

Community School Vision

School Vision

A clear, forward-looking statement that describes what your school aims to achieve for its students, families, and community. It reflects your long-term community school goals and core values.

“We are a community focused on student learning in order to build character, foster informed and productive citizenship, and prepare all youth for college and career success.”

What does success look like?

North star outcomes aligned to the vision that can be met over the course of a few years.

Students having the academic, social/emotional support and resources needed to successfully acquire the credits needed to graduate in order to move on to either being enrolled in higher education, employed, or enlisted with one of the Armed Forces.
Families are engaged within the school community in order to support the current and post secondary goals of their child.

Collaborative Leadership Team

List stakeholders who played a meaningful leadership role in the creation of your action plan. These individuals will be invited to participate in your action plan dialogue with ICCS.

If your plan includes Early Childhood Education or Out-of-School Time strategies, list an additional staff contact other than the Community School Coordinator to lead this work.

Name	Title or Community Role	Main Contact	Email
Barbara Lords	EL Coach/ Community Advisory Board	Pipeline ▾	blords@sd251.org
Angel Wadsworth	Principal/ Community Advisory Board	Pipeline ▾	awadsworth@sd251.org
Megan Brandley	School Companion/Community School Advisory Board	Pipeline ▾	mbrandley@sd251.org

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

Stacy Salvesen	Community School Coordinator	Pipeline ▾	ssalvesen@sd251.org
Student	Student Voice Team/ Community School Advisory Board	Pipeline ▾	55811@sd251.email
Student	Student Voice Team/ Community School Advisory Board	Pipeline ▾	55126@sd251.email
Kami Pace	Paraprofessional/ Stakeholder	Pipeline ▾	kpace@sd251.org
Patsy Burtenshaw	Community Member/ Community School Advisory Board	Pipeline ▾	rjhdet@hotmail.com
Kelton Fortune	Teacher	Pipeline ▾	kfortune@sd251.org

Describe **how** and **why** your collaborative leadership team selected community school priorities.

- ☒ ~~Reference specific data from your Assets and Needs Assessment that supports each identified priority.~~
- ☒ ~~Describe the root causes behind each need, as determined through your analysis of the data.~~
- ☒ ~~You may also include a brief history of previous efforts to address these needs. Note what has helped or hindered progress in the past.~~

This section should describe your school's 3-5 most pressing needs, and the underlying causes that must be addressed to achieve your goals.

Community School Vision

Priority What are the 3-5 most pressing needs or opportunities for your school?	Data List the specific data from the Assets and Needs Assessment that supports the priority. What trends or patterns in the data show this need	Root Cause Identify the root cause of the need. Why is this need occurring? What is helping/hurting? What barriers have historically made it difficult to address?
1 Improve graduation rates and increase Go-on enrollment for students attending JHS.	Based on data collected from students, 3 out of 54 graduating Seniors were lined up and actively participating in something that directly related to their long term goals. Currently, JHS has a partnership with the School Districts' Transportation Department and sends 3 Junior students to assist with basic mechanics and bus inspections. These three students report that it has been helpful. The transportation director reports that the students have been an asset to the department and have learned valuable skills. When polled, only 76% of students reported being comfortable in expanding their comfort zone. Only 80% reported being able to practice a growth mindset. Only 72% reported being able to make a plan and set goals. National data and trends show that high schools across the nation are already or plan to place a greater emphasis on future plans.	Students who attend JHS have all been identified as being at risk for school failure/drop out. Many of these students do not have the confidence or support to make connections with their long term goals and many of them only have the short term goals of making it to school or making it to graduation. Rigby is a smaller rural community that does not have many opportunities available to students. Many students need to help with household expenses and therefore must hold a job while attending High School which doesn't allow them the time or opportunity to explore fields of interest, trade programs, or visit post secondary institutions outside of the regular school day.
2 Improve academic achievement by strengthening student and family engagement.	While there has been a great increase in student/family engagement, up to 55% currently overall, there is still lots of room to improve and without intentional efforts it is likely that student/family engagement will reduce back to what it was prior to the intentional strategies. Based on our accreditation findings from Spring of 2026, stakeholder involvement is an area of improvement for JHS.	Many students that attend JHS must work and are not available to participate in activities that are outside of the school day. Many students do not believe that their voice is valid or heard. Parents are often unavailable due to work or the ability to get to the school. Many of our families are EL eligible and do not participate due to the language barrier. Some parents have disengaged from active participation in their students' education. School budgets are only able to provide so much and oftentimes the activities that build belonging and

Community School Vision

Priority	Data	Root Cause
What are the 3-5 most pressing needs or opportunities for your school?	List the specific data from the Assets and Needs Assessment that supports the priority. What trends or patterns in the data show this need	Identify the root cause of the need. Why is this need occurring? What is helping/hurting? What barriers have historically made it difficult to address?
		community are the first to be cut in financial decisions. As a Title I school, JHS serves a largely economically disadvantaged community and does not have extracurricular events to help generate income, like a traditional high school.
3 Strengthen students' social-emotional wellbeing and positive behavioral skills to support overall success.	100% of the students enrolled at JHS have been identified as being at risk for school failure. Many of these students lack the skills needed to self regulate and manage with behaviors and emotions. Many of our students struggle with executive functioning skills that result in their inability to set goals, prioritize, remain organized, and manage time.	Students need to have a connection and a sense of belongingness in order to reduce the likelihood of dropping out of school. With the continued implementation of the SEL curriculum and activities, students gain skills for self regulation and coping strategies. Teachers and staff at JHS are tasked with building relationships and connecting with students that have been identified as being "at risk" and who have not built great relationships with adults historically.

Complete the action planning template to outline targeted strategies that respond directly to the priorities identified above. This plan should reflect your school's approach to implementing the community school strategy.

1. For each **priority**:

- ☒ ~~Select a key practice and pipeline service area from the drop-down options. These are required for project-wide grant reporting. Choose the best fit—don't make your own.~~
- ☒ ~~Develop a SMART goal. [SMART goals worksheet and examples.](#)~~
- ☐ At the end of the school year or other check-in point, you will update your SMART goals progress.
- ☒ ~~Identify strategies you will use to support the priority.~~

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

2. For each **strategy**:

- ☒ Identify if the strategy is new (N) as a result of the FSCS grant or already existing (E) prior to the grant.
- ☒ Complete the tables to detail key action steps, roles, resources, and timeline.
- ☒ Identify the **FSCS Funding Stream** used to support each strategy: Pipeline Services, ICGS Sponsored PD, OST, Early Learning, PD, or Match. See Overview of FSCS Funding Streams for more on the purpose of each stream:
 - ☐ In this **same FSCS Funding Stream** box, enter the line item description from your budget.
 - ☐ UW staff will complete the final column, directing you where to report your strategies in Airtable.

3. Create a **26-27 FSCS School Budget** that reflects and supports your action plan.

- ☒ All spending must be reflected in both the action plan and budget to be eligible for grant reimbursement.

Priority 1: Increase Postsecondary Planning and Career Exploration

Key Practice		Pipeline Service Area			
Expanded, Enriched Learning Opportunities ▾		Cradle to Career Transitions ▾			
SMART Goal: By May 2027, through a coordinated effort among the Community School Coordinator, School Counselor, School Companion, Building Administrator, and other key staff, 90% of junior and senior students will develop an identified postsecondary plan and complete at least one meaningful connection to a postsecondary education, training, or career opportunity, including but not limited to job shadowing, internships, campus visits, application completion, or meetings with workforce and community partners.					
SMART Goal Progress as of [Date]:					
Narrative Reflections:					
SMART Goal Achieved?	☐ In-Progress	☐ Yes	☐ No	☐ No Longer Applies	
Strategies	Actions/Tasks List key action steps or events within your strategy.	Resources Identify lead person, or	FSCS Grant Stream	Timeline Projected timeline for	FSCS Grant Reporting

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

Higher level view: services, programs, and/or interventions that will take place. What strategies support the root causes?		organization, personnel, time, funding, materials, partnerships, trainings, etc.	Identify the Funding Stream used for each strategy.	strategy completion.	Airtable section name. (UW Staff Use)
☐ N ☒ E	Ensure all juniors and seniors develop individualized postsecondary plans aligned with their interests, strengths, and career goals.	Actions: Conduct one-on-one planning meetings with each junior and senior. Identify college, career, military, and workforce pathways. Develop individualized programming and support plans based on student goals. Provide ongoing follow-up and progress monitoring. Performance Targets: 100% of juniors and seniors will participate in at least one individual postsecondary planning meeting annually. 100% of juniors and seniors will develop a documented postsecondary plan. 90% of juniors and seniors will complete at least one postsecondary planning activity (career assessment, application, FAFSA support meeting, college visit, military recruiter meeting, etc.). 90% of students will report increased awareness of postsecondary options on annual surveys. Evaluation Methods: Postsecondary planning meeting logs. Student postsecondary plans maintained in counseling records. Career assessment and planning documentation. Student surveys administered annually.	A combined effort between CSC, School Counselor, School Companion, and other key staff.	Pipeline 13	End of Y... Whole-S...

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

		Graduation and postsecondary transition data.				
☒ N ☐ E	Increase student access to career exploration, job shadowing, internships, and work-based learning opportunities through partnerships with local businesses and organizations.	Actions: Identify and recruit community and industry partners. Establish job shadowing and internship opportunities. Connect students with hands-on training experiences in high-demand career and trade fields. Promote workforce readiness skills through community engagement. Performance Targets: Establish at least 5 new community or industry partnerships by May 2027. Provide career exploration, job shadowing, internship, or work-based learning experiences to at least 90% of juniors and seniors. Facilitate at least 20 student participation experiences in job shadowing, internships, or site visits during the school year. Increase student awareness of career pathways by 10% as measured through surveys. Evaluation Methods: Partnership agreements and partner contact logs. Student participation records and sign-in sheets. Internship and job-shadowing placement records. Student reflection forms and surveys. Community partner feedback surveys.	Community School Coordinator, Community School Advisory Board, School Counselor, Community Stakeholders	Pipeline ▾ 13	End of Y... ▾	Whole-S... ▾
☒ N ☒ E	Increase student and family awareness of postsecondary options, career pathways, and available resources.	Actions: Host annual College and Career Night events. Invite colleges, technical schools, employers, and community organizations to participate. Provide information on admissions, financial aid,	Community School Coordinator, Community School Advisory Board, School Counselor,	Pipeline ▾ 54, 55	End of 1... ▾	Events ▾

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

		workforce training, and career opportunities. Facilitate family engagement and networking opportunities. Performance Targets: Host at least one College and Career Night annually. Secure participation from at least 10 colleges, training programs, employers, or community organizations. Achieve attendance by at least 50% of families of juniors and seniors. Increase family awareness of postsecondary opportunities by 10% as measured through event surveys. Evaluation Methods: Event attendance records. Partner participation records. Family satisfaction and feedback surveys. Postsecondary information distribution records. Stakeholder surveys administered throughout the year.	Community Stakeholders			
☐ N ☒ E	Improve academic achievement, credit attainment, and student engagement in online coursework through expanded E-Center services.	Actions: Provide structured academic support and tutoring. Monitor student progress and intervene early when challenges arise. Increase opportunities for student connection, engagement, and belonging. Support successful completion of online courses and graduation requirements. Performance Targets: 90% of E-Center students will participate in regular academic check-ins. Increase course completion rates by 10% from the previous school year. Increase credit attainment among participating students	E-center paraprofessional, Administrators, Community School Coordinator, School Counselor	Pipeline ▾ 19, 28	End of Y... ▾	Whole-S... ▾

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

		by 10%. Improve student engagement and belonging survey responses by 10%. Reduce the number of students failing online courses by 10%. Evaluation Methods: Tutoring and attendance logs. Online course completion reports. Student credit attainment records. Academic progress monitoring data. Student engagement and climate surveys. Graduation and retention data.				
☒ N ☒ E	Increase student participation in hands-on career and technical education experiences that build workforce skills and career awareness.	Actions: Continue and expand the bicycle repair program. Implement a small electronics repair program. Develop hands-on simulation-based learning experiences. Provide opportunities for students to explore career pathways and develop technical skills. Performance Targets: Maintain the bicycle repair program throughout the grant period. Launch one new electronics repair program by May 2027. Provide hands-on CTE experiences to at least 75% of students. Offer at least 4 career-focused simulation or skill-building activities annually. Increase student interest in CTE pathways by 10% as measured through surveys. Evaluation Methods: Student enrollment and participation records. Program completion records. Student skill demonstrations and project portfolios. CTE activity logs. Student career interest surveys.	Administrator, faculty, instructional coach	Pipeline ▾ 28, 56	End of Y... ▾	Activities... ▾

Community School Vision

		Staff and community partner feedback.				
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Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

Priority 2: Increase Family and Stakeholder Engagement

Key Practice		Pipeline Service Area				
Culture of Belonging, Safety and Care ▾		Family and Community Engagement ▾				
SMART Goal: By the end of the 2026-2027 school year, JHS will increase stakeholder participation from 55% to 65% by providing consistent opportunities for student leadership and family engagement, including monthly student-led activities and at least two family engagement events. Communication with stakeholders will be enhanced through the distribution of monthly newsletters, and effectiveness will be measured through stakeholder surveys administered three times annually, demonstrating increased participation and positive feedback regarding school engagement and communication.						
SMART Goal Progress as of [Date]:						
Narrative Reflections:						
SMART Goal Achieved?		☐ In-Progress	☐ Yes	☐ No	☐ No Longer Applies	
Strategies Higher level view: services, programs, and/or interventions that will take place. What strategies support the root causes?	Actions/Tasks List key action steps or events within your strategy.	Resources Identify lead person, or organization, personnel, time, funding, materials, partnerships, trainings, etc.	FSCS Grant Stream Identify the Funding Stream used for each strategy.	Timeline Projected timeline for strategy completion.	FSCS Grant Reporting Airtable section name. (UW Staff Use)	
☐ N Increase family and stakeholder engagement by increasing family participation in Advisory Meetings and family engagement activities by 10 percentage points (from 55% to 65%), while ensuring that stakeholder	Actions: Increase participation in Advisory Meetings through email, text, newsletter, and social media outreach. Offer flexible meeting times, virtual participation options, and opportunities for electronic feedback. Conduct regular stakeholder surveys and listening sessions. Host two	Administrators, Community School Coordinator, Community School Advisory Board, School Counselor	Pipeline ▾ 19, 28, 54, 55	End of Y... ▾	Whole-S... ▾	
☒ E						

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

	voice is incorporated into school improvement efforts.	family engagement events annually (Fall and Spring). Share meeting highlights and follow-up communications with stakeholders. Performance Targets: Increase participation from 55% to 65%. Host at least 4 Advisory Group meetings during the school year. Conduct stakeholder surveys three times annually. Host 2 family engagement events with attendance representing at least 50% of enrolled families. Evaluation Methods: Parent Advisory Group attendance logs. Event sign-in sheets. Survey participation and satisfaction results. Documentation of stakeholder recommendations incorporated into school improvement planning.				
☒ N ☐ E	Expand student leadership and student voice by May 2027, by increasing student engagement and leadership opportunities by ensuring that 90% of students participate in at least one leadership, service-learning, or school culture activity and that students have regular opportunities to provide input	Actions: Provide monthly opportunities for student-led activities, presentations, and service-learning projects. Engage students in Student Leadership and school improvement discussions. Share school goals, accomplishments, and opportunities for involvement. Facilitate student-led initiatives such as Spirit Days, Kindness Week, staff appreciation activities, and community service projects. Performance Targets: Conduct at least 9 monthly student leadership/ engagement	Community School Coordinator, Community School Advisory Board, School Counselor, Teachers	Pipeline ▾ 28, 55, 56	End of Y... ▾	Advisory ... ▾

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

	on school improvement efforts.	activities during the school year. Engage 90% of students in at least one leadership or school culture activity. Include student representatives in 100% of school improvement meetings where appropriate. Increase positive responses on student climate and belonging surveys by 10%. Evaluation Methods: Student participation records. Student Leadership meeting minutes. School improvement committee membership and attendance records. Student survey data collected three times annually.				
☐ N ☒ E	Promote student wellness and belonging through the Strong Body, Strong Mind Initiative so that by May 2027, JHS will improve student wellness, school connectedness, and engagement by providing consistent after-school fitness and wellness opportunities that serve at least 50% of enrolled students throughout the year.	Actions: Offer a twice-weekly after-school fitness club open to all students and staff. Promote physical health, mental wellness, and positive relationships. Increase opportunities for connection, belonging, and healthy lifestyle development. Performance Targets: Conduct fitness club activities twice weekly throughout the school year. Achieve participation from at least 50% of students during the year. Improve student responses related to school belonging and wellness by 10% on stakeholder surveys. Maintain an average attendance rate of 75% or higher among participating students. Evaluation Methods: Fitness club attendance records. Student wellness and climate survey results. Program participation and retention data. Student feedback collected through surveys and listening sessions.	Administrators, Community School Coordinator, Community School Advisory Board, Staff	Pipeline ▾ 19, 28	End of Y... ▾	Whole-S... ▾

Community School Vision

Priority 3: Improve Emotional Well-Being and Behavioral Skills

Key Practice		Pipeline Service Area			
Expanded, Enriched Learning Opportunities ▾		Connection to Community and Workforce Deve... ▾			
SMART Goal: By May 2027, the school will improve student engagement, emotional well-being, and behavioral outcomes for transfer students and students enrolled in online coursework by implementing comprehensive onboarding, individualized supports, and proactive family engagement. Success will be demonstrated by increasing course completion rates from 92% to 95%, reducing chronic absenteeism from 50.5% to below 45%, and decreasing behavioral referrals from 45 to fewer than 35 annually.					
SMART Goal Progress as of [Date]:					
Narrative Reflections:					
SMART Goal Achieved?	☐ In-Progress	☐ Yes	☐ No	☐ No Longer Applies	
Strategies Higher level view: services, programs, and/or interventions that will take place. What strategies support the root causes?	Actions/Tasks List key action steps or events within your strategy.	Resources Identify lead person, or organization, personnel, time, funding, materials, partnerships, trainings, etc.	FSCS Grant Stream Identify the Funding Stream used for each strategy.	Timeline Projected timeline for strategy completion.	FSCS Grant Reporting Airtable section name. <i>(UW Staff Use)</i>

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

☒ N ☐ E	Implement early identification, intervention, and behavioral support systems. By May 2027, improve student behavioral and academic outcomes through early identification, individualized interventions, and coordinated support services, resulting in a reduction in annual behavioral referrals from 45 to fewer than 35.	Actions: Create individualized support plans for at-risk students. Use progress monitoring tools to track academic, attendance, behavioral, and social-emotional interventions. Coordinate support services among counselors, teachers, administrators, and families. Provide whole group, small group, and individual lessons focused on self regulation, social-emotional skills, and positive behavior. Performance Targets: 100% of identified at-risk students will have an individualized support plan. Progress monitoring reviews will occur at least monthly for students receiving interventions. Reduce annual behavioral referrals from 45 to fewer than 35. Improve student behavioral goal attainment for 80% of students receiving targeted interventions. Evaluation Methods: Student support plans. Behavioral referral data. Progress monitoring records. Counseling and intervention logs. Student, staff, and family surveys.	Administrator s, Community School Coordinator, School Counselor, Staff	Pipel... 28, 29, 56	End of Y... 28, 29, 56	Whole-S... 28, 29, 56
☐ N ☒ E	Expand access to school-based mental health services. By May 2027, increase student access to mental health support services through continued partnership with Grand Peaks Counseling and strengthen support for students experiencing social-emotional or behavioral challenges.	Actions: Continue providing Grand Peaks Counseling a confidential space to deliver services during school hours. Assist families with referrals and access to services. Collaborate with counselors to support student success while maintaining confidentiality. Performance Targets: Maintain school based counseling services throughout the grant period. Refer 100% of identified students needing additional mental health support. Increase utilization of available counseling services by 10% compared to the previous year. Improve student self-reported well-being by 10% on stakeholder surveys.	Administrator s, School Counselor, Community School Coordinator, 3rd Party Counselors	Pipel... 28	End of Y... 28	Whole-S... 28

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

		Evaluation Methods: Referral records. Utilization reports provided by counseling partners. Student wellness surveys. Stakeholder feedback surveys. Documentation of community partnerships.				
☐ N ☒ E	Increase new students' sense of belonging and school connectedness. By May 2027, ensure successful transitions for newly enrolled students by implementing a structured onboarding process, resulting in increased student connectedness, attendance, and engagement.	Actions: Conduct welcome meetings with students and families within one week of enrollment. Share resources, expectations, and support services. Assist students with goal setting and academic planning. Monitor student progress and provide follow-up support throughout the transition period. Performance Targets: 100% of newly enrolled students and families will participate in an onboarding meeting within one week of enrollment. 100% of new students will receive onboarding materials and support information. 90% of newly enrolled students will report feeling connected to the school within their first semester. New student attendance rates will meet or exceed overall school attendance averages. Evaluation Methods: Enrollment and onboarding records. New student surveys. Attendance and course completion data. Family feedback surveys. Follow-up progress monitoring documentation.	Administrator s, Community School Coordinator, School Counselor	Pipel... 16	End of Y... -	Advisory ... -
☐ N ☒ E	Improve student success by addressing basic needs. By May 2027, increase student engagement and readiness to learn by ensuring students and families have access to essential resources, including	Actions: Maintain and promote the school Clothing Closet. Continue partnership with the Idaho Food Bank and the Giving Cupboard. Connect students and families with community resources as needs are identified. Performance Targets: Maintain year-round operation of the Clothing Closet. Provide resource support to 100% of identified students and families in need.	Administrator s, Community School Coordinator	Pipel... 28, 42	End of Y... -	Advisory ... -

Jefferson High School Community School Action Plan

2026-2027

Last Updated:

Community School Vision

	clothing and food assistance.	Maintain partnerships with at least two community resource providers. Improve student reports of having access to needed resources by 10%. Evaluation Methods: Resource distribution logs. Referral records. Community partner reports. Student and family surveys. Needs assessment data.				
☐ N ☒ E	Reduce chronic absenteeism through targeted interventions. By May 2027, reduce chronic absenteeism from 50.5% to below 45% through early identification, family engagement, and schoolwide attendance initiatives.	Actions: Identify chronically absent students through regular attendance monitoring. Implement individualized attendance interventions. Communicate regularly with students and families regarding attendance concerns. Conduct two schoolwide attendance awareness and incentive campaigns annually. Performance Targets: Reduce chronic absenteeism from 50.5% to below 45%. Review attendance data at least monthly. Develop attendance intervention plans for 100% of chronically absent students. Conduct two attendance-focused campaigns during the school year. Improve attendance among identified students by at least 10%. Evaluation Methods: Attendance records and chronic absenteeism reports. Attendance intervention documentation. Family communication logs. Campaign participation records. Student attendance trend data.	CSC, Admin, Counselor, and community	Pipel... 28, 55	End of Y...	Advisory ...