

# **Salmon School District #291**

## **Combined District Plan 2022-2023**

**District Continuous Improvement Plan**

**District College and Career Advising Plan**

**District Literacy Plan**



# Start Here, Go Anywhere

SALMON SCHOOL DISTRICT #291  
COMBINED DISTRICT PLAN 2022-2023

**\*Continuous Improvement Plan \*College and Career Advising Plan  
\*Literacy Intervention Plan**

<b>School District</b>	# 291	<b>Name:</b> Salmon School District
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## Mission and Vision

### Our Mission:

*In partnership with our community, the Salmon School District will academically prepare all students to build upon their individual strengths to be creative, productive, and self-reliant individuals.*

### Our Vision:

*Salmon School District #291 will:*

- *Set high achievement standards*
- *Teach students the knowledge, creativity, skills, and values to be successful global community members*
- *Recognize the potential and success of each individual student*
- *Ensure a safe, secure, and caring environment*
- *Involve the community in decision making*

**Focus Area: Student Attendance**

**GOAL #1: To promote student and family engagement in learning in School District #291.**

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
<b>A.Increase student opportunity to learn via attendance</b>	1. District staff will work with students to increase student learning on varied delivery methods	Ongoing	Building Admin, Superintendent	Building Admin, Dean of Students, Teachers, Counselors, Paraprofessionals	Review of use of google classroom by students
	2. The District will monitor attendance of students individually and by grade level	Ongoing	Building Admin, Superintendent	Building Admin, Dean of Students, Teachers, Counselors, Paraprofessionals	ISEE documentation Midterm upload
	3. Interventions are implemented to ensure that students and parents receive adequate notice of students at risk of not receiving credit due to attendance as soon as four absences occur.	Ongoing	Building Admin, Superintendent	Building Admin, Secretaries, Dean of Students	Monitoring of contracts with parents in regards to student attendance, letters mailed out.
	4. Enhance and/or maintain participation rates in co-extracurricular programs.	Ongoing	District Activities Director, Building Admin.	Counselors, Building Admin., Activities Director, Coaches, Teachers	Annual review of participation
<b>B.Maintain 1:1 devices &amp; technology necessary to fulfill learning needs of our students</b>	1. Maintain and update 1:1 device inventory district wide	Ongoing	District Technology Director	District Technology Director, Technology committee members	Google Document of inventory updated

	2. Purchase devices using Esser III money and supplemental funds to ensure proper maintenance and up to date technology devices for student learning and achievement goals district wide.	Ongoing	District Technology Director	District Technology Director, Technology committee members	Report to Board in January as to purchases and inventory updated
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**Benchmark: Increase the Fall Enrollment by 1% from the 21-22 school year.**

**Focus Area: Professional Development**

**GOAL #2: To increase community and student engagement in learning in School District #291.**

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
<b>A. Recognize the what/where/who is receiving professional development training</b>	1.The individuals receiving Professional Development Training will report to the board on the training received.	Ongoing	Building Administration, Planning, Program Evaluation	Planning, Program Evaluation, Building Administrators, Teachers, Staff	Board Meeting Minutes
	2. The Professional Development Committee oversees efforts to provide quality professional development opportunities to staff using Title II and district funds.	Ongoing	Building Administration Planning, Program Evaluation,	Planning, Program Evaluation, Technology Director, Professional Development Committee	Professional Development Committee annual summary of accomplishments, Training Schedule for Professional

				members	Development Dates.
	3. All certified staff complete Professional Growth Plans annually (approved plans are a prereq for granting of professional development funds).	Ongoing	Building Administration, Planning, Program Evaluation,	Planning, Program Evaluation, Technology Director, Professional Development Committee members	Professional Development Committee annual summary of accomplishments, Log of Professional Growth Plans
	4. Individual teacher, administrator, or Paraprofessional requests for professional development utilizing district funding are reviewed, and approved or denied by the Professional Development Committee. All requests must be to seek training to improve student achievement in the areas of content knowledge, instructional strategies, and/or assessment practices.	Ongoing	Building Administrators, Planning, Program Evaluation, Professional Development committee	Professional Development Committee members, Teachers	Professional Development Committee annual summary of accomplishments

**Benchmark: 3 Reports before the board in the fall and spring by those who received training.**

**Focus Area: Communication**

**GOAL #3: To increase community and student engagement in learning in School District #291.**

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
<b>A. Conduct a strategic plan process</b>	1. Revise Continuous Improvement Plan Annually. Involve all stakeholders.	Ongoing	Superintendent, Planning and Program Evaluation	District Leadership Team	UpdatedSIP reviewed by board in a regular board meeting.
	2. "Continuous Improvement Plan" each fall on the district website. A brief review of the previous years plan to presented to the Board during the August Board meeting.	October 1	Superintendent, Planning and Program Evaluation	Director of Finance, Planning and Program Evaluation, District Office Staff	Plan is updated on the website
<b>B. Course Offering Advisory Committee</b>	1. Committee will be formed to analyze current course offerings, and advise on possible changes to the current course offerings by including and starting a dual credit/CTE pathway program.	Ongoing	Superintendent, Planning and Program Evaluation	SJSHS Administrator, Superintendent, Planning and Program Evaluation, District Office Staff	Reports to School Board
<b>C. Increase Board Member Community Engagement</b>	1.increase community meetings such as Facility planning, and needs assessment team, etc.	Ongoing	Superintendent, Board Chair	School Board Members	Yearly self review by Board.

	2. Attend events as Board Member throughout the district	Ongoing	Board Chair	School Board Members	Yearly self review by Board
<b>D. The District Webpage will be utilized for improved community communication.</b>	1. Regular review and updating of the District Website.	Ongoing	Superintendent, Building Administrators	Superintendent, Building Administrators, District Secretary	
	2. Alternate means of communication (facebook, radio, emergency all call etc) to increase awareness of school activities	Ongoing	Superintendent, Building Administrators	Superintendent, Building Administrators, District Secretary, Building Secretaries, Athletic Director	
<b>E. Partnership with community groups/businesses/individuals</b>	1. Maintain/increase community/school partnerships to increase community members in the school.	Ongoing	Superintendent, Building Administrators	Board Members, Superintendent, Building Administrators, Staff, Teachers	Reports to School Board
	2. Increase Volunteers in district	Ongoing	Building Administrators	Building Administrators, Staff, Teachers	Yearly report to Board
	3. Monitor attendance at Parent Teacher Conferences	Ongoing	Building Administrators	Superintendent, Building Administrators, Staff, Teachers	Report to Board following Parent Teacher Conferences.
<b>F. Long-Term Facility Planning</b>	1. Increase Community Meetings and form a Needs Assessment	Ongoing	Board Chair, Superintendent	Board Members, Superintendent	Yearly self review by Board

	Committee with stakeholders.				
	2. Attend Education Coalition Meetings	Ongoing	Board Chair, Superintendent	Board Chair, Superintendent, Administrators	Monthly reports to Board by administrator of attendance
<b>G. Increase Student Attendance, Academic Achievement, and Decrease Behavior Incidents</b>	1. The three tiered <i>Response to Intervention</i> (RTI) model will continue to be monitored at the 1-10 grade levels and discussion will include how to engage student and parents in improved academics/attendance/ and reduced behavior incidents	Ongoing	Planning and Program Evaluation, Special Education Director, Building Administrators	Intervention Specialist, Building Administrators, Teachers, Support Staff,	Will be evaluated based on minutes from meetings, students reduced behavior issues from students in RTI and parents contacted

**Benchmark: Increase the number of community entities working within our district by 1 year.**

### Analyses of Demographic Data

Demographic Data from the Salmon School District #291

	2016-17	2017-18	2018-19	2019-20	2020-21	Fall 2021	Spring 2022	Fall 2022
Total Enrollment	792	817	802	778	685	681	645	692



Male	53.10%	51.90%	50.50%	50.70%	51.70%	51.70%	51.70%	52.30%
Female	46.90%	48.10%	49.5	49.30%	48.30%	48.30%	48.30%	47.70%
White	94.20%	90.60%	91.3	91.70%	91.06%	93.20%	94.6%	93%
Black/African American	1.40%	1.50%	*	0.90%	0.94%	0.88%	0.3%	0.007%
Asian	0.90%	0.80%	*	0.50%	*	0.30%	0.2%	0.001%
Native American	2.60%	2.10%	*	1.70%	1.89%	1.90%	1.4%	0.02%
Hispanic/Latino	3.60%	3.70%	3.30%	3.70%	2.84%	1.76%	2.6%	0.021%
Free/Reduced Lunch Program	53.58%	50.33%	52.30%	52.40%	49.87%	42.30%	56.2%	55%
Received Special Education (IEP Students)	16.60%	13.00%	14.5	18.30%	16.20%	18.79%	17.1%	18.6%

**District Report Card:** For the District Report Card released by the Idaho State Department of Education please visit the following website: <https://idahoschools.org/districts/291/profile>

**Community Involvement:**

A special interest group was formed in 2016--17 year in order to analyze the educational system within Lemhi County. They brought in an outside facilitator and held many interest group meetings. These meetings were attended by administrators, board members, community members and parents. The Board also approved a course offerings committee that was made up of community members, a board member, administrators, teachers, and parents to look into possible changes or improvements to the courses being offered in the Salmon School District. The consensus following the initial meetings of the special interest group and the course offerings committee going forward into the 17--18 year, was that the interested parties would continue to find ways to support the existing education entities in the valley and provide feedback, and suggestions concerning possible improvements with the systems. That overall the educational entities are doing the best they can with

the resources available to them.

In every Board meeting there is an opportunity for public input where patrons can provide input into the direction of the School District. Surveys are also sent out to gather input from the community. In 2021--22 the surveys are going to be directed more in the content of questions asked to gain better information, and the board will review to devise a 5 --10 year Strategic Plan for the District. For the 2022-23 school year the Superintendent and Board are forming a Needs Assessment Team, in order to have community input on the planning of future infrastructure needs within the Salmon School District in order to better suit the needs of all students.

## COMBINED DISTRICT PLAN (2022 – 2023) METRICS AND DEMOGRAPHICS – TEMPLATE PART 2

<b>LEA #</b> 291	<b>LEA NAME:</b> Salmon School District
<b>METRICS</b>	
<b>LINK to LEA/District Report Card with Demographics and Previous Data:</b>	<a href="https://idahoschools.org/districts/291/profile">https://idahoschools.org/districts/291/profile</a>

<b>Section I: Continuous Improvement Measures – Current &amp; Previous Year Benchmarks</b>			
Goal	Performance Metric	2021-22 Performance Targets (LEA Chosen 2019-2020 Performance Targets)	2022-23 Performance Targets (LEA Chosen 2020-2021 Performance Targets)
		2021 cohort	2022 Cohort
All students will be college and career ready	4-year cohort graduation rate	71.6%	75%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	at or above state average	at or above state average
All students will be prepared to transition from middle school/junior high to high school	% students who score proficient on the 8 <sup>th</sup> grade math ISAT	at or above state average	at or above state average
	% students who score proficient on the 8 <sup>th</sup> grade ELA ISAT	at or above state average	at or above state average
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6 <sup>th</sup> grade math ISAT	at or above state average	at or above state average
	% students who score proficient on the 6 <sup>th</sup> grade ELA ISAT	at or above state average	at or above state average
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	43.2%	45%
	% students who score proficient on the Grade 1 Spring IRI	42.9%	60%
	% students who score proficient on the Grade 2 Spring IRI	71%	60%
	% students who score proficient on the Grade 3 Spring IRI	62.8%	75%

## Section II: Report of Progress Narrative

The Salmon School District has transitioned into a new math program for grades K--- 7 starting the 2017---18 school year. This was in direct response to the low math ISAT scores historically in those grades. There is to be an expected plateau of scores the first year, and so a small percentage increase is being projected for the 2017---18 school year, with a larger increase expected the 2nd year of the program. An increase in the skills of teachers hired at the junior high level in 2019---20 is expected to assist with the overall scores by the 2022---23 school year.

In 2016---17 the Board invested in a full day for development of their goals and brought in a facilitator to assist with the process. The consensus by the board after reviewing the drop in attendance and drop in some test score areas, was a major overall category for the Board to focus its direction and attention to for the 2017---18 school year. The Board believes that increased/improved attendance by the students will correlate to higher test scores and better engagement in the community. The Board also hopes that having a stable and consistent administration will assist in improving attendance. The slight increase in attendance in 2018---19 at the start of the year is a good sign that the attention and encouragement of parents in getting their students to school is paying dividends. In 2020---21 the District switched their focus to better face the challenges of the COVID era, and directed planning to go towards a one to one device for students, so if another long term shutdown occurred, the students would be better equipped to work from home.

Over the past few years, Salmon has had a higher average SAT score when compared to the State of Idaho and the Nation. In 2015---16 Salmon scored a 531 on the Reading portion of the SAT compared to Idaho's 511 and the Nation's 494. On the math portion of the SAT test Salmon scored a 516 while Idaho averaged a 491 and the Nation averaged 508. In 2016---17 Salmon scored a 517 on the Reading portion while the State was a 506. On the math portion, Salmon scored a 492 while the state average was also 492. Then in the 2017---18 school year, Salmon scored a 520 on the reading portion while the state average score was a 503. On the math portion Salmon increased their score to a 497 while the state dropped to a 486. Salmon has consistently scored close to the Idaho average on the ACT. In 2015---16 Salmon's composite average was a 22.37 with Idaho's average at a 22.7, and the National average was a 20.8. In 2016---17 Salmon's composite average lowered slightly and was 21.65 with Idaho's average at 22.3 and the National average at 21.00. In 2017 ---18 Salmon's Act scores increased across all sub---areas with the composite increasing to 22.48. The Salmon School District believes that these two tests are better indicators of the long---term success of our students due to the tests being nationally normed and a larger population taking the exams compared to the ISATs.

There has been some dips in the scores, but with the number of participants increasing that is to be expected.

Starting in 2015---16 the District put an emphasis on supporting teachers new to the district by providing a mentor for each new staff directly and for teachers new to the profession, the mentor stays with them for a full 3 years. This has enabled the district to retain staff, and provide support to new teachers in a manner not previously done. This extra support the District believes will translate to stronger teachers and thus improvements in student achievement should also be seen. This mentoring plan is continued every year, and has been modified slightly over the year so as to better fit the needs of the teachers coming into our district.

The Board also invested their time the summer of 2021 to work with an outside facilitator/trainer to devise better methods of community feedback and to start the process of a 5--10 year Strategic Plan so as to allow any new Board member and/or Superintendent better tools for which to plan out the direction of the District.

For the 22-23 school year the Salmon School District will put together a needs assessment committee to determine what the community stakeholders feel are the needs for the school district moving forward, which will allow the Board and New Superintendent to formulate a better SIP moving forward.

## **Section III: How LEA Measures Progress Towards Literacy Goals and Targets**

Literacy Intervention

Program 2022-23

Program Summary

The Salmon School District is proactive and intentional in providing differentiated interventions to meet the instructional needs of each student. The district employs highly qualified teachers who continually attend professional development in best practices using research-based programs and curriculum driven by state standards.

The district begins targeting students with language, speech, and other developmental delays at age three with our preschool. Geraldine Moore, Salmon School District's. Early Childhood Special Education Teacher is the preschool's teacher and coordinator. The preschool is located across the street from the elementary so that services are coordinated between preschool and kindergarten for students. Salmon is a rural and low-income community. Many students are language delayed which is reflective in their reading acquisition in early elementary. The Developmental Preschool provides individualized interventions in speech and language with a certified speech and language pathologist.

Providing families with access to reading opportunities is also a vital component of meeting the needs of the district's Early Literacy Intervention Plan. The preschool utilizes the public library with a Books to Go program. This program uses thematic units that are tied to literacy-based projects. This program is implemented in conjunction with monthly calendars that address specific activities for families to implement that will stimulate fine motor development, language acquisition, as well as early reading acquisition skills. Mrs. Moore conducts conferences on a routine basis with parents to communicate student success as well as individualized intervention plans.

Salmon School District moved to full time kindergarten, matching the kindergarten schedule with grades 1-5. The program utilizes the standards based ReadyGen program to support the kindergarten curriculum as well as using McGraw Hill's.

SRA program as a targeted intervention program. Interventions consist of sight word recognition, phonological awareness, and vocabulary to support literacy development. iPlans were created and progress monitoring is through MilePosts. The district has built into their calendar four hours a month for teacher collaboration, and it is during this time that the preschool and kindergarten teachers routinely meet.

Consistent with best practices, Pioneer Elementary uses flexible grouping to provide differentiated reading instruction at each student's instructional level. Student flexible grouping is determined through screening specific academic skills. Student academic progression is routinely monitored through PLC/RTI team weekly meetings. The meetings ensure correct placement of students in flexible groups. Researched based programs are used in flexible grouping. The instructional needs of the students determine the program used. SRA, Reading for All Learners, Read Naturally, and Lexia are used for students requiring intensive interventions. Students who are below basic receive interventions using Phonics for Reading, Read Naturally, and the extra support materials provided by ReadyGen to support core reading instruction within the classroom.

Pioneer Elementary actively engages in the RTI process, which is a focused comprehensive approach to support students

and their parents. Pioneer promotes the involvement of parents in the process. Parents are invited to meetings and are considered a valuable component of the child's education and educational needs. The RTI team meets weekly to discuss current interventions and progress of referred students. The team consists of a teacher representative from each grade, Title teacher, and the Special Education Teacher, as well as parents. Pioneer used Curriculum Based Measures, STAR, and MilePosts to progress monitor students. Teachers monitor their class's progress at least each quarter. If warranted, students are monitored more frequently. The Title and Special Education programs also progress monitor students. The results of the progress monitoring dictate the differentiated interventions.

Another component of the Early Literacy Program, at Pioneer Elementary, employs an early literacy teacher to work with kindergarten students. This teacher works with targeted students and allows all kindergartens to be very small. This enables all teachers to provide materials and interventions that meet the specific needs of each student. Materials may include rereads of Phonics Readers, sight word practice, accuracy assessments, fluency practice, authentic reading and rereads, and progress monitoring of student growth for fluency. The materials used are dictated by need, such as vocabulary, sight words, phonics, phonemic awareness, and fluency. Researched based programs such as ReadyGen are used in the core classroom as well as supplemental programs such as ReadyGen intervention material, Read Naturally, Lexia, and Phonics for Reading.

For extended learning, Pioneer Elementary offers the "Fun Friday" program to students who score a "3" and need intensive interventions or a "2" and require strategic support on the Fall IRI. All students scoring a 3 on the Fall IRI are invited to the program. Students that score a 2 are also invited with additional progress monitoring as well as teacher recommendation. Salmon School District is on a four-day week. With the four-day week, Fridays are utilized to provide added intervention time. Fun Friday is offered 40 hours from October through April. A certified teacher is the program coordinator. Along with the teacher, another elementary certified teacher, and two paraprofessionals run the program each year. Weekly themes are used to excite the students about coming. Students have the opportunity to earn rewards of special prizes for attendance and books are routinely sent home for students to keep. Parents are notified that their children qualify for this additional support through phone calls home by the classroom teacher and an invitational letter by the certified teacher acting as program coordinator. The invite letter both invites students and shares the themes and dates. After the intervention program is complete, surveys are given to parents to gather data for the program development and offering the following year.

The program consists of small groups based on instructional level and literacy development. Progress monitoring through iStation, recorded in MilePosts, is used to determine missing skills to effectively meet individual needs of attending students. Groups rotate between teachers and paraprofessionals. During the rotations specific skills are concentrated on. One rotation reinforces phonemic awareness, concentrating on reviewing previous phonics lessons as well as pre-teaching the upcoming week's skill. The second group uses ReadyGen's stories and reading strategies. The group pre-reads the next week's reading story at each grade level, including vocabulary and sight words. This provides students with a foundation and practice prior to classroom instruction, giving them the confidence and pre-taught story knowledge to succeed among their peers. The third group uses the individualized reading program Lexia. While students are using the I-pad for Lexia, a para is pulling individual students and concentrating on individualized skills for each student. This may be sight word practice, fluency practice, or rereading stories. The fourth group plays literacy games with the students. These games reinforce literacy acquisition skills such as phonics, sight words, vocabulary, and reading strategies.

Further interventions occur during the school day with students scoring a 2 or 3 on the Fall IRI receiving targeted interventions of 30 minutes, three days a week, which focus on the students' specific needs. This is in addition to the regular in class 90-minute language arts block of core instruction for all students. This intervention occurs throughout the year with each student receiving a minimum of 20 hours intervention time so that all students are receiving the required 60 hours intervention time for students below basic (3) and 30 hours intervention time for students who score basic (2) on the Fall IRI when combined with the Fun Friday which provides 40 hours of instruction.

Pioneer elementary recognizes that parent support is vital to the success of their students. Pioneer teachers use weekly newsletters, emails, conferences, RTI meetings, Dinner and a Book, monthly family game nights (focused on literacy skills) and phone calls as means to communicate and provide feedback and vital support for parents.

Lastly, providing teachers the resources, educational opportunities, and collaboration time is essential in Pioneer Elementary's Early Literacy Intervention Plan. The Salmon School District offers mini grants to teachers to seek outside professional development geared to their individual improvement plans and goals.

The district also surveys staff, at the conclusion of each year, to determine professional development requests. The district considers requests and intentionally plans in-services to meet the needs of the staff. Pioneer Elementary implemented PLCs in the 2016-2017 academic year. Teachers were provided collaboration time to discuss student performance, interventions, curriculum, and best practices. The goal for the 2020-2021 academic year was to continue with current PLC practices as well as vertically align the curriculum. Goals for the 2022-2023 academic year include PLC work focusing on student data and achievement.

The Salmon School District's Literacy Plan begins at age three. It provides parents the tools to participate in their child's education and be part of the team that creates lifelong learners. The plan uses researched based programs that align with state standards. It individualizes interventions and provides learning opportunities at the student's instructional level. It evaluates progress through classroom teacher progress monitoring, the RTI process, the Title Program, and Special Education Program. The Literacy Plan uses highly qualified teachers and provides job embedded professional development to continually educate the staff on current best practices to improve student learning. Teachers are in PLC groups that intentionally plan for strategic interventions. The Literacy Plan is a comprehensive plan with the intention of individualized and differentiated instruction and materials to meet the individual learning needs of all students.

## **Comprehensive Literacy Plan Alignment**

### TIER I-CORE CLASSROOM INSTRUCTION

Universal Screening

Idaho Reading Indicator

Benchmarks

Diagnostic Testing

Progress Monitoring

## Curriculum based Measures

STAR

RTI

PLC's

Data Tracking:

Classroom: ReadyGen is the curriculum that is used in the general curriculum. This is a research-based program delivered by highly qualified classroom teachers.

## TIER II- EARLY INTERVENTIONS

Tier II interventions provide students considered at-risk, to receive individualized and differentiated instruction according to their reading level, and with targeted interventions specific to their needs.

Small Group: Students in need of Tier II interventions will be placed in small groups under a pull-out type of intervention both within the regular classroom and during targeted intervention time outside the regular classroom. These students receive progress monitoring on a regular basis.

Research-based intervention programs used for TIER II

Read Live

Lexia

Phonics for Reading

Read naturally

ReadyGen core reading Support

ReadyGen Intervention Program

Fun Friday

## TIER III- INTENSIVE INTERVENTION

Tier III interventions, for students requiring intensive interventions, includes flexible grouping to meet their specific needs. Most of these students are or have gone through the RTI process and are in the Special Education program with IEP's.

Small group- Students in need of TIER III interventions will be placed in small flexible groups under a pull out setting with either a specialist or a paraprofessional under direction of the specialist. These students receive progress monitoring regularly.

Fun Friday-40 hours of additional "elective" interventions on Fridays (Salmon is on a four-day school week). This includes small rotating groups based on instructional level and literacy. This is a highly interactive time.

Research based intervention programs used in TIER III

SRA

Reading for All Learners

Read Live

Lexia

Read Naturally  
Houghton-Mifflin Reading Strategies  
ReadyGen Intervention Materials  
Fun Friday

#### PARENTAL SUPPORT

Dinner With a Book  
Books to Go (pre-school)  
Monthly activity calendars for families to implement  
Monthly family game nights (focused on literacy development and reading strategies)  
RTI process  
Invites/Surveys  
Weekly newsletters  
PT conferences  
Emails  
Phone Calls

### Parent Involvement

#### Community Involvement in the development of the LEA's Literacy Plan

Being in such a remote, rural school district the community is actively involved in the school. Many key members in the community are parents and/or grandparents of our students. They provide input into ways to improve the plan in various ways – from direct communication with building level administration, with board members, filling out surveys etc. It was from this kind of feedback the change to all day every day kindergarten was proposed to the district that was implemented in the 2020-2021 school year. Further input occurs during the parent involvement nights throughout the year.

#### Parental Involvement in Students' Individual Reading Plans

Having parental support and involvement is an essential element of the program. To include the parents in the education of their children, each teacher sends home a newsletter every week. This includes the literacy plan and ideas and strategies that parents can use to help their children. Parents are also invited to various activities such as DINNER AND A BOOK and monthly game nights which highlight strategies and skills for parents to use. Parents are always invited to contact the teacher for information and are encouraged to meet at parent teacher



conferences where data and tracking of progress is shared.

The Title 1 teacher reaches out to parents to explain the extra support their child who has qualified will receive from the Title program, asks for what they perceive as the best route to support their child, provides another avenue for the parents to be involved with their student education and provides another method of communication to the school.

Surveys given to parents of children involved in the program, upon the completion of Fun Friday in the spring, are utilized to adjust and modify the offering for the following school year.

Parents are also notified when their student has completed the IRI. This notification includes the students results and an explanation of the assessment. The letter also notifies parents of the interventions and supports available to their student and asks for parental input. There are also suggestions for strategies included in some of these notifications.

#### Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals

Performance Metric	2021-22 Performance Targets	SY 2021-22 Results If available	2022-23 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who complete the FAFSA	85%	74%	80%
% of high school seniors who apply to at least one post-secondary institution (college or career technical)	85%	74%	80%

#### Advising Program Summary

6<sup>th</sup> Grade: Introduce and explain the idea of going to college.

- Visit classrooms to introduce the idea of “going on”.
- Review NextSteps website.
- Introducing the Advanced Opportunities Program.

#### 7<sup>th</sup> Grade:

- Visit classrooms to help students learn study skills.
- Review Advanced Opportunities Program. Advanced Opportunity Night.
- Take the Future Finder Quiz to discover careers that fit your interests.
- Answer the following question: Who am I? What do I want? How do I get it?

#### 8<sup>th</sup> Grade: Participate in a transition program to prepare for high school.

- Meet with advisor/registrar to create a high school four-year plan.
- Invite students to take part in the Advanced Opportunities program.
- Use the NextSteps site to explore college and career options.
- Go over NextSteps 8<sup>th</sup> grade checklist.
- Participate in college campus tours and presentations.
- Define scholarship and types of degrees that are available.
- Ask/Answer the question: Who am I? What do I want? How do I get it?

#### 9<sup>th</sup> Grade:

- College and career planning using NextSteps- Preparing for College and Career.
- Review and revise four-year plan if needed, encourage rigorous courses.
- Participate in college campus visits.
- Participate in tutoring if needed.
- Meet with College and Career Advisor to review potential opportunities for scholarships, college choices, internships, and work on information to improve resumes.

#### 10<sup>th</sup> Grade:

- Develop attitudes and aptitudes that promote college and career readiness.
- Research high-demand careers.
- Use NextSteps to look for scholarship additional resources to help pay for college.
- Participate in tutoring if needed.
- Continue working with College and Career Advisor.
- Review and update four-year plan. Meet with parent to discuss Dual Credit opportunities.

11<sup>th</sup> Grade: Determine your informed major and post-secondary path.

- Work with College and Career Advisor.
- Participate in college campus tours.
- Participate in tutoring if needed.
- Test PSAT
- Test ACT and SAT
- Test ASVAB
- Update resume.
- Use the NextSteps site for multiple resources.
- Start applying to colleges during the summer prior to Senior year.
- Review and update four-year plan including post-secondary education plans.
- Participate in “What’s Next Night” presentation.

12<sup>th</sup> Grade:

- Continue to work with College and Career Advisor.
- Use the NextSteps site for multiple resources.
- Participate in College Application Week- Apply for college.
- Apply for scholarships and financial aid- FAFSA Night
- College campus tours.
- Take the ACT a second time to improve scores (optional).
- Take ASVAB a second time (optional)
- Update resume, cover letter, and portfolio.
- Participate in tutoring if needed.
- Participate in “What’s Next Night” presentation.
- Graduate with a minimum of 10 college credits.
- Graduation walk at Elementary.
- Service Learning Activity.
- Adulting 101 Activity.

**COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2022---2023) BUDGET**

**LEA Number and Name:**

Salmon School District #291

<b>Budget for 2022---2023 :</b>			\$19,200.00	
<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
EXAMPLE: Mentor		0.5	5,000.00	2,500.00
College and Career Advisor Asst.	Additional time for secretary to assist with College and career activities	0.25	32,000.00	8,000.00
College and Career Advisor stipend	Stipend for College and Career advisor outside normal day work activities		6,000.00	6,000.00
Benefits	benefits on above staff			4,971.00
<b>Subtotal</b>				<b>18,971.00</b>
<b>Supplies/Equipment</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Supplies	Items to assist with FAFSA night, college and career activities			229.00
				0.00
<b>Subtotal</b>				<b>229.00</b>
<b>Transportation</b>				
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Professional Development/Training</b>				
<b>Item</b>	<b>Details</b>	<b># Hours</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>TOTAL COSTS</b>				<b>\$19,200.00</b>

## Section V: Progress Narrative

Pioneer elementary is a Pre-K-5 school located in Salmon, Idaho. The current enrollment is 264 students.

We have a high level of low-income students, and all students are rural. With reading/literacy being the foundation of education, our goal is to build a solid foundation of literacy skills that will allow our students to succeed in all areas of education. This program is designed to provide these necessary literacy skills.

Our plan here at Pioneer Elementary is designed to meet the needs of each and every student, at their level using TIERED interventions, with flexibility and personalized instruction. We understand that providing this unique instruction plan for each student requires additional time, which is built into the plan. This plan includes an Early Literacy Intervention teacher, general education teachers, TITLE I teacher, Special Education teachers, parents, and trained paraprofessionals all working together to meet the needs of our students.

We understand that to be successful, the plan must include many different components. We start with the assessments for every student. Each student is then given a set of goals. Instruction is provided to allow for growth and assist each child to reach its potential. We make sure to include the parents, as they are a very important part of our team. This is an ongoing process with continual evaluations, adjustments, and targeted interventions.

We are in our 6th year of the current plan and upon seeing the success that was achieved last year with the students who attended full day kindergarten vs. the previous part time kindergarten, we will continue to have the early literacy teacher support our full day kindergarten. Targeted assistance will be both during the school day, during intervention times of 30 minutes three days a week, and outside the school day during our “Fun Friday” offering to target assistance to those students in most need. This should allow us to extend the success we have seen with face-to-face contact and the additional time in class. Our 2022-23 Early Literacy Program will remain essentially the same, as it has been the past six years other than the change implemented full day kindergarten four days a week. This year we will add dyslexia screening to help identify k-3 students early, in order to better assist literacy growth amongst our early child education.

**Section VII: Staff Performance --- Previous Year Results & Current Year Performance Targets**

Grade	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets	2021-22 Results	2022-23 Performance Targets
K	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	73.4%	77%	75.0%

1	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	78.0%	<b>85%</b>	<b>75.0%</b>
2	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	81.0%	<b>95%</b>	<b>75.0%</b>
3	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	76.0%	<b>97%</b>	<b>75.0%</b>
4	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Istation	66.0%	<b>87%</b>	<b>75.0%</b>

5	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Istation	68.0%	<b>74%</b>	<b>75.0%</b>
K---5	Music	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre --- Post Test	95.0%	<b>100.0%</b>	<b>100.0%</b>
K---5	PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre--- Post test	95.0%	<b>100.0%</b>	<b>100.0%</b>

K---5	Title	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Istation	95.0%	<b>95.0%</b>	<b>95.0%</b>
6---12	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre--- Post tests	70.0%	<b>89.0%</b>	<b>90.0%</b>