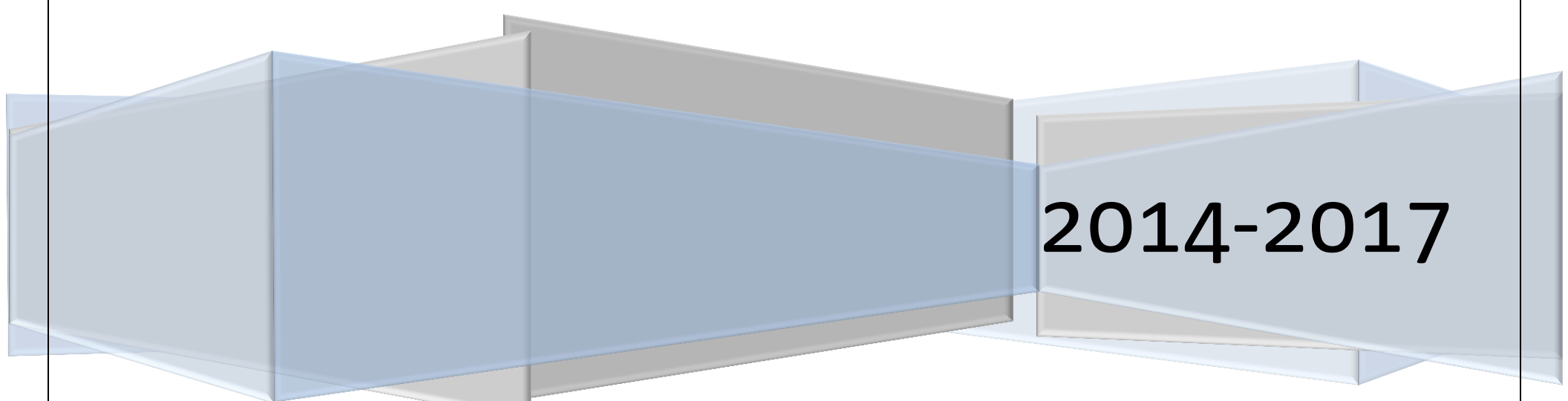


CONTINUOUS IMPROVEMENT PLAN

Board of Trustees

Soda Springs Jt. School District 150



2014-2017

TABLE OF CONTENTS

BOARD OF TRUSTEES	3
VISION/MISSION/ GOALS	4
DISTRICT DEMOGRAPHICS	5
STUDENT READINESS & IMPROVEMENT METRICS	6
CONTINUOUS IMPROVEMENT PLAN	8
ASSESSMENT DATA LINKS	15
LITERACY PLAN	16
OVERVIEW	
BUDGET	
COLLEGE AND CAREER READINESS PLAN	26
OVERVIEW	
BUDGET	
MASTER TEACHER PREMIUM PLAN	IN PROGRESS
PROFESSIONAL DEVELOPMENT PLAN	IN PROGRESS
LEADERSHIP PREMIUM PLAN, STEIN	DISTRICT OFFICE
EMERGENCY OPERATIONS PLAN	
GAT PLAN	DISTRICT OFFICE
MENTORING PLAN	DISTRICT OFFICE
SOME PLANS ARE LOCATED AT THE DISTRICT OFFICE PENDING THE WEBSITE TRANSITION	

**THE CONTINUOUS IMPROVEMENT PLAN (CIP) IS A STANDING ITEM ON THE BOARD AGENDA AND THUS REVIEWED MONTHLY AT THE REGULARLY SCHEDULED BOARD MEETING.
ALL OTHER PLANS REQUIRED BY THE SDE OR SBOE ARE PRESENTED TO THE BOARD AND REVIEWED AS NECESSARY.**

SODA SPRINGS JT. SCHOOL DISTRICT No. 150
250 EAST 2ND SOUTH, SODA SPRINGS, ID 83276 (208) 547-3371 – PHONE
(208) 547-4878 – FAX WWW.SODASCHOOLS.ORG – WEBSITE

BOARD OF TRUSTEES

CHAD CHRISTENSEN, CHAIR

DAN LAU, VICE-CHAIR

ALAN ERICKSON

JIM STOOR

IRENE TORGESEN

JONATHAN BALLS, CLERK

KIM JOHN, TREASURER

MOLLY M. STEIN, SUPERINTENDENT OF SCHOOLS

ROBERT DANIEL, PRINCIPAL/SAFE SCHOOLS/FACILITIES AND EMERGENCY OPERATIONS	SUE HANSEN, PRINCIPAL/EVALUATION/SCHOOL IMPROVEMENT
DEBRA DANIELS, PRINCIPAL/EVALUATION	CHRIS LEDBETTER, COUNSELOR/ASSESSMENT/CURRICULUM
CAROL WILLIAMS, LIBRARIAN/TECHNOLOGY COORDINATOR/NETWORK MANAGER	JONATHAN BALLS, BUSINESS MANAGER/FINANCIAL ACCOUNTABILITY/HUMAN RESOURCES/FACILITIES AND MAINTENANCE
KIM JOHN, DISTRICT ADMIN/PROFESSIONAL DEVELOPMENT AND HUMAN RESOURCES /POLICY DEVELOPMENT	PARENT REPRESENTATIVE
STUDENT REPRESENTATIVE	PARENT REPRESENTATIVE
TEACHER REPRESENTATIVE	
TEACHER REPRESENTATIVE	

SODA SPRINGS JT. SCHOOL DISTRICT 150 VISION, MISSION AND GOALS

VISION (CREATED 4-2-2014 AMENDED 7-06-2016)

The Soda Springs School District, in association with our community, will provide a safe and supportive learning environment combined with educational opportunities wherein each student becomes an educated, responsible, contributing citizen.

MISSION (CREATED 4-30-2014 AMENDED 8-12-2015)

The Soda Springs School District will:

- Promote success by advocating and sustaining a school culture conducive to student learning with excellence in teaching.
- Value uniqueness and diversity by fostering respectful relationships and engaging every student through varied learning strategies.
- Assist students in developing character, physical, social/emotional maturity and a positive work ethic.
- Incorporate relevancy, technology, and critical thinking through rigorous academic learning experiences resulting in high student achievement.
- Provide and maintain safe facilities which meet the current and future academic needs of the students and the community.
- Demonstrate fiscal accountability and responsible governance.

GOALS (2016-2017)

1. STUDENT ACHIEVEMENT

Promote excellence in teaching, critical thinking, and rigorous academic learning. The district will maintain an efficient data management system allowing for frequent progress monitoring, and collect all achievement data, establish a student data management plan, and set achievement targets and expectations for all students.

2. STAFF AND HUMAN RESOURCES

Professional development will be provided to all instructional staff on standards, subject matter knowledge, and meeting individual student developmental needs.

3. FACILITIES

The district will continue the planning process relative to future facility needs.

Sodas Springs Jt. School District 150 Demographics

	2015-2016	2016-2017	2017-2018
Male	49%	49.88%	
Female	51%	50.12%	
White	93%	92.79%	
Black/African American	.37%	.24%	
Asian	.37%	.24%	
Native American/American Indian or Alaska Native	0%	0%	
Hispanic/Latino	2.4%	2.88%	
Native Hawaiian or Other Pacific Islander	.37%	.24%	
2+ or more races	3%	3.12%	
Free/Reduced Lunch Program	43%	10/15/2016	
Received Special Education (IEP Students)	15%	12%	

Student Readiness & Improvement Metrics 2016-2017

GOAL	PERFORMANCE MEASURE	2014-2015	2015-2016	2016-2017	BENCHMARK
Career and College Readiness: The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts	% students meeting college ready benchmark on SAT (1500) and ACT (18)	ACT 26% (8/31) SAT 32% (16/50)	ACT 37% (13/35) SAT 36% (16/44)		Increase to 38%
	% Increase in number of students meeting college ready benchmark	ACT (8/31) SAT (16/50)	ACT (13/35) SAT (16/44)		Increase 5%
	% of 11 th & 12 th grade students that access Fast Forward/Advanced Opportunities funding (dual credit, AP, CTE)	69%	68%		70%
	% of students graduating	98%	Feb 2017		100%
College and Career Advising: Opportunities will be implemented	% increase of students submitting FASFA Form	40%	42%		50%
	% increase of students participating in one or more college visitation		62%		70%
	students receive 4 hours of career and college ready advisement from Counselor and/or College and Career Advisor		baseline		100%
	students grades 9-12 participate in CIS instruction provided by the College and Career Advisor		baseline		100%
	High School Readiness: The number and percentage of students meeting proficient or advanced on the grade 8 Idaho standards achievement test in mathematics and English language usage.	% of students scoring proficient or advanced on 8 th grade ISAT ELA	59% ELA (36/61) 74% Math (45/61)	39% ELA (22/57) 47% Math (27/57)	
	% of 8 th grade students attending career exploration event	94%	94%		95%
	% of 8th grade students completing CIS Tool		94%		95%
	Increase in # of students receiving high school credit during middle school	54%	63%		60%
Grade 7 Readiness: The number and percentage of students meeting proficient or advanced on the grade 6 Idaho standards achievement test in mathematics and English	% of students proficient or advanced on the 6 th grade ISAT	24% ELA (16/68) 22% Math (15/68)	29% ELA (17/58) 19% Math		31% ELA 21% Math

language usage			(11/58)		
Grade 4 Readiness: The number and percentage of students meeting proficient or advanced on the grade 3 Idaho standards achievement test in mathematics and English language usage	% of students proficient or advanced on the 3 rd grade ISAT	57% ELA (28/49) 50% Math (24/48)	48% ELA (27/56) 41% Math (23/56)		50% ELA 43% Math
Grade 4 Reading Readiness: The number and percentage of students reading at grade level on the spring grade 3 statewide reading assessment.	Increase in the number of student proficient on the Spring IRI	79.59% (39/49)	87.5% (49/56)		85% or +5% from fall to spring
Grade 3 Reading Readiness: The number and percentage of students reading at grade level on the spring grade 2 statewide reading assessment.	% of students identified as reading at grade level on the Spring IRI	82.81% (53/64)	79.71% (55/69)		80% or +5% from fall to spring
Grade 2 Reading Readiness: The number and percentage of students reading at grade level on the spring grade 1 statewide reading assessment.	% of students identified as reading at grade level on the Spring IRI	71.64% (48/67)	77.42% (48/62)		75% or +5% from fall to spring
Grade 1 Reading Readiness: The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment.	% of students identified as reading at grade level on the Spring IRI	84.75% (50/59)	93.65% (59/63)		70% or +5% from fall to spring
Parent Engagement Increase parent engagement through increased communication and attendance	% of Parents receiving newsletter		100%		100%
	% of Parent participation in Parent Teacher Conferences		90% TES 80% TMS 56% SSHS		60%
	# of students attending at least 94% of instructional days		94%		94%
	% parent attendance on College and Career Ready Nights, Leader in Me Nights, other Academic Parent Nights		%TES %TMS %SSHS		75%

Notes: Additional required metrics are available in the College and Career Readiness Plan and Early Literacy plan
Non-required items are highlighted

COLLEGE AND CAREER READINESS

GOAL	ALL STUDENTS WILL BE COLLEGE AND CAREER READY AT GRADUATION (IC 33-320)						
Measurable Objective 1	% students meeting college ready benchmark on SAT (1500) % students meeting college ready benchmark on ACT (18)						
	Strategy 1	Research based: yes				Benchmark 60%	
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Practice SAT (Kahn) PSAT	Academic	10/2016	5/2017		SDE	Principals/Test coordinator
Measurable Objective 2	% Increase in number of students meeting college ready benchmark						
	Strategy 1	Research based: yes				Benchmark 2% increase	
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Practice SAT (Kahn)	Academic	10/2016	5/2017		SDE	Principal/Test coordinator
Measurable Objective 3	% of 11 th & 12 th grade students that access Fast Forward/Advanced Opportunities funding (dual credit, AP, CTE)						
	Strategy 1	Research based: yes				Benchmark 70%	
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	1:1 Counseling		8/2016	5/2017	College and Career Counselor/Counselor	College and Career Funding	Principals/Counselor
Measurable Objective 4	% of Graduation Rate						
	Strategy 1	Research based: yes (?)				Benchmark 100%	
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	Academic Advisory	Academic	8/2016	5/2017	CIS, PowerSchool	Local	All teachers

COLLEGE AND CAREER COUNSELING OPPORTUNITIES

GOAL	COLLEGE AND CAREER COUNSELING OPPORTUNITIES WILL BE IMPLEMENTED						
Measurable Objective 1	% increase of students submitting FASFA Form						
	Strategy 1	Research based:			Benchmark 50%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	FASFA Night	Organizational	11/2016		ISU, FASFA Website	District	College and Career Advisor/Counselor teachers
Measurable Objective 2	% increase of students participating in one or more college visitation						
	Strategy 1	Research based:			Benchmark 70%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	ISU Prof Tech Fieldtrip, Individual Visitations, College Fair	Organizational	10/2016	3/2017	College and Career Advisor, Counselor, ISU, Transportation	District	Principal, College and Career Advisor/Counselor
Measurable Objective 3	All students receive 4 hours of career and college ready advisement from Counselor and/or College and Career Advisor						
	Strategy 1	Research based:			Benchmark 4 hours		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	1:1 Counseling during advisory	Organizational	8/2016	5/2017	College and Career Advisor,	District/College and Career	Counselor
Measurable Objective 3	All students grades 9-12 participate in CIS instruction provided by the College and Career Advisor						
	Strategy 1	Research based:			Benchmark 100%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	½ hour Sessions during advisory	Organizational	10/2016	4/2017	College and Career Advisor	District/College and Career	College and Career Advisor/Principal

Middle School to High School Readiness (8th Grade)

GOAL	ALL STUDENTS WILL BE PREPARED TO TRANSITION FROM MIDDLE SCHOOL TO HIGH SCHOOL (IC 33-320)						
Measurable Objective 1	Increase performance on 8th grade ISAT ELA from current 39% to 41% Proficient or higher						
	Strategy 1	Research based: Yes			Benchmark 85%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	RTI grades 5/6	Academic Intervention	9/6/16	5/5/16	1.0 FTE paraprofessional	District: Remediation	5 th /6 th teachers
	Focus on Vocabulary	Academic	9/6/16	5/5/16	Newsela, STAR progress monitoring	TMS: Supply	ELA 7 th /8 th teachers
Measurable Objective 2	2% increase of students who currently do not score proficient or greater on 8 th grade ISAT ELA and Math						
	Strategy 1	Research based:			Benchmark 5%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Focus on data: STAR progress monitoring, Flex, Afterschool Academy	Academic Schoolwide	8/29/16	5/5/16	Leadership Notebooks: Track goal setting	TMS: Supply	All Staff
Measurable Objective 3	Increase performance on 8 th grade ISAT Math from current 47% to 50% Proficient or higher						
	Strategy 1	Research based: Yes			Benchmark 85%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	Increase real world multi-step problems and math talk vocab	Academic Classroom	8/29/16	5/5/16	J. Libberton: SDE Math Center	SDE	Math teachers
Measurable Objective 4	95% of 8 th grade students attend career exploration event						

	Strategy 1	Research based:				Benchmark 100%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility	
	Career Class field trips, ISU Career Fair	Academic Individual	8/29/16	5/5/16	ISU, local businesses	TMS: Supply	Berg	
Measurable Objective 5	100% of 8 th grade students will complete CIS Tool							
	Strategy 1	Research based:				Benchmark 100%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility	
	CIS	Academic	8/29	5/5/16	CIS	TMS: Supply, PD	Berg/Dougal	
Measurable Objective 6	Increase in #of students receiving high school credit during middle school from 63% to 65%							
	Strategy 1	Research based:				Benchmark 70%		
	Provide information beginning in 5 th grade	Organization Schoolwide	8/29/16	5/5/16	Advanced Opportunity Resources	College/Career Ready	Dougal/Daniels Barker/Ledbetter	

Elementary to Middle School Readiness (4th Grade)

GOAL	STUDENTS WILL BE PREPARED TO TRANSITION FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL (IC 33-320)						
Measurable Objective 1	Increase performance on the 4 th grade ISAT ELA from 44% to 46% Proficient higher						
	Strategy 1	Research based: Yes			Benchmark 85%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Journey's reading curriculum	Academic	9/6/2016	5/5/2017	Journey's curriculum STAR assessment	Thirkill: Supply	4 th grade teachers
Measurable Objective 2	Increase performance on the 4 th grade ISAT Math from 42% to 44% Proficient or higher						
	Strategy 1	Research based: Yes			Benchmark 85%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	ISAT Interim assessment blocks	Academic	1/16/2017	3/9/2017	ISAT Practice test	State Department of Ed.	Principal 3 rd – 4 th grade teachers
Measurable Objective 3	2% increase of students proficient or greater on 4 th grade ISAT ELA and Math						
	Strategy 1	Research based: Yes			Benchmark 5%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	RTI Math	Academic Intervention	9/6/16	5/5/16	Paraprofessional in classrooms 45 minutes per day		

EARLY CHILDHOOD LITERACY (33-1615, 33-1616)

GOAL	All students will be reading proficient by the 3rd Grade						
Measurable Objective 1	IRI scores will increase by 5% from fall to spring assessment						
	Strategy 1	Research based:			Benchmark		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Imagine Learning	Academic	09/06/2016	05/05/17	Software Paraprofessionals	Literacy funds	Principal K-3 teachers
	Intensive Phonics	Academic	9/06/2016	05/05/17	Training and materials	Literacy funds	Principal 1 st grade teachers
	STAR Assessment for reading and math given quarterly	Academic	08/2016	05/2017	STAR assessment	Thirkill: Supplies	K-4 teachers Title I Teacher
	AIMSweb	Academic	09/2016	05/2017	Web based progress monitoring	Literacy funds	Title I Teacher Principal

PARENT ENGAGEMENT

GOAL	Increase parent engagement through increased communication and attendance						
Measurable Objective 1	95% of Parents receiving newsletter						
	Strategy 1	Research based:			Benchmark 100%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Send Monthly Newsletters d and hard copy	Schoolwide	10/1/16	05/1/17		Building Supply	
Measurable Objective 2	# of Parent participation in Parent Teacher Conferences will grow 2%						
	Strategy 1	Research based:			Benchmark 95%		
	Activity	Activity Type	Begin Date	End Date	Resources Assigned	Funding Source	Responsibility
	Student invitations and student led conferences	Schoolwide	10/24/16	11/03/16		Building Supply	Principals
Measurable Objective 3	90% of students attending at least 95% of instructional days						
	Strategy 1	Research based:			Benchmark 97%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	Monthly Attendance Challenge	Schoolwide	8/24/16	8/23/17		Building Supply	Principals
% parent attendance on College and Career Ready Nights, Leader in Me Nights, other Academic Parent Nights							
	Strategy 1	Research based:			Benchmark 75%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	Attendance		8/24/16	5/5/17		SDE/Local	Principals
Measurable Objective 4	% participation "One School One Book "K-4						
	Strategy 1	Research based:			Benchmark 75%		
	Activity	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Responsibility
	All families will read the same title aloud with their child	Academic	1/20/2017	2/27/2017	Books	PTO	Principal, librarian

Links for Up-To- Date Assessment Data

[ACCOUNTABILITY REPORT CARD](#)

[IRI Public Report](#)

[IDAHO TRENDS GO ON, READING, MATH](#)

[STAR RATINGS, ISAT, GRAD RATES,](#)

[2015 NAEP IDAHO REPORT](#)

[Idaho NAEP Stoneberg Report](#)

[ISAT SCHOOL DAY REPORT](#)

Other Links

[IDAHO SCHOOL SAFETY THREAT ASSESSMENT 2014](#)

Literacy Intervention Program (2016-2017)

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA's literacy intervention program.

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including:
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension and Fluency
 - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- D. Supplemental instruction (may be imbedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Please also note, pursuant to Idaho Code §33-1615, school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

School District	Soda Springs Joint School District #150	
Contact	Name: Sue Hansen	Phone: 208-547-4426
	E-mail: shansen@sodaschools.org	

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
 - Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

In the Program summary section, provide the details about your district’s literacy intervention program with the above mentioned requirements. Please clearly outline your district’s approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

Program Summary (2015-2016)

Howard E. Thirkill Elementary submitted the extended reading plan to the state for the 2015-2016 school year. The plan addressed the needs of the students in grades kindergarten through third grade. The process to determine students in need of intervention began with universal screeners given to all students. The screeners were analyzed by grade level teams to identify students who may need additional support.

Interventions used K-3

Small group instruction

- Students were grouped according to instructional needs after analyzing results from universal screeners
- Students' progress was monitored throughout the school year
- Progress monitor data was analyzed in grade level teams

Summer School

- Students who scored below basic and basic on the Spring IRI were invited to attend summer school
- Certified teacher and several aides met with students to complete literacy activities
- Attendance was inconsistent and the anticipated effectiveness was not reached

Imagine Learning

- Imagine Learning was used as an intensive intervention for a small number of 1st grade students to target individual student need
- This was a successful intervention but cost prohibited it from being offered to other at risk students

STAR Reading Assessment

- Students in 2nd – 3rd grades took the STAR reading assessment four times per year
- Students in 1st grade took the STAR Early Literacy assessment fall and spring

Idaho Reading Indicator (IRI)

- Students in grade K-3 were assessed using the IRI three times per year (Fall, Winter, and Spring)

Program Summary (2016-2017)

Soda Springs School District has one elementary school, Howard E. Thirkill, with the K – 3 students. The district's literacy intervention program will be the same throughout the school. First grade and struggling second grade students will use Intensive Phonics. Interventions will be during the school day for grades 1 – 3 and K students will have an additional 30 minutes of instruction beyond the ½ day kindergarten schedule.

Interventions Planned K-3

Intensive Phonics (1st grade – struggling 2nd grade)

- All first grade teachers attended training in August 2016.
- Curriculum materials were purchased
- Students in all first grade classrooms will be taught *phonemic awareness and decoding strategies*.
- Students who score below basic on the Fall IRI will have additional small group instruction ensuring these strategies are understood.

Imagine Learning (K-3rd)

- Professional development will be given to teachers and aides assisting students with Imagine Learning
- Students who score below basic or basic on the Fall IRI assessment will be given a user name and password to access Imagine Learning. Students reading **skills are diagnosed** upon the initial login. Students are then placed in the appropriate content to strengthen reading deficiencies. The Imagine Learning software program uses multiple approaches to teach reading skills. Imagine Learning targets the foundational reading skills: *Phonics, phonemic awareness, decoding, vocabulary, comprehension, and fluency*. Checkpoints are in place so progress is monitored and additional interventions are provided as needed.
- Kindergarten students will have an additional 20 minutes to complete the lessons in Imagine Learning. Morning students will stay after and afternoon students will come early to accommodate this. Parents will also be given the option to complete this at home and time using Imagine Learning will be monitored by the school.
- The 1st – 3rd grade students will be in the computer lab or use iPads for 20 minutes each day to access Imagine Learning. Students in these grades attend school for nearly 40 minutes per day beyond the state requirements. The intervention for these grades will be done during the school day.
- Imagine Learning provides teachers with the Action Area Tool which pinpoints which skills students need focused intervention. Student's growth will be monitored using the Growth Reporting tool in order to see an historical view of progress.
- Students in all grades will be given access to Imagine Learning at home. Parents will be encouraged to allow their children to use the website at home.

Thinking Maps – A Language for Learning®

- Thinking Maps is a language of eight visual patterns based on a fundamental thinking process
- The maps can be used individually and in combination across every grade and curriculum area as a way to organize thoughts visual patterns

Small group instruction (RTI)

- Intensive phonics for 1st grade students
- Remediation from Journey's reading curriculum to reinforce skills taught in the classroom
- Weekly or bi-weekly fluency assessment

STAR Assessments

- Students in 2nd – 3rd grades take the STAR reading assessment four times per year
- Students in Kindergarten and 1st grade take the STAR Early Literacy at least twice per year

Aimsweb for progress monitoring

- Reading Fluency probes
- Mathematics Computation and Applications assessments

Milepost Student Learning Management System

- Student assessment information is regularly uploaded
- Individual literacy plans are available
- Teachers have access to assessment information and literacy plans

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Comprehensive Literacy Plan Alignment

The Idaho Comprehensive Literacy Plan explains four essential elements to the plan: 1) collaborative leadership, 2) developing professional educators, 3) effective instruction and interventions, and 4) assessment and data. The Soda Springs Joint School District #150 incorporates these elements within the plan in the following ways.

Collaborative Leadership:

The goal for K – 3 students in the Soda Springs School District mirrors the goal from the Idaho Comprehensive Literacy Plan. *The Idaho Comprehensive Literacy Plan is designed with a single, simple goal in mind: literacy growth for all Idaho Students.* Soda Springs Joint School District Literacy Intervention Plan has the same goal: Literacy growth for all Soda Springs K-3 grade students.

The Soda Springs Jt. School District Board of Trustees and the Superintendent show a commitment to literacy. They work with school leaders to support the implementation of research based practices by approving the necessary time for professional development, up-to-date curricular resources, and time for teacher collaboration to successfully implement strategies. District level leadership supports school activities that promote literacy.

Developing Professional Educators

The Soda Spring Jt. School District has a professional development plan to support educators in their opportunities to learn. Job embedded and professional learning opportunities allow teachers to master the skills needed to provide effective literacy education for students. New teachers are mentored as prescribed by the district's teacher mentor plan. Mentors are paid through the leadership premium funding ensuring even educators new to the profession use effective instructional strategies. Collaborative professional development grants are offered for teachers to meet in focused groups to learn best practices and plan ways to implement the learning in their classroom.

Effective Instruction

As stated in the Idaho Comprehensive Literacy Plan, "Effective instruction and interventions are critical in supporting students' development of strong literacy skills". Soda Springs Jt. School District has this same belief. Idaho Core Standards are used as curriculum is developed. The curriculum clearly meets all aspects of literacy, including phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, and verbal communication. Flexible grouping strategies are used for struggling readers providing focused interventions grounded in research and instructional best practices.

Assessment and Data

Universal screeners, progress monitoring, diagnostic and formative assessment are part of the comprehensive literacy plan for Thirkill Elementary. The meaningful data is reviewed and analyzed as part of the weekly grade level meetings. Teachers are given access to Milepost, a student learning management system. Milepost provides teachers with student-level data to support instructional planning and meeting the individual needs of students.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

Parent Involvement

After the IRI fall administration, parents are sent a letter showing the benchmark score and their child's score. Students who demonstrate a need for literacy intervention are provided with information about accessing Imagine Learning from home. Parent newsletters are sent home monthly with strategies to improve literacy. The One School One Book program will be implemented in January of 2017. This program will give families the opportunity to have a book to read together. Literacy activities will be planned during the month to encourage all families to participate.

Parent input for the Literacy Plan was solicited through newsletters and meetings with individual parents. Input from parents will continue to be encouraged as this plan is put into practice.

Parent Teacher Conferences are held twice each year. Teachers will emphasize literacy development of each student through the use of IRI results, STAR assessment results, as well as formative assessments done in the classroom. Thirkill Elementary will maintain an 85% or better attendance rate. The second parent teacher conference will be a student led conference. Students share the data they have collected through the year to allow students and parents to have a focused discussion on progress.

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education’s research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	SY 2016-2017	Benchmark (Chosen by LEA)
# of students who scored “proficient” on the Kindergarten Spring IRI	50	59		
% of students who scored “proficient” on the Kindergarten Spring IRI	84.75%	93.65%		85% or +5% from Fall to Spring
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI				
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI				
# of students who scored “proficient” on the Grade 1 Spring IRI	48	45		
% of students who scored “proficient” on the Grade 1 Spring IRI	71.65%	77.42%		85% or +5% from Fall to Spring
Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI				
Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI				
# of students who scored “proficient” on the Grade 2 Spring IRI	53	55		
% of students who scored “proficient” on the Grade 2 Spring IRI	82.81%	79.71%		85% or +5% from Fall to Spring
Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI				
Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI				
# of students who scored “proficient” on the Grade 3 Spring IRI	39	49		

% of students who scored "proficient" on the Grade 3 Spring IRI	79.59%	87.5%		85% or +5% from Fall to Spring
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI				
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI				
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	57%	48%		2% increase
% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	46%	44%		2% increase
Increase in average STAR scale score for 2 nd grade, fall to spring				Increase fall to spring
Increase in average STAR scale score for 3 rd grade, fall to spring				Increase fall to spring
% of 1 st grade teachers participating in Intensive Phonics professional development	Opportunity not provided	Opportunity not provided	100%	Teachers will be observed implementing Intensive Phonics
Parent Teacher Conference participation grades K-3		90%		90%

Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

2016-2017 LITERACY INTERVENTION PLAN PREVIOUS YEARS EXPENDITURES

Funding Received for 2015-2016 :

Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
EXAMPLE: Reading Specialist	1 Reading Specialists, 20 hrs per week	0.5	28,400.00	
Summer school - teacher and aide		1.0	2,000.00	2,000.00
Benefits				0.00
Personnel Subtotal				2,000.00
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
EXAMPLE: Voyager Passport	Instructional books for teachers / specialists	4	22.00	
Imagine Learning	Licenses for low performing 1st grade students	5	150.00	750.00
				0.00
Programs / Curricula Subtotal				750.00
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
EXAMPLE: Bussing	Bussing for eligible students at reimbursement rate	17	24.00	
				0.00
				0.00
Transportation Subtotal				0.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
EXAMPLE: Supplemental reading books	2 per eligible student	34	12.00	
				0.00
				0.00
Other Costs Subtotal				0.00
TOTAL COSTS				\$2,750.00

PASTED AS AN IMAGE, SEE ORIGINAL PLAN TO EDIT.

2016-2017 LITERACY INTERVENTION PLAN PROPOSED BUDGET				
Budget for 2016-2017 :	\$33,000.00			
Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
EXAMPLE: Reading Specialists	4 Reading Specialists, 20 hrs per week	2.0	28,400.00	56,800.00
Paraprofessionals	Increase time two hours a week for 3 paraprofessionals to monitor Imagine Learning	0.5	7,500.00	3,750.00
Benefits				0.00
Personnel Subtotal				3,750.00
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
EXAMPLE: iStation Reading Curriculum	Licenses for all students who need interventions	17	56.00	952.00
Imagine Learning	Licenses for all students who need interventions	120	150.00	18,000.00
AIMSWeb	Licenses for all students who need interventions	120	4.50	540.00
Reading Horizons - Intensive Phonics	Teacher kits for all 1st grade teachers	3	1,082.83	3,248.49
Programs / Curricula Subtotal				21,788.49
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	17	100.00	1,700.00
Student transportation by parents	Pay parents in lieu of bussing as needed	5	600.00	3,000.00
Transportation Subtotal				3,000.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
EXAMPLE: Tablet computers	1 per eligible student for using iStation	17	600.00	10,200.00
Imagine Learning training	Onsite training for two days	1	2,000.00	2,000.00
AIMSWeb online training	Training for two teachers	1	2,000.00	2,000.00
Headphones for students	Imagine Learning requires headphones	50	2.00	100.00
Other Costs Subtotal				4,100.00
TOTAL COSTS				\$32,638.49

PASTED AS AN IMAGE, SEE ORIGINAL PLAN TO EDIT.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2016-2017)

Please note, effective July 1, 2016, pursuant to Idaho Code §33-1212A your school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your College and Career Advising and Mentoring Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All plans are due to the Office of the State Board of Education by October 1.

College and career advising and/or student mentoring is an essential component of a students' educational experience. Such advising and mentoring provide students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

Pursuant to Idaho Code §33-1212A, school districts and charter schools may employ non-certificated staff to serve in the role of college and career advisors and student mentors. Appropriate alternative forms of advising and mentoring must be research-based and may include the following:

1. High contact programs such as:
 - a. Near peer or college student mentors; and
 - b. Counselor, teacher or paraprofessional as advisor or mentor;
2. Collaborative programs such as:
 - a. Student ambassadors; and
 - b. Cooperative agreements with other school districts or postsecondary institutions; and
3. Virtual coach or mentor programs

School districts and charter schools must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.

School districts and charter schools must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.

School districts and charter schools must report annually on the effectiveness of their college and career advising programs as part of their annual continuous improvement plan.

School District	Soda Springs Jt. Schools #150	
Contact	Name: Robert Daniel	Phone: 208-547-4308
	E-mail: daniel@sodaschools.org	

The plan must include:

1. The type of College and Career Advising and Mentoring model used;
2. Summary of college and career advising and mentoring used at each grade level (available resources/services by grade level or group of grades);
 - (i.e. if the district is using the same resources/services for multiple grades, you may group them in the same summary – please indicate this)
3. Current and projected budget (see Template 4);
4. Metrics chosen by the school district/charter school, required metrics, baseline data, and school district selected benchmark;
5. Previous year expenditures; and
6. Proposed budget for current year

Use additional space or pages as needed.

Summary of 2015-2016 School Year College & Career Advising Efforts:

Monthly: Newsletters are sent out to all parents informing them of Fast Forward Opportunities, and College and Career Opportunities. Timeline is as follows:

August:

- Article is posted in local newspaper informing students and parents about registration times, and informing them about upcoming College and Career Readiness activities.
- Schedule pickup: as seniors get their schedules, counselor or advisor discuss Adv. Opportunities with them and their parents and make class changes to take advantage of the opportunities.
- Class change time: continue the activity listed above.
- Enroll students in Dual Credit classes with the colleges, and help students create Adv. Opportunities portals and apply for funding for DC classes.

September:

- Host Parent meeting to discuss Advanced Opportunities, Dual Credit classes, and Financial Aid.
- Senior class presentations: go into English classes to discuss senior year goals and deadlines, Financial Aid/FAFSA, and any other issues the students have. Parent meeting to discuss senior year goals and deadlines, Financial Aid/FAFSA, and any other issues the students have.

October:

- College Fair: Provide juniors and seniors exposure to postsecondary opportunities and possible scholarships.
- PSAT Testing: All 10th graders are given the PSAT to familiarize them with the college entrance exam.
- ASVAB interpretation for seniors from Spring test.
- Offering of PSAT to all 11th graders.
- Introduce "Next Steps Idaho" to 9th-12th graders in Advisory.
- 8th grade 1st quarter Career class 4 year plans discussion and high school requirements

November:

- Introduce CIS during Advisory period as a way to explore careers.
- Explore dual enrollment classes for the 2nd semester.
- Participate in National College Application week. Host one evening event for college applications. Have students apply to college in Government or English classes
- Participate in FAFSA Completion Night
- Reminder of ACT and SAT registration dates.

December:

- Have students use the CIS program to complete grade appropriate assignments for career exploration. Show students how the CIS program can connect careers to education, then to specific colleges for that career. Help students update their 4 year high school plan. Discuss CTE classes as well as dual enrollment classes and Advanced Opportunities.
- Form a College and Career Readiness committee to brain storm resources and activities, and schedule monthly meetings.
- College and Career readiness discussion with all 11th graders in English class

January:

- Have students and staff wear college attire that represents where they have attended and where they plan to go.
- If Dual Enrollment classes begin 2nd Semester, enroll those students in Dual Credit classes with colleges, and help students sign up for Adv. Opportunities funding for those classes.
- PSAT interpretation for 10th -11th grades.
- 8th grade 2nd quarter Career class 4 year plans discussion and high school requirements
- Continue with CIS
- Implement other activities as developed by the committee.

February:

- Enrollment of students in dual credit for colleges (applications and registration).

March:

- Tech Expo: Provide transportation for juniors to the ISU Tech Expo. This will give the students exposure to the technical programs that are offered through the College of Technology.
- Local scholarship applications promoted.
- ISU "Women and Work" conference for all 11th and 12th grade girls.

April:

- Review and revise 4 year plans for all current 9th, 10th, and 11th grade students and register for next year's classes. Assist in final college applications, transcript requests, and scholarship applications
- SAT Testing- All juniors will take the SAT college entrance exam
- ASVAB testing for all 11th graders
- New freshman orientation- parent meeting discussing Advanced Opportunities.

May:

- Flyer prepared for graduation program listing college credits for graduating seniors and also their scholarships.

2016-2017 College and Career Advising Model used by the LEA:

As the Soda Springs School District explored each of the College and Career Advising Models suggested by the State, we noted that the School Counselor Model was most closely aligned with our agreed upon objectives. Our school counselor to student ratio is about 1:250 and our counselor masterfully meet the needs of our students whose families have the resources and knowledge to pursue higher education. However, we want to ensure that all students have access to high quality advising as they plan for the "next step." Consequently, the Soda Springs School District opted to use the Traditional School Counselor model for its College and Career Advising program. We have employed a College and Career Advisor whose major focus includes the transitions from middle school to high school, from early high school to later high school, and from high school to college and career. Our purpose is to provide college and career advising for high school students transitioning to post-secondary institutions or careers and to provide academic advising for 8th, 9th, and 10th grade students

in the development of four year plans, particularly those students who may have been underserved or overlooked in the past. The advisor has a post-secondary degree and will receive training related to college and career advising.

The high school principals captured the major responsibilities of the College and Career Advisor in the following job description:

The primary responsibilities of the College and Career advisor will include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students, including family nights.
- Support students to enroll in dual credit/CTE programs that are tied to their academic and career plans
- Assist families in identifying scholarships and funding sources for college and career plans.
- Aid in the completion of postsecondary applications, FAFSA, and scholarship applications
- Assist high school counselors in planning and conducting college and career advising events.
- Work with Principals to provide academic advising events for 8th grade students and their parents.
- Work with school counselors in completing the online academic planning process, with an emphasis on the completion of four year plans for 8th grade students.

The College and Career Advisor will have their office in the high school. Their placement in the school provides for the development of relationships with individual students and their families. The advisor will also work closely with the counselors and the school administrators.

Summary of college and career advising and or mentoring plan, break out plan by grade level:

(Summary can be grouped by multiple grade levels if plan treats grouped grade levels the same)

6 th -8 th Grade	Parent meetings to inform parents on advance opportunities, Counselors and teachers work with students regarding 4 year plans, Students and parents attend elective fairs at local high schools,
9 th Grade	Counselors/Career Advisors meet with students to review/revise 4 year plans with intentional focus on advanced opportunities classes and programs, Begin preparation for college and career,
10 th grade	PSAT, PSAT interpretation with emphasis on course and career planning, Conduct parent workshops on college and high school course preparation, Classroom presentations. Work on prescriptions with Kahn Academy.
11 th Grade	PSAT, SAT, PSAT and SAT interpretation with emphasis on course and career planning, Conduct parent workshops on college and high school course preparation, College Fair (Idaho Falls), Students to attend Tech Expo.

12 th Grade	FAFSA education for students and parents, Conduct parent workshops on college and high school course preparation, Workshops on scholarship preparation for students and parents, College Fair (Idaho Falls)
---------------------------	---

Provide effectiveness measures chosen by the school district/charter school, required metrics, baseline data and benchmarks:

Performance Measure	Baseline Data (Last Year)	Benchmark
Number of Students Served from the College and Career & Mentoring Plan	0	75%
Number of Learning Plans developed during Grade 8 and number of learning plans reviewed annually by grade level	All students in Grades 9-12	97%
Number of Students Graduating High School with an Associate's Degree	0	1
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)	1 Year 21	5% increase
	1 Year 44.6%	
	2 Year 27	5% increase
	2 Year 57.4%	
Percentage of 11 th and 12 th grade students who accessed Fast Forward/Advanced Opportunities Funding		42%
Percentage of 11 th and 12 th grade students who enrolled in Dual Credit, AP, and CTE courses		90%

COLLEGE AND CAREER ADVISING AND MENTORING PLAN 2016-2017

Budget for 2016-2017 : Soda Springs Schools #150

College and Career Advising and Mentoring Plans submitted for the 2016-2017 school year must show how the additional funds received will be used to expand current college and career advising efforts in schools. Add additional lines or pages as needed
Additional Funds may not be used to supplant current efforts.

Personnel					
Position / Item	Details	Funding Source	FTE	Cost Per FTE	Total Cost
College and Career Advisors	College and Career Advisor	College Career/ District	0.7	26,201.00	17,292.66
					17,292.66
Other Personnel					
Item	Details		# Items	Cost Per Item	Total Cost
Office Supplies for Advisors	General office supplies	District			700.00
Subtotal					700.00
Transportation					
Item	Details		# Students	Cost Per Student	Total Cost
Field Trips	Higher Education/Post-secondary Institutions/	District/ Ed Foundation			1,600.00
Subtotal					1,600.00
Other Costs					
Item	Details		# Items	Cost Per Item	Total Cost
Mileage for Advisors	Travel to Advanced Opportunity Training	College Career/ District			686.00
Supplies for Parent Workshops		District			250.00
Subtotal					936.00
Professional Development/Training					
Item	Details		# Hours	Cost Per Item	Total Cost
Attendance at SDE Advanced Opportunities training	Included Lead Advisor, Program Administrative Assistant;	District			1,357.00
Attendance at various trainings, IDLA, Ad Ops		District			2,500.00
Subtotal					3,857.00
TOTAL COSTS					\$24,385.66

PASTED AS AN IMAGE, SEE ORIGINAL PLAN TO EDIT.