

# MOUNTAIN VIEW SCHOOL DISTRICT #244

## CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2016 – 2017

Mission: Educational Excellence for All

Vision: The Board of Trustees and the entire staff, in pursuit of our mission of providing *Educational Excellence for All*...working in cooperation with the parents of our students, and with the support of our communities...will provide a safe and healthy environment for learning, in becoming well-educated and productive citizens of the United States of America.

Goal	Performance Measure	SY 2015	SY 2016	SY17	Benchmark
Students will be college and career ready upon graduation from Mountain View School District.	% of students meeting or surpassing the state average score on the SAT	X			State Average
	% of students graduating within 4 years	X			100%
	% of students graduating within 5 years	X			
	% of students taking dual credit coursework	X			
	% of students graduating with certificates demonstrating career readiness (ie. CNA, MS Office Suite, PTE)	X			
Students will be prepared to transition from middle school/Jr. high to high school.	% of 8 <sup>th</sup> grade students scoring proficient on the ELA portion of the ISAT.	49%			State Average
	% of 8 <sup>th</sup> grade students scoring proficient on the math portion of the ISAT.	32%			State Average
	% of 8 <sup>th</sup> grade students completing a CIS portfolio.	0%			70%
Fifth grade students will be prepared to transition from elementary school to middle school/Jr. high school.	% of 5 <sup>th</sup> grade students scoring proficient on the ELA portion of the ISAT.	59%			State Average
	% of 5 <sup>th</sup> grade students scoring proficient on the math portion of the ISAT.	53%			State Average
Third grade students will be prepared to transition to fourth grade.	% of students scoring proficient on the IRI.	61.11%			State Average
	% of students scoring proficient on the ELA portion of the ISAT.	42%			State Average
	% of students scoring proficient on the math portion of the ISAT.	50%			State Average
Increase student and parent engagement at all grade levels.	Student attendance rates (ADA).	94%			

Reviewed September 19, 2016  
Approved September 19, 2016

	Parent participation at parent/teacher conferences.	X			
	Number of parent/family inquiries into student Skyward profiles.	9029			

In instances where state average is listed as the benchmark, we feel our students should meet or exceed the state average in proficiency for that year. State averages will need to be checked each year in order to analyze progress toward goals.

## CONTINUOUS IMPROVEMENT PLAN

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### **Summary of evaluation of SY2015**

During the 2015 school year, the state average was the benchmarks for performance measures (SAT, ISAT ELA and math, IRI) in corresponding grade levels.

Upon review of progress towards those performance measures, it can be noted that:

- MVSD 8<sup>th</sup> grade students scored 5 percentage points below the state average on the ISAT ELA test
- MVSD 8<sup>th</sup> grade students scored 6 percentage points below the state average on the ISAT Math test
- MVSD 5<sup>th</sup> grade students scored 5 percentage points above the state average on ISAT ELA test
- MVSD 5<sup>th</sup> grade students scored 13 percentage points above the state average on ISAT Math test
- 61.11% of MVSD 3<sup>rd</sup> graders scored proficient on the spring IRI, while 72.99% of 3<sup>rd</sup> grade students in the state scored proficient on the spring IRI
- MVSD 3<sup>rd</sup> grade students scored 7 percentage points below the state average on the ISAT ELA test
- MVSD 3<sup>rd</sup> grade students scored 2 percentage points below the state average on the ISAT Math test
- parent participation at parent/teacher conferences was approximately 30% at the high school level, but higher than that at the elementary level (this was based on observation and not hard data for SY2015).

**MVSD #244 Budget for 2016-2017 :**

funds received will be used to expand current college and career advising efforts in schools. Add additional lines or pages as needed

*Additional Funds may not be used to supplant current efforts.*

<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
GEMS/GHS CIS Specialist	Work with 9-12 to continually update portfolios	0.3	16,200.00	5,400.00
	plan/organize activities to support interests			0.00
Benefits				0.00
<b>Subtotal</b>				<b>5,400.00</b>
<b>Supplies/Equipment</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Food Per Diem				300.00
CIS Program at Grangeville		1	200.00	200.00
CIS Program at CV		1	200.00	200.00
<b>Subtotal</b>				<b>700.00</b>
<b>Transportation</b>				
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
Student field trips (Grangeville)	Travel to LCSC, NIC, CSI	100	30.00	3,000.00
Student field trips (CV)	Travel to LCSC, NIC, CSI	60	30.00	1,800.00
<b>Subtotal</b>				<b>4,800.00</b>
<b>Other Costs</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
Lodging		2	2,000.00	4,000.00
Registration (Grangeville)		2	400.00	800.00
Registration (CV)		1	200.00	200.00
<b>Subtotal</b>				<b>5,000.00</b>
<b>Professional Development/Training</b>				
<b>Item</b>	<b>Details</b>	<b># Hours</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
CIS Training/ registration			20.00	20.00
CIS Training/Registration (CV)			20.00	20.00
				0.00
<b>Subtotal</b>				<b>40.00</b>
<b>TOTAL COSTS</b>				<b>\$15,940.00</b>

## **MVSD #244**

# **COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2016-2017)**

Please note, effective July 1, 2016, pursuant to Idaho Code §33-1212A your school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your College and Career Advising and Mentoring Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All plans are due to the Office of the State Board of Education by October 1.

College and career advising and/or student mentoring is an essential component of a students' educational experience. Such advising and mentoring provide students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

Pursuant to Idaho Code §33-1212A, school districts and charter schools may employ non-certificated staff to serve in the role of college and career advisors and student mentors. Appropriate alternative forms of advising and mentoring must be research-based and may include the following:

1. High contact programs such as:
  - a. Near peer or college student mentors; and
  - b. Counselor, teacher or paraprofessional as advisor or mentor;
  
2. Collaborative programs such as:
  - a. Student ambassadors; and
  - b. Cooperative agreements with other school districts or postsecondary institutions;  
and
  
3. Virtual coach or mentor programs

School districts and charter schools must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services. School districts and charter schools must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.

School districts and charter schools must report annually on the effectiveness of their college and career advising programs as part of their annual continuous improvement plan.

MVSD #244  
**COLLEGE AND CAREER ADVISING AND MENTORING PLAN  
 (2016-2017)**

School District	<b>Mountain View School District #244</b>	
Contact	Name: Kent Stokes	Phone: 208-983-0990
	E-mail: stokesk@sd244.org	

The plan must include:

1. The type of College and Career Advising and Mentoring model used;
2. Summary of college and career advising and mentoring used at each grade level (available resources/services by grade level or group of grades);
  - (i.e. if the district is using the same resources/services for multiple grades, you may group them in the same summary – please indicate this)
3. Current and projected budget (see Template 4);
4. Metrics chosen by the school district/charter school, required metrics, baseline data, and school district selected benchmark;
5. Previous year expenditures; and
6. Proposed budget for current year

**Summary of 2015-2016 School Year College & Career Advising Efforts:**

Mountain View School District #244 has two middle and high schools in two separate communities.

In following the traditional school counseling model, Grangeville High School worked with groups and individuals to provide them with information and understanding of college enrollment, degree offerings and career aptitude. Grangeville High school continues to be active in the state of Idaho college application week, working to encourage all students to apply for acceptance in either a four or two year college or university. Grangeville High School promotes higher education opportunities by scheduling a FAFSA night, Higher Education Day and College Career Fairs. For the students that are working toward entering the job market, Grangeville High School provides the junior and senior class with the opportunity to take part in the manufacturing and industry presentation fair. While attending this event, students are provided insight into the specifics of specialized careers and requirements such as certificates and licenses that are needed to become employed in these areas.

Grangeville Elementary Middle School (Grades K-8) also offered opportunities for students to learn about career and college readiness through visits to Idaho institutions of higher education. Our seventh grade students visited Lewis-Clark State College in Lewiston in the spring and our eighth grade students visited the University of Idaho in Moscow. During the tours, students are told about career and course offerings. Eighth

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# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2016-2017)

grade students develop a four-year plan for their high school courses before they leave our school.

In the Clearwater Valley Jr./Sr. High School we will continue our joint agreement with the University of Idaho's Upward Bound Program and Lewis and Clark State College's Educational Talent Search. These programs provide services that include: fee waivers for college applications and testing fees, field trips to various colleges in our area starting in the 6<sup>th</sup> grade, representatives in the building 2 days a week, meet individually and in small groups, provide assistance with financial aid and scholarships, and many other things pertaining to students' success in post-secondary school. The CVHS guidance counselor meets individually with every student to ensure that the individual needs are being met to be prepared for post-secondary education. We host "Higher Education Day", and we attend the county career fair.

### 2016-2017 College and Career Advising Model used by the LEA:

Grangeville High School follows the traditional school counseling model.

Grangeville Elementary Middle School follows the traditional school counseling model.

Clearwater Valley Jr. Sr. High School follows the traditional school counseling model.

### Summary of college and career advising and or mentoring plan, break out plan by grade level:

Grangeville High School will continue to use the Career Information Service Program (CIS) to assist in advising/mentoring students based on their personal interests. Advising and mentoring for the freshman and sophomore years will consist of in-depth planning and research based upon personal portfolios created in the middle school. These years will give students knowledge at a greater depth in order to solidify career and or college planning.

Advising/mentoring for junior and senior years will consist of researching expanded opportunities in career and higher educational pursuits. Advising/mentoring will provide opportunities for students to take part in job shadowing in local industry and establish college visits for specific students to attend higher institutions to gain a greater understanding of programs and requirements.

To create this program, Grangeville High school will hire a College and Career Specialist that will work fifteen hours per week to track individuals and their career choices. Portfolios will be used to help the counseling specialist in identifying

## MVSD #244

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2016-2017)

opportunities such as off campus visits, job shadow placement and providing research that supports student interests. At the end of each academic year the specialist will provide CIS interest surveys to all students, using the new data to update personal portfolios. After three years the overall goal would be to have closed the gap between inquiry and career choice or degree choice.

Grangeville Elementary Middle School will continue to offer field trips to Idaho colleges with seventh grade students traveling to Lewis-Clark State College in Lewiston and eighth grade students traveling to University of Idaho in Moscow. In addition, all eighth grade students will complete the CIS portfolio along with their four-year plan for high school.

Clearwater Valley Jr./Sr. High School will continue to use the Career Information Service Program (CIS) to assist in advising/mentoring students based on their personal interests. Advising and mentoring for the freshman and sophomore years will consist of in-depth planning and research based upon personal portfolios created in the middle school. These years will give students knowledge at a greater depth in order to solidify career and or college planning. Advising/mentoring for junior and senior years will consist of researching expanded opportunities in career and higher educational pursuits that includes work study opportunities, and career focus while doing Sr. projects.

Performance Measure	Baseline Data (Last Year)	Benchmark
Number of Students Served from the College and Career & Mentoring Plan	0	405
Number of Learning Plans developed during Grade 8 and number of learning plans reviewed annually by grade level	40	70%
Number of Students Graduating High School with a Career Technical Certificate	9	9
Number of Students Graduating High School with an Associate's Degree	0	0
Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (school district and charter school go on rates may be retrieved from the State Board of Education)	<b>1 Year 37 students (2014)</b>	<b>(5% increase from prev. year)</b>
	<b>1 Year 47.4 % (2014)</b>	
	<b>2 Year 40 students (2015)</b>	
	<b>2 Year 51.3% (2015)</b>	
Completion of academic dual credit courses	266	266
Completion of CTE credits	229	229

MVSD #244  
**COLLEGE AND CAREER ADVISING AND MENTORING PLAN  
(2016-2017)**

**Please proceed to the College and Career & Mentoring Budget and Expenditures.**



LITERACY INTERVENTION PLAN - PROPOSED BUDGET  
2016-2017

TEMPLATE 2

Budget for 2016-2017 :	\$47,300.00
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<b>Personnel</b>				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Teacher Salary & Benefits	Remediation (Sal \$17,129, Bene \$11,223)	0.5	56,703.00	28,351.50
			0.00	0.00
<b>Personnel Subtotal</b>				<b>28,351.50</b>
<b>Programs / Curricula</b>				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
Read Naturally	Students seats	90	19.97	1,797.30
Fountas and Pinnell Intervention	Leveled Literacy Kits	1	10,415.72	6,319.82
Take Home Libraries	For two schools	1	6,410.48	6,410.48
<b>Personnel Subtotal</b>				<b>14,527.60</b>
<b>Transportation</b>				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
Item	Details	# Items	Cost Per Item	Total Cost
Substitutes/Assessment Proctors	Sub for remedial teacher / assessment proctors	1	4,420.90	4,420.90
				0.00
<b>Other Costs Subtotal</b>				<b>4,420.90</b>
<b>TOTAL COSTS</b>				<b>\$47,300.00</b>

# MVSD #244 LITERACY INTERVENTION PROGRAM (2016-2017)

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA's literacy intervention program.

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including:
  - Phonemic awareness
  - Decoding intervention
  - Vocabulary
  - Comprehension and Fluency
    - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- D. Supplemental instruction (may be imbedded into the school day)
  - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
  - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Please also note, pursuant to Idaho Code §33-1615, school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

# MVSD #244 LITERACY INTERVENTION PROGRAM (2016-2017)

School District	Mountain View School District #244	
Contact	Name:Cody Weddle	Phone:208-983-0990
	E-mail:weddlec@sd244.org	

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

## Program Summary (2015-2016)

The district used a variety of interventions to meet the needs of those scoring basic or below basic on the fall IRI. The interventions focused on phonics, fluency building, comprehension, and phonemic awareness. The district used a variety of online interventions including Read Naturally, Moby Max, and Waterford. The district began using Leveled Literacy.

# MVSD #244 LITERACY INTERVENTION PROGRAM (2016-2017)

## Program Summary (2016-2017)

The Mountain View School District #244 has supplemental instruction imbedded in the school day for all students K-3 who score below basic (minimum of 60 hours) and basic (minimum of 30 hours) on the Idaho Reading Indicator test. The district has a CORE reading instruction block of at least 1.5 hours and an additional 30 minutes “intervention” block for on top of instruction built into every school day. The program we offer is rich in assessment and teachers know what areas of reading their students struggle in. The district is providing intervention programs in phonemic awareness, decoding, vocabulary, and comprehension and fluency. The district uses a variety of materials to meet the needs of the students. Some of these resources are digital and others are teacher led. The district recognizes the importance of family involvement and with the new literacy program has been able to add take home libraries so students have access to materials in their Zone of Proximal Development (ZPD). Students now have access to highly qualified staff, including certified staff with Reading Recovery backgrounds for intervention times. The support staff works under the direction of the certified teachers and all struggling students are taught by certified personnel for intervention. The district recognizes the importance of all day kindergarten.

## Comprehensive Literacy Plan Alignment

The district has all essential elements of the Idaho Comprehensive Literacy Plan.

**Collaborative Leadership-**The Mountain View School District board and Superintendent has established a district-wide commitment to literacy. The district has modified schedules at all schools to include intervention literacy blocks. The district has put an emphasis on literacy in all areas of teaching and learning. The district partners with parents and other stakeholders in literacy development. Each child scoring basic or below basic will have an individualized reading plan developed with parent input.

**Developing Professional Educators-**Teachers in the district have common prep times that allow them job-embedded professional development. The teachers in the district have a weekly structured collaboration time without students. The district supports ongoing professional development for teachers. The district pays for six college credits every five years. The district sent teachers to Daily 5 and CAFÉ training and PBIS training this summer. The buildings are having weekly professional development on these topics. The district has hosted professional developments for the region. The professional development provided opportunities for cross-school learning. Several of the area districts have adopted the same “CORE” reading program. The districts have worked together to help to reduce the costs of professional development and provide opportunities for cross-school learning.

**Effective Instruction and Interventions-** The district has emphasized and made strategic decisions to increase literacy instruction in all content areas. The district recognizes the importance of integrating writing and has worked with teachers to ensure all students are receiving daily writing instruction. The district ensures that teachers and principals have time to collaborate with other educators within their own school and from other school districts. The district supports a library in each school. Most books in the library are leveled. Libraries have a full budget and are able to buy new books each year. Libraries are linked to VALNet and are able to share resources. Mountain View School District uses a balanced literacy approach. Students are taught daily with some direct instruction and some guided

## MVSD #244 LITERACY INTERVENTION PROGRAM (2016-2017)

reading instruction at their own instructional levels. Teachers implement the Daily 5 structure where students partner read, read to self, do word work, listen to reading, and work on writing. The teachers focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Assessment and Data- The district screens all students with AIMS web probes three times per year (MAZE and RCBM) and with STAR Early Literacy and STAR. Students below the 25<sup>th</sup> percentile are progress monitored weekly. The district has active Response to Intervention teams that meet weekly on students not making adequate progress. The district has teacher led diagnostic assessments in phonemic awareness, oral language, text level, sight words, vocabulary, and comprehension. The district also has a school psychologist and other specialists in the district that have further diagnostic tests if needed. The district has developed a comprehensive End of Course assessment at each grade level. The district is working on a new instructional management system to help analyze data to inform instruction. Buildings have access to timely benchmark data and state testing data. The buildings are constantly analyzing student progress monitoring. The teachers use quality classroom assessments.

### Parent Involvement

The district holds parent nights to gather input and help inform parents about literacy. The parents will individually conference with their teacher and intervention provider. The team will look at the student's performance and data. The parent and teacher will develop an individual student literacy intervention plan. The parent will be informed of their child's progress throughout the year and will be informed if their child has made enough progress to be exited from the program. The parents will be an active partner in the plan. The plan will outline the responsibilities of the school and the parent. The district will provide at home reading materials for students at their independent reading level to read with their parent daily.

Performance Metric (Chosen by LEA)	SY 2015-2016	SY 2016-2017	Benchmark (Chosen by LEA)
# of students who scored "proficient" on the Kindergarten Spring IRI	70		
% of students who scored "proficient" on the Kindergarten Spring IRI	76%		Increase by 5%
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	x		
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI	x		
# of students who scored "proficient" on the Grade 1 Spring IRI	43		
% of students who scored "proficient" on the Grade 1 Spring IRI	49%		Increase of 25%
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	x		
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	x		
# of students who scored "proficient" on the Grade 2 Spring IRI	44		
% of students who scored "proficient" on the	46%		Increase of 22%

