School District	# 287	Name: Troy School District	
Superintendent	Name: Brad Malm		Phone: 208-835-3791
	E-mail: bmalm@troysd287.org		
Plan Contact	Name: Brad Malm		Phone: 208-835-3791
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Mission and Vision - REQUIRED

Mission:
To provide educational opportunities for every student that emphasize the principles of learning for a lifetime, respect for a community and tradition, and pursuit of excellence.

Vision:
The purpose of the Troy School District is to provide a quality, comprehensive education to the youth of our school district, and to prepare our students to become contributing members of society. Our vision: Troy School District will be a premier school district graduating confident students prepared for a successful adult life full of integrity and value.
Promote community involvement in the development of the Contiguous Improvement Plan and maintain positive communication and relationships among students, staff, and the Troy community.

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	150.5	152
Female	115	194
White	251.5	251
Black/African American	3	3
Asian	2	1
Native American	7	1
Hispanic/Latino	7	9
Free/Reduced Lunch Program	61	77
Received Special Education (IEP Students)	28	46

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Community Involvement - REQUIRED

1) Parents and guardians give input in a variety of ways. They are invited to attend our district committee meetings such as Budget, Building/Facility, PAC, Parent Group, Safety/Crisis, Wellness, and Technology committees. These committees meet throughout the year to gather input and develop plans for our continuous improvement.

2) Troy Junior Senior High School will use the following methods to notify parents of available resources:

- Face-to-Face meetings with school counselor in planning students schedule and post-high school plans.

- Invitation to attend events that are focused on College and Career preparations.
    - FAFSA Night
    - Career & College Fairs
    - University/College Visits (UI, LCSC)
    - SAT/ACT Testing Dates and Locations

- Up-to-date Information on all online school sources.
    - District Website
    - District Facebook Page
    - District Blog

- Take-Home flyers, pamphlets and scholarship lists readily available in the front office of Troy High School as well as the Counselor's office.

3) The program includes parent input and in alignment with the Idaho comprehensive literacy plan. Parents are notified by the following:

- Back To School Night
- Classroom Newsletters
- Reading Plan Input Form
- Individual Reading Plan
- Beyond Textbooks Introduction Letter
- Targeted Tutoring
- RTI Progress Reports
- Title I Compact
- IRI Assessment Results letter
- Parent/Teacher Conferences

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In an effort to involve families, parents are given access to the *Accelerated Reader* (AR) and *IXL*. This encouraged and supported students to carry over the reading practice at home. Our library is only open in the morning. This limits how often students can check out their Accelerated Reader books. We incorporate "boomerang book bags". With the parent's permission, students check out a week's supply of books to bring home. Depending on the student's needs, it might range from three to ten AR books per week. Students read these books with their families then return them for another bag full of books to read at home. This removes the barrier of lacking access to appropriate leveled reading materials that we were facing. After reviewing the data from previous years, we recognize the "summer slip". Parents asked for information and resources to help their child over the summer. IXL provides the practice students can use at home.

Each year parents are surveyed to find out how TES can help them with their child's learning. The survey data supports the need for educating parents/guardians how to read with their child at home. They are invited into the school for multiple events. Classroom teachers send home monthly newsletter that incorporate at home reading techniques and ideas to support their child's learning.

An effective strategy for gathering input from parents is during our evening parent/teacher conferences. Our family attendance ranges from 94%-100% two times per year. This is also an evening where we invite families into the library or in the computer lab to showcase the reading software.

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Troy Elementary continues to use the district-wide curriculum framework, Beyond Textbooks. This framework includes four main components: Curriculum, Instruction, Assessment, and Intervention. Within this framework, our school uses a multi-tiered (RTI) approach to interventions. This framework has proven effective research based substantial interventions and include phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to the student based on a formative assessment designed to, at a minimum, identify such weakness.

Curriculum/Instruction:

Within the Beyond Textbooks curriculum calendar, the Common Core standards are paced for instruction along with a formative assessment that is given at the end of the teaching period.

In addition to Beyond Textbooks, grades k-2 use the literacy curriculum *Superkids*. This is a comprehensive core literacy curriculum. The units provide instruction of phonics, integrates reading, writing, spelling, and grammar. There is a parent portal included for the families to access to support their child's reading at home. The activities include paired reading, independent reading, and comprehension.

Grades k-3 embed *Read Naturally* three-five times per week. This program provides individualized, consistent, fluency instruction and practice for all students and could be accessed on a chromebook. We use the staff to "push-in" to each classroom. Students are given an additional thirty (30) minutes per day, for a minimum of four days per week.

The other component of our literacy program is the "REACH" block. Students are given instruction on their grade level standard, then given a formative. Based on those results, the student travels to different instructional teachers for reteach or enrich. The software *IXL* supports the grade level standard by offering different strategies and levels. Students gain access to letter recognition, word work, and comprehension.

The final piece for our current literacy plan is having a certificated teacher spend additional time reading with the students who scored a one (1) or a two (2) on the Fall Idaho Reading Indicator. The 2017-2018 data shows students responded very well in the area of growth on the spring IRI. We were able to meet our goal of meeting the state cut scores and/or 5% growth in grades k-3. The main components of technology, software, and curriculum are aligned. When analyzing and reflecting on this data and alignment we found the struggle came with have personnel having enough time in the day. This teacher will be tasked with supplementing by using one-on-one or small group model and tracking the additional time spent with each student.

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Assessment:

Students in grades k-3 are given a screener three times per year (IRI, Aimsweb, STAR). If the student scores a 1 or 2 on this assessment, they take a diagnostic assessment (Core Phonics). This data is used to plan their interventions. Parents are contacted to let them know of the deficiency and input is gathered. At this time, the interventions are planned and progress monitored every two weeks.   If the student is not making gains and drops below their aim line a minimum of four times, the intervention is changed. If a student shows progress on or above the aim line, they are strategically monitored once a month in the general education classroom. This data is collected and analyzed monthly, then progress reports are given to parents monthly. Within the core instruction time, students are given a formative assessment on the current standard. Depending on their score, they will be placed in small groups where the standard will be retaught or enriched for a minimum of thirty minutes per day. After this instruction students will be assessed again on that standard. If they do not make progress, they are offered targeted tutoring time. The programs and curriculum selected (AR, IXL, and Read Naturally) embed assessments to monitor progress as well.

Our school piloted the new IStations assessment this past year. Along with the IRI data, we will use the Istations data to target more specific skills with the additional small group instruction.

Interventions:

Our program includes a minimum of 60 additional hours of reading instruction for students (K-3) below-basic and a minimum of 30 hours for students (K-3) scoring basic on the statewide reading assessment administered in the fall. Currently our hours of contact are 1090 hours per year. TES has traditionally provided extra support for students, the difference this year is the embedding of the new curriculums.   TES uses a multi-tiered approach to instruction and interventions. Interventions are administered within the day in tier 1. Students are given a minimum of thirty minutes per day for reteach/enrich time. If a student needs additional instruction, they are offered tier two and tier three interventions in addition to the tier 1 instruction. Students needing an intense small group or one-on-one instruction for a specific standard are invited to the targeted-tutoring sessions once a week for 1.5 hours.

The program includes online or digital instructional materials or programs or library resources. Following are a list of research/evidence based interventions used at Troy Elementary.
- Read Naturally Live
- IXL-English
- Super Kids
- Star Fall
- Danny Books
- Phonics for reading
- SRA
- Evan Moor
- Signs for Sounds
- Accelerated Reader

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Collaborative Leadership:

As a part of our school improvement plan, TES has an active leadership team and staff who are responsible for assessing, collecting, and analyzing data. This data is compiled and analyzed in order to create our SMART goals.

The staff has benchmarks a minimum of three times per year. During this time, we analyze progress and update the action plans. These action plans include who is responsible, what they are planning, the timeline, and what professional development is needed. Our district supports this plan by including collaboration days into our school's master calendar.

Developing Professional Educators:

Our professional development plans are built on three main strands, district goals, school goals, and individual professional goals. At Troy Elementary there is one class per grade. This offers a unique opportunity for cross-grade level teams and specialists to collaborate. These teams have common planning time embedded in the schedule.   On a district level, The Beyond Textbooks partnership provides opportunities for professional development through workshops, coaching, and webinars in the areas of math and reading. On a school level, our action plans guide our professional development needs. We see collaboration and teaming as our biggest strength. Cross grade level teachers and specialists collaborate on daily, weekly, and monthly on the needs of the instructional strategies and student needs. For example, we saw a need for a core literacy curriculum so teachers worked together to plan and implement the BT calendar and the Superkids program. This involved traveling to Arizona for specific professional learning communities trainings and specifics about their "reteach/enrich" blocks. We have a team attending the Istations trainings throughout the year. On an individual level, each teacher submits a formal professional development plan to the building administrator each year. This plan includes trainings, timelines, and monitoring meetings. Six of our teachers have participated in the Idaho Core Coaching project. Overall, the professional development plan for our school involves our action plans and staff meetings that have morphed into professional trainings for all staff.

For the year 2018-2019, grades k-3 are creating balanced literacy in their classrooms. The essential elements include: flexible ability reading groups, shared reading, read aloud, reading independently, spelling/phonics/word work, and writing.

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Effective Instruction and Interventions:

Our school improvement process involves a systematic approach to assessing and monitoring progress. We gather benchmark data a minimum three times per year. SMART goals and action plans are created and monitored.

Embedded in the benchmark periods, we assess weekly to inform and guide instruction based on the grade level standards as well as the interventions. This is most prominent in our reteach/enrich block (tier 1) and our RTI progress monitoring (tier 2). Through this process data guides our students to master their grade level standards.

Assessment and Data:

Our typical school-wide systematic approach is as follows:
Benchmark Screener (Aimsweb, IStations, STAR) – Diagnostic (Core Phonics, Read Naturally Placement, IXL) – Progress Monitoring (Aimsweb, curriculum formatives) – Summative Assessments (IRI, ISAT, Galileo)

Two of our SMART goals for the year 2018-2019 are as follows:

1) K-3 will meet state grade percentage expectation on the Spring 2019 IRI.
K- 60%   1-70%   2-80%   3-85%

Strategy to monitor reading fluency and set bench marks each quarter:

 K-3 will meet state grade percentage expectation on the Spring 2019 IRI or a minimum of 5% growth.

K- 60%   1-70%   2-80%   3-85%

Strategy to monitor reading fluency and set bench marks each quarter

	Qtr 1	Qtr2	Qtr3	Qtr4
Kindergarten:	8	18	24	32 (LSF)
first:	13	26	39	53 (wpm)
second:	55	65	75	92 (wpm)
third:	77	87	97	110 (wpm)

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

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

Advising Program Summary - REQUIRED

Key Strategies & Action Steps
- TSD #287 will utilize the "GEAR-UP" model (staff responsible for plan/action steps: Jessica Christensen, Shannon Morris & Brad Malm).
- TSD #287 will use College and Career Funds for staff salary & benefits, supplies / equipment, transportation, professional development, and program activities.
- TSD #287 will provide systematic and intensive counseling to students in grades 7-12 in an effort to increase enrollment in college preparatory classes and increase success at the post-secondary level (increased academic support to review and update 6-year academic plans).
- TSD #287 will provide intensive academic and social support to students in grades 7-12 focusing on increasing advanced opportunity credits awarded, college application rates & college scholarship completion rates.
- TSD #287 will increase support to students as well as families in navigating the college search, application and enrollment process (Example: family night events focusing on college/scholarship applications and FAFSA completion).

District # 287 District Name: Troy School District

METRICS - TEMPLATE PART 2 - OPTION A

District #		287 District Name:	Troy School District

METRICS

Continuous Improvement Measures (all shaded metrics are required)

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)
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	# benchmark	# tested	# benchmark	# tested	Not Required	Not Required
		10	24	11	19		
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	41.66%		57.89%		16.23 percentage points	66%
	% students participating in one or more advanced opportunity	41.00%		42.00%		1 percentage points	45%
	% CTE track HS students graduating with an industry-recognized certification	0.70%		0.00%		-0.7 percentage points	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		100.00%		0 percentage points	100%
	# 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	95.80%		96.61%		0.81 percentage points	98%

District # 287 District Name: Troy School District

METRICS - TEMPLATE PART 2 - OPTION A

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)
	% of students with learning plan created and reviewed in 8th grade	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
		9	25	14	23		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	36.00%		60.87%		24.87 percentage points	**65%**
	# 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
		22	29	11	26		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	75.86%		42.31%		-33.55 percentage points	**50%**
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		8	14	17	23		
	% students who scored proficient on the 8th grade math ISAT	57.14%		73.91%		16.77 percentage points	**80%**

District # 287 District Name: Troy School District

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)
	# students who scored proficient on the 8th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		11	15	18	23		
	% students who scored proficient on the 8th grade ELA ISAT	73.33%		78.26%		4.93 percentage points	**80%**
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
		11	20	12	15		
	% students who scored proficient on the 6th grade math ISAT	55.00%		80.00%		25 percentage points	**85%**
	# students who scored proficient on the 6th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		10	20	10	15		
	% students who scored proficient on the 6th grade ELA ISAT	50.00%		66.67%		16.67 percentage points	**75%**
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
		13	14	18	19		
	% students who scored "proficient" on the Kindergarten Spring IRI	92.86%		94.74%		1.88 percentage points	**96%**
	# students who scored "proficient" on the Grade 1 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		14	18	11	14		
	% students who scored "proficient" on the Grade 1 Spring IRI	77.78%		78.57%		0.79 percentage points	**80%**

District # 287 District Name: Troy School District

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)
	# of students who scored "proficient" on the Grade 2 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		16	21	14	18		
	% students who scored "proficient" on the Grade 2 Spring IRI	76.19%		77.78%		1.59 percentage points	**80%**
	# students who scored "proficient" on the Grade 3 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		10	14	18	24		
	% students who scored "proficient" on the Grade 3 Spring IRI	71.43%		75.00%		3.57 percentage points	**80%**
NOTES:							

District # 287 District Name: Troy School District

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Effectively utilize available funds while increasing the number of advanced opportunity credits earned.	478 credits	500 credits
Increase the average amount of college scholarships receivd by graduating class.	$27,253	$30,000
Increase the amount of post-secondary enrollment rates for graduating seniors.	74%	80%
NOTES:		

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)
60% of kindergarten students who scored Basic or Below Basic on the Fall IRI who make at least a 1 performance category improvement on the Spring IRI	90%	50%
60% of first grade students who scored Basic or Below Basic on the Fall IRI who make at least a 1 performance category improvement on the Spring IRI	75%	60%
NOTES:		

2018-2019 Literacy Funding - Budget Estimator

Instructions: Fill in the number of students who scored Below Basic/1/Intensive and Basic/2/Strategic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2018-19 Proposed Budget.

	2015-2016 FALL IRI Results	2016-2017 FALL IRI Results	2017-2018 FALL IRI Results
# Students who Scored BELOW BASIC / 1 / INTENSIVE	11	18	11
# of Students who Scored BASIC / 2 / STRATEGIC	14	14	11
TOTAL Students Below Proficient	25	32	22

3 Year Average # of Students Below Proficient	26.33333333
ESTIMATED Funding Per Student	$350.00
ESTIMATED 2017-2018 LITERACY FUNDING	$9,216.67

COMBINED DISTRICT PLAN (2018-2019)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Name and Number: Troy School District #287						
Estimated Total Literacy Funding for 2018-2019 :		$9,216.67				

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
Intervention Teacher Stipend	Oct-May approx 73 hours @32.80/hr			2,394.40	2,394.40	25,402.00
				0.00		0.00
Benefits	stipend benefits (approximately)			296.35	296.35	9,234.00
			Personnel Subtotal	2,690.75	2,690.75	34,636.00

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
Read Naturally Live	Online Fluency	75	19.97	1,497.75	1,497.75	0.00
Accelerated Reader	Online Assessment	122	25.00	3,000.00	3,000.00	0.00
IXL ELA	Online letter/word lfuency	25	9.96	249.00	249.00	0.00
			Programs / Curricula Subtotal	4,746.75	4,746.75	0.00

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
				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 iStation	29	600.00	17,400.00	14,400.00	3,000.00
Aimsweb	Fluency Assessment	125	4.50	562.50	562.00	0.50
AR books (grades k-3)	AR books	200	10.00	1,216.00	1,216.00	0.00
			Other Costs Subtotal	1,778.50	1,778.00	0.50
			TOTAL COSTS & BUDGET	$9,216.00	$9,215.50	$34,636.50