Chief Tahgee Elementary Academy #483
. . . educating our children through language and culture

FOCUS: Heritage language immersion that includes: Language, music, and culture

GOAL: Our children will be intellectually, physically, and socially excellent.

Mission:
CTEA students develop their individual intellectual skills and social capacities necessary to lead successful and meaningful lives in which culture and languages are central.

Vision:
Chief Tahgee Elementary Academy (CTEA) delivers a unique K-6 student-centered learning environment, which embodies the Shoshone-Bannock values of Deniwape – Life ways of the people.

Core Values:
Deniwape –- Our unique way of thinking and processing life-long learning, which teaches our oral values and traditions of life passed on to us by our ancestors -- provides the underlying foundation for teaching and learning.

Beliefs
We believe:

- Learning through tribal languages strengthens cultural awareness, self-worth, and the ability to be more culturally diverse.
- A community filled with healthy, strong and educated members will flourish.

Purpose:
Chief Tahgee Elementary Academy exists for three primary purposes:
- Academic excellence
- Bilingualism: Shoshoni and English
- Cultural enrichment: Shoshone and Bannock

Key Design Elements
- Provision of Shoshoni language immersion program
- Provision of instruction in Shoshone-Bannock culture
- Emphasis on a thematic approach to instruction

Philosophy:
To provide every student the *Power of Two*: The ability to speak, read, write and think in both the English and the Shoshoni languages. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy. In our one-way language immersion program, students who already speak English will be "immersed" in their Native language.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
All students will be college and career ready	N/A	N/A			
All students will be prepared to transition from middle school / Jr. high to high school	N/A	N/A			
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6th grade math ISAT	0%	0%	0	50%
	# of students who scored proficient or advanced on the 6th grade math ISAT	0/7	0/5	0%	2/4
	% of students who scored proficient or advanced on the 6th grade ELA ISAT	0%	0%	0 pp	25%
	# of students who scored proficient or advanced on the 6th grade ELA ISAT	0	0	0 pp	1/4
All students will demonstrate the reading readiness needed to transition to next grade	% of students who scored proficient on the 3rd grade statewide reading assessment	20%	35.29%	15.29 pp	30%
	# of students who scored proficient on the 3rd grade statewide reading assessment	3/15	6/17	3	3/10
	% of students who scored proficient on the 2nd grade statewide reading assessment	55.29%	13/33	-41.95 pp	26.66%
	# of students who scored proficient on the 2nd grade statewide reading assessment	6/17	2/15	-4	4/15
	% of students who scored proficient on the 1st grade statewide reading assessment	21.05%	5.26%	-19.79 pp	50%
	# of students who scored proficient on the 1st grade statewide reading assessment	4/19	1/19	-3	7/14
	% of students who scored proficient on the kindergarten statewide reading assessment	31.57%	31.57%	0 pp	50%
	# of students who scored proficient on the kindergarten statewide reading assessment	6/19	6/19	0	9/18
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage				
Parent-family engagement	Parent participation at parent/teacher conferences				
Increase teacher engagement	Number of hours of job embedded professional development				

	Number of subject level multi-grade teacher teams	N/A			
	Number of hours available for mentor teachers to mentor or observe/team teach				
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program				

[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. <u>The goals and benchmarks listed in the template are for example purposes only</u>. 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 from school district

	2016-2017	2017-2018
	Percentage	Percentage
Male	56%	57%
Female	44%	43%
White	0%	1%
Black/African American	0%	0%
Asian	0%	0%
Native American	100%	99%
Hispanic/Latino	0%	0%
Free/Reduced Lunch Program	No information available	82% - reduced 12% - free
Received Special Education (IEP Students)	30%	30%

Section I: Introduction

Chief Tahgee Elementary Academy (a charter school) is in its fifth year of operation. Initially, and in order to open the school, a three-year performance plan was submitted and approved by the Idaho Public School Charter Commission.

In 2016, the performance plan was revised and updated with the intent of developing a roadmap-strategic direction and priorities for the academy over the next three years. The performance planning team reviewed preliminary drafts of the plan in June and August 2016 and offered input for revisions. The plan was presented to the Board of Directors on September 13, 2016. Implementation of the plan is underway.

As a first step in the implementation phase, the Board and administration agreed on various measurable benchmarks for tracking progress on each goal and objective. Ongoing implementation will be accomplished through annual administrative and board operating plans and organizational budgets that reflect the services, projects and initiatives for each year.

The plan will be constantly monitored and updated to reflect changing circumstances and new challenges or opportunities. Dr. Scherz strongly suggests that all members of the CTEA Board and staff become familiar with the plan and act rigorously in holding one another accountable for following the plan.

In 2017, the Board of Directors, key staff/administration engaged in a series of strategic planning trainings and events with Dr. Susan Scherz, through the Idaho School Boards Association. Over the next few months, the academy plans to develop a long-range, five-year plan that also incorporates the charter's performance plan goals and objectives.

The performance plan, as posted, presents specific goals and objectives recommended by the strategic planning team in 2016 and is congruent with the collaborative work-in-progress of the Board of Directors, staff, and others in 2017. The written plan, as organized in this and the sections that follow, includes:

Section I: An introduction and overview of the strategic planning process

Section II: Primary internal and external factors facing the school in the foreseeable future.

Section III: Strategic priorities, goals and objectives developed by the planning team to address identified issues.

Section IV: Timelines and benchmarks for achieving the goals and objectives.

Further development of the strategic plan, based on the work completed in 2017, will continue in 2018. Consequently, the long-range (five year) plan is strategically incomplete at this time as it reflects the ongoing, work-in-progress of the charter school and its stakeholders. Embedded

within the long-range plan, once completed will be the next three-year plan as required by the Charter Commission. Written findings, conclusions and recommendations will continue to be submitted to the strategic planning team for review, then followed by discussion to reach consensus about CTEA's strategic goals for the future. In addition, application of known principles and practices of successful school management and school governance are being used to guide analysis of data collected and to formulate conclusions and recommendations.

It is intended that the full Board of Directors will discuss, further develop, and adopt the identified goals, objectives and strategies for the long-range plan. In doing so, they will arrive at consensus about how CTEA will move forward in fulfilling its mission. The Board will also review the plan at least bi-annually to monitor progress and make necessary changes as the internal and external situations warrant.

<u>Benefits of Planning</u>
  Benefits of the Process:
  - Deepens commitment of key volunteers and staff needed to carry out priority elements of the plan.
  - Ensures the quality of the finished plan by soliciting the input of stakeholders who bring a range of skills, viewpoints and experience to the planning process Increases confidence in the school's plans among various stakeholders.
  - Inspires participants to look beyond day-to-day operations and concerns to envision a future that maximizes the potential of the school.

  Benefits of the Completed Plan:
  - Clarifies the resources required to achieve the strategic planning objectives and prioritizes their allocation.
  - Defines and controls the future of the school through a proactive approach to organizational development.
  - Describes the opportunities, needs and critical issues that will impact the school's future.
  - Enhances the ability of CTEA to retain and attract skilled staff, board leadership and prospective financial supporters.
  - Identifies and clarifies appropriate staff and volunteer leadership roles and responsibilities in carrying out elements of the strategic plan.
  - Increases the likelihood that CTEA will fulfill its mission and achieve its stated goals.
  - Organizes and prioritizes the use of limited resources of staff, volunteer expertise and funds to achieve planning objectives while remaining efficient and responsive.
  - Presents a clear and compelling statement of the school's future direction to various target audiences.
  - Reveals problems and potential threats, allowing time for CTEA to take preventive or corrective action.

Section II: Primary internal and external factors CTEA is facing in the foreseeable future. For the 2016 charter school Performance Renewal, the strategic planning team comprised staff, board and other key stakeholders to (1) Ensure that all views were represented during planning and (2) Increase both understanding of the plan and engagement for its implementation. The team met periodically from April through August 2016 to develop the goals, objectives, and suggested strategies, included in the plan. In addition, strategy sessions were conducted via email to refine each goal and develop relevant objectives and strategies.

Gap and Opportunity Analysis
The gap analysis conducted by the 2016 Planning Team included the following areas:

- Operational
    - Financial management & oversight
    - Employees
    - Additional obligations
    - Student enrollment
- Educational Program/School Environment
    - Academic excellence
    - Shoshoni language acquisition
    - Student achievement
- Governance & Reporting

SWOT (Strengths, Weaknesses, Opportunities, and Threats) Workshop
On May 31, 2017, 15 individuals participated in a SWOT event. Participants included two board members, the executive director, several teachers, and classroom aides among others. Two participants were also parents of CTEA students. SWOT results included the following:

- **S**trength areas: Curriculum development, professional development, and finances.
- **W**eak areas: Expansion of curriculum, parent-family involvement, communication (internal/external), staff training in language acquisition, classroom management, availability of professional development credits, and the school facility (portables).
- **O**pportunities included: Plans for further development of the curriculum, collaboration with the local Indian tribe, and outside funding acquired to assist in these areas.
- **T**hreats (minimal): The availability (lack of) of native speakers and the limited resources available to train native speakers how to work with the students.

In addition, four themes and a thread to use in developing goals were identified as listed below:

Themes
- Curriculum development: Integrate academic standards and Deniwape with each other
- Parent – family involvement
- Professional development – very intentional and at all levels
    - Everyone: Culture, curriculum, language
    - Teachers to learn alphabet and speaking follow consistent design
- Communication – comprehensive approach
Thread - Throughout everything, be proactive versus reactive.

Section III: Strategic priorities, goals and objectives developed by the planning teams.

<u>Summarized Findings</u>
Strategic priorities, goals and objectives for the five-year plan should include the following:
- **Educational Program/School Environment**
  - Academic excellence
  - Curriculum development:
    - Integrate academic standards and Deniwape with each other
    - Shoshoni language acquisition
  - Student achievement
    - Improve literacy scores
    - Improve Shoshoni language proficiency
  - Expand school to include 7th and 8th grades
- **Professional development –** Very intentional and at all levels
  - Everyone (certified and classified): Culture, curriculum, language
  - Teachers to learn alphabet and speaking follow consistent design
  - Curriculum development
  - Shoshoni language development
- **Operations**
  - Financial management & oversight
  - Employees
  - New facility
  - Student Enrollment
  - Additional Obligations
- **Governance & Reporting**
  - Adoption of comprehensive school policies
  - Advanced Board training:
    - Governance through policies
    - Evaluation of Director of School Programs
    - Evaluation of Board of Directors' Performance
    - Evaluation of charter school's performance
    - Roles & Responsibilities of the Board of Directors

Threads: To be addressed within all goals:
- School-Parent/Family-Community relationships and engagement
- Effective communication: internally and externally
- Integration of cultural values: Deniwape - Lifeways of the People
- Pro-active versus reactive approach in all aspects of the charter school

Section IV: Timelines, and benchmarks for achieving goals and objectives in 3-year Performance Plan.

Domain	Sub-Domain	Property/Capacity	Indicators	Target	Status as of 10.01.17
Academic		Core Subjects	I-SAT Scores IRI Scores ISIP Scores	Close achievement gap; Increase proficiency rates to levels in Performance Certificate	Ongoing In progress
		Demographic Achievement Gap	I-SAT Scores IRI Scores ISIP Scores	Close achievement gap; increase proficiency rate to levels indicated: Performance Certificate	Ongoing In progress
Mission Specific		Shoshoni Language Proficiency	SOLPA	Increase rates: Shoshoni oral language fluency as indicated by SOLPA	Ongoing effort
		Science Proficiency	I-SAT Science	Close achievement gap; increase proficiency beyond state average.	In progress Significant improvement
Operational	Educational Program	Curriculum Blended Learning Language Immersion Classrooms	Units & Lessons Completed # of hours Complete expansion of immersion	100% new curriculum developed as outlined in grant. Increase blended learning to 1.5 hours per student/day. Find, retain sufficient # of Shoshoni speakers to expand immersion to all grades	Ongoing Ongoing
	Financial Management & Oversight	Outsource February: 2017 – changed to full time employee	Audit PCSC & SDE Deadlines	Audits completed by November 1 No adverse findings on audits	Completed On Target
	Governance & Reporting	Board Training Administrator Training	Training days PCSC; SDE Deadlines	2 training per year 100% submission rates	Ongoing

	Students	Attendance Attrition	Attendance Records Enrollment Records	Attendance of 95% Attrition rates lower than 5%	Ongoing effort: Tracking in place Needs improvement
	Faculty & Staff	Recruitment Professional Development Low Turnover	Potential employee list # of PD opportunities Attrition rates	Wait list of at least 5 PD plans written by July 1 and followed Employee attrition rates remain low	Ongoing effort
	School Environment	Spatial Stability	Rm Availability Phys. Educ. Food Service	New school built	Ongoing planning
		Health and Safety	Food Service	Nutrition program remains within budget Menus clearly demonstrate balanced, low carb meals New school built	In progress and improving In progress and improving Ongoing planning
			Safety Practices	# of facility upgrades # of new door handles	Improvements in progress
		Public Relations/Communication	Website & Social Media updated Mass Texting & Phone # of performances	Website and Social Media updated weekly. # of texts and phone calls sent out per number of events and weekly for reminders	In progress Mass texting: Not yet – still in the plan
Financial		Financial Stability	Budget, Actuals, Audit	Conservative long term budgeting w/$500,000 surplus each year	Completed and on-going
	Enrollment	Admissions	Enrollment #s, waitlists, show/no shows	Over-enrollment with waitlists in every grade	Needs improvement

Appendix A – Literacy Plan

School District	#483	Name: Chief Tahgee Elementary Academy	
Director of School Programs	Name: Joel Weaver		Phone: 208-237-2710
	E-mail: joel.weaver@cteacademy.org		
Literacy Plan Contact	Name: Dr. Cyd A. Crue, Principal		Phone: 208-406-6639
	E-mail: cyd.crue@cteacademy.org		

Program Summary (2016-2017)

The CTEA Literacy Program continued to use Istation, as the primary curriculum for English language arts. CTEA also implemented Istation for online intervention lessons and assessments, (all grades), ABCMouse (Kinder and First), Reading A-Z (all grades).

All students who scored below proficient on the Fall Reading Assessment were enrolled in the CTEA Literacy Intervention Program. Students who scored 1 (intensive) received 30 minutes 4 days per week from 2:30 - 3:00 for a total of 60 hours per school year. An intervention teacher and a blended learning specialist (computer lab paraprofessional) provided intervention in the intervention classroom and computer labs respectively. The intervention teacher, when needed, pulled-out students in small groups in 30 minute segments for 1.5 hours daily. Students who scored 2 (strategic) received 30 minutes 2 days per week from 2:00 – 2:30 for a total of 30 hours per school year. Students who scored strategic received both individual and group intervention in the intervention classroom (depending on need) and the computer lab.

CTEA's Literacy Intervention Program focused on the five essential reading components:

1) Phonemic awareness – the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
2) Phonics – instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
3) Fluency – the ability to read a text accurately, quickly, and with expression.
4) Vocabulary – the words needed to communicate effectively both orally and in writing.
5) Text comprehension – the ability to understand what is read.

Both formative and summative assessments were used to monitor student progress. Teachers conducted frequent formative assessment data and classroom observation to document student progress. Monthly ELA curriculum based assessments were conducted with Istation ISIP. Student progress was monitored through Istation progress charts.

Regular professional development was scheduled throughout the year (generally every other Friday) to improve teachers' literacy knowledge, skills, and strategies in order to achieve their literacy goals.

CTEA has developed a rich culture of collaborative leadership between staff and administration. Particular strategies include building teachers' understanding of best practices in reading instruction, supporting their use of resources, and providing on-going guidance in developing

literacy-rich classrooms. We also plan to develop teacher leaders who will serve as mentors to colleagues across grade levels. CTEA is committed to providing time for teachers to have opportunities to collaborate.

In order to provide effective instruction and interventions, literacy funds will be allocated to actively engage students and provide individualized explicit reading instruction to all students, especially to students who are not at benchmark in the fall reading assessment.

CTEA will conducted regular monthly screenings, formative, and summative assessments to truly understand and meet the individual needs of our students.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Program Summary (2017-2018) - REQUIRED

Note 1. CTEA provides an extended day for grades K-3 and Kindergarten is full-day 8:30 a.m. – 3:20 pm.

Note 2. Grades K-4 are bilingual classrooms with the majority of the day in Shoshoni language immersion. These students are expected to trail slightly in ELA acquisition until third grade because they are learning a second language.

Note 3. CTEA has two computer labs that are blended learning labs. Classrooms are split into ability groups and students receive small group sessions with the classroom teachers while the other students are in the computer lab receiving instruction and/or interventions.

Proven effective research based substantial intervention including:

CTEA utilizes a blended learning model of instruction with students grouped according to ability. CTEA's primary ELA curriculum is Istation. Students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories for **Kindergarten**: overall reading; listening comprehension, phonemic awareness (letter name and sound), and vocabulary.

First Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories: overall reading, phonemic awareness (letter sound), vocabulary, alphabetic decoding, comprehension, and spelling.

Second Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories:

overall reading, phonemic awareness, text fluency, vocabulary, alphabetic decoding, comprehension, and spelling.

Third Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories: overall reading, text fluency, comprehension, and spelling.

Students who scored Intensive on the Fall 2017 IRI assessment will receive Istation interventions and small group tutoring for 60 hours during SY2017-2018 in addition to regular classroom instruction. Students who scored strategic on the Fall 2017 IRI assessment will receive Istation interventions and small group tutoring for 30 hours during SY2017-2018 in addition to regular classroom instruction.

Additional ELA literacy interventions include one-on-one tutoring, leveled reading from Reading A to Z, and reading exposure strategies such as sustained silent reading, self-selected reading, print environment, reported pleasure reading, and reading out loud to improve comprehension, vocabulary, writing, and grammatical development.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

The following guidelines (bolded) from the Idaho Comprehensive Literacy Plan are cited and followed with an explanation of how CTEA literacy instruction and procedures are aligned:

- **District and school leaders should provide release time and structured collaboration time for teachers.**
- **School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.**

CTEA schedules a combined planning and in-service day for all teachers twice monthly. Grade K-3 and 4-6 hold PLC meetings for 90 minutes during these scheduled days. The PLC teams are made up of the principal, grade level teachers, the blended learning technician, and other trainers as scheduled. Vertical alignment is achieved through collaboration between grade levels. This time is specifically set aside for teachers to discuss students, learning targets, interventions, and the effectiveness of instruction.

- **Literacy instruction shall be integrated into all content areas.**
- **District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).**
- **District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.**

CTEA teachers are expected to incorporate writing into math, social studies, and science as well and have been trained this year in the Pesky writing system. All CTEA staff members received two sessions of writing instruction from the Pesky Group.

- **All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students' needs and develop plans to address them. child's individual student literacy intervention plan.**
- **Implement a focused, comprehensive process (such as Response to Intervention (RTI)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors**

CTEA implements a comprehensive RTI approach to identify struggling readers for intervention and to ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors. Our curriculum outlines strategies for partner and/or group discussions; literacy circles/book talks; debates; and partner or small group collaboration with idea and writing formation. We also use a full comprehensive assessment system to provide meaningful literacy data including screening, diagnostic, progress monitoring, and comprehensive literacy assessments.

- **District and school educators should disaggregate and analyze the data to inform instruction.**

All CTEA teachers and administrators disaggregate and analyze the data to inform instruction during PLC time. All educators work collaboratively to use data to identify students' needs and develop plans to address them.

- **Utilize the state standards and WIDA standards to provide effective literacy development.**

All CTEA teachers and aides utilize the state ELA standards for English instruction and WIDA standards for Shoshoni language instruction.

- **Use a full comprehensive assessment system to provide meaningful literacy data, including:**

  - ➢ **Screening – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.**
  - ➢ **Diagnostics (Formative Assessment) – provides an in-depth measure of a students' strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.**

- ➢ **Progress Monitoring (Interim Assessment) – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards.**
- ➢ **Comprehensive Assessment (Summative Assessment) – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).**
- ➢ **Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary.**

All CTEA students are assessed monthly (more often when necessary) with Istation ISIP. Istation supplies data on the progress of each student along with comprehensive data on each student's strengths and weaknesses. All K-3 students take the IRI both Fall and Spring. Additionally, teachers receive ongoing training on tracking formative data and using the data to inform and adjust instruction.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

Parent Involvement - REQUIRED

Parent Involvement in Developing the Program:

CTEA has recently organized a Parent Advisory Committee (PAC) for the purpose of increasing parent input in all aspects of school programming. The CTEA PAC reviews the prior year literacy program and data regarding the results of the program. The parents this year had several suggestions, including one-on-one pull-outs and possible after school tutoring. The Tribal Youth Ed After School Program has also begun coordinating homework and tutoring for those CTEA students who attend their program.

Individual Student Literacy Intervention Plans:

Parents whose children score intensive or strategic on the Fall IRI are notified via mail that their child is eligible for the CTEA Literacy Intervention Program. Parents usually sign consent and their child is immediately scheduled for interventions in the computer lab, small group sessions, or one-on-one pull outs. The teachers, parents, and principal craft an individual student literacy plan based on the diagnostic data.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored "proficient" on the Kindergarten Spring IRI	6/19			
% of students who scored "proficient" on the Kindergarten Spring IRI				
# of students who scored "proficient" on the Grade 1 Spring IRI				
% of students who scored "proficient" on the Grade 1 Spring IRI				
# of students who scored "proficient" on the Grade 2 Spring IRI				
% of students who scored "proficient" on the Grade 2 Spring IRI				
# of students who scored "proficient" on the Grade 3 Spring IRI				
% of students who scored "proficient" on the Grade 3 Spring IRI				
OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)				
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)				
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)				

(Example: % of students who transitioned off the reading intervention plan)				(ex. 5% Increase Annually)
(Example: Professional Development hours …)				
(Example: Proficiency or progress on a local / district assessment…)				

Performance Metrics Notes

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

Other Notes / Comments