

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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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

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 2025 To succeed in today's society, 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 2025* will guide the strategic focus of the Jerome School District as we move toward the year 2025.

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.

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

- Employees are life-long learners.
- 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 (SIOP).
 - 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.
- Graduation rate must be closely monitored and must be set as a yearly goal to increase 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.
- Increasing number of students who are identified as EL and/or Special Ed.
- 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

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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.
- 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.

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

FOCUS AREAS 2019-2020

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 2019-2020 are:

- **Each building (Grades 4-12) will increase the percentage of students scoring proficient in math and English language arts on the 2020 ISAT as compared to the 2019 ISAT. Each K-3 building will increase the percentage of students reading on grade level on the 2020 Spring IRI as compared to the 2019 Spring IRI.**

- Continued support for teachers to implement research based ELA and Math curricular resources with fidelity.
- Identifying Essential Standards in ELA and Math grades K-12 with an emphasis on unpacking those standards to establish common understanding by contracting with an out of district facilitator to bring an outside perspective.
- The district will provide professional development opportunities around the work of PLCs.
- Continued implementation of Mastery Connect at grades 4-12 with teacher input – to build in “check-ins” aligned to standards.
- SIOP Instructional Model revisited and emphasized in each building.
- 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
- Set up communication systems between buildings as students move grade levels to set up scaffolds for support.
- Buildings use collaboration time to review data to make instructional decisions, decide upon interventions, and discover student strengths and weaknesses.

- **Each school will increase the percentage of EL students who meet their English Language Proficiency growth target as measured by the WIDA ACCESS for ELs.**

- The district will provide support to EL teachers on how to use the ACCESS scores to make instructional decisions and learning goals. The EL teachers will then work with their building administration on how best to provide targeted professional development for staff around WIDA “can-do” descriptors.
- Work with Ed Northwest to conduct an audit of EL programs at each building district wide.
- EL teachers will meet monthly with Federal programs director – each meeting will touch on instructional strategies to share with teachers.
- 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 learners– and intentionally with EL learners.

- **The district will increase Special Education student access to the general ed classroom.**

- The district will work with buildings to continue to increase LRE numbers – that 67% of the Special Ed students will be in the regular classroom at least 80% of the time. These numbers improved last year, but will continue to be a focus..
- The district will work with buildings to decrease the disproportionality of students identified as ED

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

and are placed in separate setting.

- **The district will increase graduation rates.**

- Provide support to general ed teachers to ensure appropriate accommodations are made for all students – the need to meet students where they are in order to take them where they need to be.
- The district will continue to work with CSI to provide opportunities for college and career readiness at all grade levels – to include things such as visiting CSI, workshops for counselors, guests in classrooms, dual credit and CTE offerings.
- The district will review policies to see if barriers are in place that prevent at risk, transfer, or other students from graduating.
- The district will provide support for teachers on how to manage behaviors in classrooms.
- The district will partner with Richard VanAcker to conduct an review of effective instruction and behavior management – reviewing policies and practices that potentially contribute to overidentification of students in programs and exclusionary discipline practices.
- The district will continue the focus on the importance of student attendance.

- **The district will continue to develop strategies for teacher retention and recruitment.**

- Continue to analyze the mentoring program to focus on supporting the best instructional practices and lesson planning..
- Institute district-wide instructional rounds.
- Provide opportunities for job embedded professional development.
- Utilize State Leadership shares for teachers who are involved in improvement strategies.
- 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.

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.

Community Involvement - REQUIRED

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

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 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.

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

- Family Literacy Nights for all students

Parent Notification of College and Career Advising and Mentoring Services

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 are advertised to encourage parent participation. Event information is distributed through social media and webpage content.

Parental Involvement in Students' Individual Reading Plans

- Development of Individual Literacy 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. Parents who choose not to attend this event – plans will be reviewed at October Parent/Teacher Conferences.
- Designated Family Literacy Coordinators (intervention teachers) at each elementary school
- Written communication to families (parent letter in English and Spanish)
- 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 (both English and Spanish)
 - First Grade evening event (both English and Spanish)
 - Second Grade evening event (both English and Spanish)
 - Third Grade evening event (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.

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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
Screening	iStation ISIP	All students grades kindergarten through third	Fall, Winter, Spring
Progress Monitoring	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 by specific skills.
Diagnostic	Core Phonics	This applies mostly to students going through the RTI process; however; one of our schools gives this to all 1 st graders.	As needed during the school year to determine instructional strategies and areas of deficit.
Outcome	iStation ISIP (IRI)	All students	Spring of 2020

Curricular Materials

Journeys, by Houghton-Mifflin Harcourt, is the core reading program because of its 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 have been identified for each grade level with common formative assessments developed and aligned to those standards. We are also part of a grant through the Lee Pesky Center to give intentional professional development around instructional routines and literacy support in *Journeys*.

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), GATES (a Read Naturally program), Really Great Reading

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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	
Really Great Reading	Really Great Reading		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 who are below basic will receive additional instruction from one of two interventionists and/or the EL specialist.

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

Time

Kindergarten

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

First-Third Grade

Horizon and Jefferson both have two full time interventionists as well as an EL specialist to provide in-class support during the reading block, as well as additional support through a pullout program. Each student “at risk” (level 2) 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 3 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 2020. Teams meet 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 May IRI (iStation ISIP) will be the summative measure of the program’s effectiveness.

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

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

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
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
x	<p>HYBRID</p> <ul style="list-style-type: none"> ● School Counselors ● Teacher or paraprofessional as advisor ● Near Peer Mentoring ● GEAR UP ● University of Idaho “Go On” program that targets Hispanic Students ● Vocational Rehabilitation ● Work Based Learning Opportunities 	<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.” Falls City Academy employs one ½ time “Near Peer” paraprofessional</p> <p>Jerome High School employs one “Near Peer.”</p> <p>Jerome Middle School has been awarded a GEAR UP grant for a coordinator who works with 7th and 8th graders during the 19-20 school year. At JHS a “Go On” coordinator works with a cohort of students as well – this is a continuation of a program that began during the 17-18 school that targeted Hispanic students. In addition there is a ½ time “Go On” coordinator that serves 8th grade Hispanic Students.</p>

Advising Program Summary - REQUIRED

Jerome School District uses a Near Peer model at the high school, grades 9-12. An individual has been hired at the high school who holds a four-year degree and is working with students as they plan

JEROME SCHOOL DISTRICT COMBINED PLAN (2019-2020)

Continuous Improvement Plan □ College and Career Advising Plan □ Literacy Intervention 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.

The Jerome School District opened an alternative school, grades 6-12, beginning in 2019-2020. A .5 FTE will be paid using the college and career funding. This individual will work closely with students to keep them on track to graduate and to help with planning for post high school.

Beginning in 2017-2018, through a partnership with the University of Idaho, a full time 4-year degreed individual worked with approximately 45 Hispanic 8th 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 cohorts of students in 9th and 10th grade. The plan is for him to follow this cohort all the way through high school. A new 8th grade cohort began at the middle school this year.

Other Notes / Comments

A big part of the Comprehensive Literacy Plan includes work with Steve Underwood, formerly with Ed Northwest. We have identified a team of "Literacy Leaders" who will work through the SPUR model of improvement – focusing on one area of literacy at a time and being intentional about the implementation of instructional routines and practices committed to by the team. The members of the team will receive targeted (face-to-face) professional development followed up by virtual meetings with Mr. Underwood for the staff of each school. The Literacy Leaders will follow up the virtual PD by modeling the expectations of the instruction routines and strategies that have been agreed upon.

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