

Swan Valley Elementary School District #92

Continuous Improvement Plan

2021-22

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 75 students, 5 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 over the past couple of years reflect the staff commitment to excellent in teaching and learning.
 - b. Daily progress is measured using Accelerated Reader and Math in addition to monthly 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 2021-22 school year
- 50% of all staff employed by Swan Valley School District #92 will receive Social Emotional Learning (SEL) training each year.
- Continue to discuss & implement Blended Learning Practices
- Improve communication with community patrons

7. Include Key Indicators for Monitoring Performance

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

Progress towards District Goals

Swan Valley School continues to work towards the district goals. For the 2020-21 school year the attendance was 92.7%. This was well below our goal of 96%. Given it was a pandemic year and we asked families and students to stay home if they felt it was necessary, we felt our attendance was impressive. As schools get back to normal, we hope our attendance will improve for the 2021-22 school year.

For ISAT ELA, 76% of our students tested proficient or advanced, beating our district goal of 70%. This was a 6%-point increase from spring 2020 when 70% of our kids tested proficient or advanced. For ISAT Math 57% of our students tested proficient or advanced, which is short of our district goal of 60%. Spring 2020 and spring 2021 ISAT math scores were both about 57% of our kids proficient or advanced.

For ISAT Science, there will be no scores reported for spring 2021 testing.

For IRI we saw significant improvements from Fall 2020 to spring 2021. During the fall 2020 testing 51.7% of our students scored a 1 which is an indication of at or above grade level reading. Winter 2021 it improved to 54.8% and by spring 2021 it was 64.3% of students scored a 1 on the IRI. This is a 12.6%-point increase or a 24% increase from Fall 2020 to Spring 2021. It is still well short of our goal of 80% but we will keep working towards this goal.

If you would like more information on the performance of Swan Valley School District you can visit the districts report card furnished by Idaho State Department of Education at <https://idahoschools.org/schools/0424>.

Swan Valley School District met with ISBA on Thursday June 3, 2021 to begin discussing goals for the upcoming school year. This was followed up with a school board meeting on Thursday September 16, 2021 where goals for the upcoming year were discussed. During the board meeting on Thursday September 16, 2021 the board formulated some goals based on input from ISBA and the community.

LITERACY PLAN (2020-2021)

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

Program Summary

Our program for 2021-22 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 paraprofessional.

We will also be offering a tiered reading schedule where students will be grouped by ability and not by grade. We will use some of our funds to pay for one paraprofessional who will work with two of our certified staff members to provide all of our students in grades 1-3 that need additional help.

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 2021-22 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 2021-22 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 past several 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, the majority of our kids are seeing improvements on their spring IRI's.

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 in the morning along with our kindergarten class for the 2021-22 school year. Our PK program goes to school three (3) days a week and our Kindergarten students go to school everyday school is in session. Both groups leave at noon after lunch.

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 2021-2022 school year, however, this goal may need to be reevaluated due to COVID-19.

Swan Valley School District met with ISBA on Thursday June 3, 2021 to begin discussing goals for the upcoming school year. This was followed up with a school board meeting on Thursday September 16, 2021 where goals for the upcoming year were discussed. During the board meeting on Thursday September 16, 2021 the board formulated some goals based on input from ISBA and the community.

Literacy Performance Metrics

Goal	Performance Measure/Indicator	2018 - 2019	2019 - 2020	2020 - 2021	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 *	9/19	13/22	15/29	
		47.0%	59.1%	51.7%	
	# and % of students identified as reading at grade level on the Spring IRI in grades K-3 *	14/19	NA	18/28	
		73.7%	NA	64.3%	80.0% of students proficient or better

IRI data from fall to spring with improvement during the school year.

	Fall	Spring	Improvement
2018-2019	47.0%	73.7%	26.7% increase
2019-2020	59.1%	NA	NA
2020-2021	51.7%	64.3%	12.6% 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	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	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.	100.0%	66.7%	NA	67.0%	70.0%

While we have come up short of our 70.0% goal for ISAT ELA for 3rd grade students in our school, we are happy with our overall picture because 76% of our students in the school are proficient or advanced for ISAT ELA. In addition, as a small rural remote school district we often experience fluctuations in our class sizes. Oftentimes one student can make up such a large percentage of your class size. We continue to see solid improvements from Fall IRI to Spring IRI however we were a little disappointed with our 2020-2021 scores. We made some personnel changes and hope to see improvements for the 2021-2022 school year. In addition, professional development and training continue to be a high priority.

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Literacy Intervention Program Budget and Expenditures

District Name and Number: Swan Valley School District #92	
Estimated Total Literacy Funding for 2021-2022:	\$2,950.00

PERSONNEL COSTS			Proposed Budget	
Position / Item	Details	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Paraprofessional	Paraprofessional reading groups with students	\$7,500	2,950.00	4,550.00
Personnel Subtotal		7,500.00	2,950.00	4,550.00
TOTAL COSTS & BUDGET		\$7,500.00	\$2,950.00	\$4,550.00

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2021-2022)

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	2018-2019	2019-2020	2020-2021	Benchmark
All 8 th graders will meet with a high school counselor	100%	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%	100%
All 8 th graders will visit local high school to tour school and meet with applicable high school staff.	100%	100%	100%	100%

All students grades 5-8 will participate in college campus tour field trips	0%	0%	0%	100%
All students grades 5-8 will participate in career exploration field trips	0%	0%	100%	100%

College and Career & Mentoring Budget and Expenditures

Budget for 2021-2022 :	\$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