

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

| | | |
|------------------------|---------------------------------|-------------------------------------|
| School District | #351 | Name: Oneida School District |
| Superintendent | Name: Rich Moore | Phone: (208) 534-6080 |
| | E-mail: rich.moore@malad.us | |
| Plan Contact | Name: Terri Sorensen | 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.

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 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 separate descriptions for the Continuous Improvement 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

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Each school works closely with parents in establishing two-way communications with patrons. Several of these efforts include, but are not limited to back to school nights, school web sites, Facebook interactions, parent nights, parent newsletters, parent teacher conferences, and email notifications and communications with parent/teacher. Feedback is welcomed and used.

In a more formal effort to collect and analyze parent feedback, which was used in the formulating this district plan, was the parent engagement survey. Parents were encouraged to participate in this survey. The data collected was used to formulate our district plan and set goals in areas that we could improve on. We will continue to seek feedback through this source as well as others as we move forward on our continuous improvement efforts.

Parent Notification of College and Career Advising and Mentoring Services

The district has recently increased our counselor FTE by over 100%. This has allowed a school counselor to be at each of our schools. We have set curriculum and programs to emphasize our Career and College focus. These efforts begin in elementary school and continue up through our student's senior year. In our middle school counselors meet with parents to form a student education plan which maps out their educational plan to achieve their goals. This plan is visited frequently each year up to and including their senior year. Special parent nights, field trips, guest speakers, and software programs allow students to explore and learn more about potential career and college opportunities.

Our counselors each have budgeted funds to spend in college/career education efforts. We have partnered with our CTE programs to enhance the career efforts. Through the CTE efforts students are able to participate in internships which give first-hand knowledge of various work experiences.

The high school counselor will communicate with parents via email, Swift Reach text and email, and power announcements for information relating to scholarships, graduation, SAT day, college and career advising and mentoring service and activities, FAFSA, student loans etc. Parent teacher conferences will also be held every semester for parent/teacher/counselor updates and communication. (Grades 9-12)

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The following events and programs are used to notify and inform parents regarding the college and career advising and mentoring services available to our students:

Power Announcement, emails, and flyers are sent to all parents and students informing them of
Freshman Orientation
Registration
Back-to-School Night
College Application Week
FAFSA Night
College Tours
Parent/Teacher Conference
Career Fair

Parental Involvement in Students' Individual Reading Plans

In the first weeks of school all students are evaluated in grades K-12. Grades K-5 use iStation to assess students reading ability. Grades K-2 also use the assessment program ESGI for more specific and individualized evaluations. Grades 6-12 use iReady to assess students reading ability. Assessment results are made available to parents. Grades K-5 complete monthly progress monitoring through iStation. Grades K-2 also complete monthly progress monitoring through ESGI. Grades K-12 complete benchmark testing three times a year and progress monitor through the instructional piece of iReady. All progress monitoring of their student's progress is made available to parents as they become available each month. In addition, we have a parent/teacher organization that coordinates volunteer efforts in the classroom. Parent/teacher conferences are held in November and March for grades 6-12. Parent/teacher conferences for grades K-5 are held in October and January. If parents have any input, they can contact the classroom teacher, school administrator, or district office. Input can also be added in the annual parent survey.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 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

The Oneida School District uses the computer-based program iStation as the main assessment tool. In addition to the state benchmark assessments in iStation, we also use it as a monthly assessment to progress monitor all of our students. We have also purchased the online instruction piece of iStation. It is a computer based online intervention for our students. iStation is a progressive program that places students in the online activities according to their skill level.

Each classroom, grades K-5, have an aide in the classroom for a minimum of 1 hour per day and 6 hours per week. Skills taught depend on need as determined by monthly assessments and data

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review (RTI) during grade-level PLC's with the school administrator. Interventions used include Read Naturally for vocabulary, fluency, and comprehension, Fry Phrases for fluency and comprehension, Making Words for phonemic awareness, phonics, and spelling, and resources from the Florida Center for Reading Research for phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Full day kindergarten is 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 re-teaching the Reading Street curriculum with additional support.

All EL students use Imagine Learning as a language supplement for language acquisition.

The Oneida School District, along with our online educational partners, provide an online elementary school. The students who attend the virtual school 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. Our Student Success Team (SST) meets weekly to evaluate student progress and analyze assessment data. When a student is not showing adequate progress or is in need of teacher support, a teacher makes contact and addresses the area of concern. Idaho certified teachers are assigned to provide interventions to meet these individual learning needs. Additional instructional hours are given when these learning needs present themselves as challenges. Teachers and students have access to a broad range of online software curriculum designed to target a wide range of learning challenges. Teachers and students work online together to address learning challenges. Parents serve as a learning coach for their students. They are directly involved with all aspects of the educational plan and interventions as they occur.

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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 School has implemented Professional Learning Communities at multiple levels. Each month the grade level teams and the school administrator meet to review assessment data and plan interventions for individual students. The grade level teams also meet without the administrator to discuss curriculum and instruction. In addition to these meetings the teachers also participate in PLC meetings as a grade band and school-wide. These allow the teachers to share research-based strategies and instructional observations at different levels.

Developing Professional Educators: For 2019-20 school-wide professional development will focus on writing and teaching literacy in all content areas. Teachers are learning to use iStation for individual student monitoring, class and grade level reports, and intervention lessons. They are also receiving Impact Team training through the state and the Core Collaborative to focus on student goal setting as well as self and peer assessment.

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 monthly PLC’s to review data and share instructional strategies. All teachers observe other classroom a minimum of three times. In addition to the core reading program, Reading Street by Pearson, the teachers also use iStation, Read Naturally, Fry Phrases, Making Words, and resources from the Florida Center for Reading Research to provide instruction and interventions and the level needed.

Assessment and Data: All students are assessed monthly through iStation. Students in grades K-2 are also assessed as needed through ESGI for more specific data. Grade level teams meet monthly with the school administrator to review the data and plan instruction and intervention. Students who are not proficient receive intervention. All students are progress monitored.

Stakeholder Involvement: Within the school there is a reading committee, made up of teachers from different grade levels, who is responsible for finding and providing resources to both parents and teachers, promote reading with the students, and plan and host a family reading night.

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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 | |
| | 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 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 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 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, Swift Reach text and email, and power announcements for information relating to scholarships, graduation, SAT day, 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, or career technical school application during school hours with instruction by counselor and staff. (Grade 12)
- A Higher Education Day will be held in the spring. Idaho colleges and career technical centers will be invited and in attendance to meet with all juniors to discuss education options and share a glimpse of 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)
- A career readiness advisor has been added and meets with our students who will be graduating to explore career and college opportunities as well as scholarships, grants, and internships.

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Other Notes / Comments

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

| | |
|----------------|---------------------------------------|
| District # 351 | District Name: Oneida School District |
|----------------|---------------------------------------|

METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

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|--|--|
| LINK to District Report Card with previous year's data for the Section I Metrics: | idahoschools.org/districts/351/profile |
|--|--|

| Goal | Performance Metric | 2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets) |
|--|---|--|
| All students will be college and career prepared to transition from middle school / junior high to high school | 4-year cohort graduation rate | 95% |
| All students will be prepared to transition from grade 6 to grade 7 | % students who scored proficient on the 8th grade math ISAT | 75% |
| | % students who scored proficient on the 8th grade ELA ISAT | 75% |
| | % students who scored proficient on the 6th grade math ISAT | 75% |
| | % students who scored proficient on the 6th grade ELA ISAT | 75% |
| All students will demonstrate the reading readiness needed to transition to the next grade | % students who scored "proficient" on the Kindergarten Spring IRI | 90% |
| | % students who scored "proficient" on the Grade 1 Spring IRI | 85% |
| | % students who scored "proficient" on the Grade 2 Spring IRI | 85% |
| | % students who scored "proficient" on the Grade 3 Spring IRI | 85% |
| NOTES: | | |

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Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

| Goal | Performance Metric | SY 2017-18 (Yr 1) | | SY 2018-19 (Yr 2) | | Improvement / Change (Yr 2 - Yr 1) | 2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets) |
|---|--|-------------------|----------|-------------------|----------|------------------------------------|---|
| | | # benchmark | # tested | # benchmark | # tested | | |
| All students will be college and career ready | # of students who met the college ready benchmark on the college entrance exam (SAT/ACT) | 35 | 92 | 18 | 69 | Not Required | Not Required |
| | % students who met the college ready benchmark on the college entrance exam (SAT/ACT) | 0.380434783 | | 0.260869565 | | -11.96 percentage points | 40% |
| | % students participating in one or more advanced opportunities | 38.00% | | 54.00% | | Not Required | 70% |
| | % CTE track HS students graduating with an industry-recognized certification | 30.00% | | 30.00% | | Not Required | 40% |
| | % CTE track HS students who passed the CTE-recognized workplace readiness exam | 85.00% | | 87.00% | | Not Required | 90% |
| | | | | | | | |
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| NOTES: | | | | | | | |

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Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

| Goal | Performance Metric | SY 2017-18 (Yr 1) | | SY 2018-19 (Yr 2) | | 2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets) |
|--|--|----------------------|------------------|----------------------|------------------|---|
| All students will be college and career ready | # of HS students graduating with an associate's degree or a CTE certificate | 0 | | 0 | | |
| | % of learning plans reviewed annual by grade level | 8th grade | 100.00% | 8th grade | 100.00% | 100% |
| | | 9th grade | 100.00% | 9th grade | 100.00% | 100% |
| | | 10th grade | 100.00% | 10th grade | 100.00% | 100% |
| | | 11th grade | 100.00% | 11th grade | 100.00% | 100% |
| | | 12th grade | 100.00% | 12th grade | 100.00% | 100% |
| | # students who Go On to some form of postsecondary education within 1 year of HS graduation | # Enrolled | # 2017 cohort | # Enrolled | # 2018 cohort | Not Required |
| | | 23 | 69 | 21 | 62 | |
| | % students who Go On to some form of postsecondary education within 1 year of HS graduation | 33.33% | | 33.87% | | 50% |
| | # students who Go On to some form of postsecondary education within 2 years of HS graduation | # Enrolled | # 2016 cohort | # Enrolled | # 2017 cohort | Not Required |
| 18 | | 55 | 23 | 69 | | |
| % students who Go On to some form of postsecondary education within 2 years of HS graduation | 32.73% | | 33.33% | | 50% | |
| NOTES: | | | | | | |

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

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

| Performance Metric | SY 2018-19 Results | 2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets) |
|--|--------------------|--|
| Attendance at FAFSA Night for all Seniors | 59% | 65% |
| Participation in College Application Week | 100% | 100% |
| Participation in Career advising on Adv. Opportunities, Dual Credit, Online Curriculum | 100% | 100% |
| NOTES: | | |

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

| Performance Metric | SY 2018-19 Results | 2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets) |
|--|--------------------|--|
| % of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI | 63% | 70% |
| % of students who scored proficient or advanced on the Grade 3 ELA ISAT | 37% | 45% |
| NOTES: | | |