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| **School District**  | **# 243** | **Name: Salmon River JSD** |
| Superintendent | Name: Jim Doramus | Phone: 208-630-6025 |
| E-mail: doramusj@jsd243.org |
| CIP Contact | Name: Trisha Simonson | Phone: 208-630-6055 |
| E-mail: simonsont@jsd243.org |
| Website | www.jsd243.org |

**Continuous Improvement Plan Team**

|  |  |
| --- | --- |
| **Jim Doramus** | **Superintendent/ Elementary Principal** |
| **Kyle Ewing** | **Secondary Principal** |
| **Ashley Mayes** | **Secondary Teacher** |
| **Lynnette Branstetter**  | **Elementary Teacher** |
| **Laina Walkington** | **Parent/Board Member** |
| **Trisha Simonson** | **Special Ed/Pre-K Teacher** |
| **Elizabeth Galli** | **Counselor** |
| **Andrea Hale** | **Middle School Teacher** |
| **Sarah Walters** | **Secondary Teacher** |
| **Margaret Munson** | **Special Ed Teacher** |
| **Sarah Shepherd** | **Savage Academy (IDLA) Coordinator** |
| **Jessica Wilson** | **Community Member/Parent** |
| **Seth Lunceford** | **Secondary Teacher** |

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| **Mission and Vision - REQUIRED** |

Mission:

We will strive to inspire and empower every student to achieve their fullest potential as an individual, to build skills and attitudes necessary to become successful (well-rounded individuals and productive citizens) with personal integrity in an ever changing society.

 Vision:

 To create a partnership that includes students, educators, parents, and community.

 To cultivate a healthy environment which promotes the mastery of essential skills.

 To instill a lifelong desire for learning.

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| **Community Involvement - REQUIRED** |

 Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

To engage students, parents, educators and the community, the District Leadership Team will be composed of parent(s), educators, and community members. The team will annually review and make suggestions for revision. In addition, all stakeholders (parents, students, educators, community members) will have access to the CIP on the Salmon River JSD website [www.jsd243.org](http://www.jsd243.org/).

Parent Notification of College and Career Advising and Mentoring Services

 The counselor will provide parents and guardians with College and Career Advising and Mentoring Program Services information when students are transitioning from 5th grade to middle school and 8th grade to high school.

The counselor will provide high school students and their parents and guardians with on-going counseling opportunities designed to educate and connect students and parents to local, state, and regional programs offered at Salmon River Jr/Sr High School.

The counselor will provide one on one support and guidance to parents and guardians of students with a wide range of learning abilities and styles.

The counselor will post new and upcoming information on the district website, fliers at school events, emails, senior class parent email group, counselor presentations, grade-level group activities, back to-school student/parent conferences, parent-teacher conferences, and the counselor course registration process for middle and high school students during the fall and spring. Notifications will be posted on the news bulletin board in the high school.

Parental Involvement in Students’ Individual Reading Plans

Parents will be contacted by the classroom teacher to discuss reading scores and individual student reading plans which include interventions, schedules and progress monitoring.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/).

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| **LITERACY INTERVENTION PROGRAM** |
| **Literacy Program Summary - REQUIRED** |

 The Salmon River Joint School District has developed a comprehensive plan to address the needs of students who are not proficient in reading. The district plan includes one elementary school that will follow the plan to identify students at-risk, provide interventions, and provide progress monitoring from which decisions may be based.

· Preschool will be provided for children ages 3 and 4 to prepare them for kindergarten.

· All students will participate in universal benchmark assessments. Students who score below the 25th percentile (one indicator), along with a 2nd indicator (IRI, ISAT, grades, etc) that indicates that the student is at-risk, will be scheduled time for an interventions and progress monitoring.

· Students who receive a basic (2) or below basic (3) score on the Fall IRI (using Istation) will receive an intervention of an additional 30-60 hours of instruction from a research based reading intervention that covers all five essential keys to reading success: phonics, phonemic awareness, vocabulary, comprehension, and fluency.

· Students in the 4th and 8th grade with IEPs (Individualized Intervention Program), will be targeted at the state level for improvement. Those with reading goals, will be provided research based interventions and progress monitored frequently at the district level.

· Istation provides identification for at-risk students, intervention materials, and monthly (or more frequent) progress monitoring.

· SIPPS, a research-based intervention program, will be the primary district required intervention program for students who have been identified as at-risk grades K-3. However, there are three levels in the SIPPS program: Beginning Level for grades K–3, Extension Levels for grades K–3, and Challenge Level for grades 2–12 that may be used for higher grades.

· Reading Eggs and Reading Eggs Express are computer-based reading programs. The programs cover all five of the essential keys to reading success: phonics, phonemic awareness, vocabulary, comprehension, and fluency for grades pre-k through 6th grade.

· Read Naturally is a research based intervention to increase reading skills. The Read Naturally Strategy combines the three powerful, research-proven reading intervention strategies to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension for grades 1st-8th.

· American Reading Company Core Curriculum reading series: This series has been aligned to common core standards with additional resources, providing a rigorous, reliable curriculum for students K-5th grade.

· Parent Involvement: In coordination with Title 1A Schoolwide opportunities, schools will provide multiple opportunities for parents to become involved and engaged with their child’s learning, not only specific to reading. These opportunities will include individual parents in personalized reading plans, parent-student compacts, and family literacy nights.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

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| **Comprehensive Literacy Plan Alignment - REQUIRED** |

 All students in grades K-3 who scored strategic (tier 2) or intensive (tier 3) in the fall will be assessed no less than monthly to monitor progress and provide parents with written quarterly progress reports. The elementary team will ensure that these students are identified based on current data and a plan is created that is known by all staff members directly affected.

* All parents will be notified by the classroom teacher of benchmark scores for their students.
* Grade level teachers will monitor student data/progress monitoring data at least once every 6 weeks.
* If after 6-8 data points students who have not made progress; the student intervention will be changed until the student responds to the intervention.
* Parents of students receiving intervention will be contacted by the classroom teacher and a plan developed and communicated to parents.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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

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| --- | --- | --- |
|   | **Model Name** | **Additional Details** |
|   | School Counselor |  Elizabeth Galli |
|   | Teacher or paraprofessional as advisor |  X |
|   | Near Peer Mentoring / Mentoring |   |
|   | Virtual or Remote Coaching |   |
|   | GEAR UP |   |
|   | Transition Coordinator |   |
|   | Student Ambassadors |   |
|   | HYBRID (please list all models used in Details) |   |

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

I copied the following from the state board website:

**District / charter school has indicated that they are not providing a 2020-21 Advising Plan Narrative because they have not made any substantial changes to the programs(or info) described in their previous Advising Plan Narrative**

**District / charter school had a fully compliant 2019-20AdvisingPlan Narrative(or is continuing a previously-grantedAdvising Plan Narrative Exemption)**

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| **Advising Program Summary - REQUIRED** |

The Salmon River Joint School District No. 243 has not made any substantial changes to its advising program with the exception of the following.

The class of 2021 will create digital portfolios. Our goal is to begin having students create digital portfolios starting their freshman year. They will add to their portfolio each year. By the end of their senior year they will have a professional portfolio that will aid in college and career success.

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| **Please proceed to the Combined District Plan Metrics – Template Part 2****AND the Literacy Plan Proposed Budget – Template Part 3.** |

**Combined-Plan-Metrics**

**District #243 Salmon River JSD**

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| --- | --- |
| Link to District Report Card with previous year’s data for the Section I Metrics | <http://jsd243.org/about/> |

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

**Section I: Continuous Improvement Measures-Current and Previous Year Benchmarks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Performance Metric** | **2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)** | **Benchmarks (LEA chosen 2020-21 Performance Targets)** |
| All students will be college and career ready | 4-year cohort graduation rate% of students who met the college ready benchmark on the college entrance exam (SAT/ACT) | 2019 cohort83% (actual %, not LEA goal)30% math40% ELA | 2020 cohort92% (12/13)Test missed due to school closure |
| All students will be prepared to transition from middle school/junior high to high school | % of students who score proficient on the 8th grade ELA ISAT% of students who score proficient on the 8th grade math ISAT | Test missed due to school closure**Target 8/10=80%**Test missed due to school closure**Target 7/10=70%** |  Target 75%Target 75% |
| All students will be prepared to transition from 6th grade to 7th grade | % of students who score proficient on the 6th grade ELA ISAT% of students who score proficient on the 6th grade math ISAT | Test missed due to school closure**Target 2/3=67%**Test missed due to school closure**Target 2/3=67%** | Target 80%Target 80% |
| All student will demonstrate the reading readiness needed to transition to the next grade level | % of students who score proficient on the Kindergarten Spring IRI% of students who score proficient on the Grade 1 Spring IRI | Test missed due to school closure**Target 5/6=83%**Test missed due to school closure**Target 8/11=73%** | Target 82%Target 80% |
| All student will demonstrate the reading readiness needed to transition to the next grade level | % of students who score proficient on the Grade 2 Spring IRI | Test missed due to school closure**Target 9/12=75%** | Target 78% |
| All student will demonstrate the reading readiness needed to transition to the next grade level | % of students who score proficient on the Grade 3 Spring IRI | Test missed due to school closure**Target 10/13=77%** | Target 83% |

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| **Section II: Report of Progress Narrative (required)** Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available. |
| Our Section I benchmark goals were specific to the ISAT test. Due to school closures, ISAT was not given in the 2019-20 school year. The below data is for testing done prior to school closures.**PSAT:** 60% of 8th graders met/exceeded benchmark in ELA 40% of 8th graders met/exceeded benchmark in math**Aimsweb:** 100% of 6th graders scored in the tier I band in reading 75% of 6th graders scored in the tier I band in math 82% of 8th graders scored in the tier I band in reading 64% of 8th graders scored in the tier I band in mathWhile these assessments don’t match the ISAT assessment, they do provide us with relevant data to measure student learning.The above data indicates that we were making progress toward our established goals. There is work to do; improving student learning will always remain our top priority.   |

**Section III Additional Continuous Improvement Measures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Performance Metric** | **SY 2018-19****(Yr 1)** | **SY 2019-20****(Yr 2)** | **2020-21 Benchmarks (LEA chosen 2020-21 performance targets** |
| **All students will be college and career ready** | % students who participate in one or more advanced opportunities% CTE track HS students who graduate with an industry recognized certification% of CTE track HS students who pass the CTE-recognized workplace readiness exam | 71%37.12%92.8 | Dual Credit Chem13/41Dual Credit IDLA21/4134/41=83%19/41=46%TSAs not completed due to school closure80% | Currently we have 12/37 (32%) taking one or moreTotal DC courses enrolled in=19/37=51%75%83% |
|  |  |  |  |  |

**Additional Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **Additional Goals** | **Performance Metric** | **SY 2019-20** | **2020-21 Target** |
| All students will be college and career ready | # and/or % of students (district wide) demonstrating growth on the ELA and math ISAT | Testing canceled due to school closure | 100% |
|  | % of welding III students will take the CTEC pre and post assessment and demonstrate growth | Testing canceled due to school closure | 100% of welding III students will take the CTEC pretest and post test80% will demonstrate growth |
|  | % of students who will earn industry certification in InDesign | Not a goal in 2019-20 | 100% |
|  | % of the class of 2024 who will earn Microsoft certification in Word and Powerpoint | Class of 202375% completed Word43% completed ppt. | 100% |
|  | % of the class of 2024 who will earn Microsoft certification in Excel | Class of 202314% | 90% |
|  | # of RES students who will increase writing ability, as shown on the ISAT at/near claims | Testing canceled due to school closure | 100% |

**Section IV: Required College and Career Advising Performance Metrics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Performance Metric** | **SY 2018-19****(Yr 1)** | **SY 2019-20****(Yr 2)** | **2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets** |
| All students will be college and career ready | # of HS students who graduate with an associate’s degree or a CTE certificate% of students with learning plans created and reviewed in 8th grade% of students whose learning plans are reviewed annually by grade level# students who GO On to some form of postsecondary education within 1 year of HS graduation% students who GO On to some form of postsecondary education within 1 year of HS graduation# students who GO On to some form of postsecondary education within 2 years of HS graduation% students who GO On to some form of postsecondary education within 2 years of HS graduation | 08th100%9th 100%10th 100%11th 100%12th 100%# enrolled = 7# cohort 2018 =571%# enrolled= 8# cohort 2017 =450% | 08th100%9th 100%10th 100%11th 100%12th 100%#enrolled =2#cohort 2019 =922%#enrolled=4#cohort 2018=757% | 0100%9th 100%10th 100%11th 100%12th 100%#enrolled=4#cohort 2020=1233%#enrolled=1#cohort 2019=911% |

**Section V: College and Career Advising-LEA Chosen Performance Metrics (at least 1 required)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Metrics** | **SY 2018-19 Results** | **SY 2019-20 Results if available** | **2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)** |
| 10th-12th grade students enrolled in the INTERACTIVE media graphics or Desktop Publishing course earning Adobe certificates | 100% | 50% | 100% |
| 9th grade students enrolled in business computer applications earning Microsoft certificates | 100% | 100% earned at least one Microsoft certificate | 100% will earn at least two Microsoft certificates |
| % of high school students who completed the FAFSA  | 58% | 40% |  |
| % of high school seniors who applied to at least one post-secondary institution | 61% | 60% | 83% |
|  |  |  |  |

**Section VI: Literacy Intervention-LEA Chosen Performance Metrics (at least 1 required)**

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (required) 1. You are required to create at least one (1) performance metric of your choosing that supports your goals for your Literacy Intervention Program and aids you in tracking success. You may use measures created in previous years, or create new measures. For all LEA chosen metrics, you are required to provide at least one (1) year of previous data. If the metric is new, please indicate that in Section VII Notes. You are also required to set a Benchmark (performance target) for each metric. 2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).

**LINK to District Report Card with previous year's data (2018-19) for the Section I Metrics:** [**http://jsd243.org/about/**](http://jsd243.org/about/)

**District has indicated that they are not providing a 2020-21 Literacy Plan Narrative because they have not made any substantial changes to the programs(or info) described in their previous Literacy Plan Narrative.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance****Metrics** | **SY 2018-19 Results** | **2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets** | **SY 2019-20 Results if available** | **2020-21**Fall Benchmarks/Istation/IRI | **2020-21** Spring Benchmarks (LEA Chosen 2020-21 Performance Targets |
| % of students who scored "proficient" on the Kindergarten Spring IRI | 6/10=60%  | 83% | NO RESULTS AVAILABLE DUE TO SCHOOL CLOSURES | 7/11=64% | 9/11= 82% |
| % of students who scored "proficient" on the Grade 1 Spring IRI | 7/11= 64% | 73% | NO RESULTS AVAILABLE DUE TO SCHOOL CLOSURES | 2/10=20% | 8/10=80% |
| % of students who scored "proficient" on the Grade 2 Spring IRI | 9/10=90% | 75% | NO RESULTS AVAILABLE DUE TO SCHOOL CLOSURES | 6/9=67% | 7/9=78% |
| % of students who scored "proficient" on the Grade 3 Spring IRI | 9/11=82% | 77% | NO RESULTS AVAILABLE DUE TO SCHOOL CLOSURES | 6/12=50% | 10/12=83% |
| % of students will meet their individual growth goal on the 2021 ISAT. | 50% | 100% | NO RESULTS AVAILABLE DUE TO SCHOOL CLOSURES | ISATs not taken in Fall | 100% |

**Goals:**

**1. Given a core aligned ELA curriculum that includes independent reading and writing, and formative assessment together with a reading intervention to increase student proficiency, 3rd through 5th grade students at Riggins Elementary will meet individual growth targets on the Spring ISAT by Spring 2021.**

**2. Given a math curriculum and supplementary interventions, ISAT math scores will increase as shown with student growth from 80% of students 3rd-5th grade.**

**3. Increase student and parent engagement at all grades level through increased attendance at all grade levels. Increase student engagement by researching, developing and/or providing a Gifted and Talented Program or Mastery Program in the 2020-2021 school year.**

 **A. Increase in student attendance rates as a percentage of total instructional days.**

* + - 1. **Students will attend at least 95% of instructional days in a given school year.**
			2. **(Goal Statement) Given training and implementation of PBIS, with a focus on attendance, Riggins Elementary will increase attendance for K-5th grade from 90% to 95% by the Spring of 2021**
				1. **i. (Key indication of how the performance will be monitored)**
				2. **Daily attendance tracked**

 **ii. (Benchmark/Measurable Target)**

 **95% attendance K-5thgrade**

**Section VII: Notes (optional space for contextual information about data and/or Benchmark-setting process for Sections I-VI)**

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**Demographic Analysis**

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| --- | --- |
| **Group** | **2019-20 percentages are for 6-12** |
| Female | 55% |
| Male | 45% |
| Asian | 5% |
| Black/African American | <0% |
| Hispanic/Latino | 3% |
| Native American | <0% |
| White | 91% |
| Free/Reduced Lunch Program | 44% |
| Received Special Education (IEP Students) | 10 students  |



**2020-21 Combined Plan- Literacy Budget –**

**2020-21 Literacy Funding - Budget Estimator**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017-18 Fall IRI Results** | **2018-19 Fall IRI Results** | **2019-20 Fall IRI Results** |
| **# of students who scored BELOW BASIC** | 10/40 | 10/40 | 5/42 |
| **# of students who scored BASIC** | 7/40 | 12/40 | 17/42 |
| **TOTAL students Below Proficient** | **17/40** | **22/40** | **22/42** |
|  |  |  |  |
| 3 year average # of Students Below Proficient |  | 20.33 |
| ESTIMATED Funding Per Student | $675 |
| ESTIMATED 2019-20 Literacy Funding | $13,725 |

**Proposed Literacy Budget**

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| --- | --- |
| **LEA Number and Name** | **#243 Salmon River JSD** |
| **Estimated Total Literacy Funding for 2020-21** | **$13,725** |

**PERSONNEL COSTS Proposed Budget**

**Transportation Costes (NOTE: Literacy Funds may not be used in excess of $100 per student for transportation**

 **Proposed Budget**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Item | Details | FTE | Cost per FTE | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Literacy Paraprofessional | 1 paraprofessional 32hrs per week x 12.65 per hour | 1.0 | $16,192 | $16,192 | $13,725 | $2467 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |