

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

School District	# 351	Name: Oneida School District
Superintendent	Name: Dr. Rich Moore	Phone: (208) 534-6080
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Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

Mission:

To provide opportunities to ensure success for every student while in school and readiness for success in an ever-changing world.

Purpose:

To maximize the learning potential of every student in a safe, nurturing environment.

Vision:

Preparing for the Future – A Team Approach

Values:

- Education is the foundation for success.
- All students have a unique capacity to learn.
- Effective teaching is essential.
- Personal responsibility of the students is a factor in their success.
- Quality teachers make a difference.
- Schools provide a caring, safe, and respectful learning environment.
- Our guiding value will be “What is best for students?”
- We believe education is a collaborative effort involving the school, home and community.

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Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	756	1254
Female	741	1198
White	1419	2219
Black/African American	6	18
Asian	12	34
Native American	8	26
Hispanic/Latino	25	24
Free/Reduced Lunch Program	387	390
Received Special Education (IEP Students)	126	190

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

1. The school district formed a Continuous Improvement/College and Career Advising and Mentoring/Literacy Intervention Plan Committee of parents that were asked to give input on our strengths and challenges facing our district K-12. Their responses covered academic challenges, behavioral shortcomings, and attendance struggles within some schools. They gave input on how some of the challenges may be addressed and their recommendations and input have been incorporated into this plan.
2. The high school counselor will now meet individually with all students' grades 9-12 to discuss career readiness. Topics of discussion will be geared towards graduation progress, college entrance exams/GPA, college financing, scholarships, mental health, relationships, and career planning. Follow-up meetings will be held annually and as needed. (Grades 9-12)

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3. A mentor/site coordinator will now advise students 6-12 on advanced opportunities monies, online classes, dual credit applications, and certificates of residency. The mentor will schedule and proctor all online finals and communicate with parents as needed. (Grades 6-12)
4. The high school counselor will communicate with parents via email and power announcements for information relating to scholarships, career planning, FAFSA, college advising, etc. Parent teacher conferences will also be held every semester for parent/teacher/counselor updates and communication. (Grades 9-12)
5. The counselor will host college trips to (local) major universities and technical institutions. Transportation will be provided for juniors and seniors to select two colleges of choice for a scheduled college visit. (Grades 11-12)
6. A FAFSA night will be held for all seniors and parents for guidance in FAFSA completion and scholarship information. (Grade 12)
7. A College Application Week will be hosted by the high school administration and counselor. All seniors will have an opportunity to fill out at least one college application during school hours with instruction by counselor and staff. (Grade 12)
8. A Higher Education Day will be held in the spring. Idaho colleges will be in attendance to meet with all juniors to discuss college options and share a glimpse of college life within their campus. (Grade 11)
9. A Senior Signing/College Night will be held next spring to honor seniors and their choice of college. The parents as well as the community will be encouraged to attend and share in this endeavor. (All students, parents, and community)
10. Parents are familiar with our power half-hour tier 2 intervention program. We have a parent/teacher organization that coordinates volunteer efforts. This board meets regularly with the Principal to discuss needs. After the IRI has been given, we will assess who is not at grade level. We send notes home requiring a signature of each child's literacy plan to be returned. The not provides parents with the opportunity to contact the school with questions, concerns, or input for the intervention plan. Students who do not return their contract will still participate in their literacy plan if we have not heard from parents within 15 days. Also we will send home progress monitoring results of their student's progress as they become available each month. Parent/teacher conferences are held in November and February. If parents have any input, it can also be added in the annual parent survey.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

- **Interventions used at each grade level:**
 - K: Full day kindergarten offered to students who qualify for that intervention. Qualifying students will participate in regular half-day kindergarten in the morning and then continue through the afternoon. The afternoon intervention curriculum is focused primarily on reteaching the Reading Street curriculum with additional support. A certified teacher works with the students in a whole group setting for 25 minutes, and then with the help of an aide a small group setting for 30 minutes. There is also a 15 minute paired reading buddy time. The rest of the afternoon curriculum is spent in math and playtime.
 - 1st: PALS, Sopris West; Sounds and Letters for Readers, Sopris West; Reading Pathways, Jossey-Bass; (phonemic awareness, phonics)
 - 2nd-3rd: Phonics for Reading, Curriculum Associates; (phonics)
 - 1st-3rd: Read Naturally for vocabulary, fluency and comprehension
 - 1st-3rd: Intervention sessions are done daily for 30 minutes (Power Half Hour) in-class, small groups being taught by classroom teachers. Skills taught depend on need as determined by data review (RTI) during grade-level PLCs.
 - 1st-3rd: In addition to the "Power Half Hour" some students receive individual or small group pull-out or push-in intervention daily for 15-20 minutes. This is based on need from progress monitoring data (iReady) and classroom assessment data.
 - 1st-3rd: Some teachers facilitate before and after school help sessions. This is monitored by the individual teachers based on student need (iReady and classroom assessments per teacher decision)
 - K-3rd: Accelerated Reader helps keep students accountable for outside reading and checks comprehension.
 - 1st-3rd: A six-week summer library session is offered to all students. Students not showing proficiency in reading are top priority for recommendations to participate in the summer program. Accelerated Reader progress is monitored by a paraprofessional.
 - K-3: Certified staff participate in Grade-level PLCs twice a month where they use student achievement data to determine appropriate interventions for students not performing on grade level. All groups and interventions are fluid depending on student achievement.
 - K-3: Tier 2 interventionists are provided for students that have reading difficulties.
 - Idaho Home Learning Academy (IHLA): The Oneida School District along with our online educational partners provide an online elementary for home school students. These students are counted as part of the students we serve. The intervention needs of these students are addressed differently than our brick and mortar students. These students are monitored with formative assessments (IRI and others) as well as monitoring online curriculum outcomes to determine educational need. Each student's progress is closely monitored. When a student is not showing adequate progress or is in need of teacher support, a teacher makes contact and

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addresses the area of concern. Certified tutors/teachers are assigned to provide interventions to meet these individual learning needs. Additional tutor hours are given when these learning needs present themselves as challenges. Tutors / students have access to a broad range of online software curriculum designed to target a wide range of learning challenges. Tutors and students work online together to address learning challenges. Parents are the primary “teacher” for the home school students. They are directly involved with all aspects of the educational plan and interventions as they occur.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

- Collaborative Leadership: Malad Elementary is part of Oneida School District. There is a district leadership team that meets regularly and supports the elementary in implementation of the “Comprehensive Literacy Plan,” and the “Literacy Intervention Program.” Malad Elementary is led by a School Leadership Team that meets twice a month to review student achievement and receive input from the school’s PLCs. The PLCs specifically review individual student achievement and make decisions for instruction and curriculum based on data. Malad Elementary also has an external consultant who assists in building teamwork and using data effectively.
- Developing Professional Educators: For 2018-19 professional development will include training on the new reading program, Reading Street and also on using data well. Teachers are learning to use iReady for individual student monitoring and for class and grade level reports. They create data boards and use that information to drive instruction and interventions. Students are put into appropriate groups for interventions during the Power Half Hour. These groups are fluid and change based on data.
- Effective Instruction and Interventions: Interventions and differentiated instruction are provided based on data. Specific interventions may be changed if growth is not observed in progress monitoring reports. Teachers meet in PLCs and share instructional strategies. At times teachers observe each other. The school purchased a new core reading program, Reading Street by Pearson, which is a research-based reading program.
- Assessment and Data: PLCs develop data boards based on data from IRIs and benchmarks which are given in the fall, winter and spring. Students who are not proficient receive interventions and the lowest performing students are progress monitored. Progress monitoring is given based on resources available (in other words we progress monitor as many as we can.)

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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 AND MENTORING PROGRAM
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	Middle School Career Counselor
	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)	The True Readiness model will be utilized to assist with career advising. Focus will be emphasized on the four key areas of: Personal, Career, Academic, and College. The aim will be to equip students for success in life skills, college and career readiness, financial literacy, leadership, relationship/communication skills, and personal life

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Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

- The high school counselor will now meet individually with all students' grades 9-12 to discuss career readiness. Topics of discussion will be geared towards graduation progress, college entrance exams/GPA, college financing, scholarships, mental health, relationships, and career planning. Follow-up meetings will be held annually and as needed. (Grades 9-12)
- A mentor/site coordinator will now advise students 6-12 on advanced opportunities monies, online classes, dual credit applications, and certificates of residency. The mentor will schedule and proctor all online finals and communicate with parents as needed. (Grades 6-12)
- The high school counselor will communicate with parents via email and power announcements for information relating to scholarships, career planning, FAFSA, college advising, etc. Parent teacher conferences will also be held every semester for parent/teacher/counselor updates and communication. (Grades 9-12)
- The counselor will host college trips to (local) major universities and technical institutions. Transportation will be provided for juniors and seniors to select two colleges of choice for a scheduled college visit. (Grades 11-12)
- A FAFSA night will be held for all seniors and parents for guidance in FAFSA completion and scholarship information. (Grade 12)
- A College Application Week will be hosted by the high school administration and counselor. All seniors will have an opportunity to fill out at least one college application during school hours with instruction by counselor and staff. (Grade 12)
- A Higher Education Day will be held in the spring. Idaho colleges will be in attendance to meet with all juniors to discuss college options and share a glimpse of college life within their campus. (Grade 11)
- A Senior Signing/College Night will be held next spring to honor seniors and their choice of college. The parents as well as the community will be encouraged to attend and share in this endeavor. (All students, parents, and community)

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Instructions: Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

Summary of Parental Notification of Advising Resources - REQUIRED

The following means were used to notify parents regarding the college and career advising and mentoring service available to our students:

PowerAnnouncement, emails, and flyers are sent to all parents and students informing them of college and career advising and mentoring service and activities:

Freshman Orientation

Back-to-School Night

College Application Week

FAFSA Night

College Tours

Parent/Teacher Conference

Career Fair

Scholarship Applications

Other Notes / Comments

Please proceed to the Combined District Plan Metrics – Template Part 2
AND the Literacy Plan Proposed Budget – Template Part 3.

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METRICS - TEMPLATE PART 2 - OPTION A

District #	351 District Name: Oneida School District
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METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
All students will be college and career ready (This data is calculated for students that met all college ready benchmarks on ACT/SAT, not just one subcategory.)	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	# benchmark	# tested	# benchmark	# tested	Not Required	Not Required
		37	99	35	92		
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	37.37%	38.04%	0.67 percentage points	40%		
	% students participating in one or more advanced opportunity	29.00%	38.00%	9 percentage points	43%		
	% CTE track HS students graduating with an industry-recognized certification	7.00%	30.00%	23 percentage points	35%		
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	68.00%	85.00%	17 percentage points	90%		
	# of high school students graduating with an associate's degree or a career technical certificate	0	0	Not Required			
	4-year cohort graduation rate	76.90%	90.00%	13.1 percentage points	95%		

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METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	100%
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	100%
		10	100.00%	10	100.00%	0 percentage points	100%
		11	100.00%	11	100.00%	0 percentage points	100%
		12	100.00%	12	100.00%	0 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017	Not Required	Not Required
		19	52	33	64		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	36.54%		51.56%		15.02 percentage points	55%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016	Not Required	Not Required
		14	54	15	52		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	25.93%		28.85%		2.92 percentage points	33%
All students will be prepared to transition from middle school / junior high to high	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		25	75	23	79		
	% students who scored proficient on the 8th grade math ISAT	33.33%		29.11%		-4.22 percentage points	38%
Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# students who scored proficient on the 8th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		34	75	37	79		

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METRICS - TEMPLATE PART 2 - OPTION A

	% students who scored proficient on the 8th grade ELA ISAT	45.33%	46.84%	1.5 percentage points	52%		
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		36	91	32	116		
	% students who scored proficient on the 6th grade math ISAT	39.56%	27.59%	-11.97 percentage points	33%		
	# students who scored proficient on the 6th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		52	91	66	116		
% students who scored proficient on the 6th grade ELA ISAT	57.14%	56.90%	-0.25 percentage points	63%			
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		63	98	97	153		
	% students who scored "proficient" on the Kindergarten Spring IRI	64.29%	63.40%	-0.89 percentage points	68%		
	# students who scored "proficient" on the Grade 1 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
78		113	78	139			
% students who scored "proficient" on the Grade 1 Spring IRI	69.03%	56.12%	-12.91 percentage points	62%			

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Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	64	106	96	150	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	60.38%		64.00%		3.62 percentage points	69%
	# students who scored "proficient" on the Grade 3 Spring IRI	94	130	100	148	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	72.31%		67.57%		-4.74 percentage points	72%

NOTES:

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METRICS - TEMPLATE PART 2 - OPTION A

College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Attendance at FAFSA Night for all Seniors	78%	82
Participation in College Application Week	100%	100%
Participation in Career advising on Adv. Opportunities, Dual Credit, Online Curriculum	38%	43%
NOTES:		

Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Improve on our Kindergarten IRI scores from 2016-2017 to 2017-2018	-1%	5%
Improve on our 1st grade IRI scores from 2016-2017 to 2017-2018	-12%	5%
Improve on our 2nd grade IRI scores from 2016-2017 to 2017-2018	4%	5%
NOTES:		