

Literacy Intervention Program Continuous Improvement Plan 2018-19

Avery School District #394

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Summary:

The Avery School District operates as a K-8 School District with one elementary school, Calder Elementary located in Calder ID. Enrollment has fluctuated between 3 students in 2016 to the current enrollment of 18 at the beginning of 2018.

The Literacy Plan and Continuous Improvement Plan for the Avery School District is developed with input from community members, parents, staff, and students. Traditionally, the district's students have outperformed statewide averages. The District's Goal is contained in the title, "Continuous." We believe that regardless of how well our students are performing we can always do more to help them learn and prepare for life.

For the 2018-19 school year, the district expects a slight increase in enrollment, from 16 to 18 students. The District will continue to employ 1.75 FTE of teaching staff and one full time para-professional.

Students who score below basic or basic on the Fall IRI will receive additional classroom time in reading interventions as required. Interventions are individual and student specific.

Interventions include phonological awareness, decoding/phonics, fluency, comprehension strategies, and other strategies as individualized for each student.

Phonological awareness uses an oral comparison of words and sounds, isolating sounds within words (beginning, middle, and end of word), and segmenting, substituting, deleting and blending sounds.

Decoding and phonics involves linking sounds, blending words into sentences, learning how to use phonograms, and rhyming.

Fluency training includes teacher lead choral reading, Close reading strategies, reading to a partner or teddy bear/pet, repeated timed reading, and guided oral repeated reading.

Comprehension training includes predicting story lines, recalling prior knowledge, visualization and verbalizing what one has read, retelling the story and the use of graphic organizers.

Progress monitoring will take place at a minimum of once every two weeks to ensure the interventions are working to improve student skills. Progress monitoring includes the use of Waterford Early Learning technology and timed oral readings.

The district is realigning its class assignments for staff to ensure all students are able to read at grade level. Four fifth grade students will move to the Middle School teacher, joining sixth and seventh grade students (total student population 8 students). This will allow the Head Teacher and the paraprofessional to focus on Literacy in grades K-4 (10 students).

Alignment:

1. Collaborative Leadership: The district has one full time teacher, one .75 FTE teacher, one full time paraprofessional and a .25 FTE Principal/Superintendent. The four staff work collaboratively to ensure that each student has an excellent educational opportunity.

The Head Teacher coordinates activities in the absence of the principal. She works closely with the paraprofessional to ensure primary students learn ELA skills.

Student instruction is supplemented with the assistance of two regular volunteers who work with students on reading skills.

Staff meet on a month basis to discuss student needs, curriculum, and parental involvement.

2. Developing Professional Educators: The teaching staff takes part in regional staff development activities on a regular basis. In addition, the district schedules one major staff development session each year, bringing a trainer to the district to work with both teachers and the paraprofessional.

The District is currently assisting a teacher on an "Alternative License" to obtain her teaching certificate. The new teacher is a lifelong community member who we believe will provide stability for the teaching staff for the next decade.

3. Effective Instruction: The staff works collaboratively to ensure each student receives effective quality instruction. The district is committed to the development of a full Common Core Curriculum, which has been the major focus of staff development for the past three years.

4. Assessment and Data: The district uses Star Reading, formative assessments, summative assessments to assess student learning. Data indicates that students generally outperform the state median.

Parental Involvement:

The district has a very active Parent/Community Club, which supports the students with numerous field trip and special program opportunities throughout the school year. Only nine families make up the parent community for the school. Of these nine families, three are closely related with their students making up 44% of the student body.

Parent/Teacher conferences are routinely attended by 100% of the district’s parents.

The district hosts a “welcome back to school” dinner at the start of each school year. The district celebrates our communities Veterans with a luncheon, which is well attended by parents and other community members. The District also hosts an evening Winter Holiday break party for community party. The Holiday party is regularly attended by over 100 family and community members.

Report of Progress:

#1 Report of State Required Matrixes (note due to small class sizes ** is used to 10 students or less per report area)(this is done to protect the identity of the student and their scores)

Goal	Continuous Improvement/Performance Measures	SY 2016-17 (Yr 1)	SY 2017-18 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	NA	**	0	100%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	NA	**	0	100%
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	NA	**	0	100%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	NA	**	0	100%
All students will be prepared to will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	NA	**	0	100%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	NA	**	0	100%

	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	NA	**	0	100%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	NA	**	0	100%
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	**	**	0	100%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	**	**	0	100%
	% of students who scored proficient on the 2 nd grade statewide reading assessment	**	**	0	100%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	**	**	0	100%
	% of students who scored proficient on the 1 st grade statewide reading assessment	**	**	0	100%
	# of students who scored proficient on the 1 st grade statewide reading assessment	**	**	0	100%
	% of students who scored proficient on the kindergarten statewide reading assessment	**	**	0	100%
	# of students who scored proficient on the kindergarten statewide reading assessment	**	**	0	100%
	% of students who scored proficient on the IRI statewide reading assessment over grades K-3 at Calder School	**	**	0	100%
	# of students who scored proficient on the IRI statewide reading assessment in grades K-3 at Calder School	**	**	0	100%
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	96%	96%	0%	97%
	Parent participation at parent/teacher conferences	100%	100%	0%	100%
Increase teacher engagement	Number of hours of job embedded professional development	15	15	0	20
	Number of subject level multi-grade teacher teams	1	1	0	1

	Number of hours available for mentor teachers to mentor or observe/team teach	10	15	5	15
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%	0	100%

#2 District Selected Matrix

The district has chosen to measure the improvement in reading skills as measured by the IRI between the Fall Assessment and the Spring Assessment as a way of monitoring the teaching methodology of the staff.

The Goal would be that any student scored less than proficient improve one "skill level", from a #1 to a #2 or from a #2 to a #3 "benchmark" level.

Analyses of Demographic Data

Analyses of demographic data from school district.

	2017-2018	2018-2019
Male	50%	67%
Female	50%	33%
White	100%	100%
Black/African American	0%	0%
Asian	0%	0%
Native American	0%	0%
Hispanic/Latino	0%	0%
Free/Reduced Lunch Program	0%	0%
Received Special Education (IEP Students)	0%	0%

Avery School District #394 CONTINUOUS IMPROVEMENT PLAN 2018 – 2019

Mission:

The Avery School District will incorporate the core values of the community into an academically challenging curriculum.

Vision:

Avery students will learn to think critically, to collaborate with others, and to use technology to become a successful citizen with a high moral standard and excellent character.

GOALS (School District #394 is a K-8 District - enrollment 18)

1. High School Preparedness (*We have no Eighth Grade Students enrolled*)

A. All students will be prepared to transition to a higher grade level by the end of the school year.

2. Student and Parent Engagement

A. Parent attendance at "welcome back dinner" will be 90% for the October 2018 dinner.

- B. Parental engagement at Parent/Teacher Conferences will be 100% for the Fall Conference.
- C. Increase student attendance rate to 96.5% as a percentage of attendance on instructional days by May 30 2019.

Summary:

Students normally attend school four days per week in SD #394. The district has added four Fridays to the schedule during September and October. These additional days will allow the district to maintain a normal schedule during the winter when weather has routinely forced school closures resulting in a loss of seat time and erratic school calendar. In a best-case scenario, the students will not miss school due to weather and receive an additional 32 hours of instruction, prior to ISAT testing.

Staff develop is focused on Common Core Math instruction and Google Classroom technology.