

# **Continuous Improvement Plan**

**2017-2018**

**(with Literacy Intervention Program & College and Career  
Advising and Mentoring Plans in the appendices)**

## **Vision Statement**

Relationships, rigor, and relevance are the key elements of the North Gem School District's vision. We will develop strong relationships of trust between the students, parents, community, faculty, staff, administrators, and school board. With those relationships established, we will be able to more effectively provide learning experiences that are appropriately rigorous for each individual student. With proper relationships of understanding, we will also be able to provide relevant opportunities for growth that lead to lifelong learning.

## **Mission Statement**

The mission of the North Gem School District is to build character, competence, and confidence in our students. We believe that for our students to be able to truly contribute to society in a positive way, they must develop solid moral character. We believe that the competence that our students develop through effective teaching and learning will help them provide a sustainable future. We believe that students who are confident in their preparation and ability to learn from new experiences will be able to enjoy continuous lifelong growth.

Simply stated, the combined vision and mission of the North Gem School District is "Relationships, rigor, and relevance yield character, competence, and confidence". Simpler still, " $R^3 \rightarrow C^3$ ".

## **Introduction**

The North Gem School District #149 is a small rural school district located in Bancroft, Idaho. During the current school year, the school district serves 165 kindergarten through 12th grade students. Although all 165 of these students attend school in the same building, the district is divided into North Gem Elementary School, which has 71 kindergarten through fifth grade students; North Gem Middle School, which has 36 sixth through eighth grade students; and North Gem High School, which has 58 ninth through twelfth grade students. The school district also provides half-day preschool classes for students who have been identified with special needs and other children in the community. The students that attend the North Gem School District reside primarily in Bancroft, Chesterfield, and Lava Hot Springs. According to reporting from three years ago, 89.5% of the students in grades pre-K through 6 are white, the other 10.5% did not report their ethnicity, and 94.1% of the students in grades 7 through 12 are white, the other 5.9% did not report their ethnicity. 36% of the students in grades pre-K through 6 and 26% of the students in grades 7 through 12 were identified as economically disadvantaged. The number of students who were identified as economically

disadvantaged was determined through our application process for free and reduced school lunches.

The students of the North Gem School District are taught by 16 certificated teachers. They are also supported at the district level by a counselor/college and career advisor, dean of students/special programs director, business manager/clerk, an administrative assistant and superintendent/principal. Of the 19 certificated school district employees, seven have worked in the district for 10 or more years, six have been with the district two to nine years, and six have been in the district less than two years. The superintendent/principal is in his second year in that position. Oversight of the district is the responsibility of a school board of five elected trustees.

### **Continuous Improvement Planning Committee and Process**

The following individuals served on a committee to create this continuous improvement plan and gathered input from the groups that they represent:

- Dennis Reed - School Board Chair
- Kathleen Wistisen - School Board Vice Chair
- Raini Hayden - School Board Trustee
- Royce Hatch - School Board Trustee
- June Angus - School Board Trustee
- David Sotutu - Superintendent/Principal (District Leadership Team Leader)
- Sam Wadsworth - Elementary Teacher (District Leadership Team Member)
- Suzanne Barfuss - Middle School Teacher (District Leadership Team Member)
- Dana Strong - High School Teacher (District Leadership Team Member)
- Heather Rowe - Dean of Students/Special Programs Director (District Leadership Team Member)
- Jerry Bean - School Counselor/College and Career Advisor (District Leadership Team Member)
- Justin Williams - High School Teacher/Athletic Director (District Leadership Team Member)
- Jill Askew - Food Services Director (District Leadership Team Member)
- Kevin Neese - Transportation/Maintenance Supervisor (District Leadership Team Member)
- Nathan Christensen - Student (District Leadership Team Member)
- MaLissa Barfuss - Parent (Parent Advisory Committee Member)
- Michalene Rindlisbaker - Parent (Parent Advisory Committee Member)

To create this continuous improvement plan, the school board held a work meeting to establish the district's continuous improvement plan goals. The superintendent then meet with the district leadership team to share the school-board-established goals and discuss strategies to meet those goals. Members of the district leadership team then met with those that they represent to further determine strategies that would help achieve the district goals. Those strategies were then compiled into a draft of the continuous improvement plan. That draft was then distributed to all of the members of

the continuous improvement planning committee listed above. After all members of the committee had the opportunity to review and recommend any needed changes, the final draft of the North Gem School District Continuous Improvement Plan was created. The plan was approved by the North Gem School Board on September 19th, 2017.

### **Our Goals**

In order to achieve our vision of building up students who have solid moral character, competence to become successful, and confidence in their ability to be lifelong learners, the North Gem School District has established these four goals:

- 1. Create and maintain a positive school climate where students and staff feel valued and supported, and where their efforts are recognized and celebrated.**
- 2. Provide a school environment where students, staff, parents, community members, and visitors feel welcomed, comfortable, and safe.**
- 3. Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.**
- 4. Supply teachers and staff with the training and resources necessary to provide effective instruction.**

### **Our Strategies to Achieve Each Goal**

The following items are actions that the North Gem School District will take in order to achieve the four established district goals.

*Goal 1: Create and maintain a positive school climate where students and staff feel valued and supported, and where their efforts are recognized and celebrated.*

**Strategy 1.1:** Distribute surveys to stakeholders in the first semester and again during the second semester of the school year to measure the stakeholders' perceptions of the school district's climate.

**Strategy 1.2:** Hold a Back to School Night. This event will allow teachers to introduce themselves, their plans, and their expectations to the students and their families. We will also invite organizations that serve the community to present information at the event.

**Strategy 1.3:** The district will distribute a monthly newsletter to communicate to the community information about the school, upcoming events, and highlight achievements.

**Strategy 1.4:** District-wide celebration/recognition assemblies will be held monthly where students and teachers are recognized for their achievement and efforts.

**Strategy 1.5:** The middle school will hold school-wide celebrations when all of the students achieve their reading goals.

**Strategy 1.6:** The district Positive Behavioral Interventions & Supports (PBIS) team will lead a "Cowboy Pride" campaign. This campaign will address respect for the school and each other, treating others with kindness, dealing with emotional issues, and self-confidence.

**Strategy 1.7:** The superintendent/principal will use a bulletin board in the main office to highlight “bright spots” within the district.

*Goal 2: Provide a school environment where students, staff, parents, community members, and visitors feel welcomed, comfortable, and safe.*

**Strategy 2.1:** Distribute surveys to stakeholders in the first semester and again during the second semester of the school year to measure the stakeholders’ perceptions of the school district’s environment.

**Strategy 2.2:** The district maintenance department will create and carry out a schedule for monthly school emergency drills.

**Strategy 2.3:** The superintendent will organize and regularly meet with a parent advisory committee to gather parent input on issues regarding the district.

**Strategy 2.4:** The superintendent will organize and regularly meet with a long-range facilities planning committee to gather insights on the needs and future expectations of the school facilities.

*Goal 3: Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.*

**Strategy 3.1:** Distribute surveys to stakeholders in the first semester and again during the second semester of the school year to measure the stakeholders’ perceptions of the student learning experiences.

**Strategy 3.2:** The district Response to Intervention (Rtl) team will meet weekly to discuss the academic and/or behavioral needs of students. Decisions made by the Rtl team will be data driven.

**Strategy 3.3:** The district will test all students at least three times throughout the school year to determine their levels of performance in reading and math. Students in grades 3 through 12 will also be administered assessments for writing.

**Strategy 3.4:** All 3rd grade through 10th grade students will take the practice ISAT at least three times before taking the summative ISAT in the spring.

**Strategy 3.5:** The district will explore moving to a mastery-based education model by working with state resources and incubator districts.

**Strategy 3.6:** The district will work with state resources, participate in trainings, and take advantage of other opportunities in order to be in compliance with all Special Education and Federal Programs regulations.

**Strategy 3.7:** The district will create and implement a Literacy Intervention Program to support students who do not score proficient on the fall Idaho Reading Indicator.

**Strategy 3.8:** The district will provide college and career advising for the high school students using a traditional counselor model.

**Strategy 3.9:** The elementary will hold a uniform extra reading time, during which time students who are struggling will be provided extra reading interventions.

**Strategy 3.10:** The middle and high school will provide a math intervention period for students who are struggling with math. The schools will use multiple measures to identify and monitor the students who will receive interventions. The high school will also provide an English intervention period.

*Goal 4: Supply teachers and staff with the training and resources necessary to provide effective instruction.*

**Strategy 4.1:** Distribute surveys to stakeholders in the first semester and again during the second semester of the school year to measure the stakeholders' perceptions of the instructional practices and teacher resources in the district.

**Strategy 4.2:** Provide mentor teachers to support all teachers who have less than three years teaching experience.

**Strategy 4.3:** Superintendent/principal will formally observe all teachers four times per school year and provide teachers with feedback. Superintendent/principal will also conduct walkthroughs of classrooms and provide feedback to teachers for growth and mentors for topics of discussion.

**Strategy 4.4:** In faculty meetings, teachers will discuss how to implement the components of the Framework for Teaching in their different classroom contexts.

**Strategy 4.5:** Teachers will be trained in developing their own Individual Professional Learning Plans (IPLPs) and supported through resources, observations, professional development opportunities, etc. in meeting the goals of their IPLPs.

**Strategy 4.6:** Teachers will meet at least once per month in professional learning communities and participate in discussions and training focus on effective instructional practices for math and English language arts.

### Key Indicators for Monitoring Progress towards Each Goal

In the table below, "lead indicators" are the practices or inputs that are more easily planned for and influenced by the district and its employees. The "lag indicators" are the outputs that can be measured, but are more difficult for the district to directly influence. Ideally, selected lead indicators will lead to increased performance on the selected lag indicators.




















Goal	Lead Indicator	Lag Indicator
<b>1. Create and maintain a positive school climate where students and staff feel valued and supported, and where their efforts</b>	Did the district distribute surveys to stakeholders in the first and second semester asking about school climate?	Was there an increase in the number of survey respondents who said that they felt valued and supported by the school district?
	Did the district hold a Back to School Night?	
	Did the district send monthly school newsletters?	Was there an increase in the number of survey respondents who said that they recognized and celebrated for their efforts?
	Did the district hold monthly recognition/celebration assemblies?	
	Did the middle school celebrate when all students met their reading	

<p><b>are recognized and celebrated.</b></p>	<p>goals?</p>	
	<p>Did the PBIS Team implement a Cowboy Pride campaign?</p>	
	<p>Did the middle school celebrate when all students met their reading goals?</p>	
	<p>Did the superintendent regularly recognize bright spots in the district?</p>	
<p><b>2. Provide a school environment where students, staff, parents, community members, and visitors feel welcomed, comfortable, and safe.</b></p>	<p>Did the district distribute surveys to stakeholders in the first and second semester asking about school environment?</p>	<p>Was there an increase in survey respondents that indicated that they feel welcomed and comfortable at the school?</p>
	<p>Did the district maintenance department schedule and carry out monthly emergency drills?</p>	<p>Was there an increase in survey respondents that indicated that they feel safe at the school?</p>
	<p>Did the superintendent organize and regularly meet with a parent advisory committee?</p>	<p>Does the district have a well-defined long-term plan for the school facilities?</p>
	<p>Did the superintendent organize and regularly meet with a long-range facilities planning committee?</p>	
<p><b>3. Provide high quality learning experiences that appropriately meet the needs of the individual students and prepare them to be successful.</b></p>	<p>Did the district distribute surveys to stakeholders in the first and second semester asking about student learning experiences?</p>	<p>Was there an increase in survey respondents that indicated that student learning experiences are effective?</p>
	<p>Did the district RtI team meet weekly to discuss students in need of academic or behavioral interventions?</p>	<p>Did a majority of the students at all grade levels score proficient or advanced on the math and ELA ISAT summative assessment?</p>
	<p>Did the district formally assess students at least three times during the year in reading, math, and writing?</p>	<p>Did the percentage of the students scoring proficient on the IRI improve from the fall to the spring?</p>
	<p>Did all 3rd through 10th grade students take the practice ISAT three times prior to the summative ISAT test?</p>	<p>Are all special education students receiving services in a manner that is compliant with their IEPs and federal regulations?</p>
	<p>Did the district participate in trainings and use state resources to support its special education program?</p>	<p>Do all high school students have a complete five year plan?</p>

	Did the district create and implement a Literacy Plan?	
	Did the counselor provide career and college counseling to high school students?	
	Did the elementary implement a common extra reading time and provide students with reading interventions?	
	Did the district provide middle and high school math intervention classes and a high school ELA intervention class?	
<p><b>4. Supply teachers and staff with the training and resources necessary to provide effective instruction.</b></p>	Did the district distribute surveys to stakeholders in the first and second semester asking about instructional practices and teacher resources?	
	Did the district provide mentors for all teachers with less than three years teaching experience?	Was there an increase in survey respondents that indicated that instructional practices and teacher resources are effective?
	Did the superintendent/principal observe all teachers four times during the school year and conduct regular classroom walkthroughs?	Did all teachers score proficient or distinguished on their summative teacher evaluations?
	Did teachers regularly discuss the components of the Framework for Teaching in faculty meetings?	Did a majority of the students at all grade levels score proficient or advanced on the math and ELA ISAT summative assessment?
	Did all teacher teachers create and work towards goals of an IPLP?	Did the percentage of the students scoring proficient on the IRI improve from the fall to the spring?
	Did all teachers meet at least monthly in PLCs to discuss effective instructional practices?	



## Appendix A

Performance Measure	2015-16	2016-17	Change	Target for 2017-18
# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)		5		7
% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)		28%		54%
% of career-technical track high school students graduating with an industry recognized certification		8%		23%
% of career-technical track high school students who passed the CTE-recognized workplace readiness exam		58%		75%
# of high school students graduating with an associate's degree or a career technical certificate				0
4-year cohort graduation rate	71%	100%	+29%	100%
% of learning plans review annually in grade 9	0%	100%	+100%	100%
% of learning plans review annually in grade 10	0%	100%	+100%	100%
% of learning plans review annually in grade 11	0%	100%	+100%	100%
% of learning plans review annually in grade 12	0%	100%	+100%	100%
# of students who go on to some form of postsecondary education within one year of graduation from high school	5	7	+2	9
% of students who go on to some form of postsecondary education within one year of graduation from high school	31%	39%	+8%	69%
# of students who go on to some form of postsecondary education within two years of graduation from high school	17	9	-8	12
% of students who go on to some form of postsecondary education within two years of graduation from high school	94%	64%	-30%	67%
% of students who scored proficient or advanced on the 8thgrade math ISAT		46%		55%
# of students who scored proficient or advanced on the 8thgrade math ISAT		6		8
% of students who scored proficient or advanced on the 8thgrade ELA ISAT	39%	54%	+15%	60%
# of students who scored proficient or advanced on the 8thgrade ELA ISAT	7	7	0	9
% of students who scored proficient or advanced on the 6thgrade math ISAT	45%			55%
# of students who scored proficient or advanced on the 6thgrade math ISAT	5			7

% of students who scored proficient or advanced on the 6thgrade ELA ISAT	55%	■	■	55%
# of students who scored proficient or advanced on the 6thgrade ELA ISAT	6	■	■	7
% of students who scored proficient on the 3rdgrade statewide reading assessment	72%	83%	+11%	88%
# of students who scored proficient on the 3rdgrade statewide reading assessment	10	10	0	7
% of students who scored proficient on the 2ndgrade statewide reading assessment	69%	67%	-2%	85%
# of students who scored proficient on the 2ndgrade statewide reading assessment	9	6	-3	12
% of students who scored proficient on the 1stgrade statewide reading assessment	67%	80%	+13%	85%
# of students who scored proficient on the 1stgrade statewide reading assessment	6	12	+6	8
% of students who scored proficient on the kindergarten statewide reading assessment	69%	88%	+19%	90%
# of students who scored proficient on the kindergarten statewide reading assessment	11	7	-4	10

\* Some numbers have been redacted since they show data about the performance of a group of students that falls under the minimum N size for public reporting (5). Thus, the redacted data is related to those small groups to prevent it being possible for someone to identify the performance of any particular student.

## Appendix B

### Literacy Intervention Program Plan 2017-18

<b>School District</b>	<b>#149</b>	<b>Name: North Gem</b>	
Superintendent	Name: David Sotutu		Phone:208-648-7848
	E-mail: <a href="mailto:dsotutu@sd149.com">dsotutu@sd149.com</a>		
Literacy Plan Contact	Name: Heather Rowe		Phone: 208-648-7848
	E-mail: <a href="mailto:hrowe@sd149.com">hrowe@sd149.com</a>		

#### Program Summary (2016-2017)

Last year's interventions were adequate with students making progress from the fall to spring IRI, as well as showing progress in the fall 2017 IRI scores. However, the interventions were done independent in the classrooms and there was not collaboration between teachers. Collaboration results in learning opportunities and strengthening of programs. Therefore, we would like to do more collaboration and sharing of teacher talents to increase literacy progress.

#### Program Summary (2017-2018) - REQUIRED

Interventions are being provided to grades kindergarten through third grade in the same way. This is due to the need for strengthening specific skills in students that are lacking. Lacking skills are not confined to certain grade levels, therefore students are not grouped by grade level during interventions. They are grouped according to what skills need fortified. An additional benefit of this grouping allows North Gem Elementary to concentrate certified teachers on groups with the greatest skill deficits, allowing those with the most training to concentrate on the students with the greatest need. Skill deficits are identified through IStation diagnostic testing, which is research based and specific to the five domains of early literacy: letter knowledge, phonemic awareness, alphabetic decoding, vocabulary, and comprehension. All of these skills contribute to the ability to fluently read and understand text at grade level. Students are receiving specific interventions tailored to their specific weaknesses.

Each classroom incorporates a general core reading curriculum during morning hours when the entire class receives reading instruction. Interventions are provided in the afternoon on every school day. Those students that scored a Basic (2) on the fall IRI are receiving group interventions using research based curriculum and taught by a certified teacher for thirty minutes every school day. The program formerly begins on September 25, 2017. At this date, there will be 128 school days remaining in the year. Thirty minutes for those 128 days will result in 64 hours, well over the 30 supplemental hours required. Instruction is given by a certified teacher with experience in early literacy interventions and skills.

Students that received a Below Basic (1) on their fall IRI will also receive 30 minutes of supplemental instruction based on their specific weaknesses. They will differ in the targeted

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skills and goals of their interventions. Each targeted goal will be aligned with the groups' weaknesses and needs. The assigned teacher also differs between groups, with the teacher that has proved success with reading interventions and has received the most education. The students that scored a 1 will be taught by the second grade teacher, due to her history of successful interventions and extended education in early literacy skills. The students that scored a 1 on their fall IRI will be given supplemental reading instruction with proven intervention strategies and curriculum for 30 minutes every day, beginning on September 25, 2017. This will result in an additional 64 hours of reading interventions over the remaining 128 school days. This is above the required 60 hours of supplemental instruction.

Supplemental instruction will include lessons from research based IStation provided through proven strategies of direct instruction and small like ability group in order to fortify specific literacy skill deficits. These ability groups are given instruction in all five domains, including phonemic awareness, decoding intervention, vocabulary, comprehension and fluency, with specific intensive focus on the skill were the student is lacking and support in the other areas.

In order to provide quality instruction for all students and targeted interventions for those students receiving basic or below basic scores on the fall IRI, North Gem School District is using the 2017-2018 literacy funds to hire a literacy paraprofessional. The paraprofessional will work with students under the discretion and supervision of the elementary head teacher. Her responsibilities will be divided among all students in order to provide the best interventions to those with the greatest need. The paraprofessional will focus on giving the kindergarten through third grade students extended time working on effective reading programs, including IStation lessons. At times, she will work with students that scored proficient on the IRI, in order to allow students with a greater need to be instructed by certified teachers with education in early literacy interventions. The paraprofessional may also manage classroom teachers' classes in order to allow the teacher intervention planning time. In summary, North Gem Elementary has purchased effective literacy intervention materials and is now purchasing time for those most qualified to deliver the interventions to those students most in need.

The paraprofessional is scheduled for four hours per day with 128 school days remaining in the school year. She will be paid \$8.00 per hour, which totals \$4,096. There is an additional \$504 that will be spent on extra time and be used when student progress monitoring scores show there is a greater need. The total cost of the paraprofessional's hourly pay will be approximately \$4,600 for the rest of the school year.

Monthly progress monitoring is done through IStation. All students in grades kindergarten through third grade are assessed at the first of the month to determine progress and intervention effectiveness. At this time, groups are rearranged if necessary to fortify needed skill deficits. The summative assessment of intervention effectiveness will be determined by the progress made on the 2017 spring IRI. The 2017 fall IRI had an overall proficiency of 62% in grades kindergarten through third grade. The first grade had the highest proficiency percentage with a 78%, and the second grade had the lowest with a 43%. The 2017 spring goal will be 85% proficiency (36 of 42 students), which is a 0.37 ROI. The goal is aligned with the Idaho goal of 85% of all students to exit the third grade with the ability to read proficiently at a third grade level.

Licenses for the computer programs, IStation and Read Naturally have been purchased previously. Both have research backed data proving effectiveness in intervention strategies. Elementary age students using Read Naturally averaged an overall reading achievement gain of 9 percentiles, according to What Works Clearinghouse. Students in grades first through eighth that used IStation also saw gains in overall reading, which includes the five domains required by the Idaho Comprehensive Literacy Plan. North Gem Elementary spring 2017 IRI proficiency scores increased across all grades at North Gem Elementary School, suggesting intervention success.

North Gem School District only has one elementary school, therefore all intervention programs and curriculums will be the same for the 2017-2018 literacy plan. The intervention program will be the same for all grades kindergarten through third grade, with students grouped on skill deficits instead of grade level. Interventions will take place during thirty minutes of the school day after core instruction has taken place. The district will support the intervention program through the use of effective and supplied curriculum, as well as the hiring of a literacy paraprofessional in order to allow certified teachers time to plan and provide interventions for students requiring extended reading instruction that is focused on their specific skill deficits and is delivered by a certified, experienced teacher in small groups.

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

#### **Collaborative Leadership:**

North Gem's Comprehensive Literacy Plan was planned, written, implemented, and analyzed by a team of elementary teachers and administration in order to provide guidance, support intentional practices and use of resources. The team collaborated and will continue to collaborate on all decisions in order to align across grade levels, as well as to share knowledge and effective practices that have been gained through different experiences and opportunities. The team will evaluate progress after monthly progress monitoring tests are taken in order to adjust interventions and make them fit each student's needs.

#### **Developing Professional Educators:**

North Gem Elementary's literacy plan includes implementation of IStation reading curriculum. North Gem teachers were trained in this program, along with strategies that include the fantasy reading approach and close reading techniques. All elementary teachers are supported through an experienced mentor teacher, a PLC lead teacher and monthly PLC reading meetings in order to supplement reading instruction. During monthly reading instruction PLC educators are trained on research based strategies that increase literacy proficiency.

#### **Effective Instruction and Interventions:**

Individual student needs based on the five essential reading components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension were assessed with diagnostic testing through IStation. These specific needs are being targeted throughout the year and strengthened through direct instruction using intentional strategies that are research

based to be effective. Instruction and interventions are provided by certified teachers trained in early literacy education. Struggling learners are supported through classroom core instruction and targeted intervention strategies.

### Assessment and Data:

All curriculum and strategies used in the North Gem School District Literacy Plan are research based and proven effective for interventions. This includes the use of direct instruction, small group instruction and IStation. The 2018 Spring IRI and May 2018 IStation assessment will be used as a comprehensive assessment. North Gem Elementary School has a target goal of 85% of all kindergarten through third grade students to receive an IRI score of proficient and a Tier 1 intervention score on the IStation ISIP assessment taken in May of 2018.

### Parent Involvement - REQUIRED

Parent input was used in the development of the North Gem Literacy Intervention Program Plan through oral surveys. Parents were asked about the greatest increase in student reading and their observations of factors that contributed to that increase. More teacher time with fewer students was mentioned and taken into consideration for the development of the plan.

Parents will receive a letter detailing the intervention plan components during parent teacher conferences. This will give the parents the opportunity to ask questions of their child's teacher, or the plan's responsible person. Parents will be given the contact information of the responsible person so that they can contact Mrs. Rowe with any questions about the plan. The parent will be given resources and the opportunity to fortify skill deficient at home using those resources that will include library books and extended lesson challenges.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015- 16 (Yr 1)	SY 2016- 17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored "proficient" on the Kindergarten Spring IRI	10	7	-3	10 out of 11
% of students who scored "proficient" on the Kindergarten Spring IRI	62.5%	87.5%	25 pp	90.9%
# of students who scored "proficient" on the Grade 1 Spring IRI	7	12	5	8 out of 9
% of students who scored "proficient" on the Grade 1 Spring IRI	87.5%	80%	-7.5 pp	88.9%
# of students who scored "proficient" on the Grade 2 Spring IRI	8	6	-2	12 out of 14
% of students who scored "proficient" on the Grade 2 Spring IRI	66.7%	66.7%	0 pp	85.7%

# of students who scored "proficient" on the Grade 3 Spring IRI	10	10	0	7 out of 8
% of students who scored "proficient" on the Grade 3 Spring IRI	83.3%	83.3%	0 pp	87.5%

### Performance Metrics Notes

In regards to the benchmark column, North Gem Elementary School has proficiency rate targets set with expectations of surpassing the overall 85% proficiency in grades kindergarten through third grade. Specific percentages for the 2018 benchmark data were set with considerations for students with disabilities and/ or students with low initial scores of 1 or 2 on the 2017 fall IRI. These students are expected to show progress, but may not reach the proficient target.

### 2017-2018 Literacy Funding - Budget Estimator

	2014-2015 FALL IRI Results	2015-2016 FALL IRI Results	2016-2017 FALL IRI Results
<b># Students who Scored BELOW BASIC / 1 / INTENSIVE</b>	2	4	10
<b># of Students who Scored BASIC / 2 / STRATEGIC</b>	7	8	15
<b>TOTAL Students Below Proficient</b>	<b>9</b>	<b>12</b>	<b>25</b>
3 Year Average # of Students Below Proficient	15.33333333		
ESTIMATED Funding Per Student	\$300.00		
ESTIMATED 2017-2018 LITERACY FUNDING	<b>\$4,600.00</b>		

## Appendix C

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

School District	North Gem High School #149	
Contact	Name: Jerome A. Bean	Phone:2086487848 Ex 27
	E-mail:jbean@sd149.com	

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

Choose an item.

High Contact Program

Individual annual interviews with all students Grades 8-12

College application week

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

Each student in grades 8-12 is interviewed by the school counselor concerning career plans. The personal Learning Plan from the Career Information System is used extensively. Each section of the plan is accessed and updated using all of the components in a one on one meeting with the school counselor. Students fill out or update their course planner, take several of the self-knowledge assessments and complete the financial aid sort. Students are shown how to use the CIS to research colleges and universities, occupations, and scholarships. Students are encouraged to review all scholarships that come up on their financial aid search. Students are also shown where to access local scholarships that are listed on the districts website. Multiple college recruiters are invited to North Gem to talk to high school seniors and interested juniors. Students are invited to visit ISU college of Technology for a day long tour of the facility.

### Summary of method used to notify parents of available resources:

The personal learning plan is sent home and students are encouraged to discuss every portion of the plan with their parents. Two copies are printed. One is filed in the counselor's office, and one is sent home with the student. Incentives are used to encourage students to bring back the signed copy of the personal learning plan.

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



Performance Measure	2016-2017	Benchmark
Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12	100%	100%
Number of Students Graduating High School with a Career Technical Certificate	0	3
Number of Students Graduating High School with an Associate's Degree	0	0
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 # 3	30%
	13%	
	2 Year #	40%
	39%	
<i>Additional effectiveness metrics chosen by the school district/charter school</i>		
Number of students who have been accepted to a post-secondary school but are serving an LDS mission or in the military.	6 / 33%	
Number of students who applied to a college or university.	18 / 100%	100%

### College and Career & Mentoring Budget and Expenditures

Budget for 2017-2018 :		North Gem School District #149		
<b>Personnel</b>				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Counselor/College & Career Advisor	.75 Counselor and College & Career Advisor	0.75	48,202.00	36,152.00
				0.00
				0.00
Benefits	retirement, FICA, insurance			15,305.00
<b>Subtotal</b>				<b>51,457.00</b>
<b>Supplies/Equipment</b>				
Item	Details	# Items	Cost Per Item	Total Cost
CIS Contract	Contract for the CIS program with portfolios.	1	150.00	150.00
General Supplies	General Supplies		100.00	100.00
<b>Subtotal</b>				<b>250.00</b>
<b>Transportation</b>				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
				0.00
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Professional Development/Training</b>				
Item	Details	# Hours	Cost Per Item	Total Cost
Professional Development/Training	training and travel		200.00	200.00
				0.00
				0.00
<b>Subtotal</b>				<b>200.00</b>
<b>TOTAL COSTS</b>				<b>\$51,907.00</b>