**OVERVIEW OF STATUTORY REQUIREMENTS**

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. 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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH3/SECT33-320/) Continuous Improvement Plan
* [Idaho Code §33-1212A](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1212A/) College and Career Advising and Mentoring Plan
* [Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) Literacy Intervention Plan
* [Idaho Code §33-1614](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1614/) Literacy interventions for individual students
* [IDAPA 08.02.01.801](https://adminrules.idaho.gov/rules/current/08/0201.pdf) Continuous Improvement Plan, College and Career Advising and

 Mentoring Plan, and Literacy Intervention Plan

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/>.

**GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES**

**Templates for the 2018-19 Combined District Plan**

1. Districts and charter schools (or Local Education Agencies – 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 template(s) 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 to complete all of the following parts**:

* 2018-19 Combined District Plan Narrative – Template Part 1
* 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
* 2018-19 Combined District Plan- Literacy Budget – Template Part 3

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

**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** (IDAPA 08.02.01.801) to **plans@osbe.idaho.gov**. Since it includes the Continuous Improvement Plan, you must also post it on your website (by October 1). 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.

**Substantial Revisions vs. Plan Update**

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**District vs. School Plans**

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA 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 should 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, exemplary plans, 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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| **School District**  | **#433** | **Name: Midvale School District** |
| Superintendent | Name: KyLee Morris | Phone: 208-355-2234 |
| E-mail: morrisk@msd433.org |
| Plan Contact | Name: Thel Pearson | Phone: 208-355-2234 |
| E-mail: pearsont@msd433.org |

**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).

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| **Mission and Vision - REQUIRED**  |

The mission statement for Midvale is simply “*Nurturing growth in knowledge, skills, and character*.” Thevision is that *“The Midvale School District will provide students with academic and life skills, emphasizing individual achievement to prepare them for an ever-changing and complex society.”*

Respect and personal responsibility are key values fostered at all levels. The academic emphasis is simply to help each student to do his or her personal best while pursuing the basic State-required classes and selected electives. The educational focus is to provide all students with the skills necessary to find employment, or to compete successfully in post secondary training if that is their choice. Our size and the willingness of the staff allow us to individualize to a marked degree, and often students take a required course and a supplementary remedial work during the same semester. This is especially true in the Alternative Program. Students are expected to take courses in at least one of the three vocational programs of business, agriculture, and family/consumer science.

In keeping with the mission and vision, and recognizing the needs of our students, the District offers three levels of diplomas to both regular and alternative program students : Basic (State requirements of 46 credits); Midvale High School (54 credits); and Honors (3.3 GPA plus minimum of 8 advanced opportunity credits). We have had 100% graduation rate.

**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).

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| **Demographic Analysis - REQUIRED**  |

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|  | **2017-2018** | **2018-2019** |
| Male | 52% | 53% |
| Female | 48% | 47% |
| White | 99% | 99% |
| Black/African American | 0 | 0 |
| Asian | 0 | 0 |
| Native American | 1% | 1% |
| Hispanic/Latino | 3% | 3% |
| Free/Reduced Lunch Program | 59% | 58% |
| Received Special Education (IEP Students) | 11% | 8% |

**Analyses of Demographic Data –** Analyses of demographic data from school district.

The academic scores of students reflect in large part the demographics of the District. There is one school housing pre-kindergarten through twelfth grade with a total enrollment of 131. The PreKindergarten  is the only  one available in the District. Although Midvale is part of the Interagency Agreement, no other agency comes within the district boundaries.  Special Education pre-schoolers enter the school at the age of three.  At the elementary level classes are doubled:  K-1, 2-3, 4, and 5.  At the secondary level grades 6-8 operate as a middle school, and 9-12 as the high school.  Secondary teachers cover multiple subjects or teach all levels of a given content area; they have classes in both the regular and the alternative programs.  Class size averages 8 in the elementary school and 10 at the secondary level, so the cognitive ability of individual students has a major influence when class performance is assessed by per cents. We are a Title I school with about 60% of our students eligible for free and reduced lunch, and more than 30% of the students working in an additional compensatory education program (Special education, 504, or focus Title I).  The Alternative School Program for grade 7-12 students is open to three neighboring districts as well as Midvale, and represents about 15% of the secondary students enrolled.  We have a 32% mobility rate, though only one student dropped out in the past five years.  We have 100% graduation rate.

**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.

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| **Community Involvement - REQUIRED** |

Community Involvement in General:

Stakeholder input for the District is received and reviewed in several ways. There are some more formal requests for parent and student input. There is also the fact that in the school district of 130 students and an area of many square miles, much of the most important input is received informally. While over the years there have been several attempts to organize and maintain a more formal parent-teacher group with meetings or email contact, they have never lasted; parents and community members prefer the more informal one-on-one contact, and the information offered at programs and conferences. Demands of employment and often commuting hours make group meetings difficult.

Each year at spring conference time parents are asked to complete a questionnaire relating to their perceptions of the school. This is available on computer in the school library, and may also be sent with the report cards for parents who prefer not to come to school. In May students are also given questionnaires. Some of those are offered by the State or by the accreditation forms; students in grades 6-12 complete questionnaires focused on teachers and classes which they have had during the year. Data from the responses of the parents of elementary students are incorporated into teacher evaluations; student responses are used for secondary teachers. Information gleaned from all responses is reviewed by administration and staff, and modifications suggested as needed for immediate change or for the coming year. Graduates come frequently to activities and programs, and freely give input as to the value of various aspects in their current situation.

Much of the community input comes in a more informal way, usually from conversations with members of the Board, of the administration and staff, and comments of the students. These conversations take place at games, at the market, and in visits to school or classes, but are reported as needed and considered when the appropriate topics are discussed. Parents are also free to contact the school regarding Family Link information, to stop by after school to talk to staff, or to send a note. Consideration is given at the monthly advisory committee meeting as warranted.

For educator input, professional development sessions both in house and at conferences and meetings attended by the administration and staff are a major source of input, as are visits to other districts. Also the “educational grapevine” among smaller districts provides very valuable information as to good programs, successful interventions, and the like. Newsletters from the various State offices brings news of opportunities, recommendation, and current events and deadlines.

Special events – conferences, FAFSA night, senior project presentations ,concerts, programs, Back to School Night, etc. – are announced to all through the Community Reader Board downtown, the community notice boards, and the District website,

Parent Involvement:

1. Parents receive direct notice of the results of all major tests (IRI, STAR tests, ASVAB, PSAT, SAT, etc) and may meet with the staff involved to discuss their meaning in the student’s academic career. If an intervention is indicated, parental input is sought and any successive monitoring is determined. Interventions may be determined for one-on-one help, small group assistance, parent assistance, or assigned work.
2. Parents are notified of the availability of counseling, both personal and career, at the first parent night, with follow-up as the academic calendar dictates. Parents may assist in the development of the student plan and signs the 8th grade product. Plans may be changed as needed as the years progress, and as the interests of the students develop or new opportunities become available. Information about college and career fairs is displayed as community information. The senior project is dedicated to the final steps in preparation for post-secondary years, and students study a few careers of interest in detail, complete letters of application, FAFSA forms, resumes as dictated by the student’s choices.
3. One Friday each month is built into the school calendar to provide additional opportunity for students to meet with staff for additional help, make-up work, or special interest pursuits.

If a student is carrying a D or F in any class, the teacher notifies parents through email or progress report that their students is expected to attend. Official report cards and test result notices are sent quarterly. At the elementary level additional hours beyond the state requirements are built into the school calendar. These provide time for necessary interventions, special challenges for the G/T students, or short electives.

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.

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| **LITERACY INTERVENTION PROGRAM** |
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The basic structure of the reading program has remained consistent over the past several years, with updates of materials as needed. The kindergarten and first grade are taught as one class by a teacher and a paraprofessional, assisted by high school students as appropriate. Enrollment in these classes average eight students each. The lead teacher in the second/third grade combination holds a reading endorsement, and is assisted by a paraprofessional who also manages the Read Naturally program.. The second/third grade combination tends to average about 15 students total.

**Regular Program:** The adopted texts in the elementary are HMH Journeys. These form the core of instruction and are supplemented as needed by the following.

 **Fluency:** AimsWeb reading practice sheets; Reading Eggs (computer based), Letters and Movements, Read Naturally.

 **Phonics/Phonemic Awareness:** Neuhaus Education Center, Reading Readiness Skills for K-1; center activities taken from Florida Center for Reading Research for 2nd and 3rd; Reading Eggs; Success for All.

 **Comprehension:** Accelerated Reading; Read Naturally; Journeys class readings and discussions.

 **Vocabulary:** Aimsweb practice sheets; Accelerated Reading; Read Naturally

 **Monitoring for Intervention:** Besides the monthly Istation IRI tests and the normal assessments related to the texts, students are monitored using the Early Literacy tests, the STAR reading tests, AimsWeb practice sheets, and Read Naturally exercises. Because the classes are so small, the teacher draws up a plan for each student who needs it, focusing on the areas of greatest need. Since there is a paraprofessional in every classroom, they provide additional help during scheduled times to those students who did not achieve the 1 on the fall IRI. These times are built into the student schedules. Students in kindergarten and first grade have an additional 45 minutes daily with the teacher for reading readiness skills, and two half hour periods for fluency practice. In grades 2 and 3 students meet with the teacher individually to identify the focus for each week’s supplementary reading, and usually spend two hours per week with Read Naturally and an hour a week with Accelerated Reading. Because of the general challenge of vocabulary and reading comprehension to most of our students as they move through the grade levels, students are rarely exited from reading intervention. As they become stronger in the primary skills, they focus more on the skills most needed in the middle grades. With the times built into the regular schedule, the required 60 hours are more than guaranteed.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/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.

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| **Comprehensive Literacy Plan Alignment - REQUIRED**  |

**1. Collaborative Leadership**

Because of the size of the enrollment it is easy for the superintendent and her advisory committee to track results in the academic areas. Reports of assessments are forwarded to them as available. The same reports are given to the Board of Trustees at regular intervals.

 Within the instructional staff, the 3rd grade teacher is the academic leader with special endorsement in reading. Meetings at the elementary level are usually informal, involving both teachers and paraprofessionals, though literacy issues are also discussed at regular staff meetings as well. Compensatory education staff (Title I and Special Education) are also involved. The Librarian, who is also available for focused intervention when needed, has set up close cooperation with the public libraries in Midvale and Cambridge. Over the summer months the Accelerated Reading quizzes are available to students in both libraries, and during the school year librarians are welcomed into the classroom for book talks, etc.

**2. Developing Professional Educators**

With the introduction of the new reading texts two years ago, all staff received inservice sessions on various aspects of the new series. In addition paraprofessionals may be assigned to be in charge of specific intervention programs and receive up-to-date training in each as it becomes available: Read Naturally, Accelerated Reading and Reading Eggs for example. The librarian attends scheduled meetings for school librarians.

Since the Midvale District has only one K-12 school, the District and School operate as a single entity in providing staff with inservice, individual professional development, scheduled workdays, and visits to other districts as requested. Training in interpreting data is also included.

**3. Effective Instruction and Interventions**

Historically the majority of Midvale students find vocabulary and reading a challenge. With the introduction of the new books, staff has focused on a unified, articulated approach to reading. While the focus in the primary grades is on the IRI and all resources are employed to guarantee success, we know the greatest obstacles will come later and try to do whatever we can to strengthen student foundation before middle school. We do not have any English language learners.

**4. Assessment and Data**

Formative Assessments: Teachers are allowed great latitude to select the formative assessments they wish to use. These usually include quizzes from the texts used, resources the individual teacher likes and finds helpful, and classroom assignments. The results are analyzed and adjustments made in the teaching as needed. The Read Naturally scores are recorded weekly on a program available to all staff, progress noted, and modifications in assignments made.

 Interim Assessments: The District has selected, besides the State required IRI, the STAR tests for Early Literacy and Accelerated Reading. These are given three times a year: fall, winter, and spring, and the individual students are tracked.

 Summative Assessments: Besides the SBAC for the 3rd grade, the District considers the May STAR test as a summative evaluation. It is expected that each student make a year’s growth. The results are incorporated into the teacher evaluations.

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.

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| **COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM** |
| **College and Career Advising Model - REQUIRED** |

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|  | **Model Name** | **Additional Details**  |
|  | 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) | Counselor/advisor, teachers, parents, community members, peers, graduates |

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.

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| **Advising Program Summary - REQUIRED** |

The major points of the advising plan utilize regular levels of the school:

1. Elementary school: The elementary students were introduced to various careers through books and activities in the classroom. Emphasis was placed on the different opportunities within this geographic area through visits from local residents, who also assure them of the changes which might occur in the future. High school students continue to set up activities highlighting aspects of the careers within their CTE clusters.
2. Middle grades (6-8): The CTE programs in the district offer required junior high level introductory classes in their areas which all students cycle through. Instructors take opportunities to explain aspects to all the students. Recognizing that students have not had sufficient knowledge of careers in general, seventh and eighth grade teachers try to help students start to identify their interests. They can begin their portfolios using material provided through the CIS program. Personal finance instruction is begun using the Dave Ramsey junior high text. There are frequent guest speakers, and students with special interests can arrange with staff for a job shadowing. Eighth graders meet with the advisor to make their plan; parents may attend and sign their approval. Advisors at this time begin realistic planning for a future career.
3. High School (9-12):At this level students may begin courses of interest along with their required core classes. All students are required to take introductory classes in areas provided by the district, or through IDLA or Advanced Opportunities. They continue their exploration with the CIS program. Because of our small enrollment, parents are welcome to contact any teacher or advisor at any time during the school year, and student plans can be reviewed at parent conferences. Parent information sessions are scheduled as needed – applications, financial aid requirements, advanced placement, etc. Students attend the TVCC college fair, the TVCC vocational programs open house, and the Health Professions Fair. They also attend the three district college day where about 16 colleges and other post-secondary programs are represented. During their senior year students present as their project the career they have chosen, how they researched it, what steps in application they have taken. Adults are asked to supplement each presentation with suggestions.

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| **Other Notes / Comments** |

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| **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 **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & 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 **2018-19 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.