

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

More detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

POSTING / SUBMITTING YOUR PLAN

- ☐ If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1**. Plans should be submitted to plans@osbe.idaho.gov. Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the requirements of the Combined Plan, including a link to the charter school's report card (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

2020-2021 Templates for the Combined District Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our

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template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 Combined Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2020-21:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

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District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school may submit their school plan.

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

FUNDS FOR TRAINING

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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

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 websites, Facebook interactions, parent nights, parent newsletters, parent teacher conferences, regular postings by our public relations specialists through various social media outlets, 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 formulation of 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% and added three College and Career Advisors. 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 making specific focus on the possible career pathways and using School Links to map out their educational plan to achieve their goals. This plan is visited frequently each year up to and including their senior year. School advisors will meet with each student at least once a semester. Special parent nights, field trips, guest speakers, and software programs will allow students to explore and learn more about potential career and college opportunities. We have also hired an advanced opportunities coordinator to help students navigate the early college and career planning process.

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

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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. Students will also meet with their college and career advisor at least once a semester. (Grades 8 -12)

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 Fairs

SchoolLinks Access

This program will be fully implemented at MHS by the end of the 2020-21 school year. Some preliminary setup is still required.

Parental Involvement in Students' Individual Reading Plans

The Oneida School District #351 values the input of parents and the community. We seek input from our stakeholders to help ensure that we are meeting the needs of all of our students.

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 formative assessments through ESGI for specific skills being taught in the classroom. Grades K-12 complete benchmark testing three times a year and progress monitor through the instructional piece of iReady. All progress monitoring results are made available to parents as they become available each month.

Parental input and feedback is solicited at school-level Back-to-School Night, Title 1 Family Nights, and parent-teacher conferences. Parent/teacher conferences for grades K-5 are held in October and January. Parent/teacher conferences are held in November and March for grades 6-12. At the parent-teacher conferences, teachers meet with parents and discuss the assessment results, strengths and weaknesses of the student, and intervention measures that are in place to meet the individualized needs of their student. At this time parents are also provided with ideas and resources on how to collaborate with the school to support learning at home. Parental input regarding school-wide efforts is also sought through the use of an annual parent survey. In addition, we have a parent/teacher organization that meets monthly to address concerns and needs of the school and coordinates volunteer efforts in the classroom. If parents have any additional input, questions, or concerns they can contact the classroom teacher, school administrator, or district office.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 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 in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

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, has 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 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, decoding, and spelling, and resources from the Florida Center for Reading Research for phonemic awareness, phonics, decoding, 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 for students that school at home. These 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 Certified interventionists/teachers are assigned to provide interventions to meet these individual learning needs. Additional instructional tutor hours are given when these learning needs present themselves as challenges. Interventionists, teachers, and students have access to a broad range of online software curriculum designed to target a wide range of learning challenges. Interventionists, teachers, and students work online together to address learning challenges. Parents are the primary "teacher" for the home school students. They 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. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership: Oneida School District has a district leadership team that meets regularly and supports the elementary schools in implementation of the “Comprehensive Literacy Plan,” and the “Literacy Intervention Program.” Elementary schools have 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 Malad Elementary, 2020-21 school-wide professional development will focus on writing and teaching literacy in all content areas. Teachers are continuing to learn to use iStation for individual student monitoring, class and grade level reports, and intervention lessons. They are continuing to receive Impact Team training through a teacher led team and the use of resources provided by the state and the Core Collaborative website. This training focuses on student goal setting as well as self and peer assessment. Malad Middle School will continue to provide professional development through-out the upcoming year. We have an online curriculum in all of our subjects, our teacher evaluation system is online and our parent-student tools, namely Schoology (LMS) is online. State assessments and benchmarking/progress monitoring applications are all online. We need training to stay on top. For Idaho Home Learning Academy (IHLA), 2020-21 school-wide professional development will focus on effective Professional Learning Communities (PLC) meetings and how to use data to guide and differentiate instruction.

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 classrooms a minimum of three times. At Malad Elementary, 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 at the level needed. At Malad Middle School we utilize teacher-peer observations to support each other. Administrators have a direct responsibility to be involved weekly, if not daily, in our classrooms to help support student learning. Our curriculums are robust but we also have IXL, Moby Max and standards support from AIRAST and I-Ready. At IHLA, in addition to the core reading programs, the teachers and interventionists also use iStation, Nessy, Reading Eggs, Really Great Reading, Read Naturally, Words Their Way, and Phonics for Reading to provide instruction and interventions at the level needed.

Assessment and Data: At Malad Elementary, 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. At Malad Middle School, the data we receive from our students is integral. Besides benchmarking

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three times a year and taking our end of the year assessments, we progress monitor our students regularly in ELA and Math. We also take interim assessments which are tied to the ISATS in ELA, Math and Science. Our teachers all serve in various professional learning communities to collaborate on how to reach individual students and improve student achievement.

At IHLA, students have access to the monthly iStation assessments. Students referred to the Student Success Team (SST) are benchmarked three times a year using a variety of grade appropriate assessments including Star 360. PLC teams meet weekly to review data and monitor individual student intervention needs.

Stakeholder Involvement: At Malad Elementary, teacher-led teams, made up of teachers from different grade levels, are responsible for finding and providing resources to both parents and teachers. They are also responsible for promoting reading with the students and plan and host a family outreach. At Malad Middle School we recognize that our “parent learning coaches” work with their children and their teachers to help with student learning. We strive to provide parents/families information weekly if not daily.

The Parent Learning Coach is an intricate part of our IHLA literacy plan. Parents, teachers, interventionists, counselors and all other educational stakeholders work closely together to develop individualized learning plans for each IHLA student. Building strong relationships between the teacher and the families and including parents in educational decisions are fundamental philosophies of the IHLA program.

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

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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	High School and Middle School Counselors
X	Teacher or paraprofessional as advisor	College and Career Readiness Advisors
	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

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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.

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Advising Program Summary - REQUIRED

- This coming year, Oneida School District will be implementing SchoolLinks for all students and parents grades 6 to 12. SchoolLinks is an innovative web-based program built to house all College and Career Readiness needs in one platform and provides access for all educational stakeholders. SchoolLinks supports the counseling department while delivering a personalized experience to students and families. SchoolLinks provides all post-secondary planning activities from career interest inventories all the way to post-secondary outcome tracking. Students, with support from counselors and parents, will create and monitor four-year plans in SchoolLinks (Grades 6 - 12). The Advanced Opportunity Coordinator and the College/Career Advisor will work directly with students to implement the plan during their high school years to make sure it is a living document.
- The high school counselor or career advisor 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 bi-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 Advanced Opportunities Coordinator will schedule and proctor all online finals and communicate with parents as needed. (Grades 6-12)
- The high school counselor or college/career advisor 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 or college/career advisor 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 and career advisor. 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)
- Three college/career readiness advisors have been added and will meet with our students who will be graduating to explore career and college opportunities as well as scholarships, grants, and internships.
- 8th grade students are provided with and instructed in filling out a four-year plan for graduation.
- Each 8th grade student takes four introductory CTE classes during their 8th grade year to introduce pathways and opportunities for certifications at Malad High School.
- Each 8th grade student is invited to a Freshman Orientation night at Malad High School. Topics such as credits, certifications, and college options are discussed.

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- 8th and 9th grade students participated in “Reality Town”. It is a real life simulation of different career choices. In this simulation they learn personal financial planning, correlation between education and salary, and a variety of life skills.
- The 8th graders attended the Jr. Achievement Aspire Event and a were given a tour of the ISU campus.
- The 8th graders were given a campus tour of Utah State University and the Space Dynamics Lab.
- 7th and 8th grade girls attended a STEM Conference in Brigham City Utah. This conference focused on expanding student’s horizons.

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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 **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. 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 **2020-21 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.

LEA #	351	LEA Name:	Oneida School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required): <https://idahoschools.org/districts/351/profile>

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20	2020-21
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	95.0%	95.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	40.0%	45.00%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	75.0%	75.0%
	% students who score proficient on the 8th grade ELA ISAT	75.0%	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	75.0%	75.0%
	% students who score proficient on the 6th grade ELA ISAT	75.0%	75.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	90.0%	90.0%
	% students who score proficient on the Grade 1 Spring IRI	85.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	80.0%

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

"Throughout the majority of the 2019-2020 school year we saw growth in math and ELA for students in grades K-8. We used iStation and iReady to gauge growth and areas for improvement. In grades K-5 we saw improvement in comprehension and phonics skills. Continued effort is needed in the area of writing. Our math growth was consistent and impressive. We will continue to fine tune our math instruction to maintain this progress, specifically the written component in word problems. In grades 6-8, benchmarking was completed for all students in math and ELA. Students who were at risk were progress monitored month to month. Even though the end of the year came with unforeseen complications, 100% of students completed the spring benchmark and both math and ELA scores showed growth for the year. "

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19	SY 2019-20	2020-21
All students will be college and career ready	% students who participate in one or more advanced opportunities	54.0%	42.0%	50.0%
	% CTE track HS students who graduate with an industry-recognized certification	30.0%	18.0%	26.0%
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	87.0%	0.0%	86.0%

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19		SY 2019-20		2020-21
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		0		1
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
		# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort
		24	62	21	67	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	38.7%		31.3%		40.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
	23	69	27	69		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	33.3%		39.1%		42.0%	

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

Performance Metric	SY 2018-19	SY 2019-20	2020-21
Attendance at FAFSA Night for all Seniors	59%	42%	70%
Participation in College Application Week	100%	100%	100%
Participation in Career Advising on Advance Opportunities, Dual Credit, Online Curriculum	100%	100%	100%

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of K-5 students who scored 2 or 3 on the Fall IRI who gained at least one performance category on the Spring IRI	63.0%	70.0%	72.00%	75.0%
% of students who scored proficient or advanced on the Grade 3 ELA ISAT	37 %	45.0%	N/A	45.0%

Section VII: Notes (Optional space for contextual information about data and/or Benchmark-setting process for Sections I - VI)

NOTES: