

Swan Valley Elementary School District #92

Continuous Improvement Plan

2017-18

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 52% 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. 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 2017 ISAT testing were as follows: ELA/Literacy: 25 out of 39 were proficient. Math: 20 out of 39 were proficient. Science: 4 out of 10 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
- 95% or better school wide attendance for 2017-18 school 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	2014 - 2015	2015 - 2016	2016 - 2017	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	11/32	█	20/39	Approximately 20/32
		34.3%	█	51.3%	60%
	# and % of students scoring proficient or advanced on ELA ISAT in grades 3-8	11/32	11/35	25/39	Approximately 23/32
		34.3%	31.4%	64.1%	70%
	# and % of students scoring proficient or advanced on Science ISAT in grades 5 & 7	█	5/18	█	Approximately 6/11
		█	27.8%	█	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	
		█	76.5%	64.7%	
	# and % of students identified as reading at grade level on the Spring IRI in grades K-3	11/18	12/17	12/15	Approximately 11/13
		61.1%	70.6%	80.0%	80.0%
Student and parent engagement	Students will attend at least 95% of instructional days in a given school year.	95.0%	94.0%	96.1%	95%

To protect student privacy, data in the table above has been redacted due to small group sizes.

Swan Valley School District had a school board meeting on Tuesday September 12, 2017 where parents and community members were invited to offer input on the Continuous Improvement Plan.

LITERACY PLAN (2017-2018)

School District	Swan Valley School District #92	
Contact	Name: Michael Jacobson	208-483-2405
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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 2017 for students needing intervention. No data was reported from that program.

Our program for 2017-18 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 2017-18 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 2017-18 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 has had four changes in leadership during the past 5 years. As a result three different people have been in the role of District Administrator during that time. While each person seemed knowledgeable in the areas of collaboration, literacy development and fiscal policies and budgets to support literacy activities, methods and strategies implemented to build an infrastructure that promotes collaboration and literacy instruction have varied greatly. On the up side to the changes in leadership some good things have occurred.

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.

In the past, 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. Prior to that students attended a reading intervention program at the end of the school year. While this appeared to be effective at the time, another change in leadership brought on a new approach and longitudinal data was not collected. Those students who participated in the extended reading showed greater number proficient on Spring 2015 ISAT than those on the 2016 ISAT.

During the past few years, there has been an amount of teacher turnover but student engagement has continued to be a priority in our mission and goals. Teachers have made student engagement an integral part of literacy and they foster active learning environments by giving students a voice, involving them in decisions about their learning process, and using instruction practices such as inquiry

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 the Literacy Coaches 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. Lastly for this year, we will be reviewing our current curriculum and reading materials as they relate and align to the Idaho State Content Standards. It will be our goal, after a thorough review to determine what is needed in the areas of curriculum and materials to implement the standards and to make recommendations to the School Board.

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/1 or Basic/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 95% attendance rate for the 2017-2018 school year as compared to 85% in the past.

In addition, we had a school board meeting on Tuesday September 12, 2017 where parents and community members were invited to offer input on the Literacy Plan.

Literacy Performance Metrics

Goal	Performance Measure/Indicator	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018 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	
		█	76.5%	64.7%	
	# and % of students identified as reading at grade level on the Spring IRI in grades K-3 *	11/18	12/17	12/15	Approximately 11/13
		61.1%	70.6%	80.0%	80.0% of students proficient or better

2014 - 2015	2015 - 2016	Improvement	2015 - 2016	2016 - 2017	Improvement
61.1%	70.6%	15.5%	70.6%	80.0%	13.3%

* Due to small class sizes, we do not report data by grade. Data is combined K-3 for all students. Additionally, to protect student privacy, some data has been redacted.

Goal	Performance Measure/Indicator	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018 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.	█	█	83.3%	80.0%

Literacy Intervention Program Budget and Expenditures

District Name and Number: Swan Valley School District #92	
Estimated Total Literacy Funding for 2017-2018:	\$2,800.00

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 2018)	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	2,270.00	2,000.00	270.00
Programs / Curricula Subtotal		2,270.00	2,000.00	270.00
TOTAL COSTS & BUDGET		\$3,070.00	\$2,800.00	\$270.00

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

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	2016-2017	Benchmark
All 8 th graders will meet with a high school counselor	100%	100%
All 8 th graders will have a 4 year high school plan completed prior to graduation from 8 th grade.	100%	100%
All 8 th graders will visit local high school to tour school and meet with applicable high school staff.	100%	100%
All students grades 5-8 will participate in college campus tour field trips	NA	100%
All students grades 5-8 will participate in career exploration field trips	NA	100%

College and Career & Mentoring Budget and Expenditures

Budget for 2017-2018 :	\$7,000.00	
Personnel		
Position / Item	Details	Total Cost
School College and Career Coordinator	Individual responsible for coordinating college visits, job shadowing, etc.	1,000.00
Subtotal		1,000.00
Supplies/Equipment		
Item	Details	Total Cost
Supplies	Brochures, pamphlets, materials for students/parents	500.00
Subtotal		500.00
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.	500.00
Subtotal		500.00
TOTAL COSTS		\$7,000.00