

Cottonwood School District
Continuous Improvement Plan
Data report for 2017-2018
Benchmark planning 2018-2019

Presented to the board on October 15, 2018 , presented to staff on September 14, 2018,

| | | |
|------------------------|--|---|
| School District | # 242 | Name: Cottonwood School District |
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Mission and Vision

Mission: We will create, deliver, and responsibly manage opportunities for all children to learn every day and become contributing citizens. These opportunities will be developed in partnership with the community and will be provided in a safe and supportive environment utilizing current technology,

Motto: Every Child Learning Every Day

Vision: Our school district will provide each child with educational opportunities that are best fitted for promoting individual achievement. All students will receive a thorough, high-quality education emphasizing basic skills, knowledge, and character development that enables them to reach their potential. We will focus on the academic endeavors of reading, language arts, mathematics, science, social studies, humanities, vocational-technical and physical education. We will encourage each child to use creative and critical thinking, literacy, reasoning, and technology skills to increase the level of academic performance. We will strive to provide for the intellectual, emotional and physical wellbeing of each child.

Demographic Analysis

| | 2017-2018 | 2018-2019 |
|---|------------------|------------------|
| Male | 68% | 54% |
| Female | 32% | 46% |
| White | 94% | 96% |
| Black/African American | 2% | 2% |
| Asian | 2% | 1% |
| Native American | 2% | 0% |
| Hispanic/Latino | 1% | 1% |
| Free/Reduced Lunch Program | 32% | 37% |
| Received Special Education (IEP Students) | 7% | 9% |

Community Involvement

What ways do we involve parents in developing plans? It is our process of putting information together and sending it out to our parents to read. If there are ideas, issues, etc., we ask that they call or email us with their comments.

College and Career advising is done on a regular basis.

6th grade students visit and transition to the jr/sr high school in May of the current year.

8th grade students transition to high school with a 4-year plan meeting with parents.

11th grade college visits

Individual Junior Transition meeting with parents and student

Advanced Opportunity Night for parents and students. Dual Credit opportunities are made available and a meeting with the local college LCSC is scheduled.

FAFSA night is made available to help parents and students fill out financial aid forms.

Mentoring services are made available to students who show a one to two-year deficit in scoring on local and state assessments. A plan is put in place in grades K-3 and parents sign. Parents are asked to give their feedback on the plan and any input is welcomed.

All test scores on state wide assessments are mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary -

Intervention Programs (K-3)

- **i-Station testing**

Program for individual support

- o Provides systematic instruction in skill areas necessary for reading success.
- o Provides tool such as beginning strategies that students are taught to use independently to become successful readers.
- o Teaches Phonetic skills to decode and increase fluency and comprehension.

- **Freckle**

- o Supplementary program designed to teach decoding skills.
- o Letter/sound relationships; prefix/suffix etc.

- **Assessment Programs (K-3)**

- o i-Station(K-3)
- o Classroom Assessments - Formative and Summative (K-3)

- **Documentation:**

- o Documentation of intervention hours recorded by the Title Paraprofessional.

Documented with dates of intervention, length of session as well as brief description of activity provided.

Comprehensive Literacy Plan Alignment

1. Collaborative Leadership:

- District has developed literacy intervention team consisting of Elementary Principal/ Supt., Title Paraprofessional, Kindergarten teacher, Elementary Assessment Coordinator.
- After school program from 3:00 – 6:00 p.m.
- Paraprofessionals are assigned to each classroom K-3 during Reading/Writing/ Language Instruction.

2. Developing Professional Educators:

- Titleteacher will be attending professional development regarding Reading/ Literacy intervention during 2018-2019 school year.
- TitleParaprofessional is a veteran and is integral in supporting students in K-1.
- Paraprofessionals receive training throughoutthe year in progress monitoring, data collection, etc.
- District has8 PD days per year built into the school calendar. Teachers have multiple opportunities to work together throughout the year to, review data.

3. Effective Instruction and Intervention:

- K3 teachers have strong understanding of language development
- Teachers K1 have adopted the Superkids Reading program. 2-3 are using Mondo reading. Both Curriculums align to Idaho State Content Standards
- Transition meetings are held annually between grade level teachers to ensure that teachers are well informed of students needs and instruction can be relatively seamless between grades.
- District has implemented Response to Intervention to identify struggling readers for intervention and/or progress monitoring.
- District has implemented the Milepost program to store data

4. Assessment and Data:

- District and team disaggregate and analyze the data regularly to inform instruction, intervention and progress monitoring.
- Review of data is held twice per year and share with parents at Parent-Teacher Conferences
- RTI team consists of Administrator, Special Education Teacher, Title Paraprofessional, classroom teachers. Early Childhood Specialist
- All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model

College and Career advising is done on a regular basis.

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11th grade college visits

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

Advising Program Summary

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Other Notes / Comments

Parent Involvement:

Parents will receive letters providing student assessment information. Parents will have opportunity to meet with staff in development of literacy intervention plan for their individual students.

Continuous Improvement Measures

| 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) |
|---|---|----------------------|-------------|----------------------|-------------|--|--|
| | | # 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) | 19 | | 16 | 36 | Not Required | Not Required |
| | % students who met the college ready benchmark on the college entrance exam (SAT/ACT) | | | 44.44% | | #VALUE! | 40% |
| | % students participating in one or more advanced opportunity | 97.00% | | 86.76% | | -10.24 percentage points | 90% |
| | % CTE track HS students graduating with an industry-recognized certification | 20.00% | | 4.00% | | -16 percentage points | 40% |
| | % CTE track HS students who passed the CTE-recognized workplace readiness exam | 100.00% | | 100.00% | | 0 percentage points | 95% |
| | # of high school students graduating with an associate's degree or a career technical certificate | 0 | | 0 | | Not Required | 0 |
| | 4-year cohort graduation rate | 97.20% | | 86.50% | | -10.7 percentage | 88% |

| | | | | | points | |
|--|--------------|---------------|--------------|---------------|-------------------------|--------------|
| | 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 | 100.00% | 10 | 100.00% | 0 percentage points | 100% |
| | 11 | 100.00% | 11 | 100.00% | 0 percentage points | 100% |
| | 12 | 100.00% | 12 | 100.00% | 0 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 |
| | 25 | 35 | 20 | 25 | | |
| % students who Go On to some form of postsecondary education within 1 year of HS graduation | 71.43% | | 80.00% | | 8.57 percentage points | 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 |
| | 8 | 27 | 32 | 62 | | |
| % students who Go On to some form of postsecondary education within 2 years of HS graduation | 27.78% | | 51.61% | | 23.84 percentage points | 58% |
| All students will be prepared to transition from middle school / junior high to high school | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | 15 | 35 | 44 | 105 | | |
| % students who scored proficient on the 8th grade math ISAT | 44.00% | | 41.90% | | -2.1 percentage points | 43% |

| | | | | | | | |
|--|---|--------------|----------|--------------|----------|--------------------------|--------------|
| | # students who scored proficient on the 8th grade ELA ISAT | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 16 | 35 | 60 | 105 | | |
| | % students who scored proficient on the 8th grade ELA ISAT | 47.00% | | 57.14% | | 10.14 percentage points | 59% |
| All students will be prepared to transition from grade 6 to grade 7 | # students who scored proficient on the 6th grade math ISAT | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 8 | 22 | 45 | 112 | | |
| | % students who scored proficient on the 6th grade math ISAT | 36.00% | | 40.18% | | 4.18 percentage points | 42% |
| | # students who scored proficient on the 6th grade ELA ISAT | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 8 | 22 | 68 | 112 | | |
| | % students who scored proficient on the 6th grade ELA ISAT | 36.00% | | 60.71% | | 24.71 percentage points | 62% |
| All students will demonstrate the reading readiness needed to transition to the next grade | # students who scored "proficient" on the Kindergarten Spring IRI | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 25 | 27 | 104 | 119 | | |
| | % students who scored "proficient" on the Kindergarten Spring IRI | 92.59% | | 87.39% | | -5.2 percentage points | 89% |
| | # students who scored "proficient" on the Grade 1 Spring IRI | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 24 | 28 | 77 | 112 | | |
| | % students who scored "proficient" on the Grade 1 Spring IRI | 86.21% | | 68.75% | | -17.46 percentage points | 70% |
| | # of students who scored "proficient" on the Grade 2 Spring IRI | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 26 | 33 | 83 | 114 | | |

| | | | | | | | |
|--|---|--------------|----------|--------------|----------|-------------------------|--------------|
| | % students who scored "proficient" on the Grade 2 Spring IRI | 77.42% | | 72.81% | | -4.61 percentage points | 74% |
| | # students who scored "proficient" on the Grade 3 Spring IRI | # proficient | # tested | # proficient | # tested | Not Required | Not Required |
| | | 27 | 32 | 77 | 111 | | |
| | % students who scored "proficient" on the Grade 3 Spring IRI | 83.87% | | 69.37% | | -14.5 percentage points | 71% |
| | Student attendance rates as a percentage | 88.50% | | 94.70% | | 6.2 percentage points | 95% |
| | Parent participation at parent-teacher conferences | 89.00% | | 88.50% | | -0.5 percentage points | 92% |
| | Number of hours of job-embedded professional development | 40 | | 50 | | Not Required | 55 |
| | Number of subject level multi-grade teacher teams | 1 | | 1 | | Not Required | 1 |
| | Number of hours available for mentor teachers to mentor or observe / team teach | 8 | | 8 | | Not Required | 8 |
| | % new teachers (within first 3 years) assigned a mentor or participating in district mentor program | 100.00% | | 100.00% | | 0 percentage points | 90% |

College and Career Advising: LEA Chosen Performance Metrics

| Performance Metric | SY 2017-18 Results | 2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets) |
|--|--------------------|---|
| % of high school seniors who completed the FAFSA | 84% | 60% |
| % of high school seniors who applied to at least one post-secondary institution | 84% | 65% |
| % of high school juniors who completed the Careers and Financial Literacy course | 100% | 100% |

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) |
|--|--------------------|---|
| % of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI | 85% | 86% |
| % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT | 61% | 62% |
| % of kindergarten students who scored proficient on the Spring [district-specific assessment] | 88% | 89% |

| | |
|---|----------------------------|
| District Name and Number: | Cottonwood School District |
| Estimated Total Literacy Funding for 2018-2019 : | \$17,733.33 |

| PERSONNEL COSTS | | | | | Proposed Budget | |
|--|----------------------------------|-------------------|-------------------------|--------------------|-----------------------------------|--------------------------------|
| Position / Item | Details | FTE | Cost Per FTE | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Literacy Paraprofessional | 17.5 per week | 0.5 | 14000.00 | 7,000.00 | | 7,000.00 |
| | | | | 0.00 | | 0.00 |
| Benefits | | | | 550.00 | | 550.00 |
| Personnel Subtotal | | | | \$7,550.00 | 0.00 | \$7,550.00 |
| PROGRAMS / CURRICULA COSTS | | | | | Proposed Budget | |
| Item | Details | # Items | Cost Per Item | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Professional Development | | | | | | |
| Supplemental curriculum training | iStation training, Freckle (k-3) | | | 1,948.00 | | 1,948.00 |
| | | | | 0.00 | | 0.00 |
| Programs / Curricula Subtotal | | | | \$1,948.00 | 0.00 | \$1,948.00 |
| 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 |
| | | | | 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 Funds | Amount from Other Funds |
| iPads | iStation | 15 | 549.00 | 8,235.00 | | 8,235.00 |
| | | | | 0.00 | | 0.00 |
| Other Costs Subtotal | | | | 8,235.00 | 0.00 | 8,235.00 |
| TOTAL COSTS & BUDGET | | | | \$17,733.00 | \$0.00 | \$17,733.00 |