**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](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) 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 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.

**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/>.

|  |  |  |
| --- | --- | --- |
| **LEA**  | **# 433** | **Name: Midvale School District** |
| Superintendent | Name: KyLee Morris | Phone: 208-355-2234 |
| E-mail: morrisk@msd433.org |
| Plan Contact | Name: KyLee Morris |  208-355-2234 |
| E-mail: morrisk@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.

|  |
| --- |
| **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 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)

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 145 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 through email (unless requested in print). 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. Past graduates come frequently to activities and programs, and freely give input as to the value of various aspects in their current situation. During the soft closure and return, the questionnaires focused on school response and the parents/students reactions to the district plans.

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 Tyler Parent/Student Portal 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.

Parental Involvement in Students’ Individual Reading Plans

Parents of students needing reading intervention are contacted by the teacher and the situation is discussed at conferences, either individually scheduled or at regular conference time. A plan is developed jointly incorporating parent observations and suggestions, with a tentative schedule for monitoring. Interventions may be determined for one-on-one help, small group assistance, parent assistance, or assigned work.

Parent Notification of College and Career Advising and Mentoring Services

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 sign the 8th grade product. Plans may be changed as needed as the year’s progress, and as the interests of the students develop or new opportunities become available. Parents also receive information about college and career fairs. 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, and resumes as dictated by the student’s choices.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2022-2023 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](https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/).

|  |
| --- |
| **LITERACY INTERVENTION PROGRAM** |
| **Literacy Program Summary - REQUIRED** |

The basic structure of the reading program has remained consistent over the past several years, with updates of materials as needed. The kindergarten, first, second and fifth grade classrooms are stand alone. The class size for these standalone classrooms is around 10 students each. The only combination in the elementary is the 3rd & 4th grade level. The combination class is taught by our most experienced teacher and a paraprofessional, assisted by high school students as appropriate. Enrollment for the combination classroom is 19. The teacher in the third/fourth grade combination holds a reading endorsement. The district has also hired a specialist as a lead teacher that focuses on literacy, intervention and support of new and existing teachers.

**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; LETRS; SPIRE

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

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

 **Monitoring for Intervention:** Besides the three 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 with the assistance of the literacy specialist draws up a plan for each student who needs it, focusing on the areas of greatest need. Paraprofessionals provide additional help during scheduled times to those students who did not achieve the 3 on the fall IRI. These times are built into the student schedules. Students in kindergarten, first and second grade have an additional 45 minutes daily with the teacher for reading readiness skills, and two half hour periods for fluency practice. In grade 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. 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**  |

**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. A newly hired lead teacher that specializes in reading works with the elementary students and staff one day a week and in responsible for RTI data.

 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**

When the district adopted new curriculum, all staff received in-service 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. All certified elementary staff have taken the LETRS training.

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 and even more likely with the recent influx of new families to the district, Midvale students find vocabulary and reading a challenge. With the introduction of the new texts, 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. The IRI tests are given monthly, and the STAR tests 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.

|  |
| --- |
| **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 |  |
| x | HYBRID (please list all models used in Details) | Counselors, advisors, teachers, parents, community members, peers, graduates |

Instructions: The 2022-2023 Advising Program Summary section is required. Please provide information regarding your planned 2022-2023 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

|  |
| --- |
| **Advising Program Summary - REQUIRED** |

The 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.

|  |
| --- |
| **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 **2022-23 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 **2022-23 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.