

COMBINED DISTRICT PLAN (2019-2020)

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](#) 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/>.

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, may submit their performance certificate in lieu of part or all of the Combined Plan.

2019-2020 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 template(s) as a guide to identify the required plan elements and data that should be included in your plan.

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- 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 and Demographics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2019-20 Combined Plan Narrative – Template Part 1
- 2019-20 Combined Plan Metrics and Demographics – Template Part 2
- 2019-20 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 need to submit a new Narrative. If you meet both of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2019-20:

- 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 2018-19.

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 and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called “Determining which Templates to Use” on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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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 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 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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NARRATIVE - TEMPLATE PART 1

School District	#	Name:
Superintendent	Name: Steven D. Higgins	Phone: 2089354003
	E-mail: Shiggins@kamiah.org	
Plan Contact	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.

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"

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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)

The completed Combined Plan utilizes information and feedback from all school and community stakeholders. The district continues to organize multiple two way communication meetings with community stakeholder groups in an effort to provide analysis of school successes and area of need. District staff hold in-school meetings with parents of children that comprise all level of learners. The Title I program provides 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.

Parent Notification of College and Career Advising and Mentoring Services

Parents are provided with specific information about the college and career advising program through email, formal and informal meetings, school counselor communications, course and program information guides.

Parental Involvement in Students' Individual Reading Plans

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

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results are reviewed and detailed explanations are provided. A preliminary plan for growth is created with parent input prior to implementation.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

The Fall IRI/Istation is administered within the first two weeks of school. Students that are identified as "2's or 3's", are grouped according to need to target instruction and interventions. Collaboration on assessment results by instructional staff assists in making specific recommendations and setting individual and group goals. Students who have been targeted for intervention are monitored for progress using the on demand assessment and monthly assessments with Istation

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 decoding, vocabulary, comprehension 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.

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* Isation Curriculum – Lessons targeting students' specific skill deficits based on assessment

* 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

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

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Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership

- a. Kamahia 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. Kamahia School District provides one full day collaboration per month.
- 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 MONDO reading program.
- e. Literacy Intervention team utilizes 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.

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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.

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A Parents Advisory Committee meets annually in May with the Superintendent/Elementary Principal and Title 1 Coordinator. This meeting is part of an annual review process that provides parents a chance for input and feedback about the intervention program. Additionally, at the conclusion of each benchmark assessment, parent notification letters are sent home to individual families. Parents of students who did not meet grade level benchmarks are invited to assist in creation of student's intervention plan that would be implemented to help the student reach grade level benchmarks.

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

Model Name	Additional Details
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)	<u>X</u>

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.

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Instructions: The 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

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.

Kamiah Schools employs a College and Career Specialist on a part time basis. This person works with individuals, 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 **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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Literacy Plan Proposed Budget Instructions:

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