

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan College & Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

School District	#304	Name: Kamiah Jt. School District
Superintendent	Name: Steven D. Higgins	
	Phone: 2089354003	
Plan Contact	E-mail: shiggins@kamiah.org	
	Name: Steven D Higgins	
		Phone: 2089354003
		E-mail: shiggins@kamiah.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).

Mission and Vision - REQUIRED

Mission: The Kamiah Jt. School District partners with students, parents and community members to ensure a safe, nurturing environment where all students are expected to achieve academic excellence, personal responsibility and success while engaged in lifelong learning and demonstrating respect for community values and diversity.

Vision: "Today's Achievements Create Tomorrow's Accomplishments"

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	54%	56%
Female	46%	45%
White	71%	74%
Black/African American	0%	0%
Asian	0%	0%
Native American	14%	13%

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Hispanic/Latino	.02%	.02%
Free/Reduced Lunch Program	100%	100%
Received Special Education (IEP Students)	14%	14%

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 completed Combined Plan utilizes information and feedback from all school and community stakeholders. In 2017-2018 the district organized five separate two way communication meetings with community stakeholder groups in an effort to provide analysis of school successes and area of need. District staff held in-school meetings with parents of children that comprise all level of learners. The Title I program provided opportunity for parents to learn about the specific academic programs and provide feedback that supports the Combined Plan. The district's website hosts parent and community feedback forms that can be used to share information regarding public sentiment.
2. Parents are provided with specific information about the college and career advising program through email, formal and informal meetings, school counselor communications.
3. Once students are identified as needing additional support in literacy, parents are notified via personal phone call and written communication. Parents are invited to attend a meeting where assessment results are reviewed and detailed explanations are provided. A preliminary plan for growth is presented with parent input prior to implementation.

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

Literacy Program Summary - REQUIRED

After the Fall IRI/Istation is administered and students are identified as “1’s or 2’s”, students are then given a diagnostic screener using Aimsweb plus to pinpoint the areas of concern and to target instruction and intervention. Both assessments are completed in the first two weeks of school. Collaboration on assessment results by instructional staff assists in making specific recommendations and setting individual and group goals. We will use Aimsweb plus data for tracking and goal setting this year as the Istation assessment is new to our district and we have no other data to compare.

The Kamiah School District utilizes both pull out and push in models for intervention. Small-group pull out intervention consists of targeting specific, grade level phonemic awareness concepts, phonics skills and fluency practice to achieve grade level targets. Pull out groups average 1.5-2 hours per week for intensive intervention and 1-1.5 hours per week for strategic groups. The Title 1 staff also provides a push in model with the Mondo Reading Intervention curriculum within the classrooms averaging 2-4 hours per week, which well exceeds the 60/30 hour requirement. Students’ progress is monitored weekly (intensive) or bi monthly (strategic) depending on the level of intervention. This may be adjusted as students’ progress and meet grade level targets.

K-3 instruction is based on 8 fully certified teachers and 1 Title I coordinator. The district employs four full time Title I aides to support small group and individual pullouts. A new reading program was implemented K-3 in the 16-17 school year. The current school year will continue to refine instruction using these same programs to establish data on effectiveness and measure grade level progress.

Intervention programs adopted by the district include but are not limited to:

- * MONDO Reading - to replace outdated and inconsistent instructional methods.
- * Words Their Way - to support phonemic awareness, phonics and vocabulary instruction.
- * Read Naturally - to increase fluency for students that are below grade level.
- * AR reading - to support reading fluency in all grades.
- * Explore/Explode the Code - to enhance core phonics instruction, and build the essential literacy skills needed for reading success.

District Assessment Programs

- *Istation (Idaho Reading Indicator) – K-3
- *Aimsweb Plus
- *Renaissance Learning – Accelerated Reading
- * Classroom assessments – Summative and Formative

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.

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Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership
 - a. Kamiah School Board continues to support the District Literacy plans.
 - b. The District Literacy Plan will be incorporated into the School Wide Improvement Plan for 18-19.
 - c. Through the Districts' Title I program, Literacy Intervention collaboration is held on a weekly basis between the Title I teacher, Title I aids and classroom teachers.
 - d. All day every day Kindergarten continues to be supported by the districts stakeholders.
 - e. Community and family engagement activities support early literacy of its children.
 - f. The Kamiah Afterschool Program (KAP) supports literacy within its own curriculum and activities.
2. Developing Professional Educators
 - a. Kamiah School District provides weekly collaboration for staff.
 - b. Progress monitoring training for certified and non-certified staff.
 - c. The district employs a full time Title I teacher to support the instructional planning and preparation of the Title I aides. Allows a student teacher ratio of 7:1
 - d. State supported professional development opportunities for certified and non-certified staff.
3. Effective Instruction and Interventions
 - a. Purchasing of a district wide assessment/student diagnostic tool – Aims Web Plus.
 - b. Use of the IRI/Istation to establish student growth and intervention needs.
 - c. The district, through certified staffing and one paraprofessional, provides expanded learning opportunities through a summer school program targeting K-8 grades. K-3 students who failed to progress during the regular school year are invited to attend the summer session to continue developing reading skills.
 - d. Teachers continue to phase in and implement the newly adopted the MONDO reading program.
 - e. Literacy Intervention team is utilizing Words Their Way, Read Naturally, Explore/Explode the Code, and MONDO Intervention program.
 - f. Transition meetings are held annually to ensure teachers are well informed of student needs.
 - g. District has implemented RTI to identify struggling readers for intervention and progress monitoring.
4. Assessment and Data
 - a. District is implementing Milepost to organize and track longitudinal student data.
 - b. The district RTI team meets with building staff 2 x/month to disaggregate and analyze data to inform instruction.
 - c. Administration and building staff gather each benchmark period to review student data.
 - d. Communication with parents regarding interventions is ongoing.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

Parent Involvement - REQUIRED

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A Parents Advisory Committee met in May with the Superintendent/Elementary Principal and Title 1 Coordinator. This meeting was the first of an annual review process that will provide parents a chance for input and feedback about the intervention program. In addition to the meeting, and at the conclusion of the administration of the Istation, parent notification letters/improvement plans are sent home to individual families of students who qualify with basic or below basic scores discussing the individual needs of the student and methods/strategies that would be implemented to help student reach grade level benchmarks. Parents are encouraged to provide feedback on the plan by calling, writing or scheduling a meeting with the child’s teacher, Principal and/or Title 1 Coordinator. They are informed of student progress through conferences, letters, notes, and reports. Families are also invited to attend literacy activities held at the school throughout the year.

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
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	X

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Kamiah High School utilizes multiple forms of career counseling in an effort to assist all 8-12 grade students in researching and identifying possible career choices and higher education institutions that would best suit the student's needs. The school provides one on one and full group support through traditional counseling model. The school(s) also utilize a paraprofessional hired as a college and career specialist to support students in their college and career opportunities. While the model itself is not specifically linked to research, the district feels that it best supports the needs of the student and addresses the individual differences and ideologies found in our community.

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

In following the traditional school counseling model, Kamiah Schools, grades 7-12, work with groups and individuals to provide them with information and understanding of college enrollment, degree offering and career opportunity. The Career Information Service Program (CIS) is used in advising/mentoring students, based on their personal interests. Other information to support interest surveys will be provided from outside sources as needed.

Advising and mentoring for the freshman and sophomores will consist of in-depth planning and research, based on personal portfolios created in the middle school. These years will give students greater in depth knowledge, in order to solidify career and college planning. Advising/ mentoring for junior and senior years will consist of researching expanded opportunities in career and higher educational pursuits. Advising /mentoring will provide opportunities for students to take part in job shadowing in local industry and establish college visits for specific students to attend higher education institutions to gain a greater understanding of programs and requirements.

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Beginning with the 2018-2019 school year, Kamiah Schools will hire a college and career specialist on a part time basis. This person will work with individuals and small and large groups, to assist them with long and short term planning. Portfolios will be used to help the counseling specialist in identifying opportunities such as off campus visits, job shadow placement and providing research that supports student interests. At the end of each academic year the specialist will provide CIS interest surveys to all students, using the new data to update personal portfolios. After three years the overall goal would be to have closed the gap between inquiry and career choice or degree choices.

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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 **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.

District #	304 District Name: Kamiah Jt. 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)
		# 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)	15	49	36	75	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	30.61%		48.00%		17.39 percentage points	50%
	% students participating in one or more advanced opportunity	28.00%		25.00%		-3 percentage points	28%
	% CTE track HS students graduating with an industry-recognized certification	0.00%		0.00%		0 percentage points	1%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	0.00%		71.00%		71 percentage points	71%
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	0
	4-year cohort graduation rate	80.00%		95.00%		15 percentage points	80%
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		100.00%		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 cohort	Not Required	Not Required
		17	30	11	23		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	56.67%		47.83%		-8.84 percentage points	50%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		10	16	18	30		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	62.50%		60.00%		-2.5 percentage points	65%
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		7	35	9	41		
	% students who scored proficient on the 8th grade math ISAT	20.00%		21.95%		1.95 percentage points	25%
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	# proficient	# tested	# proficient	# tested	Not Required	Not Required

	grade ELA ISAT	13	36	15	41	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	36.11%		36.59%		0.47 percentage points	40%
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
		9	28	15	43		
	% students who scored proficient on the 6th grade math ISAT	32.14%		34.88%		2.74 percentage points	36%
	# students who scored proficient on the 6th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		14	28	22	43		
% students who scored proficient on the 6th grade ELA ISAT	50.00%		51.16%		1.16 percentage points	55%	
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
		7	36	28	34		
	% students who scored "proficient" on the Kindergarten Spring IRI	19.44%		82.35%		62.91 percentage points	65%
	# students who scored "proficient" on the Grade 1 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		11	29	11	31		
% students who scored "proficient" on the Grade 1 Spring IRI	37.93%		35.48%		-2.45 percentage points	40%	
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 who scored "proficient" on the Grade 2 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		22	29	16	32		

	% students who scored "proficient" on the Grade 2 Spring IRI	75.86%		50.00%		-25.86 percentage points	60%
	# students who scored "proficient" on the Grade 3 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		16	29	23	39		
	% students who scored "proficient" on the Grade 3 Spring IRI	55.17%		58.97%		3.8 percentage points	60%
	Parent Participation at Parent/Teacher Conferences			85%			90%

NOTES:

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)
% of high school seniors that applied to at least one post secondary program	100%	100%
% of high school seniors enrolled in dual credit courses	42%	50%
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)
% of K-3 students who scored below proficient on the Fall Aimsweb Plus Reading benchmark who gained at least one performance category on the Spring Aimsweb Plus Reading benchmark	33%	38%
NOTES:		

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2018-2019 Literacy Funding - Budget Estimator

Instructions: Fill in the number of students who scored Below Basic/1/Intensive and Basic/2/Strategic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2018-19 Proposed Budget.

	2015-2016 FALL IRI Results	2016-2017 FALL IRI Results	2017-2018 FALL IRI Results
# Students who Scored BELOW BASIC / 1 / INTENSIVE			
# of Students who Scored BASIC / 2 / STRATEGIC			
TOTAL Students Below Proficient	0	0	0
3 Year Average # of Students Below Proficient	0		
ESTIMATED Funding Per Student	\$350.00		
ESTIMATED 2017-2018 LITERACY FUNDING	\$0.00		

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Name and Number: Kamiah Jt. School District #304	
Estimated Total Literacy Funding for 2018-2019 :	\$23,800.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Paraprofessional	Provides reading interventions through individual pullout and classroom assistance	1.0	27,174.00	27,174.00	23,800.00	3,374.00
				0.00		0.00
Benefits				0.00		0.00
Personnel Subtotal				27,174.00	23,800.00	3,374.00

PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				0.00	0.00	0.00

TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00

OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

Other Costs Subtotal	0.00	0.00	0.00
TOTAL COSTS & BUDGET	\$27,174.00	\$23,800.00	\$3,374.00