

COMBINED DISTRICT PLAN (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

LEA Number and Name:	#414 Kimberly School District
Estimated Total Literacy Funding for 2020-2021 :	\$190,350.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Coordinator		0.5	67,860.00	33,930.00	33,930.00	0.00
Literacy Teacher		1.0	47,150.00	47,150.00	47,150.00	0.00
Literacy After School Teachers	7 Instructors			4,725.00	4,725.00	0.00
Literacy Paraprofessional		0.6	26,950.00	16,166.00	16,166.00	0.00
Literacy Summer School Teachers	8 Instructors			12,800.00	12,800.00	0.00
Literacy Summer School Paraprofessionals	7 Paraprofessionals			6,161.00	6,161.00	0.00
Benefits				36,928.00	36,928.00	0.00
Personnel Subtotal				157,860.00	157,860.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	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
Istation	Istation licenses			35,639.00	27,424.00	8,215.00
Reading Wonderworks	curriculum			2,126.00	2,126.00	0.00
Apple I-pads		10	294.00	2,940.00	2,940.00	0.00
Programs / Curricula Subtotal				40,705.00	32,490.00	8,215.00
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 Funds	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
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00

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			0.00		0.00
		Other Costs Subtotal	0.00	0.00	0.00
TOTAL COSTS & BUDGET			\$198,565.00	\$190,350.00	\$8,215.00

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	414	LEA Name:	Kimberly School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/414/profile
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	95.0%	95.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	50.0%	50.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	50.0%	50.0%
	% students who score proficient on the 8th grade ELA ISAT	55.0%	55.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	50.0%	50.0%
	% students who score proficient on the 6th grade ELA ISAT	50.0%	50.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	85.0%

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Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

1.) Due to COVID, our spring assessment data was limited. However prior to COVID we used montly lstation testing, two Star Reading tests, and the Interim ISAT tests at the elementary schools and 7th grade to monitor growth and make instructional decisions. We have made great gains in improving assessment literacy and a stronger culture of accountability. Specifically, we've used this testing data to guide data-based collaboration meetings. Additionally, we have worked on improving our assessment-results communication with parents. 2.) Data prior to COVID indicated steady growth. In particular, lstation data showed a strong correlation with improved literacy in early grades. Through the use of the data, interventions were determined and offered to the students with the most need. These groups were formed and re-formed flexibly, based on assessment breakdowns and teacher collaboration conversations.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	27.0%	27.0%	32.0%
	% CTE track HS students who graduate with an industry-recognized certification	26.0%	Covid	31.0%
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	98.0%	Covid	99.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	27		6 associate's degree, CTE impacted by Covid		33
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	Covid	100.0%
		9th grade	100.0%	9th grade	Covid	100.0%
		10th grade	100.0%	10th grade	Covid	100.0%
		11th grade	100.0%	11th grade	Covid	100.0%
		12th grade	100.0%	12th grade	Covid	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		64	126	NA	NA	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	50.8%		#VALUE!		
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
60		105	NA	NA		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	57.1%		#VALUE!			

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

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who applied to at least 1 post-secondary institution/military/mission	100	71	100

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT [®]	51.0%	56.0%	Covid	56.0%
% of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance level	25.0%	30.0%	Covid	30.0%

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

LEA	#414	Name: Kimberly School District	
Superintendent	Name: Luke Schroeder		Phone: 208-423-4170
	E-mail: lschroeder@kimberly.edu		
Plan Contact	Name: lschroeder@kimberly.edu		Phone: 208-423-4170
	E-mail: lschroeder@kimberly.edu		

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section.

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.

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NARRATIVE - TEMPLATE PART 1

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

We use various advisory committees as well as district leadership meetings to keep different stakeholders connected and working toward a common goal. Some of these committees include: PTSO, Parent Advisory, Federal Programs (Specifically literacy), Building Leadership, Special Education, 504 Team, RTI teams, Assessment Advisory, GT Advisory, and long-range planning committees.

Additionally, we administer several surveys that help inform our program plans. These include: Needs Assessments, Student and parent engagement surveys, and ongoing teacher feedback surveys.

We have a goal to increase community involvement this year with the following activities:

1. Stronger Communication using social media and community nights
2. Steering committees
3. Intentional monthly planning and accountability discussions in district leadership meetings

Parent Notification of College and Career Advising and Mentoring Services

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.

Parent contacts include, but are not limited to:

- Monthly newsletters to parents of seniors

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NARRATIVE - TEMPLATE PART 1

- Website posts regarding scholarships
- Involves parents in post-secondary planning

Parental Involvement in Students' Individual Reading Plans

- Upon completion of fall ISIP testing, parent contact will be initiated via a parent letter.
- Kimberly and Stricker Elementary will conduct a combined parent/Federal program night to inform parents of reading strategies and possible interventions. The parent/Federal program 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.
- If parents decline to participate in the parent/Federal Program 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 school website. Additionally, students can access Wonders Reading (adopted literacy curriculum) from home through digital devices.
- A flyer with information regarding the Extended Day Kindergarten was given to parents at the open house night prior to school starting. Parents will also receive an invitation for their student to participate in the extended day kindergarten program. A phone call will also be sent out to parents letting them know to look for the invitation in their child's folder. They will need to send back their response of yes or no.

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.

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

NARRATIVE - TEMPLATE PART 1

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Curriculum Supplement- 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 the purchase. 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 School Wide Title schools. Title I Services will be provided for those who qualify based on the guidelines for a School Wide 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, 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. Several 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 Kindergarten opportunities will be offered to kindergarten students at Kimberly Elementary and Stricker Elementary which score in the Tier 3 and 2 on the fall ISIP along with additional screeners provided. Students may be invited to attend this program after thorough testing, and teacher observations during the first few weeks of school. Students attending kindergarten in the AM will be invited to stay for a PM literacy session. Students attending kindergarten in the PM will be invited to attend an AM literacy session. Kimberly Elementary will be Mondays and Wednesdays. Stricker Elementary will be Tuesdays and Thursdays. This is a fluid program where students may be tested every quarter and moved according to achievement progress. The Literacy budget will fund this extended day kindergarten. The curriculum will support the general education curriculum using Istation and WonderWorks. This curriculum accelerates achievement through the development of foundational reading skills. It targets phonological awareness, phonemic awareness, phonics, high frequency words, comprehension, fluency, and oral vocabulary. Our goal is to help each child be ready for first grade by the end of the year.

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NARRATIVE - TEMPLATE PART 1

Extended day Afterschool opportunities will be offered for students in grades 1st through 3rd grade, 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, 3:15-4:30 PM. Students will attend the extended day opportunity based on teacher recommendation, ISIP 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 weeks with students attending 5 days per week for a total of 60 hours of instructional time. We plan to have Summer School June 7th-25th, 8:00-12. 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 using Istation.

Professional Development:

Teachers will be provided different opportunities to increase their knowledge and abilities regarding literacy through professional development that will include the opportunity to collaborate and observe other teachers at work. Teachers will also have professional development to learn to implement literacy remote learning. Learning about digital lessons and activities to help increase literacy skills and involvement. The goal is to increase the quality and efficiency of literacy instruction and the use of progress monitoring. Building off our previous literacy professional development, we will offer more flexibility for specific schools and grade levels. We will gather specific feedback and requests from teachers. From this feedback, we will tailor professional development as to best support our teachers. Topics of study will include: Using our adopted curriculum to provide excellent Tier One instruction (prevention) and excellent tier two instruction. Activities may include curriculum analysis, assessment analysis, collaborative planning of a Walk to Intervention implementation, mentoring, peer observation and peer coaching, reviewing and developing remote lessons. We will provide whole day substitutes for each teacher attending this professional development when needed.

Data-driven Instruction:

Kimberly and Stricker Elementary Schools will meet once a month per grade level to review and discuss assessment data. This information will then 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 district approved reading curriculum. Third- fifth grade will also make use of the ISAT Interim Blocks.

Summary:

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

NARRATIVE - TEMPLATE PART 1

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 keep 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 Back to School Open House, 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.

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

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 monthly early release time to focus on developing best practices in literacy instruction. While each school will use these times in slightly different ways, the literacy coordinator, principals, curriculum directors, and Title one teachers will ensure equity between the schools. Student data will be an integral part of these PD sessions, allowing teams to focus on Tier One and Tier Two instruction. (Tier three will also be addressed.)

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

Now that that we have a firm foundation of Tier One Instructional Understanding, we have decided to shift our resources to add our extended day kindergarten.

However- teachers will still be supported with PD focused on Literacy Instruction and Tier Two interventions in different formats. (District wide PD, grade-level team meetings/data digs, peer observations, instructional coaching, and mentoring)

Including professional development for literacy remote teaching this year has helped implement remote teaching and student learning and involvement.

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NARRATIVE - TEMPLATE PART 1

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 Supplement- Istation: Kimberly and Stricker Elementary purchased Istation to help teachers differentiate in the classrooms for all students while specifically targeting students needing intervention. Istation will be utilized in all classrooms Kindergarten through 5th grade with all students having the opportunity to participate. This is an important tool for progress monitoring and will allow prevention for students in danger of dropping in achievement. Istation 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.

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, Wonderworks, 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 Kindergarten opportunities will be offered to kindergarten students at Kimberly Elementary and Stricker Elementary which score in the Tier 3 and 2 on the fall ISIP along with additional screeners provided. Students may be invited to attend this program after thorough testing, and teacher observations during the first few weeks of school. Students attending kindergarten in the A< will be invited to stay for a PM literacy session. Students attending kindergarten in the PM will be invited to attend an AM literacy session. This is a fluid program where students may be tested every quarter. The Literacy budget will fund this extended day kindergarten. The curriculum will support the general education curriculum using Istation and WonderWorks. This curriculum will cover basic kindergarten skills including letter names, letter sounds, sight words, and CVC words. Our goal is to help each child be ready for first grade by the end of the year.

Extended day *after school 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.

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NARRATIVE - TEMPLATE PART 1

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 60 hours of instructional time. We plan to have Summer School June 8th-26th, 8:00-12. 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.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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

	Model Name	Additional Details
X	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

Advising Program Summary - REQUIRED

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

NARRATIVE - TEMPLATE PART 1

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.

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 into 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.

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 student 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

COMBINED DISTRICT PLAN (2020-2021)

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scholarship applications plus assist the high school counselor and internship coordinator with college and career advising events (i.e. career fairs, college days).

BREAK OUT PLAN BY GRADE:

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.

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.