

Swan Valley Elementary School District #92

Continuous Improvement Plan

2019-20

The Mission of the Swan Valley School District is:
“Committed to excellence in teaching and learning for all”

Our Vision: Deliver excellence in education every day

1. The staff of Swan Valley envision a school that:
 - Demonstrates a personal commitment to academic success and the development of a positive learning environment.
 - Unites to achieve a common purpose and clear goals.
 - Continually seeks and implements strategies for improving student achievement.
 - Monitors every student’s progress.
 - Enjoys the journey...embraces humor and the joy of learning
 - Provides individual instruction to all students according to their learning needs.
2. Analysis of Demographic Data:
 - a. The Swan Valley School District encompasses an area that is not only a frequent tourist destination but also a place where many people are full-time residents, with school-age children. Those residents may work in the valley doing seasonal jobs with the hospitality or Forest Service, or work in ranching or farming. Others may work in businesses outside of the valley itself. We have one school building, housing grades PreK-8 with approximately 50 students, 4 classroom teachers and classified employees who perform a variety of jobs. Members of the community are supportive of the students and staff and want the best achievement outcomes for each student possible. Approximately 50% of the students qualify for free or reduced lunch. Students who graduate from Swan Valley Elementary continue their education as 9th graders at high schools outside our district. The district currently provides high school busing to Ririe High School. The majority of our students attend Ririe High School but some choose to attend other schools such as Idaho Falls High School and Teton High School. School board, staff, administration, student and parent value statements have been developed and are reviewed each year.
3. Student Achievement and Growth Data:
 - a. Yearly student achievement is measured using the IRI in grades K-3, and the Spring ISAT in grades 3-8. Our achievement results reflect the staff commitment to excellent in teaching and learning: Results of the spring 2018 ISAT testing were as follows: ELA/Literacy: 23 out of 33 were proficient. Math: 19 out of 33 were proficient. Science: 6 out of 12 were proficient. Results of the spring 2019 ISAT testing were identical to 2018 and were as follows: ELA/Literacy: 23 out of 33 were proficient. Math: 19 out of 33 were proficient. Science: 7 out of 13 were proficient.
 - b. Daily progress is measured using Accelerated Reader and Math in addition to Star Assessments.
4. Graduation Rate:
 - a. Does not apply to our district since our exiting grade is 8.
5. College and Career Readiness:
 - a. Since Swan Valley School District is an Elementary District, college and career readiness programs are embedded in the daily curriculum and instruction.

Students are encouraged to set learning goals and the staff blends career knowledge into core subject areas. Students are expected to communicate effectively, solve problems independently, as well as collaborate with peers to create and produce learning products. These skills become the foundation for becoming 21st century learners.

6. District Goals

- 80% of the students in grades K-3 will be proficient on the Spring IRI.
- 70% of the students in grades 3-8 will be proficient on the ELA ISAT.
- 60% of the students in grades 3-8 will be proficient on the Math ISAT.
- 50% of the students in grades 5 & 7 will be proficient on the Science ISAT
- 96% or better school wide attendance for 2019-20 school year
- 50% of all staff employed by Swan Valley School District #92 will receive Social Emotional Learning (SEL) training each year.

7. Include Key Indicators for Monitoring Performance

- a. Fall, Winter, & Spring IRI, STAR Reading and Math, Idaho ISAT, Accelerated Reading and Math, & Attendance Data.

Goal	Performance Measure/Indicator	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Benchmark/ Performance Target
All students are prepared to transition to elementary, middle school, & high school	# and % of students scoring proficient or advanced on math ISAT in grades 3-8*	2/36	20/39	19/33	19/33	
		5.6%	51.3%	57.6%	57.6%	60%
	# and % of students scoring proficient or advanced on ELA ISAT in grades 3-8*	11/35	25/39	23/33	23/33	
		31.4%	64.1%	69.7%	69.7%	70%
	# and % of students scoring proficient or advanced on Science ISAT in grades 5 & 7*	5/18	4/10	6/12	7/13	
		27.8%	40.0%	50.0%	53.8%	50%
Students will read at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of students identified as reading at grade level on the Fall IRI in grades K-3*	13/17	11/17	11/13	9/19	
		76.5%	64.7%	84.6%	47.0%	
	# and % of students identified as reading at grade level on the Spring IRI in grades K-3*	12/17	12/15	12/13	14/19	
		70.6%	80.0%	92.3%	73.7%	80.0%
Student and parent engagement	Students will attend at least 95% of instructional days in a given school year.	94.0%	96.1%	95.9%	96.1%	96%

* Due to small class sizes, we do not report data by grade. Data is combined for all students.

Swan Valley School District had a school board meeting on Monday June 17, 2019 where parents and community members were invited to offer input on goals they would like to see for the upcoming school year. The following board meeting on Monday July 15, 2019 the board formulated some goals based on input from the community. At this time, one additional goal was

implemented to ensure that at least 50% of the staff will receive training in Social Emotional Learning to better serve our students and their mental health. On Monday August 19, 2019 the board formally adopted the Continuous Improvement Plan as written.

LITERACY PLAN (2019-2020)

School District	Swan Valley School District #92	
Contact	Name: Michael Jacobson	208-483-2405
	mjacobson@sveidaho.com	

Program Summary

Students were identified for Title I services and interventions where teachers determined and delivered in the classroom the majority of time. Those students who were served by the Title I Para-professional were provided intervention through the Reading Mastery direct instruction program. A summer reading program was held for two weeks in July 2019 for students needing intervention. No data was reported from that program.

Our program for 2019-20 will have 2 parts. First, individual one-on-one intervention will be provided to some qualifying students during the school day. This intervention will be in addition to the regular reading and literacy instruction that occurs in the classroom. The intervention will be determined based on further assessment using the CORE reading assessments and will be provided by a trained para-professional. We will also be offering a “summer reading camp” for students in K-3, The camp session will be taught by the school’s K-2 teacher and the session will be for 32 hours. Students who will be involved in both or one of these options qualify based on their Fall IRI scores. Any student who scored Below Basic/1 will participate in both interventions to total a minimum of 60 hours of intervention. Students who scored a Basic/2, with parent determination, may participate in both or either one and will receive a minimum of 30 hours of intervention.

Since our district only has one school during the 2019-20 many of our interventions being used throughout grades K-3 and will include but not be limited to: teacher designed vocabulary and comprehension instruction and practice; Reading Eggs reading program from Edmentum; Reading Mastery to be used with small groups (2 or 3 students); Accelerated Reading; and Read Naturally. All of our interventions are research based in that the strategies, teaching methodologies and supports have been shown through one or more valid research studies to help a student improve in literacy development. Interventions will be in addition to core instruction and will be delivered either by the classroom teacher or a trained para-professional.

Looping is done at all grade levels as a result of our student enrollment numbers. Students and teachers have both gained from the experience of having the same teacher or students for two years in a row. It has proven to be advantageous to the teaching and learning process. Teachers are able to continue strategies that proved to be most effective the year before with those students who have continued to be in his/her classroom. These intervention strategies will address students’ needs related to phonemic awareness, decoding, vocabulary, comprehension, and fluency.

In addition to the specific interventions discussed above, we will also use the Renaissance Accelerated Reading program not only as a reading intervention program but also as a way to connect with parent/guardians in a literacy partnership. It will support and encourage them to be actively engaged in their child's literacy development.

Teachers will be involved in literacy professional development training using the state provided literacy coaches, interactive sharing with teachers from other districts, and on-line training from the Renaissance Learning, publishers of the Accelerated Reader and STAR assessment programs.

Our school is home to a branch of the Idaho Falls Public Library. Their summer reading program enables many of our students to set summer reading goals and to be rewarded for reaching those goals. Prior to the end of the 2019-20 school year we will work with the library staff to enroll as many students as possible in that program. Ways of supporting and encouraging students to read all summer will be provided to our school families through various family literacy activities during the second semester of the school year and tie-ins with the library's summer reading program will be encouraged.

Comprehensive Literacy Plan Alignment

Swan Valley Elementary School District is focused on collaboration, literacy development and fiscal policies and budgets to support literacy activities. These efforts are paying off. For the 2017-18 school year Swan Valley Elementary School was ranked in the top 10% of K-8 Schools in the state for ISAT ELA scores. In addition 92.3% of all students in grades K-3 scored a 3 on the spring IRI. For the 2018-19 school year, we experienced similar ISAT ELA results as 2017-18. However, we saw a drop in our IRI scores. This was due to the fact that Idaho implemented a new IRI test that does not just focus on reading speed. The new test is designed to assess phonemic awareness, letter knowledge, vocabulary, spelling, and comprehension. This assessment gives a more complete view of where our students are with literacy. In the fall 47.0% of our students were on grade level and in the spring 73.7% of our students were on grade level. While we didn't meet our goal of 80%, we saw a 26.7% improvement from fall to spring and will work towards meeting our 80% for 2019-20 school year.

Some of the strategies being used are as follows: First, the school board with input from the District Administrator and staff members implemented an Early Release schedule that has enabled staff to meet in collaborative groups one time each week during the school year. A literacy coach from Idaho State University attended several of the early release sessions to support the teachers in learning about literacy initiatives that are grounded in research-based literacy instructional practices, student engagement and effective interventions.

Secondly a partnership between the Idaho Falls Public Library and the School District was established and the school's library was converted to a branch of the Idaho Falls Public Library. This partnership has paved the way for an increase in literacy activities, including a summer reading challenge. Also the books and materials provided within the library have been expanded and provide a variety and range of levels that the school alone could never had provided.

Third, the school implemented a new system for meeting the needs of the students who qualified for intense literacy intervention. Additional time was provided during the school day for individual and/or small group interventions.

Lastly, we continue to stay the course offering preschool for all 3 and 4 year old residents in our district boundaries. These students attend preschool Tuesday-Friday from 8:15-11:00 in the morning. In addition to preschool, we offer fulltime kindergarten.

Currently, strategic decisions have been made so teachers increase integration of literacy instruction in all content areas including science, social studies, history and art. Also, plans are being developed to provide literacy collaboration with educators from outside our district to support ongoing learning, and application of best-practice research. We will also be utilizing resources in order to provide professional development in the areas of reading, writing, and verbal communication. The Five Essential Reading Components will be the primary target of this professional development to ensure that all teachers are trained and able to implement those components.

Parent Involvement

Parents have been included in the development of the district Literacy Intervention Program Plan in many ways. They have been encouraged to participate in parent/staff meetings to discuss literacy concerns and issues; they have reviewed materials and provided feedback to district administrator. Parents have been encouraged to share their concerns regarding their child's reading progress and work with staff members to share in the responsibility for achieving optimal learning.

Parents of students, who are Below Basic/Tier 3 or Basic/Tier 2, will be invited to participate in the development of their child's individual literacy plan by letter. They will have the opportunity to meet with the principal and classroom teacher to discuss and determine further assessment options, intervention strategies, home support and personnel who will be delivering the interventions. As a participating member of the decision making team, parents will be expected to follow through with a commitment to support and encourage their child and celebrate the successes.

We have also found that if parents get involved in volunteer activities, such as PTO, school carnival and activity nights at the school, they gain a better understanding of the school's mission and goals. As a result, they have more of an interest in their own child's success and will be more apt to help develop a plan for strengthening the reading components. We also stress parent participate as an active partner in parent/teacher conferences, regular communication with their child's teachers and supporting their child's learning by making sure they attend school regularly. We are striving for a 96% attendance rate for the 2019-2020 school year.

First, Swan Valley School District had a school board meeting on Monday June 17, 2019 where parents and community members were invited to offer input on school goals, including the Literacy Plan. At the following board meeting on Monday July 15, 2019 we formulated goals for the 2019-20 school year. This plan was formally adopted on Monday August 19, 2019. These goals will be shared with our patrons at back to school night in September 2019.

Literacy Performance Metrics

Goal	Performance Measure/Indicator	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Benchmark/ Performance Target
Students will read at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of students identified as reading at grade level on the Fall IRI in grades K-3 *	13/17	11/17	11/13	9/19	
		76.5%	64.7%	84.6%	47.0%	
	# and % of students identified as reading at grade level on the Spring IRI in grades K-3 *	12/17	12/15	12/13	14/19	
		70.6%	80.0%	92.3%	73.7%	80.0% of students proficient or better

With the implementation of the new IRI for 2018-19 school year, we were not able to show year-to-year improvements. In the first table you will find year-to-year improvements but in the second table you will find Fall 2018 to Spring 2019 improvement.

2015 - 2016	2016 - 2017	Improvement	2016 - 2017	2017 - 2018	Improvement
70.6%	80.0%	13.3%	80.0%	92.3%	15.4%

Fall 2018	Spring 2019	Improvement
47.0%	73.7%	26.7% increase

* Due to small class sizes, we do not report data by grade. Data is combined K-3 for all students.

Goal	Performance Measure/Indicator	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Benchmark/ Performance Target
Students will read at grade level by the end of 3 rd grade (4 th grade reading readiness)	% of students proficient or advanced on ISAT ELA in third grade.	0.0%	83.3%	100.0%	66.7%	80.0%

Literacy Intervention Program Budget and Expenditures

District Name and Number: Swan Valley School District #92	
Estimated Total Literacy Funding for 2019-2020:	\$3,825.00

PERSONNEL COSTS			Proposed Budget	
Position / Item	Details	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Summer Reading Camp Instructor	One certified Teacher to teach summer reading program (Summer 2020)	800.00	800.00	0.00
Personnel Subtotal		800.00	800.00	0.00
PROGRAMS / CURRICULA COSTS			Proposed Budget	
Item	Details	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Renaissance Learning	Yearly subscription fees for licenses for Accelerated Reading and Star 360	3,456.00	3,025.00	431.00
Programs / Curricula Subtotal		3,456.00	3,025.00	431.00
TOTAL COSTS & BUDGET		\$4,256.00	\$3,025.00	\$431.00

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

School District	Swan Valley School District #92	
Contact	Name: Michael Jacobson	Phone: 208-483-2405
	E-mail: mjacobson@sveidaho.com	

College and Career Advising Model used by the LEA

Swan Valley School District will choose high contact programs where students can visit local colleges and high school, tour facilities to give them insight on possible future careers, and participate in advising sessions to further prepare students for future college and career opportunities.

Description of college and career advising and or mentoring plan

Swan Valley School will focus on students in grades 5-8. Administration and teacher will organize field trips to local colleges, high schools, and various workplace environments to help our students understand their options.

For all students in 8th grade, they will tour the local high school to ease the transition. In addition, a counselor will visit with them on site, along with their parents to craft a 4-year high school plan to prepare them for graduation.

Summary of method used to notify parents of available resources:

Swan Valley School District communicates with students, parents, and the community in a variety of ways. The first and most effective method is our weekly newsletter that is sent electronically to all of our parents email address. This keeps our parents up to date on various activities taking place at our school. The second method to communicate is via our text alert system. This is an excellent tool to remind parents of events or activities taking place throughout the school year. The last method is the schools marquee on Highway 26 in front of the school. This notifies individuals in our community of upcoming events. These three things are very effective tools in communicating with parents.

We want our students and parents to be informed individuals so they can make the best decision possible for themselves. The school will do everything in their power to ensure everybody has up to date and relevant information.

Performance Measure	2017-2018	2018-2019	Benchmark
All 8 th graders will meet with a high school counselor	100%	100%	100%
All 8 th graders will have a 4 year high school plan completed prior to graduation from 8 th grade.	100%	100%	100%
All 8 th graders will visit local high school to tour school and meet with applicable high school staff.	100%	100%	100%
All students grades 5-8 will participate in college campus tour field trips	0%	0%	100%
All students grades 5-8 will participate in career exploration field trips	0%	0%	100%

College and Career & Mentoring Budget and Expenditures

Budget for 2019-2020 :	\$9,000.00	
Personnel		
Position / Item	Details	Total Cost
School College and Career Coordinator	Individual responsible for coordinating college visits, job shadowing, etc.	2,000.00
Subtotal		2,000.00
Supplies/Equipment		
Item	Details	Total Cost
Supplies	Brochures, pamphlets, materials for students/parents	1,000.00
Subtotal		1,000.00
Transportation		
Item	Details	Total Cost
College Visits	Visit local colleges in our area. (BYU-I, ISU, College of Eastern Idaho, U of I University Place IF, etc.)	2,000.00
High School Visit	Transport 8th graders to tour high school.	1,000.00
Career Exploration	Visit local industries to help kids understand careers available for them.	1,000.00
Subtotal		4,000.00

Other Costs		
Item	Details	Total Cost
Motivational Speaker	Bring in a motivational speaker to speak to our students about the importance of post secondary options.	1,000.00
Subtotal		1,000.00
Professional Development/Training		
Item	Details	Total Cost
High School Planning Night	Bring in individuals to help our 8th grade students and parents effectively plan for high school.	1,000.00
Subtotal		1,000.00
TOTAL COSTS		\$9,000.00