

# **Minidoka County Joint School District # 331**



**2 High Schools**

**3 Middle Schools**

**4 Elementary Schools**

## **Empowering Students for Success**

# MCSD COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

<b>School District</b>	<b># 331</b>	<b>Name: Minidoka County Joint School District</b>
<b>Superintendent</b>	<b>Name: Dr. Kenneth Cox</b>	<b>Phone: 208-436-4727</b>
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## Narrative – Part 1

### Mission and Vision

Mission: **Empowering Students for Success**

Vision: The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.

Priority Focus: **Effective Instruction**

### Demographic Analysis – Annual March 1<sup>st</sup> Counts

	<b>2017-2018</b>	<b>2018-2019</b>
Male	52.3%	52.4%
Female	47.7%	47.6%
White	51.4%	50.3%
Black/African American	0.3%	0.2%
Asian	0.1%	0.1%
Native American	01%	0.5%
Hispanic/Latino	45.5%	46.6%
Free/Reduced Lunch Program	62.9%	64.4%
Received Special Education (IEP Students)	12.2%	12.5%

In addition to the above demographic information, over the past several years the Minidoka County School District has experienced relatively flat federal funding, increased staffing costs, increased student enrollments, and a shortage of highly qualified teachers. In 2017-2018 alone, 8% of our teaching staff taught under the alternative authorization umbrella, and since 2010 our student population has grown from 3996 students to 4263, while the number of certified staff has increased by less than 2 certified staff from 244.25 FTE to 246. Although our state funding has returned to 2008 levels, flat federal funding, significantly higher staffing costs, highly qualified teacher shortages and increased student enrollment numbers have left our schools with large class sizes and minimal staff, many of which do not have the specialized training necessary to meet the unique needs of our most at-risk students.

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## **Community Involvement - REQUIRED**

Community involvement is a very important aspect of MCSD's Continuous Improvement Planning process. MCSD engages the community in a variety of formats. In addition to monthly board meetings, our district sponsors Town Hall meetings to elicit community and family input on the future direction of our district. Monthly meetings are held with our Policy Review Committee, Patron/Parent Advisory Team and our Migrant Parent Advisory Committee to discuss a variety of topics including continuous improvement, college and career advising, literacy intervention, policy, instruction, and future needs. All of these groups are made up of parents, community members, and MCSD staff. Local emergency responders including law enforcement, the fire department, juvenile probation and parole, along with our district safety and administrative teams meet every other month to discuss safety concerns and ways to improve our preparedness and response in the event of an emergency. Each year the MCSD Federal Programs office takes out a full-page advertisement in our local paper to outline the various programs available to families and ways that the community and parents can become involved. The circular is free and reaches over 15,000 residents.

MCSD has a rich tradition of getting the community into our schools. Like many schools in Idaho our sporting events are community events. MCSD community events don't stop there, however. Our schools also host a variety of parent involvement activities at their schools throughout the year that include a Back-to-School Open House, college/career planning and advising/mentoring events (services and resources available are presented), parent-teacher conferences (literacy intervention plans are discussed and finalized with parents in during fall conferences), student recognition, student performances, reading and math nights, and parent training and information events. In addition, several of our parent-teacher organizations sponsor community involvement activities such as 5K runs, carnivals, and student fieldtrips to local businesses.

MCSD recognizes the importance of engaging all families in our schools and their child's education. As such, all announcements and information from schools are translated. Notification to parents regarding services and resources available to students happens in a variety of formats that include Student Handbooks handed out at registration (information about Literacy Intervention and the College and Career Advising/Mentoring programs are included), announcements posted to the District website, notes home to families, parent-teacher conferences, and the parent component of PowerSchool for monitoring grades and other announcements. To further engage our Hispanic community MCSD also reaches out to our non-English speaking families through the Spanish radio station and make personal phone calls to invite them to events throughout the district.

## **LITERACY INTERVENTION PROGRAM**

### **Literacy Program Summary - REQUIRED**

#### **Early Reading Readiness Goal**

It is the goal of Minidoka County School District (MCSD) that all students are reading proficiently by the end of 3<sup>rd</sup> grade, as measured by the Spring IRI. In 2017-2018, 68.2% of 3<sup>rd</sup> graders scored proficient on the IRI, 53.53% of 2<sup>nd</sup> graders scored proficient on the IRI, 65.13% of 1<sup>st</sup> graders scored proficient on the IRI and 84.53% of kindergarten scored proficient on the IRI. Each year, schools will demonstrate at least an 8% increase in the number of students meeting proficiency on the IRI from the previous year.

# MCS D COMBINED DISTRICT PLAN (2018-2019)

## Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

- **3<sup>rd</sup> grade** - 75% of 3<sup>rd</sup> grade students will score a 3 on the Spring IRI.
- **2<sup>nd</sup> Grade** - 70% of 2<sup>nd</sup> grade students will score a 3 on the Spring IRI.
- **1<sup>st</sup> grade** - 70% of 1<sup>st</sup> grade students will score a 3 on the Spring IRI.
- **Kindergarten** - 90% of kindergarten students will score a 3 on the Spring IRI.

To gauge the effectiveness of MCS D's literacy plan, schools will demonstrate an increase in the percentage of K-3 students who score Basic or Below Basic on the Fall IRI who make at least a one performance category improvement on the Spring IRI. The goal is for 36% of students who receive a basic or below basic on the fall IRI to improve by at least one performance category on the spring IRI.

### Summary

All elementary building administrators, instructional coaches, and district leadership developed the literacy plan for the 2018-2019 school year, which will continue to focus on strengthening teacher knowledge and implementation of effective literacy instruction. In the 2016-2017 school year, schools focused on strengthening teachers' blending skills in the kindergarten and first grades. Improvement was seen in the foundation skills of these teachers, who will continue to receive support in this skill as well as others. As a result of literacy rounds in the 2016-2017 school year and additional literacy data, MCS D realized it was essential to adopt a new English Language Arts curriculum, as the outdated curriculum being used was no longer effective. For the 2018-2019 school year, professional development and support will be centered on implementing the new Wonders curriculum for all grades K-5. New curriculum provides the opportunity for instructional coaches, administrators, and teachers to continue to learn and strengthen literacy best practices.

MCS D continues to have a high percentage of teachers in the classroom who have received teaching certificates through alternate routes, resulting in teachers with little to no training in literacy instruction. As a result of this data, the literacy plan will continue to focus on providing professional development to instructional coaches with the intention of creating capacity within the district to support literacy instruction. MCS D has a high percentage of English Language Learners who need additional supports to be successful in learning to read. To address this need, teachers in grades K-5 will receive training and support in best practices in teaching and support English Language Learners in reading instruction.

MCS D is partnering with Education Northwest (EdNW) and other Idaho school districts in the NW Literacy Co-Op. The purpose of the Co-Op is to improve literacy outcomes in districts by sharing what is working and collectively brainstorming solutions to common challenges through evidence-based research. As part of the Co-Op, personnel (administrators, coaches, and teachers) will take a literacy knowledge survey. The purpose of the survey is to get a baseline on the content knowledge of literacy acquisition. Results will be used to design and differentiate professional development. The survey will be administered again in the spring to measure growth. MCS D will be able to see increases and growth of this knowledge survey over 2016-2017 as well.

In the 2018-2019 school year, each school will begin a Literacy Committee. Administrators will select at least two teachers and the instructional coach to be part of the committee. The committee will meet to discuss literacy best practices, school-wide progress on the ISIP (IS tation's Indicator of Progress), receive and deliver literacy training, and guide the school in improving literacy for all students.

# **MCSO COMBINED DISTRICT PLAN (2018-2019)**

## **Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan**

Each school will receive an additional paraprofessional to help facilitate small group interventions and decrease the size of current intervention groups. The paraprofessionals will also oversee the Waterford program being purchased for all kindergarten students in the district. Waterford will be purchased for all kindergarten students in the district.

According to data collected in the 2017-2018 school year, students considerably below grade level have not been successful in the core reading program. To provide these students with the needed foundational skills, they will receive instruction from research-based direct instruction programs.

In order to provide students with intervention based on skill deficits, students in grades K-3 will be assessed using the ISIP monthly. Data from student assessments will be used to identify student deficits and needs for intervention. Teachers will be trained on ISIP, reporting, and data. The ISIP will provide data based on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension, which will be used to determine intervention groups.

MCSO recognizes the need for effective instruction with the core reading program. Core reading instruction is delivered daily during a 90-minute instructional reading block using the evidence-based reading program, Imagine It MCSO will explore English Language Arts curriculums in an effort to strengthen the core curriculum for all students in K-5.

### **Program Description & Time**

All students receive 90 minutes of reading instruction daily. Additionally, students are leveled into skilled-based focus groups for individual instruction during the school day on deficit skills for 30 minutes, four days a week. Students who have been identified as either a one or two on the IRI will receive an additional 30 minutes of small group intervention in addition to the 90 minute reading block. This will be facilitated through a pullout model. Intervention groups focus on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension. Kindergarteners who require more intensive intervention may participate in an extended kindergarten program. This program is administered five days a week all year long.

### **Waterford**

To provide individualized instruction for students in kindergarten, Waterford, a research-based program will be used. Students are prescribed a unique learning experience tailored to their own skill level and pace. All students in kindergarten will receive individualized instruction on Waterford. Waterford will help close the achievement gap, build critical skills, and reach all early learners.

### **Interventionists**

Interventionists have been provided training specifically on literacy intervention as well as Waterford. Interventionists have completed para-educator testing to make them highly qualified to be working with students.

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## **Group Size**

Additional interventionists will allow schools the ability to reduce intervention group size. Small group instruction includes three to six students. Whole group instruction is more than six students. These additional interventionists (paraprofessionals) will help to lower the small group intervention size.

## **Intervention Materials**

### **Kindergarten**

Anita Archer Phonics for Reading

CORE Phonics

Early Interventions in Reading

Phonics for Reading

Waterford

Imagine Learning

Language for Learning

**Skills addressed:** *Phonological awareness, decoding/phonics, reading fluency & comprehension*

### **1st Grade**

Anita Archer Phonics for Reading

CORE Phonics

Phonics for Reading

Read Naturally (Comprehension)

Early Interventions in Reading

Imagine Learning

Language for Learning

**Skills addressed:** *Phonological awareness, decoding/phonics, reading fluency & comprehension*

### **2nd Grade - 3rd Grade**

Anita Archer Phonics for Reading

CORE Phonics

Phonics for Reading

Read Naturally (Comprehension)

Imagine Learning

Language for Learning

**Skills addressed:** *Phonological awareness, decoding/phonics, reading fluency & comprehension*

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## Assessment

### IRI

The IRI is given three times a year (Fall, Winter & Spring). This is used to identify “at risk” students for reading failure.

### Waterford

Waterford provides easy to read reports for teachers and administrators with real-time insights into student learning. Placement reports, progress reports, area of difficulty and object details report can be obtained to help teachers and administrators monitor the Waterford data.

### Core Phonics

CORE Phonics assesses the phonics and phonics-related skills with a high rate of application in beginning reading. CORE Phonics can be used as a screening measure, as well as outcome measures, providing data about growth and mastery at the end of an instructional period. CORE Phonics is administered every 6-8 weeks. Results are shared with the classroom teacher, instructional coach, principal and support staff during monthly collaborations and provide data for leveling students in intervention groups.

### Progress Monitoring

Students who have a literacy plan will be monitored weekly for progress using fluency probes. The ISIP will be used as an additional progress-monitoring tool monthly. This assessment measures overall performance of key foundational skills at each grade level.

## **Comprehensive Literacy Plan Alignment - REQUIRED**

The Idaho Comprehensive Literacy Plan is comprised of four essential elements of the Idaho Comprehensive Literacy Plan; collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. Minidoka County School District incorporated each of these components when designing their literacy plan.

- **Collaborative Leadership**-In order to achieve academic success and rigor in attaining the goal of students reading at grade level, all constituents are involved in creating a literacy plan. All groups understand their responsibilities and contribute to achieving literacy goals. Creating stronger school-family community partnerships is a goal MCSO is engaged by providing more opportunities for parents to become involved in students’ literacy growth.
- **Developing Professional Educators**- Administrations, teachers and paraprofessionals will be provided extra support from experienced trainers in order to increase their knowledge of support programs and reading foundational skills. Schools will maintain opportunities for collaboration on a monthly basis. Instructional coaches will provide support in the classroom especially during the 90-minute reading block. New teachers will receive additional training through the mentoring program specifically on literacy and core instruction.
- **Effective Instruction and Interventions**-- Minidoka County School District has determined a priority focus to be effective instruction. Literacy rounds will assist in determining next steps to increase

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student achievement specifically in the areas of reading and writing. Waterford will help classroom teachers in kindergarten be able to provide individualized instruction based on the student's need. All schools follow district MTSS/RTI processes. It is a continued goal to meet the needs of all English Language learners through the WIDA standards.

- **Assessment and Data**-In order to increase student achievement through the use of data, teachers will be trained in the use of Mileposts, a data management system, which provides an overview of each student's assessment data, as well as where progress monitoring will be recorded. Comprehensive assessment systems are in place, which include IRI, ISAT, and CORE Phonics as well as various other formative assessments. All students will participate in screening for literacy skills, as well as additional diagnostic assessments as needed. Data will be used to determine students' deficits, which also determine interventions.

#### Parent Involvement - REQUIRED

- Parental input and support in Minidoka County School District (MCSO) is a key component for academic success. MCSO continually strives to increase communication with parents. When designing MCSO's literacy plan, the district sought input from the Parent Patron Advisory Team (PPAT). The PPAT is a representation of all schools within the district. Input was sought in this group in how the district could better support parents and families in literacy. In addition to input from the PPAT team, individual elementary schools sought input from parent organizations in how to best support parents with literacy needs.
- As part of the K-3 literacy plan, MCSO will invite parents to discuss their child's reading level with their child's teacher and/or literacy plan members. The meeting will ensure all parties are involved in creating a literacy plan, which will provide the child with needed intervention and supports. This will give parents an opportunity to engage and provide input. The meeting and notification will describe the reading intervention services each student will receive once they have been identified as having a reading deficiency on the Fall IRI. The parent meeting and/or notification will also include a description of current services provided to the student and description of available or supplemental services and supports. Once the plan has been developed, 30 days after the deficiency was identified, a description of the reading intervention and supplemental services/supports will be provided to each parent including strategies to use at home. This is crucial in meeting the goals for the child throughout the year.
- The school district will provide opportunities for parents to attend literacy nights, which educate parents on how literacy support can be provided within the home. Meetings with families to discuss the plan for their child, letters home to families in their preferred language and parent teacher conferences will also serve to communicate the child's progress toward literacy goals.



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## MCSD Literacy Program Budget Proposal

District Name and Number:		Minidoka County School District #331				
Estimated Total Literacy Funding for 2018-2019 :		\$256,550.00				
PERSONNEL COSTS						
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Proposed Budget Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Paraprofessionals	5 Paraprofessionals	5.0	12,400.00	62,000.00	62,000.00	0.00
Benefits				24,700.00	24,700.00	0.00
Literacy Team Stipends	8 - \$500 Stipends	8.0	500.00	4,000.00	4,000.00	0.00
	Personnel Subtotal			90,700.00	90,700.00	0.00
PROGRAMS / CURRICULA COSTS						
Item	Details	# Items	Cost Per Item	Total Cost	Proposed Budget Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Waterford	Licenses for all Kindergarten Students	350	50.00	17,500.00	17,500.00	0.00
Intervention Materials	Reading Mastery, Horizons			20,000.00	20,000.00	0.00
	Programs / Curricula Subtotal			37,500.00	37,500.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)						
Item	Details	# Students	Cost Per Student	Total Cost	Proposed Budget Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
	Transportation Subtotal			0.00	0.00	0.00
OTHER COSTS						
Item	Details	# Items	Cost Per Item	Total Cost	Proposed Budget Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
Education Northwest	Ed Northwest Literacy Co-operative	1	108,000.00	108,000.00	108,000.00	0.00
Headphones	Headphones for students using Waterford	360	16.00	5,760.00	5,760.00	0.00
	Other Costs Subtotal			113,760.00	113,760.00	0.00
TOTAL COSTS & BUDGET						
				\$241,960.00	\$241,960.00	\$0.00

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**COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM**  
**College and Career Advising Model - REQUIRED**

	Model Name	Additional Details
	School Counselor	John Kontos, Kent Chandler, Jennifer Anderson
	Teacher or paraprofessional as advisor	Brooke Claridge
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	Jacoby Sneddon
	Transition Coordinator	Crystalsal Padron & TRIO Representative
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

**Advising Program Summary - REQUIRED**

**Transition Coordinator Model- CSI Transition Coordinator, TRIO Coordinator, Career & Technical Education Transition Coordinator, ARTEC**

Post-secondary institutions provide college and career advising in the high schools. They develop and implement services to high school students to help them define their education and career aspirations.

**High School Advisement Team Responsibilities**

The team consists of 3 administrators and 3 counselors at the high school level, 3 administrators and 2 counselors at the middle school level the promote and enhance college and career coaching. Each administrator is assigned to a group of students and advises them throughout the year.

**Gaining Early Awareness for Undergraduate Program Model, Gear-Up Coordinator for 11<sup>th</sup> and 12<sup>th</sup> graders**

Increase the number of students prepared to enter and succeed in postsecondary programs. The goal is to increase academic performance and preparation for postsecondary education, increase the rate of high school graduation and participation in postsecondary education, increase GEAR UP students' and the families' knowledge of postsecondary education option, preparation, and financing.

**College and Career Advisor**

The advisor will support and assist the student in understanding their choices for post-secondary education and career training, and provide information and/or provide direction to students, parents, teacher, and administration about career and educational services available to students.

9<sup>th</sup> Grade

- 4 Year Plan
- GPA - Keep your grades up (2.25 GPA)
- Advanced Opportunities
- IDLA
- Extra-Curricular Activities

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- Clubs
- Career Information System ([www.idahocis.org](http://www.idahocis.org))
- Paying for college

### 10<sup>th</sup> Grade

- Goal for future career
- College Options
- Interest and options for Dual Enrollment Classes
- Technical programs offered in our area
- Dual Credit Plan for interested students

### 11<sup>th</sup> Grade

- Set up a meeting with your counselor
- Make sure you're taking the right classes
- Keep your grades up (2.25 GPA)
- Research schools and programs
- Plan for the SAT and/or ACT
- Research scholarship options
- Dual Credit Options and Process

### 12<sup>th</sup> Grade

- FASFA
  1. Advisory
  2. Parent Night
- Scholarship Information
- ACT/SAT
  1. Preparation classes offered by Kale Tarbet
- Career and Technical Schools
  1. Career Fairs
- School to Work programs
- Letters of Recommendation
- College Application Week
- Higher Ed Days
- Scholarship Search
- College Campus Visits
- Back to School Night at the beginning of the School Year
- Spartan Forward tab on Minico Homepage with all of the information and forms
- Social Media (Twitter, Facebook, Remind 101)
- Youcanbook.me option for parents to have a one on one meeting
- Postcards mailed home regarding upcoming events
- Notifications sent to parents in Advisory Class
- Monthly Newsletters

### Other Notes / Comments

Not Applicable.

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## MCSD #331 METRICS

**Continuous Improvement Measures (all shaded metrics are required)**

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchm	# tested	# benchm	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	47	276	43	287	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance	17.03%		14.98%		-2.05 percentage points	<b>10% increase</b>
	% students participating in one or more advanced opportunity	22.00%		16.00%		-6 percentage points	<b>25% participating</b>
	% CTE track HS students graduating with an industry-recognized certification	0.00%		5.00%		5 percentage points	<b>5% with certification</b>
	% CTE track HS students who passed the CTE-recognized workplace readiness	56.00%		100.00%		44 percentage points	<b>60% passed CTE exam</b>
	# of high school students graduating with an associate's degree or a career technical certificate	16		23		Not Required	<b>23 graduate with associates degree or CT certificate</b>
	4-year cohort graduation rate	73.00%		79.30%		6.3 percentage points	<b>90% graduation</b>
Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort		
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	<b>100% completed</b>
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	<b>100% completed</b>
		10	100.00%	10	100.00%	0 percentage points	<b>100% completed</b>
		11	100.00%	11	100.00%	0 percentage points	<b>100% completed</b>
		12	100.00%	12	100.00%	0 percentage points	<b>100% completed</b>
		# students who Go On to some form of postsecondary education within 1 year of HS graduation	95	220	81	198	Not Required
	% students who Go On to some form of postsecondary education within 1 year	43.18%		40.91%		-2.27 percentage points	<b>48% proficient</b>
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	101	220	102	220	Not Required	Not Required
		% students who Go On to some form of postsecondary education within 2 years	45.91%		46.36%		0.45 percentage points
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	83	295	83	297	Not Required	Not Required
	% students who scored proficient on the 8th grade math ISAT	28.14%		27.95%		-0.19 percentage points	<b>30% proficient</b>

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## MCSD #331 METRICS (cont.)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	128	294	139	296	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	43.54%		46.96%		3.42 percentage points	<b>50% proficient</b>
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	87	312	88	322	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	27.88%		27.33%		-0.56 percentage points	<b>30% proficient</b>
	# students who scored proficient on the 6th grade ELA ISAT	109	312	118	320	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	34.94%		36.88%		1.94 percentage points	<b>40% proficient</b>
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	249	310	260	304	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	80.32%		85.53%		5.2 percentage points	<b>90% proficient</b>
	# students who scored "proficient" on the Grade 1 Spring IRI	204	343	226	347	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	64.60%		65.13%		0.53 percentage points	<b>70% proficient</b>
Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# of students who scored "proficient" on the Grade 2 Spring IRI	208	322	182	340	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	64.60%		53.53%		-11.07 percentage points	<b>70% proficient</b>
	# students who scored "proficient" on the Grade 3 Spring IRI	270	363	223	327	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	74.38%		68.20%		-6.18 percentage points	<b>75% proficient</b>

NOTES: Graduation rates for 2017-18 are based on preliminary information as of 9/10/18.

### College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% students participating in one or more advanced opportunity	16%	<b>25% participating</b>

NOTES:

### Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
MCSD will demonstrate an increase in the percentage of K-3 students who score Basic of Below Basic on the Fall IRI who make at least a one performance category improvement on the Spring IRI.	34%	36%

NOTES: