

SODA SPRINGS SCHOOL DISTRICT 150 COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

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. 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/>.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Templates for the 2018-19 Combined District Plan

- 1) Districts and charter schools (or Local Education Agencies – 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) 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 to complete all of the following parts:**

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District Plan- Literacy Budget – Template Part 3

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You may submit your Combined District Plan as separate documents (Word and Excel) or combine them into a single PDF.

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** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov. Since it includes the Continuous Improvement Plan, **you must also post it on your website** (by October 1). 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.

Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called "Determining which Templates to Use." You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA 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.

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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, exemplary plans, 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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School District	# 150	Name: Soda Springs Jt. School District	
Superintendent	Name: Molly M. Stein		Phone: 208-547-3371
	E-mail: steimoll@sodaschools.org		
Plan Contact	Name: Molly M. Stein		Phone: 208-547-3371
	E-mail: steimoll@sodaschools.org		

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

MISSION (CREATED 4-30-2014 AMENDED 8-12-2015)

The Soda Springs School District will:

- Promote success by advocating and sustaining a school culture conducive to student learning with excellence in teaching.
- Value uniqueness and diversity by fostering respectful relationships and engaging every student through varied learning strategies.
- Assist students in developing character, physical, social/emotional maturity and a positive work ethic.
- Incorporate relevancy, technology, and critical thinking through rigorous academic learning experiences resulting in high student achievement.
- Provide and maintain safe facilities which meet the current and future academic needs of the students and the community.
- Demonstrate fiscal accountability and responsible governance.

VISION (CREATED 4-2-2014 AMENDED 7-06-2016)

The Soda Springs School District, in association with our community, will provide a safe and supportive learning environment combined with educational opportunities wherein each student becomes an educated, responsible, contributing citizen.

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Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

Demographic Analysis - REQUIRED

	August, 2017-2018	August, 2018-2019
Male	50%	50.68%
Female	50%	49.32%
White	93%	92.75%
Black/African American	.24%	.34%
Asian	.36%	.34%
Native American	.12%	.12%
Hispanic/Latino	2%	1.25%
Free/Reduced Lunch Program	35.22%	Available October
Received Special Education (IEP Students)	11%	11.12%

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

Parent and Community Involvement in Developing the Combined CIP

- The CIP is addressed at all stages of development at the Board and Community levels at monthly Board meetings as a standing agenda item which allows for Public Input. Faculty and Staff meet with the leadership team to discuss data and set goals and benchmarks. The College and Career Mentoring Plan and the Literacy Plan are formulated at the building level with input from staff. In addition, parent and student input will be gathered at Career and College parent nights (secondary) and Leadership Parent Nights (elementary/middle).
- **Formal Notifications and requests for input include:**
 1. Notification sent to parents and students through building level newsletter indicating the CIP is being developed and posted on the District website for review and input.
 2. On the website, there is an email address posted to take additional comments.
 3. Annually on June 15, this notification is placed in the local paper and on the website: "The district leadership team is working on the Continuous Improvement Plan for the district. This strategic plan outlines achievement metrics, literacy needs at the elementary level,

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and college and career readiness at the high school level. Interested patrons are welcome to stop by the district office during (8:00 a.m. to 4:00 p.m. Monday- Thursday) to offer input into the development of the plan.”

4. As the plan is developed, it is shared with the leadership team, board members, teacher representatives, and parent volunteers via email where input is again solicited.

Community Involvement Specific to the College and Career Mentoring Plan

All seniors and their parents are invited to the annual FAFSA completion night. Step by step instruction and assistance in completing FAFSA applications is provided. In addition, an FAFSA table is set up at parent/ teacher conferences. A computer is made available as well as personnel to assist seniors and their parents in completing the FAFSA. And finally, a FAFSA checklist is provided to each senior Advisory Leader to be used to guide their students through the FAFSA process.

Community Involvement Specific to the Literacy Intervention Plan

After the IRI fall administration, parents are sent a letter showing the benchmark score and their child's score. The letter explains the opportunity for students to improve their literacy skills through the use of Istation and small group instruction. Parent input is sought, and parents are encouraged to contact their child's teacher or the principal with questions so that working as a team each child's literacy skills will improve. Students who demonstrate a need for literacy intervention are also provided with information about accessing Istation from home. Parent newsletters are sent home monthly with strategies to improve literacy. Literacy activities will be planned during the month to encourage all families to participate. The PTO participates and plans literacy activities to support literacy for all students.

Parent input for the Literacy Plan was solicited through newsletters and meetings with individual parents. Input from parents will continue to be encouraged as this plan is put into practice.

Parent Teacher Conferences are held twice each year. Teachers will emphasize literacy development of each student through the use of IRI results, STAR assessment results, as well as formative assessments done in the classroom. During this conference, parents and teachers will discuss the literacy intervention and working as a team, they will make sure the interventions are working for their student. The second parent teacher conference will be a student led conference. Students share the data they have collected through the year to allow students and parents to have a focused discussion on progress. Thirkill Elementary will maintain an 85% or better attendance rate during both conferences.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

Soda Springs School District has one elementary school, Howard E. Thirkill, with the K – 3 students. The district's literacy intervention program will be the same throughout the school. First grade and struggling second grade students will use Intensive Phonics. Interventions will be during the school day for grades 1 – 3 and K students will have an additional 30 minutes of instruction beyond the ½ day kindergarten schedule.

Interventions Planned K-3

Intensive Phonics (1st grade – struggling 2nd grade)

- First grade teachers will continue to use strategies learned from Intensive Phonics training
- Curriculum materials are purchased as needed to continue this program
- Students in all first-grade classrooms will be taught *phonemic awareness and decoding strategies*.
- Students who score below basic on the Fall IRI will have additional small group instruction ensuring these strategies are understood.

Istation (K-3rd)

- Professional development will be given to teachers and aides monitoring students using Istation
- Students who score below basic or basic on the Fall IRI assessment will be given a user name and password to access Istation. Students reading **skills are diagnosed** upon the initial login. Students are then placed in the appropriate content to strengthen reading deficiencies. The Istation software program uses multiple approaches to teach reading skills. Istation targets the foundational reading skills: *Phonics, phonemic awareness, decoding, vocabulary, comprehension, and fluency*. Checkpoints are in place so progress is monitored and additional interventions are provided as needed. These interventions may be done during regular classroom instruction.
- Kindergarten students will have an additional 25-30 minutes to complete the lessons in Istation. Morning students will stay after and afternoon students will come early to accommodate this. Paraprofessionals who work daily with the kindergarten students will be monitoring the students as they complete their assignments on Istation.
- The 1st – 3rd grade students will be in the computer lab or use iPads for 25 minutes each day to access Istation. Students in these grades attend school for nearly 40 minutes per day beyond the state requirements. The intervention for these grades will be done during the school day.

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- Istation provides teachers with instructional resources which pinpoint which skills students need focused intervention. Student's growth will be monitored using the reporting tool in order to see an historical view of progress.
- Students in all grades will be given access to Istation at home. Parents will be encouraged to allow their children to use the website at home. Istation can be used as a supplement in addition to the interventions they receive at school.

Thinking Maps – A Language for Learning®

- Thinking Maps is a language of eight visual patterns based on a fundamental thinking process
- The maps can be used individually and in combination across every grade and curriculum area as a way to organize thoughts in visual patterns

Small group instruction (RTI)

- Intensive phonics for 1st grade students
- Remediation from Journey's reading curriculum to reinforce skills taught in the classroom
- Weekly or bi-weekly fluency assessment
- Data will be reviewed with classroom teacher
- Student grouping will be adjusted to meet student instructional needs

STAR Assessments

- Students in 2nd – 3rd grades take the STAR reading assessment four times per year
- Students in Kindergarten and 1st grade take the STAR Early Literacy at least twice per year

Milepost Student Learning Management System

- Student assessment information is regularly uploaded
- Individual literacy plans are available
- Teachers have access to assessment information and literacy plan

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

The Idaho Comprehensive Literacy Plan explains four essential elements to the plan: 1) collaborative leadership, 2) developing professional educators, 3) effective instruction and interventions, and 4) assessment and data. The Soda Springs Joint School District #150 incorporates these elements within the plan in the following ways.

Collaborative Leadership:

The goal for K – 3 students in the Soda Springs School District mirrors the goal from the Idaho Comprehensive Literacy Plan. *The Idaho Comprehensive Literacy Plan is designed with a single,*

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simple goal in mind: literacy growth for all Idaho Students. Soda Springs Joint School District Literacy Intervention Plan has the same goal: Literacy growth for all Soda Springs K-3 grade students.

The Soda Springs Jt. School District Board of Trustees and the Superintendent show a commitment to literacy. They work with school leaders to support the implementation of research based practices by approving the necessary time for professional development, up-to-date curricular resources, and time for teacher collaboration to successfully implement strategies. District level leadership supports school activities that promote literacy.

Developing Professional Educators

The Soda Spring Jt. School District has a professional development plan to support educators in their opportunities to learn. Job embedded and professional learning opportunities allow teachers to master the skills needed to provide effective literacy education for students. New teachers are mentored as prescribed by the district's teacher mentor plan. Mentors are paid through the leadership premium funding ensuring even educators new to the profession use effective instructional strategies. Collaborative professional development grants are offered for teachers to meet in focused groups to learn best practices and plan ways to implement the learning in their classroom.

Effective Instruction

As stated in the Idaho Comprehensive Literacy Plan, "Effective instruction and interventions are critical in supporting students' development of strong literacy skills". Soda Springs Jt. School District has this same belief. Idaho Core Standards are used as curriculum is developed. The curriculum clearly meets all aspects of literacy, including phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, and verbal communication. Flexible grouping strategies are used for struggling readers providing focused interventions grounded in research and instructional best practices.

Assessment and Data

Universal screeners, progress monitoring, diagnostic and formative assessment are part of the comprehensive literacy plan for Thirkill Elementary. The meaningful data is reviewed and analyzed as part of the weekly grade level meetings. Teachers are given access to Milepost, a student learning management system. Milepost provides teachers with student-level data to support instructional planning and meeting the individual needs of students.

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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
X	School Counselor	Explanation below
X	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)	

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Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

As the Soda Springs School District explored each of the College and Career Advising Models suggested by the State, we noted that the School Counselor Model was most closely aligned with our agreed upon objectives. Our school counselor to student ratio is about 1:250 and our counselors masterfully meet the needs of our students whose families have the resources and knowledge to pursue higher education. However, we want to ensure that all students have access to high quality advising as they plan for the “next step.” Consequently, the Soda Springs School District opted to use the Traditional School Counselor model for its College and Career Advising program. We have employed a College and Career Advisor whose major focus includes the transitions from middle school to high school, from early high school to later high school, and from high school to college and career. Our purpose is to provide college and career advising for high school students transitioning to post-secondary institutions or careers and to provide academic advising for 8th, 9th, and 10th grade students in the development of four year plans, particularly those students who may have been underserved or overlooked in the past. The advisor has a post-secondary degree and will receive training related to college and career advising.

The high school principal captured the major responsibilities of the College and Career Advisor in the following job description:

The primary responsibilities of the College and Career advisor will include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students, including family nights.
- Support students to enroll in dual credit/CTE programs that are tied to their academic and career plans
- Assist families in identifying scholarships and funding sources for college and career plans.
- Aid in the completion of postsecondary applications, FAFSA, and scholarship applications
- Assist high school counselors in planning and conducting college and career advising events.
- Work with Principals to provide academic advising events for 8th grade students and their parents.
- Work with school counselors in completing the online academic planning process, with an emphasis on the completion of four year plans for 8th grade students.

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The College and Career Advisor will have their office in the high school. Their placement in the school provides for the development of relationships with individual students and their families. The advisor will also work closely with the counselors and the school administrators.

6 th -8 th Grade	Parent meetings to inform parents on advance opportunities, Counselors and teachers work with students regarding 4 year plans, Students and parents attend elective fairs at local high schools,
9 th Grade	Counselors/Career Advisors meet with students to review/revise 4 year plans with intentional focus on advanced opportunities classes and programs, Begin preparation for college and career,
10 th grade	PSAT, PSAT interpretation with emphasis on course and career planning, Conduct parent workshops on college and high school course preparation, Classroom presentations. Work on prescriptions with Kahn Academy.
11 th Grade	PSAT, SAT, PSAT and SAT interpretation with emphasis on course and career planning, Conduct parent workshops on college and high school course preparation, College Fair (Idaho Falls), Students to attend Tech Expo.
12 th Grade	FAFSA education for students and parents, Conduct parent workshops on college and high school course preparation, Workshops on scholarship preparation for students and parents, College Fair (Idaho Falls)

Other Notes / Comments

Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

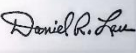
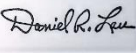
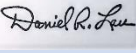
Provide the Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

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Board Accountability

Date	CIP Board	Comments	Initial
06/6/2018	<ul style="list-style-type: none"> ▪ Superintendent Report ▪ CIP Agenda Item 	DUE OCTOBER 1: New Templates Available. 2017-18 Data is being finalized and will be reported to the Board. New Testing Data is being reviewed for 2018-19 plan. The Literacy Plan (Hansen/ Worthington) The College and Career Readiness Plan (Daniels/Ledbetter) are being reviewed to prepare for next year's goals and benchmarks.	
07/09/2018	ISAT Testing Overview	Data distributed to board. ISAT Targets critical areas identified by Leadership Team	
08/20/2018	<ul style="list-style-type: none"> ▪ Superintendent Report ▪ CIP Agenda Item 	Leadership team met to finalize data metrics and set benchmarks. Draft CIP presented to Board. VISION MISSION GOAL specifically on agenda. Item tabled until September.	
9/19/2018	<ul style="list-style-type: none"> ▪ CIP Agenda Item 	Board finalizes MISSION VISION GOAL. Accepts CIP. CIP Posted to website and link sent to SDE.	

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Links for Up-To- Date Assessment Data

[ACCOUNTABILITY REPORT CARD](#)

[IRI Public Report](#)

[IDAHO TRENDS GO ON, READING, MATH](#)

[ISAT, GRAD RATES,](#)

[2015 NAEP IDAHO REPORT](#)

[Idaho NAEP Stoneberg Report](#)

[SAT](#)

Other Links

[IDAHO SCHOOL SAFETY THREAT ASSESSMENT 2014](#)

[2018 Accountability Statewide Information](#)