

# MADISON SCHOOL DISTRICT



**Caring Community Schools**

**CONTINUOUS IMPROVEMENT PLAN**

**AND ANNUAL REPORT**

**2017-2018**

**MADISON SCHOOL DISTRICT  
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING  
2017-2018**

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Mission: Caring Community Schools

Vision: Madison School District 321 will ensure a quality education by focusing on academic success, instilling a love for learning and preparing all students to be productive citizens.

Guiding Principles:

- Education is the foundation for success.
- Effective teaching is essential
- All students are valued and deserve opportunities to learn.
- All students have a unique capacity to learn.
- We will instill personal responsibility in the students as a primary factor in academic success.
- We will provide a safe, respectful, and caring learning environment.
- We believe education is a collaborative effort involving the school, home, and community.
- We believe in nurturing the whole child.

## **GOALS**

### **1. Student Achievement and Growth Data**

**Smart Goal:** By 2018 Madison School District #321 students in 2nd and 3rd grades will meet or exceed the IRI grade level benchmark goal in reading.

**Measureable Target:**

2<sup>nd</sup> Grade – 80%

3<sup>rd</sup> Grade – 85%

**Key Performance Indicators for 2017-2018:**

2nd and 3rd grade students will participate in the Idaho Reading Indicator in the fall and spring of each year.

IRI Spring 2017				
District Wide	Kindergarten	1st	2nd	3rd
<b>Benchmark Goal</b>	<b>60%</b>	<b>70%</b>	<b>80%</b>	<b>85%</b>
Benchmark	95%	78%	72%	77%
Strategic	3%	12%	14%	13%
Intensive	2%	9%	14%	11%

**Previous Years Goal:**

IRI Spring 2016				
District Wide	Kindergarten	1st	2nd	3rd
<b>Benchmark Goal</b>	<b>60%</b>	<b>70%</b>	<b>80%</b>	<b>85%</b>
<b>Benchmark</b>	91%	74%	72%	78%
<b>Strategic</b>	5%	16%	13%	12%
<b>Intensive</b>	3%	9%	15%	10%

(See Appendix A: Literacy Plan)

## 2. College and Career Readiness

**Smart Goal:** By 2020, all students in Madison School District #321 (who are not assessed through the alternative assessment) will participate in at least one college advancement exam (ACT, SAT) to evaluate college readiness. Counselors will promote Idaho's Advanced Opportunities Program for all students, which formerly included the 8 and 6 Program, Early Completers Program and Fast Forward Program. All Madison School District students will meet at least once per year with a college and career advisor to discuss plans for after high school.

**Measureable Target:** 100% of 10<sup>th</sup> grade students at Madison High School will participate in the PSAT. 100% of all 11<sup>th</sup> grade students in Madison School District will participate in the SAT. 100% of Madison School District students will meet at least once per year with a college and career advisor to discuss plans for after high school.

### Key Performance Indicators for 2017-2018:

#### Junior High School:

- Sometime in either 7<sup>th</sup> or 8<sup>th</sup> grade all students will be notified about Idaho's Advanced Opportunities Program. 8 and 6 Program participants need to be identified.

#### High Schools:

- The percent of 10th grade students who meet the PSAT's college ready benchmarks will meet or exceed the percent of Idaho students who meet the benchmarks.
- The percent of 11th grade students who meet the SAT's college ready benchmarks will meet or exceed the percent of Idaho students who meet the benchmarks.
- The percent of 12th grade students who graduate from our high schools in four years will meet or exceed the percent of Idaho students who graduate in four years.

(See Appendix B for College and Career Readiness Plan)

### Previous Years Goal:

Madison School District Students with College and Career Readiness Plans			
Grade Level	# of Students	Students with College and Career Plans	Percentage of Participation
12 <sup>th</sup>	407	403	99%
11 <sup>th</sup>	401	398	99%
10 <sup>th</sup>	378	376	99%
9 <sup>th</sup>	382	382	100%
8 <sup>th</sup>	398	398	100%

\*10<sup>th</sup> grade includes Madison High School, not Central Alternative High School

SAT Comparison Proficiency Comparison			
	Madison 321	Idaho	% Above State
English Reading Writing	72%	60%	+12%
Math	49%	34%	+15%
Participation	100%	94%	+6%

PSAT Comparison Proficiency Comparison			
	Madison 321	Idaho	% Above State
English Reading Writing	76%	63%	+13%
Math	50%	38%	+12%
Participation	100%	94%	+6%

(See Appendix B: College and Career Readiness Plan)

### 3. Graduation Rates

**Smart Goal:** 96% of Madison School District students will graduate from high school.

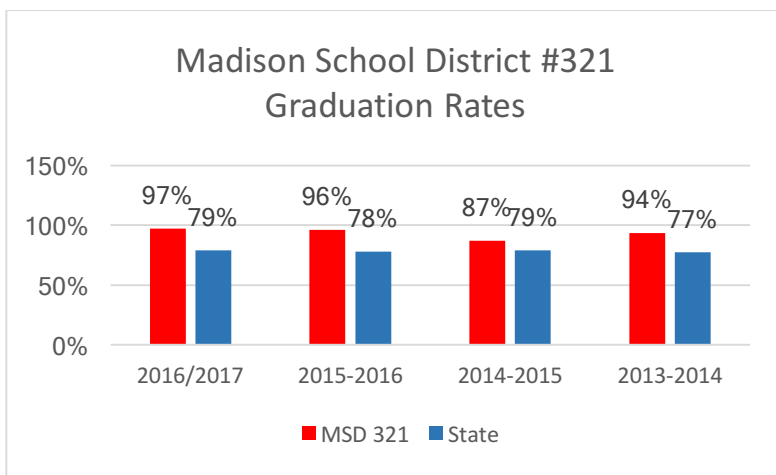
**Measurable Target:**

Madison School District will exceed the average Idaho State Graduation Rate of 78.9%.

**Key Performance Indicators for 2017-2108:**

Students that graduate in four years of high school will be counted towards the graduation rate.

**Previous Years Goal:** In the 2016-17 school year Madison School District had a 97% graduation rate.



**Report of Progress (2016-2017)**

Goal	Performance Measure/Indicator		SY 2016	SY 2017	SY16-SY17 Improvement	Benchmark/ Performance Target
All students will be college and career ready at graduation	# and % of students meeting college ready benchmark in math on the SAT		69%	72%	-3%	60% (10% annual Improvement)
			269	258		10% increase (605)
	# and % of students meeting college ready benchmark in reading and writing on the SAT		49%	49%	0%	95% (10% annual improvement)
			190	175		20% increase
	# of learning plans (developed in grade 8) reviewed by grade level		382	382	0	100% reviewed annually (500)
			0	354	354	100% reviewed annually (600)
			0	398	398	100% reviewed annually (700)
			0	370	370	100% reviewed annually (800)
	# and % of students who go on to some form of postsecondary education 6 months after graduation			52%		10% annual increase (660)
				123		60%
	# and % of students who go on to some form of postsecondary education 3 yr after graduation			85%		10% annual increase (660)
				201		80%
	# of students receiving/participating in college and career advising and	12	0	403	99%	100 % (400)
		11	0	398	99%	100 % (300)
		10	0	354	99%	100 % (200)
		9	0	382	100%	100 % (200)
		8	0	398	100%	100 % (100)

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	mentoring by grade level				
	% of high schools students graduating with an associate's degree (3)	1%	1%	Same	50%
	% of high school students graduating with an industry recognized certification (18)	4%	5%	1%	80%
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 <sup>th</sup> grade math ISAT	31%	23%	-8%	90%
		85	69		10% increase (385)
	# and % of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	32%	25%	-7%	99%
		90	81		10% increase (605)
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6 <sup>th</sup> grade Math ISAT	44%	39%	-5%	90%
		118	130		10% increase (385)
	# and % of students scoring proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT	55%	46%	-9%	99%
		156	162		10% increase (605)
All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	78%	77%	-1%	90%
		314	309		10% increase (275)
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	72%	72%	0%	75%
		292	283		10% increase (385)
		74%	78%	+4%	95%

	# and % of grade 1 students identified as reading at grade level on the Spring IRI	299	309		10% increase (165)
	# and % kindergarten students identified as reading at grade level on the Spring IRI	91%	95%	+4%	55%
		372	363		10% increase (116)
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	96%	97%		99%
	Parent Participation at parent/teacher conferences	95%	95%	0%	99%
Increase teacher engagement	Number of hours of job embedded professional development	80	90	+10	80
	Number of subject level multi-grade teacher teams	22	22	0%	10
	Number of hours available for mentor teachers to mentor or observe/team teach	16	16	0%	60
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	0%	100%

*[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]*



**Analyses of Demographic Data**

Analyses of demographic data from school district.

	<b>2015-2016</b>	<b>2016-2017</b>
Male	51%	50%
Female	49%	50%
White	90%	92%
Black/African American	1.07%	0.84%
Asian	1.05%	0.96%
Native American	0.49%	0.47%
Hispanic/Latino	6.76%	6.78%
Native Hawaiian/Pacific Islander	0.58%	0.53%
Free/Reduced Lunch Program	39%	36%
Received Special Education (IEP Students)	11%	11%

[REFERENCE PAGE]  
CONTINUOUS IMPROVEMENT PLAN

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**Idaho Code 33-320:**

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
  - ✓ Analyses of demographic data
  - ✓ Student achievement and growth data
  - ✓ Graduation rates
  - ✓ College and career readiness
  - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04](#).
6. Include a report of progress toward the previous year's improvement goals.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located:

[https://boardofed.idaho.gov/k\\_12/Training\\_For\\_School\\_Board.asp](https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp)

Section 33-1616, Idaho Code may be reference here: [33-1616](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#)

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located:  
[https://boardofed.idaho.gov/k\\_12/Training\\_For\\_School\\_Board.asp](https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp)  
Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](#)  
Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan.](#)

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website ***no later than October 1 each year.*** Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) Plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan they may be submitted as a single plan to the Office of the State Board of Education.

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

**APPENDIX A:****Literacy Intervention Plan****September 2017**

<b>School District</b>	<b>#321</b>	<b>Name: Madison School District</b>
<b>Superintendent</b>	Name: Geoffrey Thomas	
	E-mail: gmt@msd321.com	
<b>Literacy Plan Contact</b>	Name: Siri Pinnock	
	E-mail:pinnocks@msd321.com	

**Introduction**

In fulfillment of the requirements listed in Idaho Legislative bills H451 and H526, Madison School District has developed an intervention program for students' grades K—3 who scored below-basic (1) or basic (2) on the statewide reading assessment, the IRI.

**District Goals**

Shown below are the reported results from the state reading assessment administered in spring of 2017 compared with Madison School District goals.

<b>District Wide</b>	<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Benchmark Goal</b>	<b>60%</b>	<b>70%</b>	<b>80%</b>	<b>85%</b>
<b>Benchmark</b>	<b>91%</b>	<b>74%</b>	<b>72%</b>	<b>78%</b>
<b>Difference</b>	+31%	+4%	-8%	-7%
<b>Strategic</b>	<b>5%</b>	<b>16%</b>	<b>13%</b>	<b>12%</b>
<b>Intensive</b>	<b>3%</b>	<b>9%</b>	<b>15%</b>	<b>10%</b>

**Requirements and Plan**

Madison School District had two Elementary Buildings who were chose to pilot the new IRI---I Station--- Hibbard and South Fork. Madison opted to purchase the ISIP portion of the I Station program for all the other four Elementary building. Because all the students will be given the I Station screener/ diagnostic test, this will be used as the assessment piece for collecting data on the five areas in reading plus vocabulary --- phonemic

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awareness, decoding intervention, vocabulary, comprehension and fluency. District personnel will administer this diagnostic test before the end of the first two full weeks of school to K—3 students.

Using the results of the I Station test and identifying areas of weakness, a district literacy program will be developed integrating 90 minutes of a designated reading block during school time, and further intervention after school as needed. The details of the implemented district literacy program will be developed at the school level in committees which will include members of a literacy team such as teachers, district personnel such as the curriculum director or the district Reading Coach, the principal, and parents. The decisions of the building literacy team will be noted as the student’s reading improvement plan and reported to the district curriculum director by October 1.

Though the Literacy plan is presented at the district level these plans are developed on a student by student basis and at a building by building level and presented to parents for approval, validation, and support. The intervention plans include collaboration with the Title paraprofessionals, the general education teacher, special education teacher, district instructional coach, and principals to analyze the data from the assessments and decide the best plan for the student which could include in-class, pull-outs, or both throughout the school day.

#### **Details of the Student Reading Improvement Plan**

The student’s reading improvement plan designed by the literacy team will include

- A description of the current services that will be provided to the student.
- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

#### **Added Literacy Activities**

Because of the literacy needs of our younger students, our literacy goals, and the focus on literacy to all our staff, Madison School District has made the theme for this school year, 2017—2018, “Literacy, We Are Life Long Learners.” To kick off this theme we created a bus called the Literacy bus and added it to the Fourth Of July parade entries. We had two banners created and attached them to the sides of the bus. Volunteers then walked alongside the bus in the parade and handed out little “Keep Books.” Then later in the summer during the Federally mandated lunch days at the park, Madison School District employees handed out more “Keep Books” to attendees during the lunchtime.

#### **Comprehensive Literacy Plan Essential Elements**

- **Collaborative Leadership**  
Effective leadership is essential for successful implantation and maintenance of a sustainable comprehensive literacy program. Leadership will allow for strong and effective communication and partnerships between the schools and parents and other stake holders in the students’ lives. Our goal as a district is to emphasize developing school with strong cultures of collaboration and school-family-community partnerships. District and school leaders will schedule parent nights and other ways to provide time and resources for literacy in the schools and community.

- **Developing Professional Educators**

Such resources as libraries will be able to engage with the district and the individual buildings to share resources to provide literacy-focused professional development. Instructional coaches will provide assistance and modeling when needed. District-wide in-service trainings days provide times for sharing and helping especially first year teachers assess and provide intervention for needed students. Professional learning communities will include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact and applying new knowledge as a method for sustained professional development.

### **Madison School District Professional Development Opportunities for K—3 Teachers**

All K—3 teachers in Madison School District have completed the required Idaho Comprehensive Literacy Course. In addition to what the ISDE is requiring, Madison provides

- Four days of strategic training through district in-services on varying topics pertaining to literacy and pedagogy.
- Summer training on administering the fall diagnostic tests and using data to drive intervention and instruction.
- Intensive training on Classroom Management and intervention based on Harry Wong and the *Next Steps* manual.
- Monthly intervention discussion classes designed to train teachers on specific needs and intervention tools.

- **Effective Instruction and Interventions**

Effective instruction and interventions at the classroom level are critical in supporting the development of strong literacy skills. Our teachers will have training that will develop a strong understanding of language development and other areas of the Big Five of Literacy to provide individualized instruction through innovative ideas and best practices such as small flexible grouping, in-class tutoring, and one-on-one instruction according to the needs and the analysis of the data.

- **Assessment and Data**

By combining the state-wide assessment and classroom activities, benchmark assessments, and teacher observations, educators can increase student achievement within classrooms. These data should also inform all stakeholders of the effectiveness of the instructional programs and chosen tools of integration. Madison School District uses a full comprehensive assessment system to provide meaningful literacy data. These include the state IRI, diagnostic CORE measurement, DIBELS progress monitoring, and continues interim and weekly assessments and teachers' observations. These tools of assessment are administered early and use these data to improve instruction to help meet the needs of the students. Monthly data analysis meetings are held to analyze the effectiveness of the intervention and make plans according to the needs.

**Parental Notification**

The parent of any student in grades K-3 who exhibits a deficiency in reading will be notified in writing of the reading deficiency. The initial notification will include the following:

- A statement that his or her student has been identified as having a deficiency in reading.
- A copy of the student's reading improvement plan established by the literacy team.
- Strategies for parents to use at home in helping their student to succeed in reading.
- Letter to parents explaining the use of the new I Station program.

During the conference with the parents of the students who exhibit a deficiency in reading, the parents will be encouraged to work with the child at home using online programs such as MobyMax, the Houghton-Mifflin-Harcourt Journeys program online parent recourses, nightly read-a-louds, and other ideas the teachers may have to help the parents help the students become proficient readers.

**Suggested Strategies for Parents**

Madison School District has in place the following tools to help parents implement a plan at home for helping students succeed in reading.

- MobyMax---an online intervention program for reading and other subject areas.
- Reading Eggs---an online intervention program for reading.
- Think Central ---Houghton Mifflin Harcourt program specific online intervention resources.
- Building implemented Reading Nights for families.
- Teacher suggested activities.
- Encouragement to parents to have reading time every night with the student.

<b>REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)</b>	<b>SY 2015-16 (Yr 1)</b>	<b>SY 2016-17 (Yr 2)</b>	<b>Improvement / Change (Yr 2 – Yr 1)</b>	<b>Benchmarks (LEA Chosen Spring 2018 Performance Targets)</b>
# of students who scored “proficient” on the Kindergarten Spring IRI	372	363	+4%	60%
% of students who scored “proficient” on the Kindergarten Spring IRI	91%	95%	+4%	60%
# of students who scored “proficient” on the Grade 1 Spring IRI	299	309	+4%	79%
% of students who scored “proficient” on the Grade 1 Spring IRI	74%	78%	+4%	79%
# of students who scored “proficient” on the Grade 2 Spring IRI	292	283	SAME	80%
% of students who scored “proficient” on the Grade 2 Spring IRI	72%	72%	SAME	80%
# of students who scored “proficient” on the Grade 3 Spring IRI	314	309	-1%	85%
% of students who scored “proficient” on the Grade 3 Spring IRI	78%	77%	-1%	85%

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## FY2018 LITERACY INTERVENTION EXPENDITURES BUDGET

<b>Literacy Intervention Funding Received for FY2018</b> Refer to funding distribution worksheet		\$ 194,186.00	<b>District ID</b> 321	<b>District Name</b> Madison	<b>Number of Students Served</b> 804	<b>804</b>
<b>Personnel</b>				<b>Expenditure Funding</b>		
Position / Item	Details	FTE	Cost	Total Cost	FY2017 Literacy Distribution	Other Funding
Reading Coach	Full time	1.0	81,626.04	\$ 81,626.04		
Asst. Reading Coach	Full time	0.5	43,381.92	\$ 21,690.96		
Reading Specialists in Buildings	Part time		33,606.05	\$ 33,605.05		
<b>Personnel Subtotal</b>				<b>\$ 136,922.05</b>	<b>\$ 136,922.05</b>	<b>\$ -</b>
<b>Curriculum/Materials</b>				<b>Expenditure Funding</b>		
Item	Details	# Items	Cost Per Item	Total Cost	FY2017 Literacy Distribution	Other Funding
Supplies	Purchasing Keep Books and preparing the Literacy Bus Training Supplies			\$ 27,000.00		
I Station Program	ISIP diagnostic screener	800		\$13,000.00		
				\$ -		
<b>Programs / Curricula Subtotal</b>				<b>\$ 50,000.00</b>	<b>\$ 50,000.00</b>	<b>\$ -</b>
<b>Transportation *costs can not exceed \$100 per student ( §33-1616)</b>				<b>Expenditure Funding</b>		
Item	Details	# Students	Cost Per Student	Total Cost	FY2017 Literacy Distribution	Other Funding
Travel	Conference and Trainings			\$10,000.00		
				\$ -		
				\$ -		
<b>Transportation Subtotal</b>				<b>\$ 10,000.00</b>	<b>\$ -</b>	<b>\$ -</b>

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Other Resources					Expenditure Funding	
Item	Details	# Items	Cost Per Item	Total Cost	FY2017 Literacy Distribution	Other Funding
				\$ -		
				\$ -		
<b>Other Costs Subtotal</b>						\$ -
<b>TOTAL COSTS</b>					<b>\$186,922.05</b>	<b>\$0.00</b>

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**APPENDIX B:****COLLEGE AND CAREER ADVISING AND MENTORING PLAN  
(2017-2018)**

Please note, effective July 1, 2016, pursuant to Idaho Code §33-1212A your school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your College and Career Advising and Mentoring Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All plans are due to the Office of the State Board of Education by October 1.

College and career advising and/or student mentoring is an essential component of a students' educational experience. Such advising and mentoring provide students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

Pursuant to Idaho Code §33-1212A, school districts and charter schools may employ non-certificated staff to serve in the role of college and career advisors and student mentors. Appropriate alternative forms of advising and mentoring must be research-based and may include the following:

1. High contact programs such as:
  - a. Near peer or college student mentors; and
  - b. Counselor, teacher or paraprofessional as advisor or mentor;
2. Collaborative programs such as:
  - a. Student ambassadors; and
  - b. Cooperative agreements with other school districts or postsecondary institutions; and
3. Virtual coach or mentor programs

School districts and charter schools must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.

School districts and charter schools must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services. School districts and charter schools must report annually on the effectiveness of their college and career advising programs as part of their annual continuous improvement plan.

<b>School District</b>	<b>Madison School District 321</b>	
Contact	Name: Darnea Lamb	Phone: 208-359-3300 x3418
	E-mail: lambd@msd321.com	

The plan must include:

1. The type of College and Career Advising and Mentoring model used;
2. Summary of college and career advising and mentoring used at each grade level (available resources/services by grade level or group of grades);
  - (i.e. if the district is using the same resources/services for multiple grades, you may group them in the same summary – please indicate this)
3. Current and projected budget (see Template 4);
4. Metrics chosen by the school district/charter school, required metrics, baseline data, and school district selected benchmark;
5. Previous year expenditures; and
6. Proposed budget for current year

Use additional space or pages as needed.

**College and Career Advising Model used by the LEA (if using research based model not identified in Section 33-1212A, Idaho Code, site research used:**

**Plan Description:**

Madison School District hired a Transition Coordinator to oversee college and career readiness advisors and three school level college and career readiness advisors. The transition coordinator was also in charge of the dual credit portal for funding. The transition coordinator worked at Madison High School, Central Alternative High School, and Madison Junior High School with an advisor working at each building as well. The advisors met with students to inform them about college options, admission requirements for various colleges, scholarships, financial aid, host high school College Day and Career Day activities, and plan other activities that encourage students to look toward the future and plan in advance. 235 12th grade students participated in an exit survey, which provided the district with student plans after high school.

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

(Summary can be grouped by multiple grade levels if plan treats grouped grade levels the same)

At **Madison Junior High School** students in 8<sup>th</sup> and 9<sup>th</sup> grade meet one-on-one with the college and career advisor for approximately 30 minutes to fill out a short information sheet, create a four-year plan, and review information regarding the student's college and career readiness plan. Students also are given an opportunity to log-in to the CIS website and take surveys and look for information about careers. A Chromebook cart will be purchased this year to allow for the guidance counselors and college and career advisor to provide CIS opportunities to whole classes. Students sign a log indicating that they attended their college and career readiness meeting with an advisor. The college and career advisor works with the school librarian to organize weekly guest speakers from various careers. Each week during Flex time (30 minutes) students have an opportunity to go to the library and listen to a presentation on a specific career. These lectures have been well attended so far and students have learned about health careers from a doctor and a nurse, engineering from a NASA engineer, environmental science, technology, natural resources from a field biologist, and speech language pathology.

At **Madison High School** students in grades 10<sup>th</sup> through 12<sup>th</sup> meet with a college and career advisor. The advisors will meet individually with 11<sup>th</sup> and 12<sup>th</sup> grade students. 10<sup>th</sup> grade students will have group meetings held during their English 10B course. A lesson plan has been developed that requires a whole class to meet in a computer lab and log-in to the CIS portal. A Chromebook cart will be purchased this year to allow for the guidance counselors and college and career advisor to provide CIS opportunities to whole classes. Each student must work through at least 3 surveys of their choice. Sometime during the class period the college and career advisor pulls students aside and interviews them regarding their college plans. Students sign a log to show that they met with an advisor. The advisors enter the college and career readiness plans are entered into MilePosts. Madison High School also holds a College and Career Day in March. 10<sup>th</sup> grade students learn about various careers from community members and 11<sup>th</sup> grade students attend college admissions meetings. Throughout the year the transition coordinator holds parent information meetings about dual credit, college preparedness, and financial aid.

At **Central Alternative High School**, the college and career advisor meets one-on-one for approximately 30 minutes with every student in grades 8 through 12. Central students join Madison High School for the College and Career Day event in March.

**Summary of method used to notify parents of available resources:**

(Summary can be grouped by multiple grade levels if plan treats grouped grade levels the same)

Parents will receive notification about parent meetings to inform them about dual credit and AP opportunities. During spring parent-teacher conference the guidance counselor, advisor, and transition coordinator host a parent informational meeting about dual credit and AP opportunities. This meeting is advertised through ConnectEd and invitation through the mail. Students who are interested in the participating in the Associates Degree program will meet one-on-one with a guidance counselor to design a course plan.

Provide effectiveness measures chosen by the school district/charter school, required metrics, previous year or years data and benchmarks chosen by LEA:

Performance Measure	2015-2016 (optional)	2016-2017	Benchmark
Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12	N/A	99.4%	90%
Number of Students Graduating High School with a Career Technical Certificate	N/A	18	25
Number of Students Graduating High School with an Associate's Degree	N/A	3	5
Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (Madison School District designed our own 12 <sup>th</sup> Grade Exit Survey to find out our students plans after high school. Questions were asked about voluntary church service and plans after they return.)		<b>1 Year # 123</b>	60%
		<b>1 Year % 52.3</b>	
		<b>2 Year # 201</b>	60%
		<b>2 Year % 85.5</b>	
<i>Additional effectiveness metrics chosen by the school district/charter school</i>			
After voluntary service 78 students (94%) plan to go on to college/technical school, 2 (2.4%) to join military, and 3 (13.7%) will work.			60%

**College and Career & Mentoring Budget and Expenditures 2016-2017**

<b>Funding Received for 2016-2017 :</b>	<b>\$ 83,979.99</b>
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<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
Transition Coordinator	1496 hours per year	1.0	20,138.04	20138.04
MHS College and Career Advisor	1309 hours per year	1.0	13,985.64	13,985.64
MJHS College and Career Advisor	1309 hours per year	1.0	11,946.92	11,946.92
Central Alt. High School Advisor	Stipend 374 hours	1.0	5,000.04	5,000.04
Summer IDLA Coordinator	Stipend for summer IDLA	1.0	4,809.11	4,809.11
New employee training	8 hours	1.0	182.00	182.00
Benefits		1.0	12,087.70	12,087.70
			<b>Subtotal</b>	<b>68,149.45</b>
<b>Supplies/Equipment</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Apple Laptop	Laptops for coordinator and advisors	2	949.00	1,898.00
Chromebooks	5 for MHS and MJHS	10	240.21	2,402.10
Office Supplies	Labels, paper, printing, desk supplies	1	963.96	963.96
Parent Informational Flyers	Printing for flyers	1	1,016.37	1,016.37
Postage	Postage for 3 mailers per year	1	390.66	390.66
12 Grade Go-On Survey	Statistical software to analyze data	1	50.65	50.65
			<b>Subtotal</b>	<b>6,721.74</b>
<b>Transportation</b>				
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
MHS electronic student school tour	Took students to ISU School of Technology	40	6.98	279.32
Central H.S. EITC tour	Toured EITC tech. program	30	4.00	120.00
Busing for College Fair in Idaho Falls	Took buses to IF for fair	85	10.00	850.00
MHS EITC visit	Toured EITC tech. program	115	4.00	460.00

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				<b>Subtotal</b>	<b>1,709.32</b>
<b>Other Costs</b>					
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	
					0.00
				<b>Subtotal</b>	<b>0.00</b>
<b>Professional Development/Training</b>					
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	
Professional Development/Training	MHS Advisor	1	74.40	74.40	
Professional Development/Training	MSD Transition Coordinator	1	278.00	278.00	
Professional Development/Training	MSD District Admin.	1	463.08	463.08	
Professional Development/Training	MHS CIS Coordinator	1	95.32	95.32	
				<b>Subtotal</b>	<b>910.80</b>
				<b>TOTAL COSTS</b>	<b>\$76,580.51</b>



<b>College and Career &amp; Mentoring Budget and Expenditures 2017-2018</b>				
<b>Budget for 2015 students x \$58</b>	<b>\$116,870.00</b>			
<b>Carry Over from 2016-2017</b>	<b>\$ 7,399.48</b>			
<b>Total Budget for 2017-2018</b>	<b>\$124,269.48</b>			
<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
Transition Coordinator Supervisor	1496 hours per year	1	\$ 20,034.00	\$ 20,034.00
MHS/MJHS College & Career Advisor	1309 hours per year	2	\$ 15,315.30	\$ 30,630.60
Transition Training	Train new transition coordinator for 10 hours	1	\$ 140.00	\$ 140.00
Assessment Coordinator	1122 hours per year	1	\$ 13,127.40	\$ 13,127.40
Central College & Career Advisor	440 hours per year	1	\$ 5,000.00	\$ 5,000.00
IDLA Summer Coordinator	Stipend for counselor to work summer	1.0	\$ 4,000.00	\$ 4,000.00
Benefits		1.0	\$ 14,932.75	\$ 14,932.75
			<b>Subtotal</b>	<b>\$ 87,864.75</b>
<b>Supplies/Equipment</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Supplies	Postage	2,015	\$ 0.50	\$ 1,007.50
Supplies	College & Career Fair	1	\$ 1,500.00	\$ 1,500.00
Supplies	College & Career Fair	1	\$ 1,000.00	\$ 1,000.00
Supplies	Supplies & printing	1	\$ 2,013.43	\$ 2,013.43
Supplies	Classroom Career Posters	1	\$ 777.02	\$ 627.02
Furniture & Equipment	Laptops	1	\$ 1,200.00	\$ 1,200.00
Furniture & Equipment	Chromebooks	30	\$ 7,350.35	\$ 7,350.35
Furniture & Equipment	Chromebooks	25	\$ 6,260.50	\$ 6,260.50
Furniture & Equipment	Printer	1	\$ 900.00	\$ 900.00
Furniture & Equipment	Desk	1	\$ 500.00	\$ 500.00
Furniture & Equipment	Phone	1	\$ 200.00	\$ 200.00
			<b>Subtotal</b>	<b>\$ 22,708.80</b>
<b>Transportation</b>				
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
Transportation	Mileage	1	\$ 300.00	\$ 300.00
Transportation	Busing for College Tours	1	\$ 3,562.13	\$ 3,562.13
			<b>Subtotal</b>	<b>3,862.13</b>

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<b>Other Costs</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Miscellaneous	Parent Meetings	1	\$ 300.00	\$ 300.00
Miscellaneous	IDLA Psychology	1	\$ 900.00	\$ 900.00
Miscellaneous	12th Grade Go-On Survey	1	\$ 50.00	\$ 50.00
<b>Subtotal</b>				<b>\$ 1,250.00</b>
<b>Professional Development/Training</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Professional Development	Region 6 Trainings	5	\$ 400.00	\$ 2,000.00
Professional Development	Annual Meeting in Boise College/Career	10	\$ 480.60	\$ 4,806.00
Professional Development	Training for college level instructors	1	\$ 600.00	\$ 600.00
Professional Development	Counselor training workshops	1	\$ 1,177.80	\$ 1,177.80
<b>Subtotal</b>				<b>\$ 8,583.80</b>
<b>TOTAL COSTS</b>				<b>\$124,269.48</b>

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