

# POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25

## Continuous Improvement Plan

### 2016 – 2017

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#### **Mission:**

The Pocatello/Chubbuck School District will:

- Create and sustain a culture of learning embedded with high expectations and accountability for students, staff, parents and the community;
- Value the uniqueness of each student;
- Foster caring relationships among students and adults through mutual trust and respect;
- Provide a safe, supportive and orderly learning environment for all to learn and work;
- Engage students through use of varied learning strategies;
- Ensure adequate time for students to demonstrate proficiencies;
- Incorporate relevancy into rigorous academic learning experiences;
- Prepare students to respect and celebrate diversity;
- Engage all students to develop character, social/emotional assets and a positive work ethic;
- Provide and maintain facilities that meet the future academic needs of students;
- Support staff members in their commitment to meeting the needs of all learners.

#### **Vision:**

The Pocatello/Chubbuck School District empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation for the arts, and acquire the skills necessary to live a healthy lifestyle.

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#### **Analyses of Demographic Data**

	<b>2015-2016</b>	<b>2016-2017</b>
Male	51.57%	51.52%
Female	48.43%	48.48%
White	80.12%	79.70%
Black/African American	0.97%	0.92%
Asian	1.08%	1.10%
Native American/American Indian or Alaska Native	4.40%	4.26%
Hispanic/Latino	9.03%	9.49%
Native Hawaiian or Other Pacific Islander	0.79%	0.73%
2+ or more races	3.60%	3.81%
Free/Reduced Lunch Program	53.44%	56.83%
Received Special Education (IEP Students)	10.62%	9.86%

Note: 2015-16 data as of 6/30/2016; 2016-17 data as 9/7/2016

## Statewide Student Readiness & Improvement Metrics (Benchmarks set by LEA)

Goal	Performance Measure	SY 2015	SY 2016	SY17	Benchmark
<b>Career and College Readiness Metric:</b> The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam	% students meeting college ready benchmark on SAT (1500)		32% baseline		37%
	% Increase in number of students meeting college ready benchmark		baseline		5% increase
	% of 11 <sup>th</sup> & 12 <sup>th</sup> grade students that access Fast Forward/Advanced Opportunities funding (dual credit, AP, CTE)		37.6%		5%
	% of students graduating	90.24%	Will not be released until Feb. 2017		90%
<b>High School Readiness Metric:</b> The number and percentage of students meeting proficient or advanced on the grade 8 Idaho standards achievement test in mathematics and English language usage.	% of students scoring proficient or advanced on 8 <sup>th</sup> grade ISAT ELA	58% ELA 42% Math	61% ELA 46% Math		63% ELA 48% Math
<b>Grade 6 Readiness Metric:</b> The number and percentage of students meeting proficient or advanced on the grade 5 Idaho standards achievement test in mathematics and English language usage	% of students proficient or advanced on the 5 <sup>th</sup> grade ISAT	58% ELA 39% Math	61% ELA 50% Math		63% ELA 52% Math
<b>Grade 4 Readiness Metric:</b> The number and percentage of students meeting proficient or advanced on the grade 3 Idaho standards achievement test in mathematics and English language usage	% of students proficient or advanced on the 3 <sup>rd</sup> grade ISAT	54% ELA 53% Math	55% ELA 56% Math		57% ELA 58% Math
<b>Grade 4 Reading Readiness Metric:</b> The number and percentage of students reading at grade level on the spring grade 3 statewide reading assessment.	Increase in the number of student proficient on the Spring IRI	75.99% IRI	76.82% IRI		85% or +5% from Fall to Spring
<b>Grade 3 Reading Readiness Metric:</b> The number and percentage of students reading at grade level on the spring	% of students identified as reading at grade level on the Spring IRI	72.16%	74.74%		80% or +5% from Fall to Spring

grade 2 statewide reading assessment.					
<b>Grade 2 Reading Readiness Metric:</b> The number and percentage of students reading at grade level on the spring grade 1 statewide reading assessment.	% of students identified as reading at grade level on the Spring IRI	72.85%	72.33%		70% or +5% from Fall to Spring
<b>Grade 1 Reading Readiness Metric:</b> The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment.	% of students identified as reading at grade level on the Spring IRI	86.12%	85.35%		60% or +5% from Fall to Spring

**POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25**  
**Literacy Intervention Program**  
**2016-2017**

School District	Pocatello/Chubbuck School District #25	
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The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available

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Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

### Program Summary (2015-2016)

Individual schools submitted extended reading plans to the state for the 2015-2016 school year. Each of the thirteen elementary school's plans varied according to resources available and the need of the students in the school. Across the district, the process used to determine students in need of interventions began with universal screeners given to all kindergarten through fifth grade students. (Chart A). The screeners were analyzed by teams in each school to identify students who may need additional support. Diagnostic assessments were then given to each of these students to determine specific needs and to guide the selection of appropriate interventions. Chart B describes the research-based protocol interventions used throughout the district.

Interventions in first through third grade occur within the school day. The schedule for kindergarten interventions varies between schools, but all are offered in addition to the regular school day.

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**Literacy Intervention Program**  
**2016-2017**

**Program Summary (2016-2017)**

**A)** The district has a well-defined, consistent process to identify students in need of interventions, to assign protocol interventions, and to monitor student progress. Universal screeners are administered to each K-5<sup>th</sup> grade student three times a year, and a team approach to analyzing data and identifying students in need of interventions is utilized at each school. The following is a list, by grade level, of reading screeners used in the district.

**Reading Universal Screening Assessments 2016-17**

**Chart A**

Grade	Fall/Winter/Spring
Kindergarten First Grade	<ul style="list-style-type: none"> <li>· IRI</li> <li>· Critchlow Verbal Lang.</li> <li>· Six Traits Quick Write Screener using district prompt and Scoring Checklist</li> </ul>
Second & Third Grade	<ul style="list-style-type: none"> <li>· IRI</li> <li>· STAR Reading Scale Score (September and November)</li> <li>· Critchlow Verbal Lang.</li> <li>· Six Traits Quick Write Screener using district prompt and Scoring Checklist</li> </ul>
Fourth & Fifth Grade	<ul style="list-style-type: none"> <li>· STAR Reading Scale Score (September and November)</li> <li>· Critchlow Verbal Lang.</li> <li>· Six Traits Quick Write Screener using district prompt and Scoring Checklist</li> </ul>

Across the district, when students are identified as having a deficit, diagnostic assessments are administered and protocol, research-based interventions implemented to meet student needs. Parents are notified and invited to participate in the development of a literacy intervention plan, which is documented in Mileposts. Once students are placed in an intervention and a plan developed, student progress is monitored through regular probes. The progress monitoring data is maintained and analyzed using Mileposts. The following chart (Chart B) identifies the research-based, protocol interventions used in the district, the diagnostic assessment used to place students in a particular intervention program, and the probes used to track student progress on the targeted skill. All intervention programs and assessments are based on the stages of literacy development and incorporate the literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension) critical for development over time. Literacy Intervention funds will support the purchase of leveled readers to expand the guided reading libraries in the schools.

**B)** Chart B identifies, by grade level, the protocol intervention programs and strategies that are used across the District. The selected intervention programs are proven effective, research based interventions designed to develop students' skill needs in phonemic awareness, decoding, vocabulary, comprehension, and fluency. In addition to the intervention programs, the district's core program is continually monitored to determine if student's needs are being met through core instruction.

**Protocol Interventions for Reading**

**Chart B**

Program	Grade Level	Program Description	Implementation	Diagnostic Assessment/ Program Placement	Instructional Level (Skills Based) Probes

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<b>Lexia CORE 5</b>	PreK – 5	Web based instruction and practice with an emphasis on phonological awareness, phonics, vocabulary, fluency, and comprehension skills. Teacher intervention based on skills report integral to program success. Student specific targeted instruction based on assessment.	<i>Tier 2 &amp; 3</i> Placement test prescribes <i>recommended usage for each individual student</i>	Phonological Awareness Test (PAST), Emerging Literacy Screener, CORE Phonics Survey TOWRE (Test of Word Reading Efficiency), Timed Word Spree, Dictation Sentence, Correct Word Sequence	Phonics Probes Phonological Awareness Progress Monitor Dictated Sentence Word Spree  <b>Monitor Lexia reports consistently:</b> Reports in Lexia include: Student Usage Report Detailed Student Skills Report Student Progress Report Student Skills Report Student Combined Report
<b>SOAR to Success</b>	K-5	Teacher directed small group instruction (7 students maximum) with an emphasis on: K-2: Phonological awareness, phonics, fluency, vocabulary, and comprehension 3 – 5: Application of phonological awareness, phonics and fluency skills. Uses reciprocal teaching to teach vocabulary and comprehension. One grade level below Tier I ELA curriculum resource.	K – 2: 30 minutes per day  3 – 5: 30 – 40 minutes per day	Phonological Awareness Test (PAST), Emerging Literacy Screener, CORE Phonics Survey or Phonics Decoding Screening Test (found in the back of the SOAR book) TOWRE (Test of Word Reading Efficiency), Timed Word Spree, Dictation Sentence, Correct Word Sequence	Phonics Probes Phonological Awareness Progress Monitor Dictated Sentence Word Spree Running Record Retell and Oral Reading Check <b>Benchmark Assessment</b> which includes Fluency, Phonemic Awareness, Phonics, High Frequency Words and Comprehension for K-2. <b>Benchmark Assessment</b> for 3-5 includes Fluency and Comprehension Retelling and Oral Reading Checks
<b>Casa Grande Phonics Lesson Plans</b>	1 – 5	The lesson plan correlates to research-based principles of phonics instruction: Instruction is explicit, systematic, and sequential.	30 minutes per day	Emerging Literacy Screener, CORE Phonics Survey, Words Their Way Primary Spelling Inventory	Phonics Probes
<b>Guided Reading</b>	K-5	Guided reading is small-group reading instruction designed to provide differentiated instruction that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. Student specific targeted instruction based on assessment.	30 minutes daily	Running Records Phonological Awareness Test (PAST), Emerging Literacy Screener, CORE Phonics Survey, Timed Word Spree, Dictation Sentence, Correct Word Sequence	Phonics Probes Phonological Awareness Progress Monitor Running Record Retell and Oral Reading Check Dictated Sentence Word Spree
<b>Imagine Learning</b>	Pre-K-6	Imagine Learning incorporates five components of reading:	A minimum of 20 minutes per day 5 days a	Phonological Awareness Test (PAST),	The <a href="#">Action Areas Tool</a> pinpoints which skills students are struggling with

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**2016-2017**

	phonological awareness, phonics, fluency, vocabulary, and comprehension. Students are taught reading strategies and then are guided as they read literature and informational text adapted to their skill level.	week/ 100 hours per week	Emerging Literacy Screener, CORE Phonics Survey TOWRE (Test of Word Reading Efficiency), Timed Word Spree, Dictation Sentence, Correct Word Sequence	and provides focused intervention printouts and activities. The new Growth Reporting tool offers a historical view of student growth compared to similar students within a desired progression range.
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**C)** Interventions for students in grades one through three will be offered during the school day while interventions for kindergarten students will be offered as an extension to the school day. In our district, kindergarten students attend school on an alternate day schedule, either on Tuesdays and Thursdays or Wednesdays and Fridays and every other Monday. The kindergarten interventions will occur outside of their normal schedule and will vary by need and the resources in the school. Some schools have designed an extended program, supported with Title I funds, where students in need of interventions attend every day. To provide intervention time, other schools are having students attend every Monday, instead of alternate Mondays, and have students attend intervention for all or part of a day in addition to their regularly scheduled kindergarten day. In all plans, students whose skills fall in the below basic range, receive more than the minimum sixty hours of additional instruction and students whose skills are basic receive more than thirty hours of additional instructional time in reading.

**D)** The Pocatello/Chubbuck School District supports and encourages job-embedded, on-going professional development in literacy. District level literacy, math, behavior, and new teacher coaches meet regularly with teachers throughout the district, individually and in groups, to provide support and professional development. This model is an avenue for teachers to receive differentiated professional development and to utilize the coaches to support individual areas of need. Technology coaches also play a key role in professional development in the implementation of technology-based literacy programs and in the use of Mileposts to develop plans and progress monitor students.

Each elementary school with a Schoolwide Title I program has a lead interventionist who oversees all of the interventions, monitors reports of protocol interventions, and provides support and expertise to teachers in the school. The one school without a lead interventionist has a designated teacher who assumes that role. These interventionists meet monthly with district coaches for on-going literacy training and collaboration. Para professionals at all schools also attend monthly literacy training with specific attention given to protocol interventions.

Literacy instruction is also supported through writing coaches at each building. These coaches are teachers who receive a leadership premium for their role to support literacy and writing in the schools. They meet monthly with district level writing coaches and are then responsible to provide professional development and on-going, job embedded support to the teachers in the school.

Last year, the district literacy coach began training interested teachers in guided reading. This year, the coach will expand on this professional development with the goal that all district kindergarten and first grade teachers receive training in guided reading. Time, during or beyond the school day, will be designated at each school for teachers in professional learning communities to meet regularly to monitor the implementation of guided reading in the classroom and to work collaboratively as they analyze data, plan interventions, and monitor student progress. Literacy intervention funds will be used to support the active role the literacy coach assumes in providing this professional development, and the funds will also be used to provide substitutes for teachers to collaborate and to attend guided reading and literacy trainings.

# POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25

## Literacy Intervention Program

### 2016-2017

To continue exploring and expanding our knowledge and expertise in literacy development, staff members will attend training by notable experts outside of the district. As we continue learning, this will influence and guide our path to meet the needs of students in our district.

#### Comprehensive Literacy Plan Alignment

The Idaho Comprehension Literacy Plan delineates four essential elements of a comprehensive literacy plan: collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. The Pocatello/Chubbuck School District #25 Literacy Plan clearly incorporates these elements within the plan in the following ways.

**Collaborative Leadership:** Multi-level support is given by the district to provide strategic guidance, support resources, encourage partnerships, and share knowledge. At the district level, our School Board, Superintendent, and administrative staff place a high emphasis on the development of literacy as demonstrated through time and resources dedicated to the literacy efforts included in the plan. Collaborative leadership in support of literacy is evident throughout the plan in the following ways

- Teacher leaders serve as unit developers to create and revise units of instruction and to support implementation of the units,
- District ELA coach works with teachers to develop skills and ensure that resources are in place to meet students' needs,
- Lead building interventionists ensure that there is a coordinated system of support at the building level for students who struggle with literacy skills,
- Professional learning communities are provided the time and resources to work together to monitor student progress and ensure that all students are progressing.
- Writing coaches at each building, compensated with state leadership premiums, support writing instruction and intervention.
- Parents and stakeholders join the collaborative effort through involvement in literacy activities at each school.

**Developing Professional Educators:** The Pocatello/Chubbuck School District #25 has a well-defined professional development plan to support educators in developing and implementing a working knowledge of literacy education. Section D of the Literacy Plan above defines strategies that are incorporated to develop the literacy skills of educators in the district. Each Monday is an early release day designated for professional learning communities and professional development. The plan also provides for teachers to have release time for additional collaboration and professional learning in an effort to ensure that the professional development is job-embedded and on-going.

**Effective Instruction:** The Pocatello/Chubbuck School District #25 recognizes the impact that effective instruction and interventions have on student achievement. A core curriculum, based on the Idaho Achievement Standards, has been established with an emphasis on integration of literacy instruction and writing in all content areas. The curriculum clearly addresses all aspects of literacy, including phonics, phonemic awareness, fluency, vocabulary, comprehension, writing and verbal communication. The literacy plan reflects a focused, comprehensive process to identify struggling readers and to provide interventions grounded in instructional best practices for all students.

**Assessment and Data:** The district has a Comprehensive Assessment Plan which defines the assessment system used in the district. Chart A and B in the literacy plan described above, delineates the screeners, diagnostic assessments, and progress monitoring used to provide meaningful literacy data. This data is analyzed in Building Leadership Teams to inform schoolwide instructional strengths and areas of need and within Professional Learning Communities to identify student strengths and needs.

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**Literacy Intervention Program**  
**2016-2017**

**Parent Involvement**

Each school in the district has a parent advisory committee which is an opportunity for parents to contribute their ideas on ways to involve parents and families in a child's learning. Community Resource Worker (CRW) works directly with families in the schools to stabilize families and support students. The CRW plays a pivotal role in connecting with families and determining meaningful ways to involve parents in their child's education. A calendar of parent involvement activities, with a focus on developing literacy and math skills, is developed by each school and linked to the school's continuous learning plan. The input at the school level was considered in the development of the district literacy plan.

After the IRI is given in the fall, parents are provided a letter indicating their child's score on the IRI. In the letter, parents of students who demonstrate a need for literacy intervention are notified that an intervention plan will be developed and that they will be included as part of the team who creates the plan. A meeting with each parent will be scheduled in early October and a literacy intervention plan developed at that time. Suggestions for activities that can be done at home to help develop literacy skills will be provided by the teacher at that meeting and during family literacy events scheduled throughout the year. As children participate in the literacy intervention, progress monitoring data will be entered into Mileposts and shared regularly with parents.

<b>Performance Metric (Chosen by LEA)</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>	<b>Benchmark (Chosen by LEA)</b>
% of students who scored "proficient" on the Kindergarten Spring IRI	83.12%	85.35%	5% increase from fall to spring
% of students who scored "proficient" on the Grade 1 Spring IRI	72.85%	72.33%	5% increase from fall to spring
% of students who scored "proficient" on the Grade 2 Spring IRI	74.74%	72.16%	5% increase from fall to spring
% of students who scored "proficient" on the Grade 3 Spring IRI	75.99%	76.82%	5% increase from fall to spring
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	54%	55%	57%
% of teachers in K and 1 participating in Guided Reading professional development		No data available	100%
% of teachers in grades 2-5 participating in Guided Reading professional development		No data available	50%
Increase in average STAR scale score for 2 <sup>nd</sup> grade, fall to spring		No data available	Increase fall 2016 to spring 2017
Increase in average STAR scale score for 3 <sup>rd</sup> grade, fall to spring		No data available	Increase fall 2016 to spring 2017

**Notes/Comments**

\*Professional development in guided reading will begin during the 2016-2017 school year with the goals for participation reflected in the chart.

\*\*This will be the first year for STAR scale score data to be collected, as such, prior year data is not available for comparison. Goals are set for an increase from fall 2016 to spring 2017.

POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25  
 2016-2017 Literacy Intervention Plan - Previous Year's Expenditures

Funding Received for 2015-2016 :	\$56,463.00
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<b>Personnel</b>				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Para professionals	reading aides to support interventions		8.42/hr	45,180.00
				0.00
Benefits				4,273.00
<b>Personnel Subtotal</b>				<b>49,453.00</b>
<b>Programs / Curricula</b>				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
				0.00
<b>Programs / Curricula Subtotal</b>				<b>0.00</b>
<b>Transportation</b>				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
Item	Details	# Items	Cost Per Item	Total Cost
Supplies/printing	supplies/printing to support interventions			2,130.00
				0.00
				0.00
<b>Other Costs Subtotal</b>				<b>2,130.00</b>
<b>TOTAL COSTS</b>				<b>\$51,583.00</b>

**POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25**  
**College and Career Advising and Mentoring Plan**  
**2016-2017**

School District	Pocatello/Chubbuck School District #25	
Contact	Name: Jan Harwood	Phone: 208-235-3228
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**Summary of 2015-2016 School Year College & Career Advising Efforts:**

**September:**

- Schedule pickup: as seniors get their schedules, counselors discuss Advanced Opportunities with them and their parents and make class changes to take advantage of the opportunities.
- Class change time: continue the activity listed above.
- Enroll students in Dual Credit classes with the colleges, and help students create Advanced Opportunities portals and apply for funding for Dual Credit classes.
- Host Senior Parent meeting to discuss Advanced Opportunities, Dual Credit classes, Financial Aid, and senior year goals.

**October:**

- Senior class presentations: go into government classes to discuss senior year goals and deadlines, Financial Aid/FAFSA, and any other issues the students have.
- Career Fair: on the day of the PSAT, 9<sup>th</sup> and 11<sup>th</sup> graders attend a career fair. This gives them an opportunity to meet with people in the career, and to gain valuable information.

**November:**

- Freshmen classes: go into freshmen math classes to help the 9<sup>th</sup> graders build their 4 year high school plans. Discuss CTE classes as well as dual enrollment classes and Advanced Opportunities. Introduce CIS as a way to explore careers.
- If Dual Enrollment classes begin 2<sup>nd</sup> trimester, enroll those students in Dual Credit classes with colleges, and help students sign up for Advanced Opportunities funding for those classes.

**December:**

- Sophomore classes: go into sophomore English classes and present on career opportunities. Have students use the CIS program to complete an interest inventory to see what careers may fit their interests. Show students how the CIS program can connect careers to education, then to specific colleges for that career. Help students update their 4 year high school plan. Discuss CTE classes as well as dual enrollment classes and Advanced Opportunities.

**January:**

- Junior classes: go into junior history classes to present on the college selection process. Have students use the CIS program to look at how their preferences match up to colleges, and have them see which colleges might fit their interests. Help students update their 4 year plans, and register for the SAT test.

**February:**

- Go to the middle schools to introduce students to the high school registration process. Go over pertinent information in the high school handbook; conduct parent workshops for parents of middle school students to help them understand the Advanced Opportunities offerings in the district.

**March:**

- Host parent meeting for 11<sup>th</sup> grade parents. Go over the registration process, Advanced Opportunities, and Dual Credit classes. Discuss their student's senior year and financial aid.

# POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25

## College and Career Advising and Mentoring Plan

### 2016-2017

#### April:

- Review and revise 4 year plans for all current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. Assist in final college applications, transcript requests, and scholarship applications

#### 2016-2017 College and Career Advising Model used by the LEA:

As the Pocatello/Chubbuck School District explored each of the College and Career Advising Models suggested by the state, we noted that the Transition Coordinator Model was most closely aligned with our agreed upon objectives. Specifically, we wanted to support the “middle 50% of high school students who may not be considering higher education.” Our school counselor to student ratio is about 1:400 and our counselors masterfully meet the needs of our students whose families have the resources and knowledge to pursue higher education. However, we want to ensure that all students have access to high quality advising as they plan for the “next step.” Consequently, the District opted to use a modified Transition Coordinator Model for its College and Career Advising program. Rather than transition coordinators coming from post-secondary institutions, we have employed four College and Career Advisors whose major focus includes the transitions from middle school to high school, from early high school to later high school, and from high school to college and career. Our purpose is to provide college and career advising for high school students transitioning to post-secondary institutions or careers and to provide academic advising for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade students in the development of four year plans, particularly those students who may have been underserved or overlooked in the past. The advisors reflect a myriad of experiences, but each has a post-secondary degree and experience related to college and career advising.

The Director of Secondary Education and the high school principals captured the major responsibilities of the College and Career Advisors in the following job description:

The primary responsibilities of the College and Career advisors will include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students, including family nights.
- Support students to enroll in Dual Credit/CTE programs that are tied to their academic and career plans
- Assist families in identifying scholarships and funding sources for college and career plans.
- Aid in the completion of postsecondary applications, FAFSA, and scholarship applications
- Assist high school counselors in planning and conducting college and career advising events.
- Work with Director of Secondary Education and CTE Coordinator to provide academic advising events for 8<sup>th</sup> grade students and their parents.
- Work with school counselors in completing the online academic planning process, with an emphasis on the completion of four year plans for 8<sup>th</sup> grade students.

Although the College and Career Advisors are a district team, each has also been assigned to one of the three comprehensive high schools and the alternative high school. Their placement in the schools provides for the development of relationships with individual students and their families. The advisors also work closely with the counselors and the school administrators. One advisor has extensive experience working with minority students and their families, and we are capitalizing on this experience.

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**College and Career Advising and Mentoring Plan**  
**2016-2017**

One advisor has been identified as the Lead Advisor and this person is helping to identify professional development opportunities and, in some cases, to provide professional development.

**Summary of college and career advising and or mentoring plan, break out plan by grade level:**

8 <sup>th</sup> Grade	Parent meetings to inform parents of Advance Opportunities; Counselors and teachers work with students regarding 4 year plans; Students and parents attend elective fairs at local high schools.
9 <sup>th</sup> Grade	Counselors/Career Advisors meet with students to review/revise 4 year plans with intentional focus on Advanced Opportunities classes and programs; Begin preparation for college and career; Conduct parent workshops on college and high school course preparation; Attend school elective fair.
10 <sup>th</sup> grade	PSAT, PSAT interpretation with emphasis on course and career planning; Conduct parent workshops on college and high school course preparation; Classroom presentations; Students to attend Tech Expo.
11 <sup>th</sup> Grade	PSAT, SAT, PSAT and SAT interpretation with emphasis on course and career planning; Conduct parent workshops on college and high school course preparation.
12 <sup>th</sup> Grade	FAFSA education for students and parents; Conduct parent workshops on college and high school course preparation; Workshops on scholarship preparation for students and parents; ISU Majors Fair.

Performance Measure	Baseline Data (Last Year)	Benchmark
Number of Students Served from the College and Career & Mentoring Plan	0	75%
Number of Learning Plans developed during Grade 8 and number of learning plans reviewed annually by grade level	All students in Grades 9-12	95%
Number of Students Graduating High School with a Career Technical Certificate	12	15
Number of Students Graduating High School with an Associate's Degree	0	1
Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (school district and charter school go on rates may be retrieved from the State Board of Education)	1 Year: 442	5% increase
	1 Year: 50.9%	
	2 Year: 201	5% increase
	2 Year: 46.2%	
Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> grade students who accessed Fast Forward/Advanced Opportunities Funding	37.6%	42%
Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> grade students who enrolled in Dual Credit, AP, and CTE exams	88.2%	90%

POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25  
College and Career Advising and Mentoring Plan - Previous Year's Expenditures 2015-2016

<b>Funding Received for 2015-2016 :</b>	
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<b>Personnel</b>				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
College and Career Advisors	College and Career Advisors assigned to each high school			0.00
Lead College and Career Advisor	Lead Advisor	3.0	0.00	0.00
Benefits	College and Career Advisors assigned to each high school	1.0	0.00	0.00
Benefits	Lead Advisor	4.0	0.00	0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Supplies/Equipment</b>				
Item	Details	# Items	Cost Per Item	Total Cost
Office Supplies for Advisors	General office supplies:Parent Workshops			0.00
Equipment for Advisors	Laptops, Printers			0.00
				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>Transportation</b>				
Item	Details	# Students	Cost Per Student	Total Cost
Field Trips	Higher Education Institutions			845.00
				0.00
<b>Subtotal</b>				<b>845.00</b>
<b>Other Costs</b>				
Item	Details	# Items	Cost Per Item	Total Cost
Mileage for Advisors	Travel: Between schools and higher education institut	0	0.00	0.00
Supplies for Parent Workshops		0	0.00	2,000.00
		0	0.00	0.00
<b>Subtotal</b>				<b>2,000.00</b>
<b>Professional Development/Training</b>				
Item	Details	# Items	Cost Per Item	Total Cost
Attendance at SDE Advanced Opportunities training	Included Lead Advisor, Program Administrative Assistant;	0	0.00	0.00
Attendance at various trainings, IDLA, Ad Ops				0.00
<b>Subtotal</b>				<b>0.00</b>
<b>TOTAL COSTS</b>				<b>\$2,845.00</b>