

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	#305	Name: Highland Jt. School District
Superintendent	Name: Sarah Hatfield	Phone: 924-5211
	E-mail: shatfield@sd305.org	
Plan Contact	Name: Sarah Hatfield	Phone: 924-5211
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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: Highland Schools exist to help all children learn so that they can succeed in life

Vision Statement: Improving lives through learning

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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 Family and Community Engagement Committee meets to discuss the Combined District Plan. The committee gives input into the performance metrics that could be LEA chosen. The district plan is also discussed at the August and September school board meetings, where public input is asked for. The plan is also posted on the school website.

Parent Notification of College and Career Advising and Mentoring Services

Highland secondary students must complete their Four-Year Plan by the end of their 8th grade school year using the online CIS Career tool under the direction of their School Counselor. The Counselor then reviews this plan yearly with each high school student to ensure students remain on target for meeting both state and District graduation requirements that fit the specific individual needs of each student. This occurs in December and May, during pre-registration for upcoming semesters. Throughout the school year, high school parents receive letters of communication from the School Counselor, attached to parental permission slips regarding high school counseling events, including the PSAT/NMSQT test for sophomores and juniors, the ASVAB Career Readiness Test for juniors, the SAT test for juniors, college and career fairs in either Boise or Spokane, for juniors and seniors, FAFSA financial aid night in the Fall for seniors, and local college visits to LCSC and the University of Idaho for seniors. In addition, beginning in September of 2018, a letter will be sent to each high school parent explaining how the nextsteps.idaho.gov website can be utilized by their child as a tool for helping plan for post-secondary careers, ACT and SAT testing help, the college registration process, and other useful tools to assist in college and career readiness. Between 2015 and 2018, this tool has been shared with juniors and seniors at the school either during occasional advisory periods or the occasional Government class. However, it will be expanded to assist ALL high school students and parents so they can more easily track their child's progress toward college and career readiness.

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Parental Involvement in Students' Individual Reading Plans

Highland Jt. School District uses both the IRI and AimswebPlus to determine if a student is in need of a reading intervention. Students are benchmarked using AimswebPlus. After the IRI and benchmark assessment it is determined if there is a need for an intervention, the classroom teacher contacts the parents/guardians. During that contact teachers explain the RTI process to the parents/guardians and explain why an intervention is needed. Parents can provide input into the plan on this time. If a parent/guardian chooses to not have their child in an intervention they sign a waiver stating that they decline the intervention. Every two weeks parents/guardians receive a graph showing their child's progress.

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

Students in grades K-8 are benchmarked in ELA and math three times a year and those students not at grade level receive an intervention based on their needs. For their benchmark we use Aimsweb Plus (K-8) and the IRI (K-3). Both Aimsweb Plus and iStation provide diagnostic tools to help determine the intervention needs of the student. Students that received a basic or below basic scores on the Aimsweb Plus benchmark or are below proficient on the IRI receive a literacy intervention(s), unless their parents choose to not allow an intervention to occur.

All K-8 students that are not at benchmark receive an intervention. Teachers along with parents create the intervention plan for individual students, in literacy and math. The intervention plans are submitted to the RTI leadership team to ensure that the minimum number of hours required by the state is being met. The RTI leadership team also looks at the intervention and makes sure that it is appropriate for the individual student. Because we are a small school and have less than 10 students per grade receiving an intervention, the RTI leadership team is able to read all of the intervention plans. Teachers create the intervention plans and submit them in Milepost. Parents/guardians are contacted by the classroom teacher regarding the need for an intervention. The teacher describes why the intervention is needed and then describes the intervention. Parents can choose to not allow their student to be on an intervention.

After the intervention plans are submitted to the RTI leadership team, if it is appropriate, students are put into intervention groups, if they have the same need and are at the same level. Not all of our students are in groups, some are receiving one-on-one individual interventions; it is truly dependent on the needs of the individual student. All of our interventions are provided by the classroom teacher or a para-professional, depending on the intervention plan. The interventions themselves are provided during the school day. Our K-3 students attend more than the 150 hours beyond the required 800 hours required by the state, so we are able to provide the literacy interventions during the school day. All interventions are provided outside of the core instruction time. To ensure that students are

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receiving the required hours for their interventions (30/60 hours), all intervention plans are submitted to their Milepost plans and reviewed by the RTI team to ensure the plan is appropriate and meets the requirements. The RTI team also meets bimonthly to examine progress monitoring data to ensure that the intervention is working.

Students that are receiving an intervention are progressed monitored every two weeks to ensure that the intervention is working. If students do not show growth through progress monitoring then the RTI leadership team, along with the teacher determine if more time is needed in the current intervention (either per day or number of times per week), or if a different intervention is needed. Students are progressed at their ability level, not their grade level. Students are not moved up to the next level until they progress monitor three times at the 25th percentile level of their current level. For example, if a 2nd grade students is being progress monitored for fluency, but at the kindergarten level they must be in the 25th percentile at the kindergarten level for three progress monitors before they are moved to the 1st grade fluency. They then must pass the 1st grade level at the 30th percentile for three progress monitors before they can moved onto the 2nd grade level. Teachers submit their progress monitor graph to the RTI team prior to the weekly RTI meeting.

These are the interventions used and the skills they address per grade level:

Kindergarten: Phonological Awareness (Phonemic awareness), ABCMouse (Decoding, Phonics, Phonological Awareness, and Vocabulary), Leap into Literacy (Phonological Awareness and Phonics)

1st Grade: ABC Mouse (Letter/Sound recognition, Phonics, Decoding, Comprehension, Fluency), Read Naturally (Fluency), Fast Start for Early Readers (Fluency for at home), Reach into Phonics (Decoding, letter/sound recognition, Phonemic Awareness), Phonological Awareness (Phonemic Awareness)

2nd Grade: Reach into Phonics (Fluency, Decoding and Phonics), Alaska Blueprint (Decoding and Phonics), Phonological Awareness (Phonemic Awareness), Sight Word Readers (High frequency words/Vocabulary and Fluency), Barton (Decoding and Phonics), ABCMouse (Decoding, Phonological Awareness, Vocabulary, Comprehension and Phonics), Reach into Reading (Comprehension)

3rd Grade: Barton (Phonics and Phonemic Awareness), Reach into Phonics (Phonics and Phonemic Awareness), Read Naturally (Fluency and Comprehension), MobyMax (Reading Comprehension), Phonological Awareness (Phonemic Awareness)

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.

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership: The leadership team for Highland School District is based on the RTI model, the team is composed of teachers, para-professionals, a special education teacher, and an administrator. This team meets twice a month to look at benchmark and progress monitor scores. The RTI team along with the district provides guidance, support, resources and shared knowledge.

- The administration attends all RTI meetings.

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- The RTI team develops the benchmark and progress monitor calendar and shares that with teachers and other staff members.
- Administration attends regional meetings to collaborate with other administrators.
- Administration acquires the necessary resources needed for district goals.
- Administration and staff is readily available to stakeholders.
- Progress monitoring data is sent to parents every other week.
- Data days are implemented to coordinate with all teachers and staff.
- Professional learning communities are provided the time need to work together to ensure that all students are progressing.

Developing Professional Educators: Professional development is essential for maintaining and progressing in the field of teaching. The district provides opportunities for teachers to not only improve their craft, but collaborate with other educators regarding literacy.

- Teachers are granted leave time to observe other teachers.
- Professional development is provided with how to understand and use data to improve instruction.
- New teachers are assignment mentors. These mentors not only observe the new teachers in action, but they are given time to collaborate with one another.
- Teachers are given the opportunity to attend professional development, paid for by the district
- Provide resources to increase teacher effectiveness, including, but not limited to book studies, webinars, online resources (achieve the core, etc.).

Effective Instruction & Interventions: Effective instruction is the most important aspect of teaching and has the greatest impact on student achievement. The K-5 reading/literacy curriculum is Reach for Reading and within the curriculum the five-areas of reading (phonological awareness, phonics, fluency, vocabulary, and text comprehension) is addressed in the lessons.

- Teacher use direct and explicit instructions, along with small group and individual instruction
- The staff has received PD in all 5 areas of reading.
- Teachers use the IRI, ISAT, Aimsweb Plus, Star, and teacher observations to determine areas of strengths and weaknesses for students. Individualized learning plans are created for students not at grade level using the IRI for grades K-3, and ISAT, Aimsweb Plus, Star and observations for grades 4-8.
- Teachers have prioritized their standards to ensure that the most important standards are being taught at a high level of effectiveness.
- Together, parents and teachers create an individualized plan for students.
- There is library time scheduled into the day, to increase students library and research skills.
- Teachers use lexile appropriate reading materials in their classes.
- Teachers provide resources to parents that can be used at home to improve literacy skills.

Assessment & Data: Highland Jt. School District has a comprehensive assessment plan along with the use of the RTI model to identify students at risk. This plan, along with the use of the RTI model ensure all our students are either at their grade level or receiving the extra support they need to see academic growth. This data is also used to determine the effectiveness of the teacher and curriculum.

- All students are benchmarked at their grade level using a variety of assessments (IRI, ISAT, Aimsweb Plus, and Star).

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- An individual plan is created for students that are below grade level using the information received from the benchmark assessments. The plan is created with parental input.
- Students receiving an intervention are progress monitored every two weeks. We use both Aimsweb Plus and Milepost as our data management systems.
- Staff use the benchmark and progress monitor data, along with different forms of assessments to help drive instruction.
- The RTI team meets twice a month and looks at the progress monitor data to ensure the intervention is working or if adjustments need to be made to the intervention, such as the amount of time or how many days a week a student receives the intervention.
- Teachers input individualized plans and reporting data into Milepost

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
X	School Counselor	Bill Gehring; bgehring@sd305.org
	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)	

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

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- a. Advisory for each 7-12 grade student that discusses good character traits, 4-year plan, student portfolio checks, and statewide/national assessment reminders, updates, and tutorials
- b. 8th graders are required to complete a Career Information Services 4-year plan under the direction of the school counselor.
- c. Each student in classes 7-12 are visited by the counselor periodically to review grades and attendance.
- d. Seniors meet periodically with the school counselor during advisory period to discuss FAFSA, college visitations, college fairs, assessment scores, and career readiness updates.

Highland School District #305 uses the Idaho State Board of Education's "Traditional School Counseling Model", which was adopted under the American School Counselors' Association's (ASCA) standards of school counseling. This model measures student performance based on FAFSA completion rates, students graduating from high school with an Associates' Degree, college application completion rates, college scholarship completion rates, and postsecondary enrollment rates.

In addition, Highland utilizes assistance from Lewis Clark State College's Transition Coordinator Rachel Peaslee and her colleagues at LCSC's Transition Coordinator Program who assist the school counselor in helping Highland students and their parents understand Idaho's Direct Admissions' Postsecondary College Application process, as well as applying for financial aid and state scholarships.

College career advising and or mentoring break out plan by grade level:

8th Grade - Students are guided through the CIS program to develop their career interests and aptitudes. This information is used to guide students in creating their 4-year academic plan for high school that they check periodically with their advisor and school counselor to re-evaluate their secondary and postsecondary goals.

9th Grade - Students enroll in core classes of language arts, math, and science as well as electives that are based on their 4-year plan. Students also meet with their advisor and school counselor to discuss dual-credit opportunities, their Fast Forward options, and career options by attending a career fair in the region. They are advised to do everything they can to establish and maintain a high GPA.

10th Grade - Students enroll in core classes of Language arts, math, U.S. History, and science as well as electives that are based on their 4-year plan. Students also take the PSAT/NMSQT test in October to measure their skills in reading, language arts, math, and science in order to determine eligibility for National Merit Scholarship. They also meet with their advisor and school counselor to review their 4-year plan, discuss all credit opportunities, Fast Forward options, and possibly attend a career fair in the region. In addition, they consider applying for Highland Honor Society based on academics, club participation, and extracurricular activities. Sophomores also look into possibilities for Advanced Placement classes.

11th Grade - Students enroll in core classes of language arts, economics, a math elective, a science elective, and other electives that fulfill their graduation obligations for Highland. In addition, they take the PSAT/NMSQT in October, the ASVAB in the fall, and the SAT in April. They also meet with their advisor and school counselor to review their 4-year plan, discuss dual-credit opportunities, Fast Forward options, consider applying for Highland Honor Society if their GPA allows them this opportunity, and weigh their Advanced Placement class options that can help them gain postsecondary accelerated credits for college. Juniors may attend an International College Fair in our

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region, Spokane or Boise. Some students begin applying for Work Study opportunities with local businesses that fit their academic interests, while others may help mentor younger students through the school's mentoring program with our K-6 elementary.

12th Grade - Students enroll in core classes of language arts, math, and American Government, and work with their school counselor and advisor to fill in any gaps that may have surfaced in taking elective courses required for graduation. Seniors will be spending many hours with their school counselor filling out FAFSA information for college Financial Aid, filling out scholarship applications from local, state, and national levels, visiting colleges in the region, and applying to colleges of their choice based on academic achievement and student interest. If needs and interest dictate, seniors can apply for admission to Highland Honor Society, take dual-credit classes, take advantage of Fast Forward options, Advanced Placement classes, and enroll in Work Study opportunities. Seniors will attend an international College Fair in our region, Spokane or Boise. Seniors will be given opportunities to re-take the SAT or take the ACT test in the fall. Seniors will also be working feverishly on getting letters of recommendation from their teachers, advisors, counselors, school administrators, and former employers to use for scholarship and college applications.

Other Notes / Comments

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 305	District Name: Highland Jt. School District
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/305
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	87%
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	57%
	% students who scored proficient on the 8th grade ELA ISAT	71%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	40%
	% students who scored proficient on the 6th grade ELA ISAT	40%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	70%
	% students who scored "proficient" on the Grade 1 Spring IRI	65%
	% students who scored "proficient" on the Grade 2 Spring IRI	83%
	% students who scored "proficient" on the Grade 3 Spring IRI	71%

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 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)	3	10	1	14	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	30%		7%		-22.86 percentage points	40%
	% students participating in one or more advanced opportunities	22.00%		32.00%		Not Required	30%
	% CTE track HS students graduating with an industry-recognized certification	0.00%		0.00%		Not Required	0%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		91.00%		Not Required	90%
NOTES:							

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	0		0		0
	% of students with learning plan created and reviewed in 8th grade	8th grade	100.00%	8th grade	100.00%	100%
	% of learning plans reviewed annual by grade level	9th grade	100.00%	9th grade	100.00%	100%
		10th grade	100.00%	10th grade	100.00%	100%
		11th grade	100.00%	11th grade	100.00%	100%
		12th grade	100.00%	12th grade	100.00%	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		5	6	7	10	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	83.33%		70.00%		70%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
	10	14	6	6		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	71.43%		100.00%		70%	
NOTES:						

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of high school seniors that completed the FASFA	58%	70%
The ASVAB Career Exploration Program will help students see connections between their ASVAB scoring data and their current educational planning. This program will also assist students in creating future goals in their education and/or profession.		100%
NOTES:		

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of K-3 students that were Tier 3 on the fall IRI moved up to Tier 2 or Tier 1 on the spring IRI	50%	50%
NOTES:		

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 305	District Name: Highland Jt. School District
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section 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 in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	52.6%	53.3%
Male	47.3%	46.7%
Asian	0.0%	0.0%
Black / African American	0.0%	0.0%
Hispanic / Latino	7.1%	7.7%
Native American	6.5%	7.1%
White	85.7%	84.6%
Free / Reduced Lunch Program	52.7%	50.3%
Received Special Education (IEP Students)	18.3%	15.4%

NOTES: We had one Asian student in 2018-2019, but the formula will not allow it to populate the 1 student of .05%