

Minidoka County Joint School District # 331



2 High Schools

3 Middle Schools

4 Elementary Schools

Empowering Students for Success

MCSD COMBINED DISTRICT PLAN (2019-2020)

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

School District	# 331	Name: Minidoka County Joint School District
Superintendent	Name: Dr. Kenneth Cox	Phone: 208-436-4727
	E-mail: kcox@minidokaschools.org	
Plan Contact	Name: Michele Widmier	Phone: 208-436-4727
	E-mail: mwidmier@minidokaschools.org	

Narrative – Part 1

Mission and Vision

Mission: Empowering Students for Success

Vision: The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.

Priority Focus: Effective Instruction

Demographic Analysis – Annual March 1st Counts

	2017-2018	2018-2019
Male	52.4%	51.5%
Female	47.6%	48.5%
White	50.3%	50.7%
Black/African American	0.2%	0.3%
Asian	0.1%	0.1%
Native American	0.5%	0.5%
Hispanic/Latino	46.6%	45.9%
Free/Reduced Lunch Program	64.4%	64.5%
Received Special Education Services	12.5%	11.7%

MCSD continues to be plagued, like so many other districts in Idaho, with increasing enrollments (spring 2019 enrollment of 4,252 versus a fall 2019 enrollment of 4,358), rising staffing costs, and a shortage of highly qualified teachers. As a result, our schools are struggling with large class sizes, many of which do not have staff with the specialized training necessary to meet the unique needs of our most at-risk students.

Community Involvement - REQUIRED

MCSD recognizes how important it is to engage families in our schools and their child’s education and as such, has a rich tradition of community involvement. This involvement is a critical component of our Continuous Improvement Planning process. Community and family input shape our programs and the future direction of our district. We utilize the following strategies to engage our community:

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- Announcements and information from schools are translated and notification to parents regarding academic achievement, school and community events, services and resources available, and safety procedures/notifications occur through a variety of media formats: student handbooks, brochures, the District website, Facebook, Remind, automatic dialing system, newspapers, local television stations, memos and flyers, parent-teacher conferences, and the parent component of PowerSchool. To further engage our Hispanic community, MCSO also reaches out to our non-English speaking families through the Spanish radio station and make personal phone calls to invite them to events throughout the district.
- Monthly meetings occur with a variety of groups: our Board, the Policy Review Committee, the Patron/Parent Advisory Team, and the Migrant Parent Advisory Committee. Each of these groups consists of parents, community members, MCSO staff, and Board of Trustee members. Collaborative discussions with these groups focus on a variety of topics including continuous improvement planning, educational programs and instruction, college and career readiness, literacy planning, policy, communication, parental involvement, concerns, ways to improve as a district, and future needs.
- District sponsored Town Hall meetings are used to disseminate accurate information across the community around key issues that impact families and businesses, like school bonds and the supplemental levy.
- Every other month the MCSO administrative team meets with local emergency and law enforcement personnel to discuss safety concerns and ways to improve our emergency preparedness and response. This group includes representatives from every school, local police and fire departments, as well as juvenile probation and parole.
- Annually the MCSO Federal Programs office takes out a full-page advertisement in our local newspaper to outline the various programs available to families and ways that the community can become involved. The circular is free and reaches over 15,000 residents.
- Like many schools across Idaho, sporting events are community events. MCSO uses this venue to build positive relationships with the community and, occasionally, share information with them about our schools.
- Our schools host a variety of parent involvement activities throughout the year. Each school hosts a Back-to-School or an Open House in the fall to introduce staff to parents and teach them about procedures and school expectations. In addition, schools engage families with a variety of student recognition and performance events, literacy and math nights, afterschool and summer programs, as well as parent training and information events like Parenting with Love & Logic classes and our Bi-lingual Parent Outreach program.
- Our high schools host college and career readiness events that include an opportunity for parents to ask questions and get assistance with the college entrance process. Information about the services and resources available, as well as training on how to access financial aid are provided to parents.
- Parent-teacher conferences are held at least twice a year and include the development and progress monitoring of literacy intervention plans and student achievement.

MCSO enjoys a positive relationship with our community. Many of our local churches and businesses donate backpacks filled with school supplies and other items to support our most needy families. Schools reap the benefits of strong ties with the community as well. School parent-teacher organizations sponsor community

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involvement activities throughout the year such as tailgating at sporting events, 5K runs, carnivals, and student fieldtrips to local venues to enhance the educational programming for all students.

LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

Minidoka County School District's (MCSD) Mission is "Empowering Students for Success." Focusing on effective literacy instruction, MCSD strives to meet the goal of all students reading proficiently by third grade as measure by the Spring IRI.

As a result of teacher shortages in the state of Idaho, MCSD has a high percentage of teachers in the classroom who have received teaching certificates through alternate routes, resulting in teachers with little to no training in literacy instruction. As a result of this data, the literacy plan focuses on providing professional development to instructional coaches and literacy leaders within each school with the intention of creating capacity within the district to support literacy instruction. MCSD has a high percentage of English Language Learners who need additional supports to be successful in learning to read. To address this need, teachers in grades K-5 will receive training and support in best practices in teaching and support English Language Learners in reading instruction.

MCSD partners with Education Northwest (EdNW) and other Idaho school districts in the NW Literacy Co-Op. The purpose of the Co-Op is to improve literacy outcomes in districts by sharing what is working and collectively brainstorming solutions to common challenges through evidence-based research. As part of this co-operative instructional coaches, administrators, and school literacy leadership will receive training in skills specific to literacy such as phonemic awareness, decoding, vocabulary, comprehension, and fluency.

All elementary schools in MCSD have implemented a Literacy Committee, which consists of at least two teachers and the instructional coach as members of the committee. The committee discusses literacy best practices, school-wide progress on the ISIP (IStation's Indicator of Progress), receives and delivers literacy training, and guides the school in improving literacy for all students.

Each school will receive an additional classroom teacher, to be placed in either kindergarten or first grade to reduce class size to less than twenty students. With a reduced class size, teachers will be able to more closely monitor and assess literacy foundational skills. The intent of reducing class size is to ensure students receive solid foundational skills in the earliest grades. Each school will also receive an additional paraprofessional to help facilitate small group interventions and decrease the size of current intervention groups. The paraprofessionals will also oversee the Waterford program for all kindergarten students in the district.

Program Description & Time

MCSD recognizes the need for effective instruction with the core reading program. Core reading instruction is delivered daily during a 90-minute instructional reading block using the evidence-based reading program Wonders for all students. In order to provide students with intervention based on skill deficits, students in grades K-3 will be assessed using the ISIP (IStation's Indicator of Progress) monthly. Data from student

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assessments will be used to identify student deficits and needs for intervention. Teachers are trained on ISIP reporting, and data. The ISIP provides data based on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension, which will be used to determine intervention groups. Students who are identified as either a two or three on the IRI will receive an additional 30 minutes of small group intervention in addition to the 90-minute reading block. This is facilitated through either a pull-out or push-in model. Intervention groups focus on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension. Kindergarteners who require more intensive intervention may participate in an extended kindergarten program which is administered five days a week all year long.

Intervention

- **Waterford** - To provide individualized instruction for students in kindergarten, Waterford, a research-based program will be used. Students are prescribed a unique learning experience tailored to their own skill level and pace. All students in kindergarten will receive individualized instruction on Waterford. Waterford helps close the achievement gap, build critical skills, and reach all early learners.
- **Interventionists** - Interventionists have been provided training specifically on literacy intervention as well as Waterford. Additional interventionists will allow schools the ability to reduce intervention group size. These additional interventionists (paraprofessionals) will help to lower the small group intervention size.

Intervention Materials

Program	Grades
Anita Archer Phonics for Reading	K, 1, 2, 3
Phonics for Reading	K, 1, 2, 3
Imagine Learning	K, 1, 2, 3
Language for Learning	K, 1, 2, 3
Early Interventions in Reading	K
Waterford	K
WonderWorks (McGraw-Hill)	K, 1, 2, 3
Read Naturally (Comprehension)	1, 2, 3

Assessment

In order to assess student's literacy growth, MCS D has multiple assessments in place. The Idaho Reading Indicator is given three times a year (Fall, Winter & Spring). This assessment is used to identify "at risk" students for reading failure. The CORE Phonics assesses phonics and phonics-related skills with a high rate of application in beginning reading. CORE Phonics can be used as a screening measure, as well as outcome measures, providing data about growth and mastery at the end of an instructional period. CORE Phonics is administered every 6-8 weeks for students with a reading deficit. Results are shared with the classroom teacher, instructional coach, principal and support staff during monthly collaborations and provide data for leveling students in intervention groups. The ISIP is used monthly as a progress-monitoring tool monthly. This assessment measures overall performance of key foundational skills at each grade level.

Waterford provides easy to read reports for teachers and administrators with real-time insights into student learning. Placement reports, progress reports, area of difficulty and object details report can be obtained to help teachers and administrators monitor the Waterford data.

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Comprehensive Literacy Plan Alignment - REQUIRED

The Idaho Comprehensive Literacy Plan is comprised of four essential elements of the Idaho Comprehensive Literacy Plan; collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. Minidoka County School District incorporated each of these components when designing their literacy plan.

- **Collaborative Leadership** - In order to achieve academic success and rigor in attaining the goal of students reading at grade level, all constituents are involved in creating a literacy plan. All groups understand their responsibilities and contribute to achieving literacy goals. Creating stronger school-family community partnerships is a goal MCSO is engaged by providing more opportunities for parents to become involved in students' literacy growth.
- **Developing Professional Educators** - Administrations, teachers and paraprofessionals will be provided extra support from experienced trainers in order to increase their knowledge of support programs and reading foundational skills. Schools will maintain opportunities for collaboration on a monthly basis. Instructional coaches will provide support in the classroom especially during the 90-minute reading block. New teachers will receive additional training through the mentoring program specifically on literacy and core instruction.
- **Effective Instruction and Interventions** - Minidoka County School District has determined a priority focus to be effective instruction. Literacy rounds will assist in determining next steps to increase student achievement specifically in the areas of reading and writing. Waterford will help classroom teachers in kindergarten be able to provide individualized instruction based on the student's need. All schools follow district MTSS/RTI processes. It is a continued goal to meet the needs of all English Language learners through the WIDA standards.
- **Assessment and Data** - In order to increase student achievement through the use of data, teachers will be trained in the use of Mileposts, a data management system, which provides an overview of each student's assessment data, as well as where progress monitoring will be recorded. Comprehensive assessment systems are in place, which include IRI, ISAT, and CORE Phonics as well as various other formative assessments. All students will participate in screening for literacy skills, as well as additional diagnostic assessments as needed. Data will be used to determine students' deficits, which also determine interventions.

Parent Involvement - REQUIRED

Parental input and support in Minidoka County School District (MCSO) is a key component for academic success. MCSO continually strives to increase communication with parents. When designing MCSO's literacy plan, the district sought input from the Parent Patron Advisory Team (PPAT). The PPAT is a representation of all schools within the district. Input was sought in this group in how the district could better support parents and families in literacy. In addition to input from the PPAT team, individual elementary schools sought input from parent organizations in how to best support parents with literacy needs.

As part of the K-3 literacy plan, MCSO invites parents to discuss their child's reading level with their child's teacher and/or literacy plan members. The meeting ensures all parties are involved in creating a literacy plan, which provides the child with needed intervention and supports. This gives parents an opportunity to engage and provide input. The meeting and notification will describe the reading intervention services each student

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receives once they have been identified as having a reading deficiency on the Fall IRI. The parent meeting and/or notification includes a description of current services provided to the student and description of available or supplemental services and supports. Once the plan has been developed, 30 days after the deficiency is identified, a description of the reading intervention and supplemental services/supports is provided to each parent including strategies to use at home. This is crucial in meeting the goals for the child throughout the year.

The school district provides opportunities for parents to attend literacy nights, which educate parents on how literacy support can be provided within the home. Meetings with families to discuss the plan for their child, letters home to families in their preferred language and parent teacher conferences also serve to communicate the child's progress toward literacy goals.

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District Name and Number: Minidoka County School District #331	
Estimated Total Literacy Funding for 2019-2020	\$497,475.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Paraprofessionals	4.5 Paraprofessionals	4.5	12,400.00	63,320.00	63,320.00	0.00
Benefits- Literacy Paraprofessionals				48,300.00	48,300.00	0.00
Literacy Teacher	4 Classroom Teachers	4.0	39,500.00	158,000.00	158,000.00	
Benefits - Literacy Teacher				63,700.00	63,700.00	
PD Stipends	4 -\$1000 Stipends		4000	4,000.00	4,000.00	
Literacy Team Stipends	8 - \$500 Stipends	8.0	500.00	4,000.00	4,000.00	0.00
Stipends - Benefits				\$1,660.00	\$1,660.00	
Personnel Subtotal				342,980.00	342,980.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Waterford	Licenses for all Kindergarten Students	350	50.00	17,500.00	17,500.00	0.00
Programs / Curricula Subtotal				17,500.00	17,500.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Education Northwest	Ed Northwest Literacy Co-operative	1	112,000.00	112,000.00	112,000.00	0.00
Travel	Travel costs for Literacy PD (meals, mileage, hotel, substitutes)	4	2,081.00	8,324.00	8,324.00	0.00
Professional Development	Visible Learning Institute (literacy team)	1	13,000.00	13,000.00	13,000.00	
Other Costs Subtotal				133,324.00	133,324.00	0.00
TOTAL COSTS & BUDGET				\$493,804.00	\$493,804.00	

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

	Model Name	Additional Details
	School Counselor	John Kontos, Kent Chandler, Nikki Sayer
	Teacher or paraprofessional as advisor	Brooke Claridge & Marisol Gillette
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP (7 th & 8 th grade only)	Amelia Chiesa
	Transition Coordinator	Crystal Padron & TRIO Representative
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Advising Program Summary - REQUIRED

Transition Coordinator Model- CSI Transition Coordinator, TRIO Coordinator, Career & Technical Education Transition Coordinator, ARTEC

Post-secondary institutions provide college and career advising in the high schools. They develop and implement services to high school students to help them define their education and career aspirations.

High School Advisement Team Responsibilities

The team consists of 3 administrators and 3 counselors at the high school level, 3 administrators and 2 counselors at the middle school level the promote and enhance college and career coaching. Each administrator is assigned to a group of students and advises them throughout the year.

Gaining Early Awareness for Undergraduate Program Model, Gear-Up Coordinator for 11th and 12th graders

Increase the number of students prepared to enter and succeed in postsecondary programs. The goal is to increase academic performance and preparation for postsecondary education, increase the rate of high school graduation and participation in postsecondary education, increase GEAR UP students' and the families' knowledge of postsecondary education option, preparation, and financing.

College and Career Advisor

The advisor will support and assist the student in understanding their choices for post-secondary education and career training, and provide information and/or provide direction to students, parents, teacher, and administration about career and educational services available to students.

9th Grade

- 4 Year Plan
- GPA - Keep your grades up (2.25 GPA)
- Advanced Opportunities
- IDLA

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- Extra-Curricular Activities
- Clubs
- Career Information System (www.idahocis.org)
- Paying for college

10th Grade

- Goal for future career
- College Options
- Interest and options for Dual Enrollment Classes
- Technical programs offered in our area
- Dual Credit Plan for interested students

11th Grade

- Set up a meeting with your counselor
- Make sure you're taking the right classes
- Keep your grades up (2.25 GPA)
- Research schools and programs
- Plan for the SAT and/or ACT
- Research scholarship options
- Dual Credit Options and Process

12th Grade

- FASFA
 1. Advisory
 2. Parent Night
- Scholarship Information
- ACT/SAT
 1. Preparation classes offered by Kale Tarbet
- Career and Technical Schools
 1. Career Fairs
- School to Work programs
- Letters of Recommendation
- College Application Week
- Higher Ed Days
- Scholarship Search
- College Campus Visits
- Back to School Night at the beginning of the School Year
- Spartan Forward tab on Minico Homepage with all of the information and forms
- Social Media (Twitter, Facebook, Remind 101)
- Youcanbook.me option for parents to have a one on one meeting
- Postcards mailed home regarding upcoming events
- Notifications sent to parents in Advisory Class
- Monthly Newsletters

Other Notes / Comments

Not Applicable.

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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/331/achievement>

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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	80%
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	30%
	% students who scored proficient on the 8th grade ELA ISAT	50%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	32%
	% students who scored proficient on the 6th grade ELA ISAT	45%
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	70%
	% students who scored "proficient" on the Grade 2 Spring IRI	70%
	% students who scored "proficient" on the Grade 3 Spring IRI	70%
NOTES:		

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)	43	287	34	211	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	14.98%		16.11%		1.13 percentage points	10 percentage point increase
	% students participating in one or more advanced opportunities	16.00%		24.00%		Not Required	25%
	% CTE track HS students graduating with an industry-recognized certification	5.00%		information unavailable at this time		Not Required	5%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		80.00%		Not Required	60%
NOTES:							

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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	23		36		40
	% of learning plans reviewed annual by grade level	8th grade	100.00%	8th grade	100.00%	100%
		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
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	46.05%		45.23%		48%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	52.86%		50.70%		52%

NOTES:

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 HS students graduating with an associate's degree or a CTE certificate	36	40

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)
District-wide, in all grades, IRI scores will increase at least 20% from fall to spring	16%	20%

NOTES: