

**Snake River School
District #52
Continuous
Improvement Plan
2026-2027**

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2026-2027 Snake River School District Continuous Improvement Plan

LEA	# 52	Name: Snake River School District	
Superintendent	Name: Mark Kress		Phone:208-684-3001
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CIP Contact	Name: David Dougal		Phone:208-684-4451
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Mission: Learning Together Every Day

Vision: Snake River School District is a collaborative learning community that cultivates an empowering 21st century education.

Community Involvement in Plan Development

Parent and family engagement is an essential part of our school's Continuous Improvement Plan (CIP). We believe that strong school-family partnerships lead to improved student outcomes, and we are committed to creating inclusive, ongoing opportunities for families to contribute to their children's academic success.

As a Title I district, we follow federal guidelines to promote meaningful parent involvement. Each year, we work collaboratively with families to develop and review both the **School-Parent Compact** and the **Family Engagement Plan**. The **School-Parent Compact** outlines the shared responsibilities of students, parents, and teachers in supporting academic achievement, while the **Family Engagement Plan** sets forth strategies for encouraging active and consistent family involvement. These documents are reviewed annually during parent meetings and are made available in both English and Spanish to ensure accessibility.

Parent voice is vital in shaping our programs. To collect input, we distribute **parent surveys in both English and Spanish**, which are posted on the district website and available during **parent-teacher conferences**. The data from these surveys is reviewed by the school leadership team and used to refine goals, improve communication, and strengthen school-family partnerships as part of the CIP process.

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We also host regular **Community Library Nights**, where families are invited to participate in reading activities, meet local authors, and borrow books. These events foster literacy and provide a welcoming, informal space for families to engage with the school.

In addition, we offer a variety of **school-wide events that promote parent involvement**, including Family Math Night, Back-to-School Night, Cultural Celebrations, Student Exhibitions, FAFSA, and college and career readiness nights. These activities provide opportunities for families to connect with teachers, celebrate student learning, and access academic resources.

By intentionally involving families in decision-making and offering a wide range of accessible, culturally responsive engagement opportunities, our school continues to strengthen partnerships that support student growth and contribute to ongoing school improvement.

Committee Members

Lon Harrington- Board member

Mark S. Kress- District Superintendent

David Dougal- Federal Programs Director

Sherrilyn Bair- District Data Specialist

Heather Hale- Building level MTSS coach

Dr. David Sotutu- Moreland Principal

Janae Peterson- Riverside Principal

Tina Baker- Snake River Jr. High counselor

Kari Godinez- Moreland Interventionist

Donald Duke- Community Patron

Tonia Mecham- Parent

Beckie Haderlie- Parent

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):

<https://www.snakeriver.org/newpage85149f4e#SchoolReportCards>

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2025-26 Performance Targets (From LEA's 2025-26 CIP)	2026-27 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2025 cohort 95.0%	2026 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2024 cohort	2025 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	52.0%	
	% students who make adequate growth on the grade 8 Math ISAT	77.0%	
	% students who score proficient on the grade 8 ELA ISAT	52.0%	
	% students who make adequate growth on the grade 8 ELA ISAT	77.0%	
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	45.0%	
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	
	% students who score proficient on the grade 6 ELA ISAT	65.0%	
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2025-26 Performance Targets (From LEA's 2025-26 CIP)	2026-27 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	
	% students who score proficient on the Grade 1 Spring IRI	60.0%	
	% students who score proficient on the Grade 2 Spring IRI	60.0%	
	% students who score proficient on the Grade 3 Spring IRI	60.0%	
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	
	% students who make adequate growth on the Grade 4 ELA ISAT	90.0%	

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2025-26 Performance Targets (From LEA's 2025-26 CIP)	SY 2025-26 RESULTS (if available)	2026-27 Performance Targets (LEA's Chosen Goals)

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2026-27, and is distinctly *different* from the required metrics in Sections I and II, above.

The percentage of students demonstrating measurable growth in reading and literacy skills as determined by standardized pre- and post-tests administered in Language Arts classes at the beginning and end of each trimester. Student performance will be evaluated based on improvement in reading comprehension, fluency, and grade-level language arts skills. At least 80% of students will improve their reading scores by one or more grade levels or proficiency bands on trimester pre- and post-tests.

In addition, the district uses the STAR assessment system to track growth and proficiency in literacy skills. This assessment is given to students in grades 2-11. The district tracks two (2) metrics on this assessment. The first metric is the SGP. In Star Reading, SGP stands for Student Growth Percentile, which measures a student's growth in reading compared to that of their academic peers nationwide. An SGP score, ranging from 1 to 99, indicates a student's growth rate relative to peers with similar scaled score histories and grade levels. The district has chosen the 50th percentile as the standard score to demonstrate adequate growth for one school year. The second metric used in the STAR assessment is the percentile rank, which also ranges from 1-99. The Snake River School District has chosen the percentile rank of 55 and above to indicate proficiency in literacy skills for that grade level normed on a national scale.

Kindergarten and first (1st) grade use the STAR Early literacy assessment to measure literacy skills. The emphasis of this assessment is the measurement of the foundational early literacy skills of beginning readers. This assessment also uses percentile rank and SGP to measure early literacy progress with the same cut off scores as the STAR Reading assessment.

The district has set as a goal that 75% of the students who take the STAR assessment will achieve a score of 50SGP.

In reflection of the previous year's goals, our district has opted to focus on growth as opposed to proficiency. Whereas proficiency can be effected by many non-educational factors, growth shows more reliability in measurements over time. Furthermore having a more reasonable goal of 80 as opposed to 90 percent presents a more attainable goal that teachers and parents feel comfortable in setting as the goal for the school year. Of course our ultimate goal is 100 percent of the students making the 50 student growth percentile.

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2026-27, and is distinctly *different* than those required in Section I, above.

Comprehensive College and Career Advising program for students in grades 8–12. Snake River School District follows the state's College and Career Advising Model to support students' academic and postsecondary planning. Junior high counselors guide all 8th-grade students in developing four-year high school plans through College and Career class and small-group advisories, reviewing graduation requirements, honors, CTE certifications, dual credit, and potential associate degree pathways. High school counselors and the College and Career Advisor meet with students in classrooms and individually, as requested, to discuss credits, career and college goals, FAFSA completion, scholarships, and college applications. College Week and FAFSA Night, with college and university representatives, provide school-wide opportunities for students and families to explore postsecondary options. Measurable Goal: By the end of the school year, 90% of 8th-grade students will have a documented four-year plan, and 90% of seniors with 30% of their families, will participate in FAFSA Night, College presentation or an individual advising session.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Successes:

Every 6th and 8th grade ISAT goal has increased from the previous year due in part to an increase in fidelity to the MTSS system addressing the needs of students.

Moreland elementary has reintroduced the Kindergarten readiness night in an effort to have parents fully aware of what skills a student needs. Moreland is also increasing the number of family literacy nights where parents can come and build their capacity to help their children continue their learning at home. Finally, Moreland elementary has added an EL component to their preschool program in an effort to help the language development.

8-12

The Snake River School District continues to have a very high graduation rate. This rate exceeds the state of Idaho’s graduation rate goal.

- 80% of 8th graders completed a four-year high school plan.
- 15% of seniors with their families participated in FAFSA Night or individual advising.
- Strong collaboration between counselors and teachers, with successful events such as College Week and FAFSA Night.
- Growth in CTE participation and SkillStack badge attainment

Challenges:

The district still struggles with chronic absenteeism. Changes have been made to the district calendar in an effort to encourage parents to send their children to school. In the past any school week with less than 3 days has shown poor attendance. In order to boost attendance, all school weeks have at least 3 days. The drop from kindergarten to the first grade on the IRI has proved to be a challenge. While Kindergarten continues to improve, 1st(first) grade has struggled, raising the proficiency a little over 3% over the past 2 years. Riverside also has experienced challenges in the IRI growth.

8-12

- Some families faced barriers to FAFSA completion (time, access, language).
- A small percentage of 8th graders missed completing their plans due to absences or late enrollment.
- Need to increase dual credit participation, especially among underrepresented groups.

Plans to address challenges:

The biggest challenge is raising the growth to meet the state goal. The Snake River School District recently adopted a state approved updated ELA curriculum called Into Reading. This curriculum which aligned to the updated Idaho core standards, will assist teachers to deliver current research into the science of reading. The EL component of the school district’s preschool will also help address the need of the EL students which will help address the lack of growth on the Spring IRI.

8-12

- Expand parent outreach and bilingual resources to raise FAFSA participation.
 - Implement make-up sessions for junior high students to reach 90% plan completion.
 - Increase awareness and equity in dual credit/CTE opportunities through stronger college partnerships and targeted support.
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Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2025-26 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2025-26 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2025-26 Performance Target for that group, as identified in your LEA's 2025-26 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2025-26 Results for the group (provided the group is 5+). Then use the far right column to set a 2026-27 Performance Target (goal) for the % of students in that group who will meet their target in the 2026-27 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2025-26 Performance Targets (From LEA's 2025-26 CIP)	2025-26 RESULTS	2026-27 Performance Targets (LEA's Chosen Goals)
K-1		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Amira IRI	65.0%	69.4%	75.0%
2-3		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Amira IRI	70.0%	62.4%	70.0%
4		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	74.0%	55.0%	74.0%
5-6		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	70.0%	49.0%	70.0%
7-8		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	72.0%	49.0%	72.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2025-26 Performance Targets (From LEA's 2025-26 CIP)	2025-26 RESULTS	2026-27 Performance Targets (LEA's Chosen Goals)
9		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	50.0%	33.0%	50.0%
10		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	50.0%	47.0%	50.0%
11		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	70.0%	47.0%	70.0%

SNAKE RIVER SCHOOL DISTRICT #52

LITERACY INTERVENTION PROGRAM PLAN

LEA	#52	Name: Snake River School District	
Superintendent	Name: Mark Kress		Phone: 208-684-3001
	E-mail: kressmark@snakeriver.org		
Literacy Plan Contact	Name: David Dougal		Phone: 208-684-4451
	E-mail: dougdavi@snakeriver.org		

Summary of Previous Year(s)' Program

Parents are informed of their child's literacy progress at regular parent teacher conferences. Parents of students who score a 2 or a 3 on the IRI are notified that their child will be receiving additional literacy instruction during targeted intervention times (for example, What I Need (WIN) time for kindergarteners and Walk to Intervention time for 1st graders). Parent input is considered in developing an intervention plan by acquiring information about their families' interests, schedules, education and literacy backgrounds, and goals for their child. Our parent committee said to help involve parents we should provide an app or online communication tool. Riverside and Moreland both use Class Dojo to have open and continual communication with parents. Remind is also available district wide and is used by some staff members.

Program Summary

The core Snake River School District literacy program is centered around a curriculum that is aligned with the Idaho core standards and the Idaho Comprehensive Literacy Plan. Every student in any K-8 ELA receives 90 minutes of core instruction. This instruction is given by an Idaho certified teacher in the general education classroom using a state approved ELA curriculum.

Effective research based instruction

The K-5 grades have adopted a brand new curriculum titled, Into Reading, produced by Houghton Mifflin Harcourt. This curriculum is based on the science of reading and the five pillars of literacy development including:

- Phonemic Awareness
 - Students learn to recognize and blend phonemes to create words. Students also learn how to segment phonemes and learn the concept of rhyme. English Language Learners receive specific instruction regarding English phonemes that do not occur in their first language.
- Phonics

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- Students learn important phonics skills, including letter recognition, letter sounds, and word recognition. Students practice their skills in a selection of several hundred activities.
- Fluency
 - Students practice fluency by reading and recording over 100 books. They learn by listening to themselves, by reading, and by listening to model readers.
- Vocabulary
 - Students learn basic and academic vocabulary through explicit instruction and through context. New vocabulary includes cross curricular academic words that enable students to better understand science, mathematics, and social studies as well as communication arts.
- Comprehension
 - Students learn comprehension strategies and practice comprehension skills in a variety of activities. Students learn about main ideas, cause and effect, problem and solution, author's purpose, and more. Comprehension questions are similar to questions on state assessments.

Assessment and Data

Snake River School District has defined the following objectives to meet the literacy needs of students:

- K-3 students will be screened 3 times a year using a nationally normed, research based screening tool.
- K-3 students will receive targeted interventions based on specific skills students are ready to learn, identified by STAR Assessments and Amira ISIP Assess.
- K-3 students scoring a 1 or 2 on the Fall IRI will receive an additional 60/30 hours of literacy instruction.
- Multiple data points will be used to determine literacy skills (Imagine Learning, STAR Assessments, IRI, and Grade Level Common Assessments)
- Regular MTSS/data meetings will be held to discuss progress monitoring, interventions, and progress toward goals. Instruction will be adjusted according to data trend lines.
- Progress toward literacy goals will be presented to parents at parent teacher conferences. Additionally, parents will be included in helping plan and executing literacy activities that can increase student literacy achievement.
- Literacy programs and materials will be made available for use at home (electronic and printed materials)

Effective Intervention

The purpose of the IRI is to assess children in their reading skills. Upon assessing, the grade level team compares the scores according to the norms and proficiency goals that have been set by the district. Students who fall below this target receive remediation and reteaching. The MTSS team for each grade level determines which children are in need of reteaching. The team constructs a plan and

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what interventions are appropriate for each student. This plan is tracked through the SIS(student information system) called Edhub(formerly Milepost).The MTSS team tracks learning through progress monitoring and grade level classroom assessments. In order to supplement this reteaching, the MTSS team refers many students to the Title 1 program.

Before a child receives any Title services, parents are informed and given the chance to accept or refuse these services. Once the parents have been informed, the MTSS/data coach works with the class teacher and the Title 1 teacher to create a schedule for reteaching and progress monitoring for each identified student. Each child is entered into a tier system which helps determine the intensity and frequency of the interventions with the Title teachers.

Intervention Tiers and Group Instruction

The MTSS intervention tier system is organized on the work of the PBIS model. Students who fall below the expected range of literacy skills as identified on the IRI assessment system are assigned to a tier level in order to receive an appropriate level of intervention.The MTSS team provides the following direction and support related to literacy interventions at the different tiers:

- Tier I - In the 2025-26 school year, the school district adopted HMH's Into Reading ELA curriculum for grades K through 5. The district selected the curriculum based on its foundation in the science of reading, namely the focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension (Idaho Comprehensive Literacy Plan, 2020). The team reviews schoolwide assessment data, primarily from Amira ISIP Assess and STAR Early Literacy, to determine the effectiveness of the core instruction ELA program. The team also discusses who the data can be shared and discussed in grade level team meetings and with parents in parent-teacher conferences. The team also uses the data to determine which students may need further testing to identify special needs, such as dyslexia, and identify students to receive Tier II interventions.
- Tier II - The MTSS team tracks the progress of students receiving Tier II support using the aforementioned schoolwide assessments along with targeted assessments and anecdotal records in the school's learning management system (Milepost). Tier II interventions draw mainly from the resources in the Into Reading curriculum and may be provided in the classroom by the teacher or by an interventionist either in a classroom or in the hallway. These interventions may be provided in a small group or one on one. Students receiving Tier II interventions are assessed on the specific skills where they are receiving interventions every four to six weeks. Using the targeted interim assessment data, the team determines whether the student has made adequate progress and no longer needs Tier II interventions, would benefit from ongoing Tier II interventions, or should receive more intensive Tier III interventions.
- Tier III - Students receive Tier III interventions either in groups of two to three students or one on one in addition to the time they received Tier II interventions. The interventionist uses targeted resources and learning materials to support students with specific literacy skills. The MTSS team continues to use targeted interim assessment data, to determine whether the student is making progress with the additional support or may need to be referred for further testing to determine the need for special education services.

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PK-1

While not supported by the State Department nor Board of Education, Moreland Elementary also provides literacy support to preschool-aged children and their families through partnerships with the Idaho Association for the Education of Young Children (IdahoAEYC) and Blue Cross of Idaho (BCoI). In the 2024-25 school year, the school worked with IdahoAEYC to implement READY! for Kindergarten classes for parents to help their children develop literacy, numeracy, and executive functioning skills to prepare them to be successful in kindergarten and beyond. Additionally, during the 2025-26 school year, the school received an Early Education and Schools grant from BCoI to expand the school's federally-funded special education preschool to implement an English learner preschool and provide peer models for both programs. The BCoI grant also provided funding to implement a Play2Learn program for families of preschool-aged children to participate in fun Early Childhood learning activities. Along with that, the BCoI grant also provided for the purchase of books to be given to children at Story time at the public library.

2-3 Riverside Elementary, grades 2-3, is using the same new HMH Into Reading program as k-5 this year. We are using UFLI for interventions this year. UFLI focuses on the Science of Reading. It teaches foundational decoding skills through structured lessons that align with the Simple View of Reading, focusing on the relationship between letters and sounds, orthographic mapping, and incorporating gradual release of responsibility for students. These interventions are done at Riverside in small groups.

Comprehensive Literacy Plan Alignment

Snake River School District's literacy plan includes these essential elements in accordance with the Idaho Comprehensive Literacy Plan: Collaborative Leadership, Developing professional educators, Assessment and Data, and Effective Instruction and Intervention. Each of these elements act as a part of the safety net, finding and catching each struggling student, ensuring that they have the necessary literacy skills to proceed to the sphere of college and career, thus adding to the success of their lives and the broader community, state and nation.

Collaborative Leadership

From the Snake River School District school board to the Title 1 teachers, collaboration is the key to planning success for students. The Snake River School district follows the Professional Learning Community model authored by DuFour, DuFour and Eaker.

The school board works together with the superintendent to ensure that student success is the focus of every decision we make. The superintendent works closely with the principals in each

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building, the Special Ed. Director, Federal Programs Director and our curriculum specialist to initiate discussions of success and challenges and create goals for each school building. Each Principal meets with building level teachers and staff to extrapolate the data to classroom learning and make goals in conjunction with the district data specialist.

Schools invite parents to participate in school and district wide activities including but not limited to Parent teacher conferences, community library nights, school family literacy activities, community literacy celebrations, Title 1 family and community engagement meetings. Teachers also engage families regarding literacy through communication with parents both digital and hard copy resources. Every teacher makes parent contact through digital platforms a vital aspect of the relationship so that parents ask questions and assist in the education of their children.

Developing Professional Educators

Snake River is committed to developing a stream of homegrown educators. These educators are committed to the success of the students due in large part to being part of the community for the long term. We have encouraged paraprofessionals to return to school and become certified teachers, as well as incentivizing professional teachers to continue their education and receive a Master's degree. All of this enhances the quality of the instruction in our school building as well as the quality of citizens within our community.

Teachers who are new to the profession receive at a minimum, one year with a mentor teacher. The mentor teachers are seasoned professionals who observe, collaborate with and assess new teachers strengths and challenges.

Each school year the Snake River School District schedules five(5) professional development days. These Professional development days are used to align curriculum, create common assessments, learn best practice and share knowledge.

Finally, all paraeducators in the district receive monthly training on best practices with students.

Effective Instruction and Intervention

The Snake River School District is committed to creating and delivering the most effective instruction possible. The process of creating effective instruction starts with determining the essential standards for each grade level. The next step in the process is having state and district approved curriculum that aligns with the Idaho core standards. Teachers use the PLC(Professional Learning Community) model to align the lessons and create the scope and sequence of learning that they readily share with the parents and the community. The PLC is also the meeting in which the common assessments are discussed and created with the help of the district curriculum specialist. Once the assessments have been given, the data can be studied and interventions can be tailored to each students' challenges. Snake River is committed to improving learning for all students and teachers by monitoring data to ensure that Tie 1, Tier2 and Tier 3 interventions are helping students improve literacy skills. Using STAR data and tracking through EDHub allows teachers to be responsive in a continuing manner to the instruction and interventions for each student.

Assessment and Data

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Having methods of assessment is vital to check for learning. Assessment is in every aspect of the school day no matter which classroom in which they are placed. Each curricular lesson contains assessments. The PLC brings teachers into one place to share best practices and create common assessments. These common assessments help shape lesson plans and learning standards. Beyond the regular classroom, assessments that are school wide include the STAR and STAR Early Literacy, additionally assessments are also given for fluency, and comprehension. The results of these assessments are examined by data specialists in each building. Through the process of the MTSS team and the classroom teacher, specific plans are created to address the students' challenges. Assessing the effectiveness of the instruction is also a vital component of the MTSS process. In addition to the aforementioned assessments, for students in the Tier 2 and Tier 3 intervention program, periodic progress monitoring assessments are also part of the learning program. Students who are in the Tier 2 program receive a progress monitoring assessment monthly. Students in the Tier 3 program receive twice monthly progress monitoring. All of this data, together with the regular classroom assessments, create a thorough picture of student learning, with the hope that the student will return to grade level learning success.

Parent Involvement

Community Involvement in the development of the LEA's Literacy Plan

The Snake River literacy Plan was created through a coordinated effort involving data coaches, building and district level administrators and community patrons. Efforts have been made to share the district plan and receive input from community stakeholders. Input is sought through PTAs, parent surveys, community Title 1 nights and college and career activities. District patrons have been given access to the literacy plan as well as the college and career advising plan. The hope is that feedback will help refine and improve our services to their children, and create a well educated community. Annual review of community involvement policies are present in school board meetings. These discussions comply with Board Policy #2425 Parental Rights and Involvement.

Parental Involvement in Students' Individual Reading Plans

Each classroom teacher has created a class syllabus. The syllabus outlines the choice of curriculum with a scope and sequences. At the back to school night, every family receives said syllabus and encouragement to look through the class curriculum. Future plans include uploading the class syllabus onto the teachers webpage contained within the district website.

Within the first week of the school year, all students are assessed on their reading skills including, Phonemic awareness, Phonics, vocabulary, fluency and comprehension. Within the first month of school, each schools' MTSS team creates a tiered reading intervention plan. Within those tiers, students are placed according to their needs. Before intervention takes place, parents are notified of the fact that intervention is needed for their student. Throughout the intervention period, plans are created and monitored through the EDhub web application and through frequent communication with parents using apps such as classdojo and Remind as well as traditional phone calls and notes home.

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In addition, many teachers send home parent guides which are designed to help parents reinforce the standards taught during each particular ELA unit.

K-3

Parents are informed of their child's literacy progress at regular parent teacher conferences. Parents of students who score a 2 or a 3 on the IRI are notified that their child will be receiving additional literacy instruction during Core + More. Parent input is considered in developing an intervention plan by acquiring information about their families' interests, schedules, education and literacy backgrounds, and goals for their child. Our parent committee said to help involve parents we should provide an app or online communication tool. Riverside and Moreland both use Class Dojo now to have open and continual communication with parents.

Other Notes / Comments

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COLLEGE AND CAREER ADVISING AND MENTORING PLAN

LEA	# 52	Name: Snake River School District
Superintendent	Name: Mark Kress	Phone: 208-684-3001
	E-mail: kressmark@snakeriver.org	
Advising Plan Contact	Name: Tina Baker	Phone: 208-684-3018
	E-mail: baketina@snakeriver.org	

Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

College and Career Advising Model

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

SNAKE RIVER SCHOOL DISTRICT #52

COLLEGE AND CAREER ADVISING AND MENTORING PLAN

Advising Program Summary

Snake River School District – College & Career Advising Summary

The Snake River School District follows Idaho's College and Career Advising Model, aligning with statewide readiness competencies, CIS 360, and the Comprehensive School Counseling Program. The district provides structured, developmentally appropriate guidance from junior high through high school to prepare students for postsecondary education and careers.

- **Counselors & Teachers:** Counselors lead individualized academic and career planning, including financial aid, dual credit, and postsecondary pathways, while teachers integrate career exploration into classrooms.
- **Junior High:** 8th graders create four-year high school plans. Counselors meet with students in small groups to review graduation requirements, CTE options, dual credit, and advanced pathways. Each student leaves junior high with a documented plan.
- **High School:** Counselors and a College & Career Advisor provide classroom lessons, individual meetings, FAFSA and scholarship support, and college application help. Key events include College Week, FAFSA Night, and parent nights with college representatives. TRIO and college partners provide additional resources.
- **Career Technical Education (CTE):** Students gain industry-relevant skills, earn SkillStack badges, and access credentialing support through designated testing opportunities.
- **Grade-Level Supports:**
 - *Freshmen:* Review/Create four-year plans, explore CSI Academic Certificate and Associate's Degree options.
 - *Sophomores:* Take PSAT, use career planning tools, attend college rep visits.
 - *Juniors:* Take SAT, attend Higher Ed Days, Career Fairs, Tech Expos; update Next Steps; explore scholarships/apprenticeships.
 - *Seniors:* Focus on college applications, FAFSA, scholarships, and career prep through events, Google Classroom updates, and final recognition ceremonies.

Performance Goals:

- 100% of 8th graders will complete a documented four-year high school plan.
- 100% of seniors and families will attend FAFSA Night or an individual advising session.

SNAKE RIVER SCHOOL DISTRICT #52

COLLEGE AND CAREER ADVISING AND MENTORING PLAN

Overall: The district provides a comprehensive, scaffolded advising system that integrates academic, career, and personal development, ensuring students graduate with clear, supported pathways to college, career, and life success.

Summary of Parental Notification

Parents are notified of the college and career advising and mentoring services through multiple channels to ensure awareness and accessibility. Notifications are provided via:

1. **Email, Google Classroom or School Messenger:** Regular updates are sent to parents outlining available services, upcoming events, and resources for college and career planning.
2. **School Website and Parent Portal:** A dedicated section on the school website and parent portal provides information on programs, resources, and how to access advising services.
3. **Parent Meetings and Conferences:** Information is shared during scheduled parent-teacher conferences, open houses, and special college and career events.
4. **Direct Invitations:** Parents are directly invited to events such as FAFSA Night, college information sessions, and one-on-one advising meetings with students.

This multi-channel approach ensures parents are fully informed and can actively engage with the school's college and career advising and mentoring services.