

# JEROME SCHOOL DISTRICT COMBINED DISTRICT PLAN 2018-2019

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

<b>School District</b>	<b># 261</b>	<b>Name: Jt. Jerome School District</b>	
Superintendent	Name: Dale Layne		Phone: 208-324-2392
	E-mail: dale.layne@jeromeschools.org		
Plan Contact	Name: Janet Avery		Phone: 208-324-2392
	E-mail: janet.avery@jeromeschools.org		

## Mission and Vision - REQUIRED

*To realize this vision, the Board of Trustees and the staff of Jerome School District work in a concerted effort to use our resources, talents and skills to help each student succeed in school. Our Mission, Vision and Beliefs direct our work, our relationships and our capacity to provide the quality of education students need every day.*

### Our Mission Educating Today for Tomorrow's World

### Vision 2020 To succeed in the 21st century students need to graduate high school *equipped* with the character, skills and knowledge to successfully enter work or postsecondary training.

Students need to be **determined** to productively enter the workforce or postsecondary education to pursue their career aspirations. The staff of the Jerome School District is committed to helping each of our students graduate prepared to move on to their next choice. *Vision 2020* will guide the strategic focus of the Jerome School District as we move toward the year 2020.

#### Our Beliefs

- All students will learn and demonstrate citizenship, responsibility, and positive character virtues, which will be taught, modeled, and practiced by staff.
- Students will be prepared to become productive citizens by learning to cooperate, communicate, contribute, and compete in a changing world.
- Students can learn when they experience relevant, real world learning opportunities that assist them in envisioning and reaching personal life goals.
- All students will learn when given focused and consistent curriculum, engaging (evidence based) instruction, and adequate supports.

#### Our Assets

*We are proud of and use our assets to address our challenges!*

- Our students, staff, community, and board of trustees are the strengths from which we build.
- We do what is best for all students.
- Employees are life-long learners.

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- Adults are role models of support and advocacy for students.
- We work with continuous effort to bring students to high levels of learning.
- We expect and support quality teaching in every classroom.
- We are a cohesive team that works together for students.
- We provide systems of support for teaching and learning:
  - A shared instructional framework that is research based.
  - Effective use of technology to enhance and support teaching and student learning.
  - A balanced approach of assessments *of* and *for* learning.
  - Consistent use of data to drive educational decisions uses across the district.
  - Professional development that is focused on student achievement & supported to move it into practice
  - Improved Facilities
  - Advanced Opportunities
  - District-wide collaboration time.
  - Strong and successful extra-curricular opportunities for students.

## Our Challenges

*We face our challenges to reach our vision!*

- Updating curriculum to align with the Idaho Core Standards and providing a coherent and aligned quality K-12 written curriculum.
- Our students need to be prepared for 21<sup>st</sup> century expectations in their postsecondary choice.
- Graduation rate must be closely monitored and must be yearly set as an increasing goal for the district.
- Readiness of Jerome students entering Kindergarten is historically lower than the state wide average. We must monitor and work to close this readiness gap early in the school career of our students.
- The detrimental effects on students with high mobility must be minimized through planned system wide monitoring and plans for reducing those effects.
- Students across all groups need to meet or exceed state defined learning proficiencies, no matter what the measurement tools or scales from the state may be.
- Each school must be prepared to meet or exceed accountability standards as established by the Idaho State Department of Education.
- Systems need to be in place across the district to support schools to bring all students to high levels of achievement.
- Optimize the use of human and financial resources to realize our vision.
- Developing and instilling the importance of attendance to students and parents at all grade levels
- Increasing positive and proactive parental involvement district-wide,
- Recruiting and retaining highly qualified staff
- Increasing use and understanding of academic vocabulary by students in all grade levels

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## Strategic Goals:

**GOAL 1: Each student meets or exceeds proficiency in reading, language, math and science.**

STRATEGIES:

- 1.1: Use a comprehensive standards based system across all grades and all classes.
  - Consistently teaching the written district curriculum across grades and classes.
  - Using assessments to motivate students, adjust teaching, and monitor progress.
  - Utilize standards-based grading and reporting practices.
- 1.2: Develop and use data to inform decisions by teachers, principals, and district leaders.
- 1.3: Build staff capabilities at all levels to collaborate in professional learning communities.

**GOAL 2: Ensure that intervention systems are in place to support and advance high achievement for all students.**

STRATEGIES:

- 2.1: Develop tiered system of interventions K-12.
- 2.2: Develop responses for students with behavior challenges.
- 2.3: Develop consistent services across buildings, and between programs such as all federal programs and building interventions.
- 2.4: Develop academic responses for high-achieving students.

**GOAL 3: Use effective instructional strategies that promote acquisition of knowledge, skills and higher order thinking.**

STRATEGIES:

- 3.1: Prepare and support teachers to continuously improve instructional practices.
- 3.2: Utilize technology as a vehicle for learning.
- 3.3: Use consistent instructional monitoring practices across all schools to continuously improve student learning.

**GOAL 4: Relationships with students will demonstrate high expectations for their learning and support for their success.**

STRATEGIES:

- 4.1: Cultivate positive relationships and successful learning conditions for all students and staff.
- 4.2: Provide opportunities for parents to learn how to support their children's education & participate in activities
- 4.3 Provide alternative and multiple educational opportunities to meet varied student need

**GOAL 5: We evaluate our programs to continuously improve our results for students.**

STRATEGIES:

- 5.1 : Develop a Comprehensive District Annual Profile of Performance using our performance indicators.
- 5.2 : Use district key performance indicators to guide decisions and measure program effectiveness.
- 5.3: Optimize use of Milepost and valid assessment data.

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## *Discovery*: KEY PERFORMANCE INDICATORS (KPI's)

These KEY PERFORMANCE INDICATORS (KPI's) are the primary gauges that we measure, manage and monitor for our success. These indicators are intended to give a minimum required protocol of key data based findings that can be easily read and interpreted. These indicators will be used on a schedule developed by the Administrative Council to give a shared data based report on the state of Buildings and the District. The information will be used in guiding decisions with clear data that also draws clear implications to the educational process. This reporting work will be reviewed and completed by each building and presented to the Administrative Council, and the local School Board. Information will also be published on each building and the district web site as a performance profile.

Jerome School District	
<b>STUDENT SUCCESS</b>	<ol style="list-style-type: none"> <li>1. Proficiency and growth levels on State Assessments as defined by State Reporting</li> <li>2. Summary RTI Screening targeting the percent of students requiring intervention and intervention effectiveness per building and by district</li> <li>3. College and Career readiness reporting at a minimum to include SAT/ACT scores (disaggregated), Dual Credit and Career Technical Certifications.</li> <li>4. Course completion and grade level/grade distribution performance.</li> <li>5. School Attendance Reporting.</li> <li>6. Student Conduct based on In School and Out of School Suspension Levels</li> </ol>
<b>DISTRICT EXCELLENCE</b>	<ol style="list-style-type: none"> <li>7. Graduation Rate as a K-12 Indicator.</li> <li>8. District and School Performance using Annual Measurable Outcomes or new systems as they may be developed by the State of Idaho.</li> <li>9. Retention rates of staff.</li> <li>10. Stakeholder perception and satisfaction survey information.</li> </ol>
<b>FINANCE</b>	<ol style="list-style-type: none"> <li>11. Fiscal Accountability as described in the annual audit</li> <li>12. Percent of teachers in Master Teacher category as the state career ladder is rolled out.</li> <li>13. Grant funds to provide additional opportunities for staff and students</li> <li>14. Ability to provide a competitive salary to recruit and retain qualified staff.</li> </ol>

### FOCUS AREAS 2018-2019

While we continuously work on the goals in our strategic plan using the strategies listed, we know that it is most effective to have a smaller number of measurable focus areas. The areas of the plan that will have a high focus in 2018-2019 are:

- **Each building will increase the percentage of students scoring proficient in math and English language arts on the 2019 ISAT as compared to the 2018 ISAT. The increase of students meeting proficiency will have a positive impact on Goal #1.**
  - Continued support for teachers to implement research based ELA curricular

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resource with fidelity.

- Identifying Essential Standards in ELA and Math grades K-12 with an emphasis on unpacking those standards to establish common understanding
  - The district will provide professional development opportunities around the work of PLCs.
  - Focus of curricular alignment during secondary collaboration meetings– both vertically and horizontally.
  - Continued support and resources to teach academic vocabulary and promote the use of oral language through academic conversations
- 
- **The district will increase the percentage of EL students who increase their English Language Proficiency Level as measured by the WIDA ACCESS for ELs.**
    - The district will provide support to teachers on how to understand the ACCESS scores for students in their classroom.
    - The district will provide professional development opportunities around the work of PLCs.
    - The district will work to establish a culture of effective PLC work to focus on the success of all learner – and intentionally with EL learners.
    - The district will work the SDE to host EL Go To Strategies training multiple times in order to reach a large number of staff.
- 
- **The district will increase Special Education student access to the general ed classroom.**
    - The district will work with buildings to increase LRE numbers.
- 
- **The district will increase graduation rates.**
    - The district will continue to work with CSI to provide training for college and career readiness for the counseling departments at the middle and high schools.
    - The district will continue the focus on the importance of student attendance.
    - The district will provide support for teachers on how to manage behaviors in classrooms.
    - Provide support to general ed teachers to ensure appropriate accommodations are made for special ed students.
    - The district will research Tier 1 character ed/behavioral programs that will give schools a common language to teach students – creating a culture that draws students in.
- 
- **The district will continue to develop strategies for teacher retention and recruitment.**
    - Revamp mentoring program to focus on supporting best instructional practice and lesson planning.
    - Institute district-wide instructional rounds.
    - Administrators at all levels will conduct formal and informal walkthroughs and walkabouts to give supportive feedback to teachers
    - Administrators will participate in Project Leadership, Principal’s Network, Superintendent’s Network, or other leadership development activities to learn how best to support teachers and staff.

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Key Performance Indicators (KPI) as described in the plan, will continue to be monitored. Building principals will report on their building progress on the KPI's to the administrative council and at least once annually to the Jerome School District Board of Trustees. Focus areas may change from year to year as the objectives are met.

## Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	51%	51%
Female	49%	49%
White	48%	46%
Black/African American	<1%	<1%
Asian	<1%	<1%
Native American	1%	<1%
Hispanic/Latino	50%	52%
Free/Reduced Lunch Program	65%	68%
Received Special Education (IEP Students)	11%	10%

## Community Involvement - REQUIRED

The District Continuous Improvement Plan includes:

The district has a partnership with United Way and multiple parents and community partners through the Community Schools Initiative. The "Community Schools" steering committee meets monthly to assess needs of the district. Data is shared by the district at the meetings. The district administrative council takes input from these monthly meetings and uses it to create strategic goals each year.

The College and Career Readiness Plan includes:

The counseling department which includes certified counselors and near peer mentors will communicate directly with parents at registration and parent-teacher conferences. Information is provided in documents such as school handbook and announcements.

As they work with students, they will encourage parents to come into the school to meet with counselors. Events such as FAFSA nights will be advertised to encourage parent participation. Event information will be distributed through social media and webpage content.

The Jerome Family Literacy Framework Includes:

- Members of the Parent-Teacher Organization at both Jefferson and Horizon gave input for revisions of the Comprehensive Literacy Plan.
- Surveys are administered at different events to get further input from parents pertaining to literacy planning and events.
- Family Literacy Nights for all Students
- **Development of Individual Learning Plans for Students created in partnership with parents. All parents of students who are in need of a literacy plan are invited to the Literacy Plan event. At that time, they are given the plan, and asked to give input on what is best for their student. They leave with plans in hand as well as with tools to help support their child at home.**
- Designated Family Literacy Coordinators (Intervention Teachers) at each elementary school
- Written Communication to families (Parent Letter in English and Spanish)

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- Opportunities by Grade Level for families of children scoring basic (2) or below basic (1) to learn more about the intervention programs and learn how they can support their children's literacy acquisition.
  - Kindergarten Evening Event (In both English and Spanish)
  - First Grade Evening Event (In both English and Spanish)
  - Second Grade Evening Event (In both English and Spanish)
  - Third Grade Evening Event (In both English and Spanish)
  - Parents will receive information about the intervention program at school as well as modeling of "at home" activities for developing alphabet recognition, sight words, vocabulary, and interaction with text. In addition, parents will be taught how students can login and use iStation at home.
  - Parents will receive materials to support their child's development at home (Materials will be grade level specific)
  - Childcare and snacks provided
- Working with Jerome Public Library to attend the event to inform parents of additional resources, and sign families up for library cards.
- Student Literacy Learning Plans will be part of parent teacher conferences (in addition to being shared at Grade Level Literacy evenings, and individual consultations)
- Family Literacy Coordinators at each building will oversee two-way communication between teachers and families throughout the school year

**LITERACY INTERVENTION PROGRAM**  
**Literacy Program Summary - REQUIRED**

### Comprehensive Assessment System

The following table includes all literacy assessments, purpose, students assessed and the frequency.

Purpose	Assessments	Students	Frequency
<b>Screening</b>	iStation ISIP	All students grades kindergarten through third	Fall, Winter, Spring
<b>Progress Monitoring</b>	iStation ISIP	All students K-3	All students once per month  Students who are identified as basic or below basic will be assessed 2x per month
<b>Diagnostic</b>	Core Phonics	This applies mostly to students going through the RTI process;	As needed during the school year to determine instructional

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	however; one of our schools gives this to all 1 <sup>st</sup> graders.	strategies and areas of deficit.
<b>Outcome</b>	iStation ISIP	All students
		Spring of 2019

### Curricular Materials

*Journeys*, by Houghton-Mifflin Harcourt, is the core reading program because of the alignment to Idaho Core Standards and the materials available for differentiating instruction. In an effort to ensure students, regardless of reading ability, receive instruction that meets grade level standards, both classroom intervention and additional support from interventionists will use supplemental materials that are part of the core reading program or aligned to classroom instruction.

In addition, Horizon and Jefferson are both working through building a PLC at work process for collaborative teams. Essential Standards will be identified for each grade level with common formative assessments developed aligned to those standards.

After assessments have been completed students may receive additional instruction using other curricular materials that meet the areas of need. Materials may include; iStation, ABC Mouse, Imagine Learning (EL learners), Read Live (a Read Naturally online program), and GATES (a Read Naturally program)

Phonemic Awareness	Decoding	Comprehension	Fluency	Vocabulary
Journeys by Houghton Mifflin	Journeys by Houghton Mifflin	Journeys by Houghton Mifflin	Journeys by Houghton Mifflin	Journeys by Houghton Mifflin
	GATES	GATES	GATES	
	Read Live Read Naturally	Read Live Read Naturally	Read Live Read Naturally	Read Live Read Naturally
iStation Curriculum	iStation Curriculum	iStation Curriculum	iStation Curriculum	iStation Curriculum
Imagine Learning	Imagine Learning	Imagine Learning	Imagine Learning	Imagine Learning
Word Warm-ups				
			Repeated Readings	
			Reader's Theater	

### Staff

Both Horizon Elementary and Jefferson Elementary have two Interventionists and an EL Teacher. Students will receive intervention services during small group instruction as part of the reading block in the regular classroom as well as from interventionists. Students will receive additional instruction from one of two interventionists and/or the ELL specialist.

Interventionists participate in weekly grade level team meetings, and participate in all RTI meetings.

### Time

#### Kindergarten



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Most at-risk students who score basic or below basic on the IRI will be included in a semester long full day kindergarten program. There are 32 spots and students are included on a rotating basis. In addition, there is intervention provided during the ½ day program similar to grades 1-3.

### First-Third Grade

Horizon and Jefferson both have two fulltime interventionists as well as an ELL specialist to provide in-class support during the reading block, as well as additional support through a pullout program. Each student “at risk” will receive a minimum of two hours of intervention per week. For students who are significantly below grade level, students may receive up to an additional hour per day of intervention (five hours per week). The intervention program for students identified as basic (scoring a 2 on the IRI) or below basic (scoring a 1 on the IRI), exceeds the state requirements of 30 and/or 60 hours.

### Summer School

Jump Start Summer School and Migrant Summer School will again be offered during the summer of 2017. Last year a committee met to make summer school more effective. Teams met to design curriculum that builds background for themes covered in *Journeys* for the next grade level.

### Measures of Success

The district will be collecting student achievement data (criterion reference assessments from *Journeys*, iStation ISIP, and student artifacts) as well as teacher input, to confirm there is alignment in both instructional and assessment practices across the district. The spring IRI (iStation ISIP) will be the summative measure of the program’s effectiveness.

## Comprehensive Literacy Plan Alignment - REQUIRED

Jerome’s Intervention Plan is aligned with Idaho’s Comprehensive Literacy Plan. Specific examples include:

- A core reading program from the State’s approved list that addresses Tier 1 instruction that is research based.
- Increased use of authentic (trade books) literature and expository text (*Journeys* anthology is comprised of 50% informational text)
- Higher order questioning (beginning in kindergarten)
- Connection of writing as a measure of comprehension
- Model lessons taught for teachers, by district instructional coach, specific to writing.
- Comprehensive assessment system
- Teacher collaboration that follows the PLCs at Work framework (grade level meetings, and RTI meetings)
- Ongoing professional development (calendar is available)
- Stronger family and parent connections (see Parent Involvement Section)
- Family Literacy Coordinator at both Jefferson and Horizon
- Both Schools are using the iStation ISIP for screening and progress monitoring. In addition, the iStation curriculum is being used in small group rotations.
- Data from iStation used to group students for intervention in the skills most needed.

## COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

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## College and Career Advising Model - REQUIRED

	Model Name	Additional Details
x	HYBRID <ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Teacher or paraprofessional as advisor</li> <li>• Near Peer Mentoring</li> <li>• GEAR UP</li> <li>• University of Idaho program</li> </ul> School Counselor GEAR UP/University of Idaho program	<p>The Jerome High School counseling department includes 3 full-time certified counselors; Jerome Middle School counseling department includes 2 full-time certified counselors</p> <p>Jerome High School employs one paraprofessional who works with the “Near Peer.”</p> <p>Jerome High School employs one “Near Peer.”</p> <p>Jerome Middle School has been awarded a GEAR UP grant to begin with working with 7<sup>th</sup> graders during the 18-19 school year. One coordinator will be hired. At JHS, one full time coordinator works with a cohort of students as well (this began last year when these students were 8<sup>th</sup> graders).</p>

## Advising Program Summary - REQUIRED

Jerome School District uses a Near Peer model. An individual has been hired at the high school who holds a four-year degree and is working with students as they plan and transition into post-secondary school. In addition, the district employs an individual with a two-year degree to assist the certified counselors, freeing them up to work directly with students on post-secondary planning. Prior to this, the high school counselors were spending a lot of time on tasks that were not helping students with the transition and planning for college and career. With many of these tasks being taken over by an assistant, the counselors have more time to work with students.

Beginning in 2017-2018, through a partnership with the University of Idaho, a full time 4-year degreed individual worked with approximately 45 Hispanic 8<sup>th</sup> grade students to help them plan for post-secondary education. This partnership with U of I has continued this year and the instructor is now working with the same group of students in 9<sup>th</sup> grade. The plan is for him to follow this cohort all the way through high school. A new 8<sup>th</sup> grade cohort began at the middle school this year.

## Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics, Literacy and College/Career Advising Budgets are attached as separate documents.