

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

| | | | |
|------------------------|---------------------------------|---------------------------------------|----------------------|
| School District | #414 | Name: Kimberly School District | |
| Superintendent | Name: Douglas Luke Schroder | | Phone: (208)423-4170 |
| | E-mail: Ischroeder@kimberly.edu | | |
| Plan Contact | Name: Sara Crystal | | Phone: (208)423-4170 |
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Mission and Vision - REQUIRED

Our Mission

EDUCATING STUDENTS FOR THE NEEDS AND CHALLENGES OF TODAY AND TOMORROW

Our Vision

In partnership with students, staff, parents, and community, the Kimberly School District strives to be a system of world-class schools. Utilizing a comprehensive curriculum, a highly qualified staff empowers our students with the knowledge and skills to flourish and prosper in the global society.

Demographic Analysis - REQUIRED

| | 2017-2018 | 2018-2019 |
|---|-----------|-----------|
| Male | 52% | 50% |
| Female | 48% | 50% |
| White | 86% | 85% |
| Black/African American | <1% | <1% |
| Asian | <1% | <1% |
| Native American | <1% | <1% |
| Hispanic/Latino | 10% | 13% |
| Free/Reduced Lunch Program | 32.3% | 31% |
| Received Special Education (IEP Students) | 6.1% | 6.4% |

***We are still processing Free/Reduced applications, however we do not anticipate a great change.**

Community Involvement - REQUIRED

Improving Instruction-

A PD Advisory Committee was formed in June of 2018. This committee reviewed staff feedback (from our yearly needs assessment), feedback from administrators, and our testing metrics. Both teachers and administrators brought feedback from parents as to concerns and accomplishments as well. Moving forward, we will also send a needs survey to our parents.

We were able to form a year-long plan for professional development to target the areas we need to improve. This committee has been helpful in sharing our plan with the community.

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Literacy Intervention

Upon completion of fall ISIP testing, parent contact will be initiated via parent letter. Kimberly and Stricker Elementary will conduct a combined parent/Title night to inform parents of reading strategies and possible interventions. The parent/Title night will give Kimberly and Stricker staff an opportunity to inform parents of different strategies to increase reading practice at home. During the Family Night parents are given an opportunity to discuss and suggest ideas for interventions with times and dates that may work for the year. This night will also offer parents the opportunity to ask questions about our Literacy Intervention and offer feedback to inform our process.

Kimberly and Stricker staff will provide additional information and conference opportunities during parent/teacher conferences. Staff will also be able to discuss in-depth with parents different reading strategies.

When parents decline to participate in the parent/Title night or parent/teacher conference, then Kimberly and Stricker staff will initiate contact through phone calls and letters to schedule individualized meetings.

Kimberly and Stricker Staff also send out monthly newsletters that will include fun and interactive reading and language development strategies to be used at home. These resources are also posted on our web-site.

Parents/Teachers will provide feedback and suggestions after the different programs and conferences provided. This information is then used for the future program ideas. Additionally, we will form an updated Literacy Intervention Plan steering committee. The committee will have a parent representative from each school, title teachers, a classroom teacher from each school, and administration. This committee will meet formally in May to reflect on our success and struggles thus far and form the following year's plan together.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Curriculum Addition- Istation:

Kimberly and Stricker Elementary purchased Istation to help teachers differentiate in the classrooms for all students while specifically targeting students needing intervention. The Literacy Budget supplied half the cost, while the Elementary supplied the other half. Istation will be utilized in all classrooms Kindergarten through 5th grade, with all students having the opportunity to participate. It will also be used in Title, Extended Day and Summer School. Once the students have taken the assessment portion, many teachers will open the home portal for students to utilize at home. This addition supplements our Wonders Literacy Program and provides valuable progress monitoring.

Title I:

Kimberly and Stricker Elementary are a Targeted Title I program. Title I Services will be provided for those who qualify based on the guidelines for a Targeted Title School. The students will work in small groups of approximately 3-6 students, daily for 30-minute time blocks. The programs used in Title I

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consist of Istation, WonderWorks (The intervention component of our Tier One Literacy program), Direct Instruction and SIPPs. Easy CBM will be used as an additional progress monitoring tool. A number of students that scored in Tier 3 and 2 will be invited to participate in the Title program throughout the year. Not all students that scored in Tier 3 and 2 on the Fall ISIP will be invited to participate in the Title Program, therefore other options will be available.

Extended Day:

Extended day afterschool opportunities will be offered for students which scored in Tier 3 and 2 on the Fall ISIP to work on reading needs twice a week for 3 months during spring for a total of 20 hours of intervention. This extended day will be an After School Program, 3:15-4:30pm. Students will attend the extended day opportunity based on teacher recommendation, IRI scores, and classroom performance. We will have students work in groups of approximately 1:14 per grade level. Teachers will use Istation, Read Naturally, and Direct Instruction for Sight Words and reading skills needed as indicated by student assessment data. The Intervention Specialist/Literacy Teacher will facilitate this program. Facilitating will include contacting parents, teachers and students to ensure students attend. Also, the facilitator will get snacks and supplies for each student attending. Students from the Middle School and High School will be utilized on a volunteer basis to assist teachers and students with reading during the After School Program.

Summer School:

Kimberly and Stricker Elementary will sponsor a summer school program to address additional reading intervention. We will strive to maintain 1:11 students with each teacher having an instructional aid and a high school student volunteer. Kimberly and Stricker Elementary Summer school will last for 3 ½ weeks with students attending 5 days per week for a total of 63 hours of instructional time. We plan to have Summer School June 5th-28th, 8:30-12. The facilitator for Summer School will be the Intervention Specialist/Literacy Teacher. The instructional program curriculum includes Istation and Reading Wonders. Progress monitoring will be conducted through the use of Istation.

Professional Development:

Teachers will be provided an opportunity to increase their knowledge and abilities in regards to literacy through a professional development day that will include the opportunity to collaborate and observe other teachers at work. The Curriculum Director and Literacy teacher will conduct this professional development together with the goal of increasing the quality and efficiency of teacher collaboration in literacy instruction and the use of Istation. Each grade level will be given an opportunity to observe from their own grade level and grade levels before and after. This will increase the collaboration between different grade levels as well as their own grade level. Along with the observations, we will discuss Istation use and available resources. Assessments, progress monitoring, reading inventories, and self-efficacy will also be discussed again. We will provide whole day substitutes for each teacher attending this professional development.

Data Dig:

Kimberly and Stricker Elementary Schools will meet once a month per grade level to review and discuss assessment data. This information then will be used to assist with student identification for intervention, targeted instruction and teacher collaboration. Each month the grade level teams will determine a common assessment for reading, writing and math. The common assessments for reading will come from Istation, Reading Wonders, or any other reading curriculum. Third grade will also make use of the ISAT Interim Blocks.

Summary:

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We at Kimberly and Stricker, plan to implement all these services to ensure the students receive the correct number of hours needed for intervention required by law based on their ISIP scores. We will be keeping attendance at the afterschool program and the summer school programs to track how many intervention hours these students are receiving. These attendance sheets will be compiled at the end of each program time. We will be providing communication to parents through Family Night, emails, phone calls and flyers. Kimberly School District will track student attendance, invitations to participate and parent response to ensure students receive the opportunity to get the minimum required hours of intervention (60 for students who score Below Basic/Tier 3 on the Fall ISIP; 30 for students who score Basic/Tier 2 on the Fall ISIP).

The staff of these programs will provide instruction using the Wonders Reading Program, Istation and SIPPS. These programs will break down where the reading deficits are occurring and build up skills in the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency. Istation does an assessment once a month to provide staff current data for each child.

Comprehensive Literacy Plan Alignment - REQUIRED

1. **Collaborative Leadership:** *Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.*

The elementary principals work closely with the literacy coordinator, curriculum director, Title One teachers, and classroom teachers to identify needs and address them. With monthly meetings to review data and curriculum, they stay apprised of current trends and adjustment accordingly. Additionally, members of this team ensure that our curricular programs are being utilized efficiently and consistently.

2. **Developing Professional Educators:** *Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.*

Explicit training in teaching literacy is one thread in a complex professional development plan. KSD provides differentiated professional development throughout the year.

Ongoing mentoring and instructional coaching is provided to teachers as needed.

District wide PD includes one day specific to literacy instruction. The purpose of this day is to build teacher skill and increase collective teacher efficacy. Making use of last year's literacy data, teachers specifically combed through our Wonders curriculum. By improving our Tier One instruction, we will likely decrease our need for Tier Two instruction.

We also had all staff participate in a SDE provided "Go To Strategies" one day workshop to increase teacher repertoires in meeting the needs of English Language Learners.

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Fall Literacy PD has been a part of our Professional Development plan for the last two years. Each year follows and builds upon the last. We've seen a benefit from using these days consistently over time.

Teachers will be provided an opportunity to increase their knowledge and abilities in regards to literacy through a professional development day that will include the opportunity to collaborate and observe. The Curriculum Director and Literacy teacher will conduct this professional development together to assist teachers in increasing their collaboration regarding literacy and Istation. Each grade level will be given an opportunity to observe from their own grade level and grade levels before and after. This will increase the collaboration between different grade levels as well as their own grade level. Along with the observations, we will discuss Istation use and available resources. Assessments, progress monitoring, reading inventories, and self-efficacy will also be discussed again. We will provide whole day substitutes for each teacher attending this professional development.

3. Effective Instruction and Interventions: *Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.*

Curriculum Addition- Istation: Kimberly and Stricker Elementary purchased Istation to help teachers differentiate in the classrooms for all students while specifically targeting students needing intervention. The Literacy Budget supplied half the cost, while the Elementary supplied the other half. Istation will be utilized in all classrooms Kindergarten through 5th grade with all students having the opportunity to participate. It will also be used in Title, Extended Day and Summer School. Once the students have taken the assessment portion, many teachers will open up the home portal for students to utilize at home.

Professional development always focuses on the Idaho Core Standards first. Our curricular programs our tools to meet the standards. This keeps a standards-driven, rather than a program-driven mindset.

Title I: Kimberly and Stricker Elementary are a Targeted Title I program. Title I Services will be provided for those who qualify based on the guidelines for a Targeted Title School. The students will work in small groups of approximately 3-6 students, daily for 30-minute time blocks. The programs used in Title I consist of Istation, Direct Instruction and SIPPs. Easy CBM will be used as an additional progress monitoring tool. A number of students that scored in Tier 3 and 2 will be invited to participate in the Title program throughout the year. Not all students that scored in Tier 3 and 2 on the Fall ISIP will be invited to participate in the Title Program, therefore other options will be available.

Extended Day: Extended day afterschool opportunities will be offered for students which scored in Tier 3 and 2 on the Fall ISIP to work on reading needs twice a week for 3 months during spring for a total of 20 hours of intervention. This extended day will be an After School Program, 3:15-4:30pm. Students will attend the extended day opportunity based on teacher recommendation, IRI scores, and classroom performance. We will have students work in groups of approximately 1:14 per grade level. Teachers will use Istation, Read Naturally, and Direct Instruction for Sight Words and reading skills needed as indicated by student assessment data. The Intervention Specialist/Literacy Teacher will facilitate this program. Facilitating will include contacting parents, teachers and students to ensure students attend. Also, the facilitator will get snacks and supplies for each student attending. Students

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from the Middle School and High School will be utilized on a volunteer basis to assist teachers and students with reading during the After School Program.

Summer School: Kimberly and Stricker Elementary will sponsor a summer school program to address additional reading intervention. We will strive to maintain 1:11 students with each teacher having an instructional aid and a high school student volunteer. Kimberly and Stricker Elementary Summer school will last for 3 ½ weeks with students attending 5 days per week for a total of 63 hours of instructional time. We plan to have Summer School June 5th-28th, 8:30-12. The facilitator for Summer School will be the Intervention Specialist/Literacy Teacher. The instructional program curriculum includes Istation and Reading Wonders. Progress monitoring will be conducted through the use of Istation.

4. Assessment and Data: *Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support.*

Kimberly and Stricker Elementary Schools will meet once a month per grade level to review and discuss assessment data. This information then will be used to assist with student identification for intervention, targeted instruction and teacher collaboration/professional learning communities. Each month the grade level teams will determine a common assessment for reading, writing and math. The common assessments for reading will come from Istation, Reading Wonders, Smarter Balanced or any other reading curriculum.

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

| | Model Name | Additional Details |
|---|---|---|
| | School Counselor | 1 |
| | Teacher or paraprofessional as advisor | 2 |
| | Near Peer Mentoring / Mentoring | |
| | Virtual or Remote Coaching | |
| | GEAR UP | |
| | Transition Coordinator | 1 |
| | Student Ambassadors | |
| X | HYBRID (please list all models used in Details) | School Counselor, Advisor, Transition Coordinator |

The Kimberly High School Counselor, College and Career Coordinator, Internship Coordinator and the CSI Transition Coach synchronize the Kimberly School District College and Career Advising and Mentoring program. The model selected is a collaborated one involving these four key positions. Each coordinator has individual responsibilities plus work collectively to service the students in accomplishing the goal of advanced/post-secondary opportunities.

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The Kimberly High School Counselor and the College and Career Coordinators orchestrates the College and Career Advising and Mentoring program. Between classroom presentations, lesson designs on career, college and scholarship searches (CIS) individual mentoring, and coordinating college representative visits; the counseling center also orchestrates ASVAP, SAT/ACT testing opportunities, 4-year planning and registration, plus dual credit/IDLA registration. A parent newsletter is developed monthly with important deadlines and scholarship information and sent directly to each senior's parent/guardian. Along with this type of parental communication, both the Counselor and the Internship Coordinator provides information on the district website posting scholarship deadlines and all important dates and deadlines for both Seniors projects and scholarships.

The Kimberly High School Internship program aims to provide students with opportunities for experiential education through collaboration with employers and partnerships. This program strives to eliminate barriers that face our students and create an accessible road to post-secondary education and training. The internship program also integrates work experience in to the Senior Project, giving students career choices and work-place experience. The internship coordinator also hosts a STEM fair for 8th-12th grade students utilizing local businesses.

Kimberly High School is continuing to form stronger partnerships with the community to develop a culture of college and/or post-secondary expectations for all students. With the integration of internship opportunities for seniors, students are allowing further career exploration in their fields of interest. Students have been able to earn a CNA degree, job shadow in a wide variety of business, and gain paid internship opportunities in this program. Furthermore, currently 150 students are choosing to take dual credit courses through College of Southern Idaho, our local community college. These dual credit courses allow our students to earn college credit at a much lower tuition rate. Thus, the students can enter college with prerequisites finished with no debt. The school also has taken advantage of the Early Completers program offered through the state department of education coupled with an online lab connecting us to the Idaho Digital Learning Academy.

The counselor, college and career coordinator, and the internship coordinator orchestrates college visits including College of Southern Idaho recruitment dates of Health Occupation, Trade and Industry, and Agriculture Days. The three coordinators host college visitations days to Boise State University, Idaho State University, College of Western Idaho and Micron of Boise. All the counselors are trained in CIS/FAFSA and provide one-on-one mentoring to students.

A Transition Coordinator from the College of Southern Idaho is another key component to the Kimberly High School College and Career Advising/Mentoring program. This position provides college and career advising to our students by implementing services that define students education and career aspirations and identify the postsecondary programs, including apprenticeships and workforce training to assist students in achieving their goals. The Transition Coordinator works one-on-one and in small groups to develop academic and career plans , engage and include parents in the postsecondary planning process, supports students to enroll in advanced opportunities, aid in completion of postsecondary applications, FAFSA and scholarship applications plus assist the high school counselor and internship coordinator with college and career advising events (i.e. career fairs, college days).

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Advising Program Summary - REQUIRED

Individual students in large high schools can feel insignificant, unknown or even lost. When a student feels this way, success is exponentially harder to achieve. Recent research finds that being known and having a sense of connectedness has positive effects on academic achievement and keeps students coming to school.

Our method for meeting these needs in high school is called Advisory, an academic support program used at middle and high schools across the country. An Advisory program is a structure built into the school day through which an adult and a small group of students meet regularly for academic guidance and support. Within the program, a teacher or school staff member serves as an advisor to a small group of students, connects with their families regularly, and collaborates with the school's counseling staff. Advisory programs aim to lower individual students' barriers to success while helping students connect with peers.

Advisory programs serve many purposes in high schools, but the overarching purpose is to personalize students' learning environment. Advisory connects students and staff in ways that can decrease the pervasive anonymity in large high schools that has been correlated with dropout. When schools provide access to extracurricular opportunities for development, students are more likely to succeed. This is particularly important for children who come from under-served families and neighborhoods.

Advisory is highly connected to lowering dropout rates, raising four-year graduation rates, and improving the trajectory for students to continue academic pursuits and post-secondary training after high school. When we link the academic and social/personal dimensions of schooling together, school achievement scores rise and student potential flourishes. Listed below is a breakdown of grade level and activities.

8TH Grade: Career exploration, research colleges and scholarship opportunities, develop a 4-year plan, CIS portfolio, plus participate in the STEM fair.

9TH Grade: Career exploration, research colleges and scholarship opportunities. Update 4-year plan, CIS portfolio, plus participate in the STEM fair.

10TH Grade: Campus visit, re-visit career choices, research dual credit options and financial aid planning. Update 4-year plan, CIS portfolio, plus participate in the STEM fair.

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11TH Grade: Review College and Scholarship search, participate in the ASVAP testing plus SAT/ACT placement testing and sign up for dual credit courses/IDLA courses. Update 4-year plan, CIS portfolio, College Fair, College visitations, plus participate in the STEM fair.

12TH Grade: College/Career and Scholarship search, review list of degree-seeking majors, discuss course placement requirements, and identify key deadlines. Participate in College Application Week, FAFSA completion event, CIS Portfolio, plus College fairs and visitations.

Other Notes / Comments

| Goal | Performance Metric | | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|------|---|---|----------------------|------------------|----------------------|------------------|--|--|
| | % CTE track HS students graduating with an industry-recognized certification | | 36.00% | | 37.00% | | 1 percentage points | 40% |
| | % CTE track HS students who passed the CTE-recognized workplace readiness exam | | 92.00% | | 92.00% | | 0 percentage points | 95% |
| | # of high school students graduating with an associate's degree or a career technical certificate | | 8 | | 11 | | Not Required | 12 |
| | 4-year cohort graduation rate | X | | | | | | 88% |
| | % of students with learning plan created and reviewed in 8th grade | | 8 | 100.00% | 8 | 100.00% | 0 percentage points | 100% |
| | % of learning plans reviewed annual by grade level | | 9 | 100.00% | 9 | 100.00% | 0 percentage points | 100% |
| | | | 10 | 97.50% | 10 | 100.00% | 2.5 percentage points | 100% |
| | | | 11 | 100.00% | 11 | 100.00% | 0 percentage points | 100% |
| | | | 12 | 100.00% | 12 | 89.00% | -11 percentage points | 100% |
| | # students who Go On to some form of postsecondary education within 1 year of HS graduation | | # Enrolled | # 2016 cohort | # Enrolled | # 2017 cohort | Not Required | Not Required |
| | | | 27 | 62 | 32 | 59 | | |
| | % students who Go On to some form of postsecondary education within 1 year of HS graduation | X | | | | | | 57% |
| | # students who Go On to some form of postsecondary education within 2 years of HS graduation | | # Enrolled | # 2015 cohort | # Enrolled | # 2016 cohort | Not Required | Not Required |
| | | | 29 | 61 | 32 | 62 | | |
| | % students who Go On to some form of postsecondary education within 2 years of HS graduation | X | | | | | | 58% |

| Goal | Performance Metric | | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|---|---|---|----------------------|-------------|----------------------|-------------|--|--|
| | | | # proficient | # tested | # proficient | # tested | | |
| All students will be prepared to transition from middle school / junior high to high school | # students who scored proficient on the 8th grade math ISAT | X | 59 | 138 | 63 | 142 | Not Required | Not Required |
| | % students who scored proficient on the 8th grade math ISAT | X | 46%% | | 57%% | | 0.11 | 43% |
| | # students who scored proficient on the 8th grade ELA ISAT | X | 59 | 138 | 76 | 142 | Not Required | Not Required |
| | % students who scored proficient on the 8th grade ELA ISAT | X | 59%% | | 68.00% | | 0.09 | 59% |
| All students will be prepared to transition from grade 6 to grade 7 | # students who scored proficient on the 6th grade math ISAT | X | 40 | 148 | 41 | 159 | Not Required | Not Required |
| | % students who scored proficient on the 6th grade math ISAT | X | 39.00% | | 41.00% | | 0.02 | 42% |
| | # students who scored proficient on the 6th grade ELA ISAT | X | 41 | 146 | 50 | 159 | Not Required | Not Required |
| | % students who scored proficient on the 6th grade ELA ISAT | X | 41.00% | | 50.00% | | 0.09 | 62% |
| All students will demonstrate the reading readiness needed to transition to the next grade | # students who scored "proficient" on the Kindergarten Spring IRI | X | 84 | 124 | 90 | 155 | Not Required | Not Required |
| | % students who scored "proficient" on the Kindergarten Spring IRI | X | 68.00% | | 58.00% | | | 89% |
| | # students who scored "proficient" on the Grade 1 Spring IRI | X | 95 | 172 | 84 | 135 | Not Required | Not Required |
| | % students who scored "proficient" on the Grade 1 Spring IRI | X | 55.00% | | 62.00% | | | 70% |

| Goal | Performance Metric | | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|------|---|---|----------------------|-------------|----------------------|-------------|--|--|
| | | | # proficient | # tested | # proficient | # tested | | |
| | # of students who scored "proficient" on the Grade 2 Spring IRI | X | 106 | 155 | 129 | 166 | Not Required | Not Required |
| | % students who scored "proficient" on the Grade 2 Spring IRI | X | 76.00% | | 78.00% | | | 74% |
| | # students who scored "proficient" on the Grade 3 Spring IRI | X | 120 | 160 | 114 | 146 | Not Required | Not Required |
| | % students who scored "proficient" on the Grade 3 Spring IRI | X | 75.00% | | 78.00% | | | 71% |
| | Student attendance rates as a percentage | | 93.00% | | 95.00% | | 2 percentage points | 95% |
| | Parent participation at parent-teacher conferences | | 89.00% | | 90.00% | | 1 percentage points | 92% |
| | Number of hours of job-embedded professional development | | 40 | | 50 | | Not Required | 55 |
| | Number of subject level multi-grade teacher teams | | 6 | | 6 | | Not Required | 7 |
| | Number of hours available for mentor teachers to mentor or observe / team teach | | 40 | | 40 | | Not Required | 50 |
| | % new teachers (within first 3 years) assigned a mentor or participating in district mentor program | | 60.00% | | 83.00% | | 23 percentage points | 90% |

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METRICS - TEMPLATE PART 2 - OPTION B

| | |
|----------------|--------------------------|
| District # 414 | Kimberly School District |
|----------------|--------------------------|

METRICS

| | |
|--------------------------------------|--|
| Link to District Report Card: | |
|--------------------------------------|--|

Please note: **Districts and charter schools that choose to use this template are responsible for providing previous year data for all required metrics (shaded below). Data for any metrics that are not provided in the district report card must be provided by the LEA.** Metrics for which data is provided on the school district or charter school report card should be indicated with an "X" in the "Data on District Report Card" column.

Continuous Improvement Measures (all shaded metrics are required)

| Goal | Performance Metric | Data on District Report Card | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|---|--|------------------------------|-------------------|----------|-------------------|----------|------------------------------------|---|
| | | | # benchmark | # tested | # benchmark | # tested | | |
| All students will be college and career ready | # of students who met the college ready benchmark on the college entrance exam (SAT/ACT) | | 58 | 131 | | | Not Required | Not Required |
| | % students who met the college ready benchmark on the college entrance exam (SAT/ACT) | | 44.27% | | #DIV/0! | | #DIV/0! | |
| | % students participating in one or more advanced opportunity | | Estimated 50% | | | | | |
| | % CTE track HS students graduating with an industry-recognized certification | | | | | | | |
| | % CTE track HS students who passed the CTE-recognized workplace readiness exam | | | | | | | |

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METRICS - TEMPLATE PART 2 - OPTION B

| Goal | Performance Metric | | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|------|---|---|----------------------|------------------|----------------------|------------------|--|--|
| | # of high school students graduating with an associate's degree or a career technical certificate | | 0 | | | | Not Required | |
| | 4-year cohort graduation rate | X | | | | | | |
| | % of students with learning plan created and reviewed in 8th grade | | 8 | 100.00% | 8 | 100.00% | 0 percentage points | 100% |
| | % of learning plans reviewed annual by grade level | | 9 | 100.00% | 9 | | -100 percentage points | 100% |
| | | | 10 | 100.00% | 10 | | -100 percentage points | 100% |
| | | | 11 | 100.00% | 11 | | -100 percentage points | 100% |
| | | | 12 | 100.00% | 12 | | -100 percentage points | 100% |
| | # students who Go On to some form of postsecondary education within 1 year of HS graduation | | # Enrolled | # 2016 cohort | # Enrolled | # 2017 cohort | Not Required | Not Required |
| | % students who Go On to some form of postsecondary education within 1 year of HS graduation | X | | | | | | |
| | # students who Go On to some form of postsecondary education within 2 years of HS graduation | | # Enrolled | # 2015 cohort | # Enrolled | # 2016 cohort | Not Required | Not Required |

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METRICS - TEMPLATE PART 2 - OPTION B

| | | | | | | |
|--|--|---|--|--|--|--|
| | % students who Go On to some form of postsecondary education within 2 years of HS graduation | X | | | | |
|--|--|---|--|--|--|--|

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METRICS - TEMPLATE PART 2 - OPTION B

| Goal | Performance Metric | | SY 2016-17 (Yr 1) | | SY 2017-18 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|---|---|---|----------------------|-------------|----------------------|-------------|--|--|
| | | | # proficient | # tested | # proficient | # tested | | |
| All students will be prepared to transition from middle school / junior high to high school | # students who scored proficient on the 8th grade math ISAT | X | 59 | 138 | 63 | 142 | Not Required | Not Required |
| | % students who scored proficient on the 8th grade math ISAT | X | 46.00% | | 57.00% | | 0.11 | 62% |
| | # students who scored proficient on the 8th grade ELA ISAT | X | 59 | 138 | 76 | 142 | Not Required | Not Required |
| | % students who scored proficient on the 8th grade ELA ISAT | X | 59.00% | | 68.00% | | 0.09 | 73% |
| All students will be prepared to transition from grade 6 to grade 7 | # students who scored proficient on the 6th grade math ISAT | X | 40 | 148 | 41 | 159 | Not Required | Not Required |
| | % students who scored proficient on the 6th grade math ISAT | X | 39.00% | | 41.00% | | 0.02 | 50% |
| | # students who scored proficient on the 6th grade ELA ISAT | X | 41 | 146 | 50 | 159 | Not Required | Not Required |
| | % students who scored proficient on the 6th grade ELA ISAT | X | 41.00% | | 50.00% | | 0.09 | 55% |
| All students will demonstrate the reading readiness needed to transition to the next grade | # students who scored "proficient" on the Kindergarten Spring IRI | X | 84 | 124 | 90 | 155 | Not Required | Not Required |
| | % students who scored "proficient" on the Kindergarten Spring IRI | X | 67.70% | | 58.10% | | -0.10 | 75% |
| | # students who scored "proficient" on the Grade 1 Spring IRI | X | 95 | 172 | 84 | 135 | Not Required | Not Required |

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION B

College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)

| Performance Metric | SY 2017-18 Results | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|---|--------------------|--|
| % of high school seniors who applied to atleast 1 post-secondary institution/military/mission | 47% | 85% |
| % of high school seniors to have the opportunity to apply for FAFSA and/or scholarship assistance | 100% | 100% |
| % of high school students to have a 4-year Parented Approved form on file | 25% | |

Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

| Performance Metric | SY 2017-18 Results | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|--------------------|--------------------|--|
| | | |
| | | |
| | | |

2018-2019 Literacy Funding - Budget Estimator

Instructions: Fill in the number of students who scored Below Basic/1/Intensive and Basic/2/Strategic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2018-19 Proposed Budget.

| | 2015-2016 FALL IRI Results | 2016-2017 FALL IRI Results | 2017-2018 FALL IRI Results |
|---|-------------------------------|-------------------------------|-------------------------------|
| # Students who Scored BELOW BASIC / 1 / INTENSIVE | 96 | 133 | 126 |
| # of Students who Scored BASIC / 2 / STRATEGIC | 165 | 142 | 153 |
| TOTAL Students Below Proficient | 261 | 275 | 279 |
| 3 Year Average # of Students Below Proficient | 271.6666667 | | |
| ESTIMATED Funding Per Student | \$350.00 | | |
| ESTIMATED 2017-2018 LITERACY FUNDING | \$95,083.33 | | |

COMBINED DISTRICT PLAN (2018-2019)

| | | |
|---|------------------------------|---|
| District Name and Number: | Kimberly School District 414 | PROPOSED LITERACY BUDGET - TEMPLATE PART 3 |
| Estimated Total Literacy Funding for 2018-2019 : | \$95,083.33 | |

| PERSONNEL COSTS | | | | | Proposed Budget | |
|--------------------------------|--|-----------|--------------|------------------|----------------------|-------------------------|
| Position / Item | Details | FTE | Cost Per FTE | Total Cost | Amount from Literacy | Amount from Other Funds |
| Afterschool Staff | Teachers \$22/hr - 5 @ 3hrs/week for 27 days | 0.0389423 | 76,266.68 | 2,970.00 | 2,970.00 | |
| Elem Literacy Teacher | half time teacher in charge of extended day/parent contact | 0.5000000 | 41,914.00 | 20,957.00 | 20,957.00 | |
| Elem Summer School Teachers | \$1600/stipend each 4 @ 4 hrs/week 18 days | 0.3115385 | 20,543.21 | 6,400.00 | 6,400.00 | |
| Elem Summer School Teachers | \$1600/stipend each 5 @ 4 hrs/week 18 days | 0.3115385 | 25,679.01 | 8,000.00 | 8,000.00 | |
| Summer School Classified Staff | 8 paras @4 hrs/week 18 days - hrly rate varies | 0.2769230 | 22,116.91 | 6,124.68 | 6,124.68 | |
| Summer School Admin | Summer School Stipend | 0.0346154 | 173,333.36 | 6,000.00 | 6,000.00 | |
| ISIP Testing Proctors | | | | 539.42 | 539.42 | |
| Literacy Prof Dev Subs | | | | 920.00 | 920.00 | |
| Benefits | all staff | 1.1620191 | 11,653.44 | 13,541.52 | 13,541.52 | |
| Personnel Subtotal | | | | 65,452.62 | 65,452.62 | 0.00 |

| PROGRAMS / CURRICULA COSTS | | | | | Proposed Budget | |
|------------------------------------|--|---------|---------------|------------|----------------------|-------------------------|
| Item | Details | # Items | Cost Per Item | Total Cost | Amount from Literacy | Amount from Other Funds |
| EXAMPLE: Online Reading Curriculum | Licenses for all students who need interventions | 29 | 56.00 | 1,624.00 | 1,200.00 | 424.00 |
| Supplies | Needed supplies for Afterschool/Summer school (laptops, envelopes, crayons, markers, etc...) | | | 3,915.71 | 3,915.71 | 0.00 |
| Family Night Books | Books for students that scored 1/2 on Fall ISIP | 1 | 525.00 | 525.00 | 525.00 | 0.00 |
| Snacks | Afterschool Program snacks for students | | | 500.00 | 500.00 | |
| Copies | Copies for afterschool program/summer school program and family night flyers | 0.03 | 5,000.00 | 150.00 | 150.00 | |
| Family Night | Flyers/snacks/Nights to inform parents of ISIP scores | | | 500.00 | 500.00 | |
| IStation | Licenses for all students who need interventions | 2 | 9,520.00 | 19,040.00 | 19,040.00 | |
| | | | | | | |

COMBINED DISTRICT PLAN (2018-2019)

| PROPOSED LITERACY BUDGET - TEMPLATE PART 3 | | | | | 0.00 | 0.00 |
|--|--|------------|------------------|--------------------|------------------------|-------------------------|
| Programs / Curricula Subtotal | | | | 24,630.71 | 24,630.71 | 0.00 |
| TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation) | | | | | Proposed Budget | |
| Item | Details | # Students | Cost Per Student | Total Cost | Amount from Literacy | Amount from Other Funds |
| EXAMPLE: Bussing | Roundtrip for eligible students for summer school | 29 | 330.00 | 9,570.00 | 2,900.00 | 6,670.00 |
| | | | | 0.00 | | 0.00 |
| | | | | 0.00 | | 0.00 |
| Transportation Subtotal | | | | 0.00 | 0.00 | 0.00 |
| OTHER COSTS | | | | | Proposed Budget | |
| Item | Details | # Items | Cost Per Item | Total Cost | Amount from Literacy | Amount from Other Funds |
| EXAMPLE: Tablet computers | 1 per eligible student for using iStation | 29 | 600.00 | 17,400.00 | 14,400.00 | 3,000.00 |
| Prof Development | reading intervention strategies/classroom observations | 1 | 5,000.00 | 5,000.00 | 5,000.00 | 0.00 |
| | | | | 0.00 | | 0.00 |
| Other Costs Subtotal | | | | 5,000.00 | 5,000.00 | 0.00 |
| TOTAL COSTS & BUDGET | | | | \$95,083.33 | \$95,083.33 | \$0.00 |