total for all Personnel	PERSI, FICA/Medicare, Life Ins, PERSI Sick, etc.	14.0	varies	46136.00
Personnel Subtotal				\$216,886.00
Item	Details	# Items	Cost Per Item	Total Cost
TBD	Core 5 Reading Intervention Program for all schools	6	4950	29,700.00
Journeys	Tier II Intervention Materials			10,714.00
Programs / Curricula Subtotal				40,414.00
Topic	Details	# Days	Cost Per Day	Total Cost
Phonemic Awareness & Phonics Instr.	Journeys Intervention and reading instruction (HH)	3	1,800.00	5,400.00
Professional Development Subtotal				5,400.00
Item	Details	# Items	Cost Per Item	Total Cost
Other Costs Subtotal				0.00
TOTAL COSTS				\$262,700.00

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2017-2018)

School District	Jefferson School District #251	
Contact	Name: Chad Martin	Phone:208 745 6693
	E-mail: chmartin@sd251.org	

Use additional space or pages as needed.

College and Career Advising Model used by the LEA (if using research based model not identified in Section 33-1212A, Idaho Code, site research used):

Choose an item.

Jefferson School District uses “near peer” mentors as College and Career Readiness Advisors to provide information and support to students in preparing for college or careers. College and Career Advisors work closely with school counselors to meet the advising needs of students. In addition, advisors and school counselors meet with students individually as well as in classes to advise them on advanced opportunities, specifically focusing on dual and concurrent credit courses.

Description of college and career advising and or mentoring plan, break out plan by grade level (if variable by grade):

8th Grade:

- Introduction of *Career Cruising* software by College and Career Readiness Advisors through classroom presentations
- Creation of 4-year learning plans using *Career Cruising*, that will be used throughout high school
- Every Learning Plan to include plan to complete the following: 8 credits of Math, Multi Media credit, dual enrollment credit option

9th Grade:

- Introduction of College and Career Readiness Advisors through classroom presentations
- Creation of *Career Cruising* account
- Exploration colleges and careers using *Career Cruising*
- Career assessments and ACT/SAT prep available through *Career Cruising*

10th Grade:

- Presentation by College and Career Readiness Advisors in classroom to discuss college/career preparation
- Exploration colleges and careers using *Career Cruising*
- Career assessments and ACT/SAT prep available through *Career Cruising*

11th Grade:

- Presentation by College and Career Readiness Advisors in classrooms to discuss college/career preparation and Idaho college options
- SAT/ACT prep and scholarship help from College and Career Readiness Advisors
- One-on-one visits with College and Career Readiness Advisors with all juniors for career and college exploration

12th Grade:

- Evaluate ACT/SAT scores to determine if College Readiness benchmark has been met and provide resources to reach benchmark
- Presentation by College and Career Readiness Advisors in classrooms to discuss plans for college/career preparation and how to apply for scholarships/financial aid
- SAT/ACT prep and scholarship help
- One-on-one visits with College and Career Readiness Advisors with all seniors
- Time in school to complete an application through Idaho's College Application Week
- Multiple FAFSA events for parents and students

Summary of method used to notify parents of available resources:

Parents are notified of available resources through email, school messenger, parent teacher conferences and back-to-school nights. Counselors will also be available to meet with students/parents as needed for more in-depth individual advising. A computer lab is available in the counseling center for parents and students to access *Career Cruising* to get information on colleges and careers as well as complete the FAFSA form and/or college applications.

Provide effectiveness measures chosen by the school district/charter school, required metrics, previous year or years data and benchmarks chosen by LEA:

Performance Measure	2015-2016 (optional)	2016-2017	Benchmark
Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12	9 th Grade-100 10 th Grade-100 11 th Grade- 12 th Grade-	9 th Grade-100 10 th Grade-100 11 th Grade-100 12 th Grade-100	100%
Number of Students Graduating High School with a Career Technical Certificate	71	181	80 (Increase 10% annually)
Number of Students Graduating High School with an Associate's Degree	2	13	12 (Increase 10% annually)
Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (school district and charter school go on rates may be retrieved from the State Board of Education)	Class of 2015	Class of 2016	
	1 Year # 112	1 Year # 102	45%
	1 Year 48%	1 Year 37%	
	2 Year #112	2 Year #N/A	60%
2 Year 48%	2 Year %N/A		
Additional Metrics Chosen by LEA			
# Workplace Readiness Skills Exam	89	156	10% Increase annually
# and % of Students meeting College and Career Readiness benchmark on the SAT	33%	35%	37% (10% Increase annually)
	102	137	

College and Career Advising and Mentoring Plan Proposed Budget 2017-2018

Budget for 2017-2018 :				
Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Neer Peer Mentor	College and Career Advisors	2.0	31,851.50	63,703.00
Benefits		2.0	10,144.75	20,289.50
			Subtotal	83,992.50
Supplies/Equipment				
Item	Details	# Items	Cost Per Item	Total Cost
Career Cruising	Software	1	4,097.50	4,097.50
				0.00
			Subtotal	4,097.50
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
			Subtotal	0.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
				0.00
				0.00
			Subtotal	0.00
Professional Development/Training				
Item	Details	# Hours	Cost Per Item	Total Cost
				0.00
				0.00
			Subtotal	0.00
			TOTAL COSTS	\$88,090.00

College and Career Advising and Mentoring Plan- Previous Year's Expenditures 2016-2017

Funding Received for 2016-2017 :	
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Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Near Peer Mentor	College and Career advisor	2.0	26,820.00	53,640.00
				0.00
Benefits		2.0	9,009.50	18,019.00
Subtotal				71,659.00
Supplies/Equipment				
Item	Details	# Items	Cost Per Item	Total Cost
Career Cruising		1	4,000.00	4,000.00
				0.00
Subtotal				4,000.00
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
Subtotal				0.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
Subtotal				0.00
Professional Development/Training				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
Subtotal				0.00
TOTAL COSTS				\$75,659.00