

# CONTINUOUS IMPROVEMENT PLAN

LITERACY INTERVENTION PROGRAM PLAN

COLLEGE AND CAREER ADVISING MENTORING PLAN

## Board of Trustees

Soda Springs Jt. School District 150

Molly M. Stein, Ed. D.

# 2018

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**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.**

**SODA SPRINGS JT. SCHOOL DISTRICT No. 150**  
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**BOARD OF TRUSTEES**

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**Soda Springs School Jt. School District 150**  
**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING,**  
**LITERACY INTERVENTION PROGRAM PLAN COLLEGE AND CAREER MENTORING PLAN**  
**2017 – 2018**

**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.

**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.

**GOALS** (2017-2018)

**1. STUDENT ACHIEVEMENT (See Progress Monitoring)**

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.

- a. *College and Career Readiness: All students will be college and career ready at graduation.*
- b. *All students will be ready to transition from middle school to high school*
- c. *All students will be ready to transition to the next grade*
- d. *Student and Parent Engagement: Student daily attendance and parent attendance at Parent Teacher Conferences will increase.*

**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.

## Report of Progress

Continuous Improvement Measures in blue are required "Statewide Continuous Improvement Measures"

Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
<b>College and Career Readiness:</b> All students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT)	36%	48%	12 percentage points	51%
	# of students meeting the college ready benchmark on the college entrance exam (SAT)	16	28	12	30
	% of career-technical track high school students graduating with an industry recognized certification	0%	0%	0 percentage points	0%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0%	0%	0 percentage points	0%
	# of high school students graduating with an associate's degree or a career technical certificate	0%	0%	0%	1
	4-year cohort graduation rate	94%	96%	2 percentage points	96%
	% of learning plans review annually in grade 9	100%	100%	100%	100%
	% of learning plans review annually in grade 10	100%	100%	100%	100%
	% of learning plans review annually in grade 11	100%	100%	100%	100%
	% of learning plans review annually in grade 12	100%	100%	100%	100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	See College and Career Mentoring Plan			
	% of students who go on to some form of postsecondary education within one year of graduation from high school	See College and Career Mentoring Plan			
	# of students who go on to some form of postsecondary education within two years of graduation from high school	See College and Career Mentoring Plan			
	% of students who go on to some form of postsecondary education within two years of graduation from high school	See College and Career Mentoring Plan			
<b>High School Readiness:</b> All students will be	% of students who scored proficient or advanced on the 8 <sup>th</sup> grade math ISAT	47%	43%	- 4 percentage point	46%

prepared to transition from middle school / Jr. high to high school					
	# of students who scored proficient or advanced on the 8 <sup>th</sup> grade math ISAT	27	33	6	35
	% of students who scored proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	39%	38%	- 1 percentage points	41%
	# of students who scored proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	22	30	8	32
<b>7<sup>th</sup> Grade Readiness:</b> All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 <sup>th</sup> grade math ISAT	19%	29%	10 percentage points	32%
	# of students who scored proficient or advanced on the 6 <sup>th</sup> grade math ISAT	11	21	10	23
	% of students who scored proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT	29%	40%	11 percentage points	43%
	# of students who scored proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT	17	29	12	31
<b>4<sup>th</sup> Grade Readiness:</b> All students will demonstrate the reading and math readiness needed to transition 4 <sup>th</sup> grade	% of students who scored proficient or advanced on the 3 <sup>rd</sup> grade ISAT ELA assessment	48%	38%	- 10 percentage points	41%
	# of students who scored proficient or advanced on the 3 <sup>rd</sup> grade ISAT ELA assessment	27	28	1	26
	% of students who scored proficient or advanced on the 3 <sup>rd</sup> grade ISAT math assessment	41%	32%	-9 percentage points	34%
	# of students who scored proficient or advanced on the 3 <sup>rd</sup> grade ISAT math assessment	23	23	0	22
	% of students reading at grade level on the spring statewide reading assessment (IRI)	87.5%	77.78%	-9.72% percentage points	79%
	# of students reading at grade level on the spring statewide reading assessment (IRI)	49/56	56/72	7	50/63

<b>3<sup>rd</sup> Grade Reading Readiness:</b> All students will demonstrate reading readiness needed to transition to 3 <sup>rd</sup> grade	% of students who scored proficient on the 2 <sup>nd</sup> grade statewide reading assessment (IRI)	82.81%	83.33%	.52 percentage points	80%
	# of students who scored proficient on the 2 <sup>nd</sup> grade statewide reading assessment (IRI)	53/69	50/60	-3	52/65
<b>2<sup>nd</sup> Grade Reading Readiness:</b> All students will demonstrate reading readiness needed to transition to 2 <sup>nd</sup> grade	% of students who scored proficient on the 1 <sup>st</sup> grade statewide reading assessment (IRI)	71.65%	60%	-11.65 percentage points	66.18%
	# of students who scored proficient on the 1 <sup>st</sup> grade statewide reading assessment (IRI)	48/62	39/65	-9	45/68
<b>1<sup>st</sup> Grade Reading Readiness:</b> All students will demonstrate reading readiness needed to transition to 1 <sup>st</sup> grade	% of students who scored proficient on the kindergarten statewide reading assessment (IRI)	93.65%	95.65%	2 percentage points	91.37%
	# of students who scored proficient on the kindergarten statewide reading assessment (IRI)	59/63	66/69	7	53/58
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94%	96%	2 percentage points	94%
	Parent participation at parent/teacher conferences	TES 90% TMS 80% SSHS 56%	TES 92% TMS 80% SSHS 54%	2 0 -2	60%
Increase teacher engagement	Number of hours of job embedded professional development	N/A	N/A	N/A	50
	Number of subject level multi-grade teacher teams	11	12	1	12
	Number of hours available for mentor teachers to mentor or observe/team teach	N/A	N/A	N/A	36
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%	0	100%

## Analyses of Demographic Data

	2016-2017	2017-2018
Male	50%	50%
Female	50%	50%
White	93%	93%
Black/African American	.24%	.24%
Asian	.24%	.36%
Native American	0%	.12%
Hispanic/Latino	3%	2%
Free/Reduced Lunch Program	%	34.15%
Received Special Education (IEP Students)	12%	11%

## 2017 PROGRESS OVERVIEW (2016 / 2017 Data)

### Career and College Readiness

The number and percentage of students meeting the college ready benchmark on the college entrance exam (SAT) increased (36% / 48%). More students filled out the FASFA (42% / 52%), participated in college visits. Students received College and Career Counseling and participated in CIS activities. There were no industry certificates, CTE recognized readiness exams, or associate degrees. All students learning plans were reviewed. The graduation rate increased (94% / 96%). The two year **Go On Rate** was 41% with the one year rate at 45%.

### High School Readiness

Local measures of career exploration, CIS participation, and students participating in high school credit were positive. However, the percentage of 8<sup>th</sup> grade students scoring proficient or advanced on the ISAT went down from the previous year in both ELA (39% / 38%) and Math (47% / 43%).

### Grade Transitions Readiness

**7<sup>th</sup> Grade Readiness:** The percentage of 6<sup>th</sup> grade students scoring proficient or advanced on the ISAT increased in both ELA (29% / 40%) and Math (19% / 29%). **4<sup>th</sup> Grade Readiness:** The percentage of 3<sup>rd</sup> grade students scoring proficient or advanced on the ISAT decreased in both ELA (48% / 38%) and Math (41% / 32%). IRI results indicating students reading readiness down from the previous year's 3<sup>rd</sup> graders (87.5% / 77.78%). **3<sup>rd</sup> Grade Readiness:** The percentage of 2<sup>nd</sup> grade students reading at grade level (IRI) increased (82.81 / 83.33%). **2<sup>nd</sup> Grade Readiness:** The percentage of 1<sup>st</sup> grade students reading at grade level (IRI) decreased (71.65% / 60.00%). **1<sup>st</sup> Grade Readiness:** The percentage of kindergarten students reading at grade level (IRI) increased (93.65% / 95.65%)

**Student and Parent Engagement:** Student daily attendance increased (94%/ 96%). Parent/Teacher conferences attendance: Thirkill Elementary 92%, Tigert Middle School 80%, SSHS 54%. Parents received electronic newsletters and attended College and Career Readiness Nights, FASFA Nights, and Leadership Nights. Teacher engagement data will begin 2017-2018.

**Note:** ISAT and IRI testing results are reported by individual grade level for this report. The percentage change every year is contained to the grade level and not a student growth indication from year to year.



## 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 PLAN 2017-2018

## OVERVIEW OF STATUTORY REQUIREMENTS

Please note, pursuant to [Idaho Code §33-1616](#) your Literacy Intervention Program Plan must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. You may submit your Literacy Intervention Plan as stand-alone document or appendix to your Continuous Improvement Plan. If your school district/charter school is including your Literacy Intervention Plan as part of your Continuous Improvement Plan, the complete plan must be submitted to the Office of the State Board of Education. Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** (IDAPA 08.02.01.801) and should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).

[Idaho Code §33-1616](#) summary:

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 (the Idaho Reading Indicator) 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 embedded 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.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA's literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

- A. Projected literacy plan budget for the current school year;
- B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
- C. Performance on metrics for at a minimum the previous academic year.

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. Reports are due by October 1 of each year.

## **ADDITIONAL GUIDANCE FOR USING THIS TEMPLATE**

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

### **District vs. School Plans**

Per statute, your Literacy Intervention Plan is a district/LEA plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

### **Program Summary**

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)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available
  - If current information is not available for a metric then the plan must include a note indicating the information is not available and when it will be available.

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**). Consider including information about the following:

- A. Does your district plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools in your districts options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?
- B. Will you use the same intervention strategies and/or curricula 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 you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?

- F. 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.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

### **Comprehensive Literacy Plan Alignment**

In this section you should outline how your LEA's Literacy Intervention Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, districts complete this section in one of three ways (any of these approaches are acceptable):

- 1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.
- 2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA's plan and practices align to each of those Essential Elements, in paragraph format.
- 3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

### **Performance Metrics Table**

- All of the Metrics and Benchmarks in the purple-shaded section are required. If you edit this template or choose to provide your plan in another format, you will still be required to provide this data.
- Benchmarks are your LEA-specific performance targets for Spring 2018 performance on the Idaho Reading Indicator (IRI). Each Benchmark should be directly aligned to the measure / data you are providing in that row. For example, for metrics where you provide the % of students who scored proficient for a given grade, your Benchmark is your target Spring 2018 proficiency rate for that grade.
- When appropriate, use negative numbers in the table. If you are reporting fewer students proficient or a lower proficiency rate in Year 2 than Year 1, your number for the Change / Improvement will be negative.
- You may show the Improvement / Change for metrics that begin with "Percentage of students who scored proficient" using one of two mathematical approaches (either of these is acceptable):
  - To show the number of percentage points your proficiency rate increased / decreased from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change  
(Example: 80% - 60% = 20 percentage points)

- To show the percentage increase/decrease from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change  
(Example: 80% - 60% = 20 percentage points)

STEP 2: Percentage Point Change / Year 1 (Example: 20/80 = 0.25)

STEP 3: Multiply by 100 (Example: 0.25 x 100 = 25%)

School District	#	Name: Soda Springs School District #150	
Superintendent	Name: Dr. Molly M. Stein		Phone: 208-547-3371
	E-mail: steimoll@sodaschools.org		
Literacy Plan Contact	Name: Sue Hansen		Phone: 208-547-4426
	E-mail: shansen@sodaschools.org		

Instructions: The Program Summary (2016-2017) section is optional. However, we encourage you to use it to reflect back and provide an overview of the literacy intervention activities you implemented in the 2016-2017 school year and their effectiveness.

### Program Summary (2016-2017)

Students who fell below the benchmark on the 2016-2017 Fall IRI received intensive intervention to ensure improvement in their literacy skills. The interventions included Imagine Learning, small group instruction, Intensive Phonics, and progress monitoring to track progress. Students used Thinking Maps to help organize and focus their thoughts for deeper understanding. STAR reading assessments were given quarterly. Assessments used to show student growth were AIMSWeb reading fluency probes, STAR Reading, classroom formative assessments, and the state mandated Idaho Reading Indicator. All students showed improvement in literacy skills in at least one of these assessments.

The implementation of these strategies would not have been possible without the financial support of the Literacy Intervention Program. The funds received were used to provide intensive intervention to those students who need it most.

The reports from Imagine Learning showed an average growth of .75 for all students. Sixty-one percent of the students using Imagine Learning ended the year at or above grade level. Students had the opportunity to use this at home. Although home use was not as high as we had hoped, those who did use it at home showed significant growth and it carried over into the current school year.

The table shows fall to spring IRI scores. The metrics are similar to those required in the Literacy Plan, but the data points are fall to spring instead of spring to spring. This information is useful at the district and school level to pinpoint areas of success and weakness.

Performance Metrics showing success of 2016-2017 Literacy Plan	2016-2017 Fall IRI	2016-2017 Spring IRI	Improvement / Change (Spring-Fall)
# of students who scored "proficient" on the Kindergarten 2016-2017 IRI	39/68	66/69	27
% of students who scored "proficient" on the Kindergarten 2016-2017 IRI	57.35%	95.65%	38.3 percentage points
# of students who scored "proficient" on the Grade 1 2016-2017 IRI	42/61	39/65	-3
% of students who scored "proficient" on the Grade 1 2016-2017 IRI	68.85%	60.00%	-8.85 percentage points
# of students who scored "proficient" on the Grade 2 2016-2017 IRI	32/58	50/60	18
% of students who scored "proficient" on the Grade 2 2016-2017 IRI	55.17%	83.33%	28.16 percentage points
# of students who scored "proficient" on the Grade 3 2016-2017 IRI	43	56	13
% of students who scored "proficient" on the Grade 3 2016-2017 IRI	60.56%	77.78%	17.22 percentage points

The metrics show significant improvement from IRI Fall scores to IRI Spring scores in every grade except first grade. A closer examination of the scoring of the first grade IRI helps explain the issue. First grade proficiency on the IRI Fall is calculated on number of correct letter sounds while the IRI Spring score is calculated on correct words read in one minute. There is a significant difference in being able to correctly say 31 letter sounds in one minute and reading 53 words correct in one minute. Thirty-one correct letter sounds per minute is the IR Fall Benchmark and 53 correct words per minute is the IRI Spring Benchmark for first grade. The number of first-grade students tested increased by four from fall to spring, indicating not all first-grade students tested in the spring received the full year of instruction at Thirkill Elementary.

Several things were learned as the 2016-2017 Literacy Intervention Program was reviewed.

- Decrease in number of students scoring 1 or 2 on the Fall IRI in the 2017-2018 school year
- Increased parent involvement was realized. The majority of parents were supportive. Some kindergarten parents had to adjust their schedules to allow their child to stay at school or come early to participate in the interventions.
- One parent was not in favor of the interventions at school and worked with the administration to complete interventions at home. This proved to be successful for the student.
- Some students responded well to the interventions and needed to transition back to the regular classroom instruction before their required number of hours were reached.
- Kindergarten students were able to show tremendous growth with less intervention time.
- Regular review of the data drove the interventions and contributed to the overall student growth
- Response to the One School One Book program was overwhelmingly positive

Instructions: The Program Summary (2017-2018) section is required. Please provide information regarding your planned 2017-2018 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on page ii of the directions provided with this template.

## Program Summary (2017-2018) - REQUIRED

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 (1<sup>st</sup> grade – struggling 2<sup>nd</sup> grade)

- First grade teachers will continue to use strategies learned from Intensive Phonics training
- Curriculum materials are purchased as needed to continue this program
- 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-3<sup>rd</sup>)

- Professional development will be given to teachers and aides monitoring students using 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. These interventions may be done during regular classroom instruction.
- Kindergarten students will have an additional 25-30 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 1<sup>st</sup> – 3<sup>rd</sup> grade students will be in the computer lab or use iPads for 25 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. Continued use of Imagine Learning during the 2017-2018 school year should increase parent's familiarity with the program.

#### 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 in visual patterns
- Teachers are given access to Thinking Maps Online Community to continue to review best practices for implementing Thinking Maps

### Small group instruction (RTI)

- Intensive phonics for 1<sup>st</sup> grade students
- Remediation from Journey's reading curriculum to reinforce skills taught in the classroom
- Weekly or bi-weekly fluency assessment
- Data will be reviewed with classroom teacher
- Student grouping will be adjusted to meet student instructional needs

### STAR Assessments

- Students in 2<sup>nd</sup> – 3<sup>rd</sup> grades take the STAR reading assessment four times per year
- Students in Kindergarten and 1<sup>st</sup> 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: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the guidance provided on pages ii-iii of the directions provided with this template.

## **Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)**

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: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child’s individual student literacy intervention plan.

### **Parent Involvement - REQUIRED**

After the IRI fall administration, parents are sent a letter showing the benchmark score and their child’s score. The letter explains the opportunity for students to improve their literacy skills through the use of Imagine Learning and small group instruction. Parent input is sought and parents are encouraged to contact their child’s teacher or the principal with questions so that working as a team each child’s literacy skills will improve. Students who demonstrate a need for literacy intervention are also 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 used again. 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. The PTO participates and plans literacy activities to support literacy for all students.

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. During this conference, parents and teachers will discuss the literacy intervention and working as a team, they will make sure the interventions are working for their student. 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. Thirkill Elementary will maintain an 85% or better attendance rate during both conferences.

Instructions: In the Performance Metrics table below, please provide metrics that will be used for each grade level (K-3) to show the effectiveness of your Literacy Plan. Shaded metrics are required to be reported in your Continuous Improvement Plan. The unshaded (white) section is available for you to identify and provide data on district-specific metrics (we have provided examples of the types of data you may want to include). For additional guidance regarding how to complete the required section of this table correctly, please see the information provided on page iii of the directions provided with this template.

<b>REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)</b>	<b>SY 2015-16 (Yr 1)</b>	<b>SY 2016-17 (Yr 2)</b>	<b>Improvement / Change (Yr 2 – Yr 1)</b>	<b>Benchmarks (LEA Chosen Spring 2018 Performance Targets)</b>
# of students who scored “proficient” on the Kindergarten Spring IRI	59/63	66/69	7	53/58
% of students who scored “proficient” on the Kindergarten Spring IRI	93.65%	95.65%	2 percentage points	91.37%
# of students who scored “proficient” on the Grade 1 Spring IRI	48/62	39/65	-9	45/68
% of students who scored “proficient” on the Grade 1 Spring IRI	71.65%	60.00%	-11.65 percentage points	66.18%
# of students who scored “proficient” on the Grade 2 Spring IRI	53/69	50/60	-3	52/65
% of students who scored “proficient” on the Grade 2 Spring IRI	82.81%	83.33%	.52 percentage points	80%
# of students who scored “proficient” on the Grade 3 Spring IRI	49/56	56/72	7	50/63
% of students who scored “proficient” on the Grade 3 Spring IRI	87.5%	77.78%	-1.81 percentage points	79.37%

**Performance Metrics Notes**

The Idaho Reading Indicator changes from testing letter names and sounds in kindergarten to reading fluency by the end of 1<sup>st</sup> grade. This difference in what is being tested affects the number of 1<sup>st</sup> grade students who score proficient.

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

**Please proceed to the Literacy Intervention Program Budget and Expenditures**

<b>District Name and Number:</b>	Soda Springs Jt. School District #150
<b>Estimated Total Literacy Funding for 2017-2018 :</b>	<b>\$33,000.00</b>

<b>PERSONNEL COSTS</b>					<b>Proposed Budget</b>	
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
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
	Increase 3 paraprofessionals time two hours a week to monitor students using Imagine Learning	0.5	7,500.00	3,750.00	3,750.00	
				0.00		0.00
Benefits				0.00		0.00
<b>Personnel Subtotal</b>				<b>3,750.00</b>	<b>3,750.00</b>	
<b>PROGRAMS / CURRICULA COSTS</b>					<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
EXAMPLE: iStation Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Imagine Learning licenses	Licenses for all students who need interventions	110	150.00	16,500.00	16,500.00	0.00
AIMSWeb licenses	Licenses for all students who need interventions	110	4.50	495.00	495.00	0.00
				0.00		0.00
<b>Programs / Curricula Subtotal</b>				<b>16,995.00</b>	<b>16,995.00</b>	<b>0.00</b>
<b>TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)</b>					<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
Student transportation	Supplement district costs of transporting kindergarten students who need an additional 30 minutes at school beyond the regular day	10	100.00	1,000.00	1,000.00	0.00
				0.00		0.00
<b>Transportation Subtotal</b>				<b>1,000.00</b>	<b>1,000.00</b>	<b>0.00</b>
<b>OTHER COSTS</b>					<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
Headphones for students	Imagine Learning requires headphones	50	2.00	100.00	100.00	0.00
Tablet Computers	Replace outdated iPads for use with Imagine Learning	10	700.00	7,000.00	7,000.00	
Imagine Learning training (onsite)	Three days onsite training	1	2,000.00	2,000.00	2,000.00	0.00
<b>Other Costs Subtotal</b>				<b>9,100.00</b>	<b>9,100.00</b>	<b>0.00</b>
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$30,845.00</b>	<b>\$30,845.00</b>	<b>\$0.00</b>

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

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 Proposed Budget);
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 2017-2018 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, counselors 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:

- Introduce CIS during Advisory period as a way to explore careers.
- Host Parent meeting to discuss Advanced Opportunities, Dual Credit classes, and Financial Aid.
- Senior class presentations: go into Senior Advisory 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 10<sup>th</sup> 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 11<sup>th</sup> graders.
- Introduce “Next Steps Idaho” to 9<sup>th</sup>-12<sup>th</sup> graders in Advisory.
- 8<sup>th</sup> grade 1<sup>st</sup> quarter Career class 4 year plans discussion and high school requirements

#### November:

- Explore dual enrollment classes for the 2<sup>nd</sup> 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 11<sup>th</sup> graders in Advisory.

**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 2<sup>nd</sup> 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 10<sup>th</sup> -11<sup>th</sup> grades.
- 8<sup>th</sup> grade 2<sup>nd</sup> 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 11<sup>th</sup> and 12<sup>th</sup> grade girls.

**April:**

- Review and revise 4 year plans for all current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 11<sup>th</sup> 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.

**2017-2018 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 counselors 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 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> 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 <sup>th</sup> -8 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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:

<b>Performance Measure</b>	<b>Baseline Data (Last Year 2016-17)</b>	<b>Benchmark (2017-2018)</b>
Number of High School Students Served from the College and Career & Mentoring Plan (Jr. and Sr.)	<b>64%</b>	<b>75%</b>
Number of Learning Plans developed during Grade 8 and number of learning plans reviewed annually by grade level	<b>100%</b>	<b>100%</b>
Add number of plans reviewed 9-12 annually	<b>100%</b>	<b>100%</b>
Number of Students Graduating High School with an Associate's Degree	<b>0</b>	<b>1</b>
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)(B.Y. 9/29/2017)	<b>1 Year 21</b>	<b>4 percentage points</b>
	<b>1 Year 45%</b>	
	<b>2 Year 20</b>	<b>5 percentage points</b>
	<b>2 Year 41%</b>	
Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> grade students who accessed Fast Forward/Advanced Opportunities Funding	<b>75%</b>	<b>70%</b>
Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> grade students who enrolled in Dual Credit, AP, and CTE courses	<b>54%</b>	<b>70%</b>



<b>Budget for 2017-2018</b>	Soda Springs Schools #150
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*Budgeted amount from State Special Distributions: \$18,000*

<b>Personnel</b>					
<b>Position / Item</b>	<b>Details</b>	<b>Funding Source</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
College and Career Advisors	College and Career Advisor	College Career/ District	0.5	28,171.80	14,085.90
					<b>14,085.90</b>
<b>Item</b>	<b>Details</b>		<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Office Supplies for Advisors	General office supplies	District			700.00
<b>Subtotal</b>					<b>700.00</b>
<b>Transportation</b>					
<b>Item</b>	<b>Details</b>		<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
Field Trips	Higher Education/Post-secondary Institutions/	District/ Ed Foundation			1,600.00
<b>Subtotal</b>					<b>1,600.00</b>
<b>Other Costs</b>					
<b>Item</b>	<b>Details</b>		<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Mileage for Advisors	Travel to Advanced Opportunity Training	College Career/ District			686.00
Supplies for Parent Workshops		District			250.00
<b>Subtotal</b>					<b>936.00</b>
<b>Professional Development/Training</b>					
<b>Item</b>	<b>Details</b>		<b># Hours</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
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
<b>Subtotal</b>					<b>3,857.00</b>
<b>TOTAL COSTS</b>					<b>21,178.90</b>
<b>DISTRICT COSTS LESS SDE APPROPRIATION</b>					<b>(\$3,178.90)</b>