

<b>LEA</b>	<b># 41</b>	<b>Name: St. Maries Joint School District</b>	
Superintendent	Name: Alica Holthaus		Phone: 208-245-2579
	E-mail: aholthaus@sd41.org		
Plan Contact	Name: Alica Holthaus		Phone: 208-245-2579
	E-mail: aholthaus@sd41.org		

**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section.

**Mission and Vision - REQUIRED**

**Mission**

St. Maries Joint School District No. 41 is dedicated to providing an educational culture that will continually assess the knowledge, changing needs, and challenges of our students and adapt our practice to prepare them to become successful citizens.

**Vision**

Committed to Quality Education

**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)

#### **Continuous Improvement Committee**

The committee is comprised of one Board member, building administrators, teacher representatives from each building, and two parent or patron volunteers. The committee drafts the plan which is then submitted to the Board of Trustees for consideration and approval.

#### **Parental Involvement in Students' Individual Reading Plans**

Both Heyburn Elementary and UpRiver School have parent advisory committees that assist in reviewing programs and problem solve building concerns. These committees have scheduled meetings twice a year. Literacy Intervention Plans are an agenda item for each of the two buildings to discuss with their advisory committee in the spring of each school year. Feedback and suggestions gathered at these meetings is considered when creating the Literacy Intervention Plans for the following year.

During Fall Parent/Teacher conferences, individual literacy plans are developed with parent input. Parents give permission for their student to participate in the intervention.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 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.

St. Maries Joint School District #41 staff will measure and improve communication between all stakeholders in our District during the 2020-2021 school year.

- Collect and tabulate parent contact data quarterly
- Set building and District parent contact goals quarterly
- Create and send weekly email from superintendent to Board of Trustees
- Schedule academic presentations at monthly Board meetings
- Create District informational flyer to distribute in local businesses and offices.
- Parents of students qualifying for literacy interventions will be notified through a letter sent to the student's home.
- College and Career advising and mentoring services and resources are available each year beginning eighth grade through twelfth grade. Parents are informed through email, letter, and district web site announcements.

## Parent Notification of College and Career Advising and Mentoring Services

Grades 9 through 12 ○ 4 year plan signed by parents yearly.

- Incoming freshman parents receive a letter of invitation for high school parent night:
  - Courses required to graduate
  - Advanced opportunities
  - Career paths and opportunities
  - 4 year plans
  - Transcripts
  - College application process

Grades 10 through 12 – Advanced Opportunities Parent Night ○ North Idaho College presents dual credit information

- Parents register students for dual enrollment
- How students and parents can use advanced opportunities funds

• Grade 11 ○ Parents are sent SAT results with end of year report cards

- Grade 12 ○ Financial Aid Night for all senior parents explaining FAFSA and scholarship application process
  - Parents sent a letter of dates and deadlines for scholarships, college application, and graduation
  - Scholarship Night
  - Parents of seniors receive multiple emails reminding them of scholarship opportunities and deadlines.

## Parental Involvement in Students' Individual Reading Plans

Both Heyburn Elementary and UpRiver School have parent advisory committees that assist in reviewing programs and problem solve building concerns. These committees have scheduled meetings twice a year. For the 2020-2021 school year these meetings will be held virtually using a Google Hangout link. Literacy Intervention Plans are an agenda item for each of the two buildings to discuss with their advisory committee in the spring of each school year. Feedback and suggestions gathered at these meetings is considered when creating the Literacy Intervention Plans for the following year.

During Fall Parent/Teacher conferences, individual literacy plans are developed with parent input. Parents give permission for their student to participate in the intervention.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 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](#).

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

St. Maries SD No. 41 uses the fall IRI screening data to determine placement into programs beyond regular classroom instruction. Students scoring a 1 or 2 on the IRI are receive further diagnostic screening (phonics/decoding screener, spelling inventory, nonsense word fluency).

Based on the screening result, K-3 students are placed into intervention groups for individualized and small group instruction in addition to core classroom instruction. An additional 30-35 minutes are provided during the school day at flexible reading group intervention times. Classroom teachers, as well as, reading teachers and literacy aides provide skill specific interventions based on instructional needs. Attendance in intervention group is recorded.

The differences and similarities in the two district elementary schools are described in A-F:

- A. St. Maries School District #41 Elementary schools use the McGraw-Hill “Wonders” for core reading instruction and “Wonder Works” for Tier 2 and 3 interventions and Special Education. Heyburn Elementary has approximately 200 K-3 students. UpRiver Elementary has approximately 35 K-3 students.
- B. Both schools will continue to use the McGraw-Hill “Wonders” core curriculum every day for 60 minutes in grades K-5. The McGraw-Hill “Wonders” curriculum has instructional components in phonemic awareness, decoding intervention, vocabulary, comprehension and fluency, as well as, writing. After core instruction, classroom teachers, reading specialists and literacy aides provide skill specific reading interventions based on instructional need.
- C. Reading interventions are facilitated during the school day for 30-35 minutes.
- D. St. Maries SD#41 will provide more than the required number of hours of literacy interventions.
- E. Interventions will be facilitated by Classroom Teacher, Reading Specialist or Literacy Aides. Interventions will be by skill group. The appropriate interventions will be determined using RTI, individual literacy plans and based on data from Istation IRI and progress monitoring data as well as local assessment data.
- F. The district supports literacy intervention program implementation by funding additional intervention staff, as well as, McGraw-Hill Tier 1 “Wonders” and Tier 2 and 3 “Wonder Works” and Pathways to Reading curricular materials. Professional Development will be provided during collaboration. The Skyward RTI module which stores benchmark and progress monitoring data is provided by the district.

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. 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**

The Idaho Comprehensive Literacy Plan K-12 adopted December 2015 was an important resource to create St. Maries SD No. 41 Literacy Plan Alignment.

Our core reading curriculum McGraw-Hill Wonders is research based, addresses the critical literacy skills and the 5 stages of literacy development included in the comprehensive literacy plan:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

The essential elements of the Comprehensive Literacy Plan are included in the following ways:

1. Collaborative Leadership-the district/school has a Capacity Builder which assists with book studies, professional development, data review and goal setting.
2. Professional Development- Late start collaboration, teacher work days and after school meetings are used for data review, professional learning communities and book study.
3. Effective Instruction and Interventions-Current research review is done including studying John Hattie's Virtual Learning book.
4. Assessment and Data-the cycle of improvement is used with IRI and ISAT data. Skyward is used for RTI and student data tracking.

Response to Intervention (RTI) has been an established practice in St. Maries SD in grades K-12. Established teams meet to review performance of students and make instructional placement changes based on data.

New staff is trained on McGraw-Hill Wonders curriculum, facilitated by teacher mentor or grade level colleague. This training including observations and assisting with interventions, lesson designs and implementation of new curriculum

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**

	<b>Model Name</b>	<b>Additional Details</b>
X	School Counselor	The Idaho Comprehensive School Counselor Program Model
X	Teacher or paraprofessional as advisor	Student Support Paraprofessional at the High School
	Near Peer Mentoring / Mentoring	
X	Virtual or Remote Coaching	NIC Dual Enrollment Coaching
	GEAR UP	
X	Transition Coordinator	School Counselors
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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**

4 year plans coordinating efforts with the middle school

- Parent Night presentation for all parents of upcoming students to the high school
- Freshman Visitation Day where students tour, present 4-year plans and learn about high school resources.
- Provide resources for SAT & ACT test prep
- Advise students on ACT & SAT testing procedures
- PSAT free test day for Sophomores
- Offer PSAT during school day for Juniors
- SAT free test day for Juniors
- Reviewing test results with students for PSAT, SAT, and ACT
- College Application Week: All seniors apply to at least one post-secondary school.
- Provide opportunities and guidance for all students in Dual Credit and signing up in the advanced opportunities portal.
- Senior Project Coordinator: Met with every Junior and Senior and aligned senior projects with a career goals and a mentor
- College visitation set up for juniors and seniors to North Idaho College
- College visitation set up for juniors and seniors to LCSC / University of Idaho
- Higher Education Day for all juniors that provide opportunity to meet with 3 college representative and / or military representatives of their choice.
- Vocational expo fair for all students every other year.
- FASFA/Scholarship Night for parents and 12th grade students
- ASVAB administered to all 11<sup>th</sup> grade students / High School and Beyond Plan developed for every 11<sup>th</sup> grade student
- Individual and career and post-secondary visits with students.

#### 6th graders:

- Participate in an Interest Profiler quiz to discover how one's interests relate to the world of work
- Participate in Career Cluster Interest inventory to discover an array of jobs that reflect one's interests
- Explore careers that relate to the surveys taken.

#### 7th graders:

- Participate in an Interest Profiler quiz to discover how one's interests relate to the world of work
- Participate in Career Cluster Interest inventory to discover an array of jobs that reflect one's interests
- Explore careers that relate to the surveys taken.
- Online College Exploration which will look at tuition, majors, and campuses

#### 8th graders:

- Participate in an Interest Profiler quiz to discover how one's interests relate to the world of work
- Participate in Career Cluster Interest inventory to discover an array of jobs that reflect one's interests
- Explore careers that relate to the surveys taken.
- Online College Exploration which will look at tuition, majors, and campuses
- Building a electronic resume to assist with entering the job force and for quick editing as they gain experience and skills

- 8<sup>th</sup> GRADE: ○ Participate in a transition program to prepare for high school. ▪ Prepare 4-Year Plan (parent signature required)
  - Parent Orientation night provided that details course offerings, graduation requirements and advanced opportunities.

Freshman orientation to the high school that provides a tour, discussing of 4- year plans, rules, ASB elections and student panel.

- 9<sup>th</sup> GRADE: ○ Begin to explore careers and plan for advanced opportunities. ▪ Prepare a speech on interested career and present in speech class.
  - Prepare 4-Year Plan (parent signature required)
  - Presentation on options that will help prepare students for Dual Credit program (honors classes and / or summer classes)
  - Participate in vocational expo that is provided every other school year. Explore technical programs and career choices.

- 10<sup>th</sup> GRADE: ○ Develop attitudes and aptitudes that promote college and career readiness.
  - Prepare 3-Year Plan (parent signature required)
  - Begin taking honors classes that prepare for Dual Enrollment.
  - Fundamental of Health program available for students interested in the medical profession.
  - Participate in vocational expo that is provided every other school year. Explore technical programs and career choices.
    - Present information on college entrance exams
    - All 10<sup>th</sup> grade students prepare and take the PSAT
    - Presentation to all 10<sup>th</sup> grade students on the process, advantages and opportunities provided through Dual Enrollment.
    - Parent Night and sign up opportunity for Dual Enrollment provided by North Idaho College.

- 11<sup>th</sup> GRADE: ○ Determine major and informed post-secondary education path. ▪ Prepare 2-Year Plan (parent signature required)
  - Semester of economics that provides opportunity for: • Explore careers through CIS
  - Develop an educational resume
  - Research a career and educational path
  - Select a career that will be paired with a senior project.
  - With support, find a mentor that will provide career and senior project mentoring.
    - Students in FHP (Fundamentals of Health Program provided with opportunities to LCSC cadaver lab and meet with professionals within the program.
    - Students in DUAL Credit program research college 4-year plan and determine classes that will benefit.
    - College campus tour to North Idaho College

College campus tour to LCSC / University of Idaho

- Participate in vocational expo that is provided every other school year. Explore technical programs and career choices.

- Information and support in registering and taking the ACT
- All juniors take the SAT during school day testing
- All juniors take the ASVAB test.
- All juniors meet with ASVAB representative and develop a High School and Beyond Plan.
- Presentation to all 11<sup>th</sup> grade students on the process, advantages and opportunities provided through Dual Enrollment.
- Parent Night and sign up opportunity for Dual Enrollment provided by North Idaho College.
- All juniors participate in Higher Education Day and have the opportunity to meet with 3 college representatives and or military of their choice.
- 12<sup>th</sup> GRADE:
  - Prepare and act on Career and Educational Plan
  - Prepare 1-Year Plan (parent signature required)
- Apply to college / post-secondary planning • College Application Week
  
- Presentation on FAFSA / Scholarship Process
- Financial Aid Night for parents and all seniors
- Help each student apply for FAFSA ID
- College campus tour to North Idaho College
- College campus tour to LCSC / University of Idaho
- Participate in vocational expo that is provided every other school year. Explore technical programs and career choices.
- Update resume, cover letter, and portfolio
- Present senior project that is based on career choice to community panel
- Scholarship opportunity emails sent to all senior parents
- Letter to all senior parents in regard to scholarship opportunities and deadlines.

## 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 **2020-21 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 **2020-21 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.

