

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1 - OPTION B

School District	# 281	Name: Moscow School District	
Superintendent	Name: Dr. Gregory J. Bailey		Phone: (208) 892-1139
	E-mail: gbailey@msd281.org		
CIP Contact	Name: Dr. Gregory J. Bailey		Phone: (208) 892-1139
	E-mail: gbailey@msd281.org		

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission: *The Moscow School District commits all assets, facilities, time and energy to provide students with the tools needed to become contributing members of society.*

Vision:

The energies and resources of the District will be dedicated to supporting and empowering:

- *Students to engage in the process of learning.*
- *Teachers and support staff to inspire each student to achieve his or her maximum potential.*
- *The community to be an integral part of the learning process.*

Community Involvement in Plan Development - REQUIRED

We understand the importance of making sure parents and other community members consider themselves a contributor to the plan development. Their continual support of our education system will demonstrate to the students how education is a vital part of their future success. Concerning parent and community input, we continued to utilize the survey input we received the prior school year 2018-19. We are planning to complete parent/student/staff surveys during the spring semester of 2020 and each following year.

The District Leadership Team, as well as each school building Leadership Team continued to review and act upon the input gathered within the surveys. In addition, Leadership members at both levels shared narratives of discussions they had with community members since the surveys were completed. The most common discussion item was the implementation of the Mastery-Based education system the school district is implementing. Due to this interest by the parents and community, informational flyers regarding the Mastery-Based Education system have been distributed to families and community presentations (Community organizations, PTO Coffee Groups, Chamber of Commerce, etc.) have been completed. At each presentation, a period of time is provided for members of the audience to ask questions and provide input.

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 281	District Name: Moscow School District
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METRICS

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

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/281/profile
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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	85%
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	53%
	% students who scored proficient on the 8th grade ELA ISAT	73%
All students will be prepared to transition from grade 6 to grade 7	students who scored proficient on the 6th grade math ISAT	50%
	students who scored proficient on the 6th grade ELA ISAT	60%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	81%
	% students who scored "proficient" on the Grade 1 Spring IRI	75%
	% students who scored "proficient" on the Grade 2 Spring IRI	85%
	% students who scored "proficient" on the Grade 3 Spring IRI	84%

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	119	198	95	167	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	60%		57%		-3.21 percentage points	61%
	% students participating in one or more advanced opportunities	29.70%		38.75%		Not Required	
	% CTE track HS students graduating with an industry-recognized certification	36.05%		37.12%		Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	92.00%		92.83%		Not Required	
NOTES:							

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 281	District Name: Moscow School District
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INSTRUCTIONS: An annual demographics update is a required part of the Continuous Improvement Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	47.5%	48.4%
Male	52.4%	51.6%
Asian	5.0%	3.1%
Black / African American	3.4%	3.4%
Hispanic / Latino	4.8%	4.4%
Native American	2.5%	2.2%
White	92.3%	83.4%
Free / Reduced Lunch Program	30.1%	29.5%
Received Special Education (IEP Students)	11.2%	11.4%
NOTES:		

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

School District	#281	Name: Moscow School District	
Superintendent	Name: Dr. Greg Bailey		Phone: (208) 892-1139
	E-mail: gbailey@msd281.org		
Literacy Plan Contact	Name: Carrie Brooks		Phone: (208) 892-1155
	E-mail: brooksc@msd281.org		

Program Summary - REQUIRED

The Moscow School District is providing each building the flexibility of creating their own program based off the new literacy funding. While each school uses the same basic program for primary literacy instruction, each building has developed unique intervention plans that meet the needs of their building.

1.) **Russell Elementary** is a School-Wide Title I school and serves grades 3rd-5th. Russell provides a Reteach and Enrich Period (REP) that was developed as a way to provide targeted academic assistance to students in Literacy. During REP time, students move to classrooms of smaller class sizes to focus on lessons designed to meet their specific learning needs. The class a student moves to depends largely on results of frequent formative assessments, provided about every other week, and given by their homeroom teacher. Because Russell School only contains grade levels three through five, the literacy funds will all go toward our one qualifying grade level. Currently, during REP time, three third grade classes are spread out into seven instructors for level literacy intervention and literacy enrichment. Our plan is to use the additional literacy funds for this year will go toward providing materials that can better target the learning needs of the students and an additional staff member to lead a reading group during our intervention time. To facilitate the high levels of mastery-based reading intervention, the majority of Literacy funds will be used on personnel and IStation support program licenses. We have found the correlation between IStation assessments and the additional support program to be a good fit within our Club time model. This helps us better target instruction and allows the teachers working with students the ability to have parts of club groups work through the program while more individualized instruction is provided for the other students within the club. Secondly, funds not used for third grade IStation licenses will be used to increase the availability of books at targeted reading levels. Actively engaging students in reading within their zone of proximal development is the best way to improve reading skills across the board. This is further enhanced when students are guided through their leveled reading materials by expert staff members.

2.) **Lena Whitmore Elementary** is a Title I school serving grades Kindergarten-5th grade. Lena Whitmore grade level teams meet with the Reading intervention teacher and principal five times throughout the school year to discuss students identified to be in need of reading intervention support and to review their progress and make any necessary adjustments to instruction. Intervention times are pull-out, small group and individual. The Literacy funds provide the financial support to hire 3 half-time reading paraprofessionals who work under the

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

direction of the Reading intervention teacher to provide direct instruction in the areas of: a) phonemic awareness, b) alphabetic principal, c) fluency, d) vocabulary, and e) comprehension. The funds also provide a stipend for the Reading Intervention teacher, Read Naturally licenses and Istation licenses. Students were assessed in addition to the ISIP using measures such as running records, kindergarten screeners, CORE Phonics Survey, CORE Phonics word list, and AIMSweb oral reading fluency. Once assessments were complete, we corresponded with parents informing them of their child's performance on the ISIP, with the offer of reading intervention services and invited them to provide feedback on their child's reading program.

3.) McDonald Elementary is servicing 80 students Kindergarten through 3rd grades who received either a 2 or 3 on the fall 2019 ISIP measure. Students were assessed in addition to the ISIP using measures such as running records, kindergarten screeners, CORE Phonics Survey, CORE Phonics word list, and AIMSweb oral reading fluency. Once assessments were complete, we corresponded with parents informing them of their child's performance on the ISIP, with the offer of reading intervention services and invited them to provide feedback on their child's reading program.

Multi-disciplinary teams met, discussed each child's assessments and determined level of need and program design. Individualized plans were developed and shared with parents. Each of those plans include at least some of the interventions listed below.

We will ensure students receive minimum required hours in the following way:

- a. Students deemed intensive by assessments receive 30 minutes of small group or individual reading intervention every day there is school from September 30, 2019 through May 22, 2020. This totals 136 days of interventions, or 68 hours total. My attendance secretary advises me if any student misses more than 6 days of school so we can increase the amount of services. In some cases, student receive 60 minutes of reading intervention services a day which would make them have 136 hours of reading intervention services in a year.
- b. Students deemed strategic by assessments receive at minimum 15 minutes of Istation and other electronic program intervention every day there is school from September 30, 2019 through May 22, 2020. This totals 136 days of Istation or 34 hours total. The attendance secretary advises the principal if any student misses more than 6 days of school so we can increase the amount of services.

Interventions during the school day used at all of the grade levels include:

- Small group or individual instruction out of the general education classroom. The small group size and individual instruction is dependent on the child's instructional needs.
 - Interventions in those groups include, but are not limited to:
 - WonderWorks intervention, which aligns with the district's reading curriculum
 - Wonders
 - TouchPhonics
 - Read Naturally Program
 - Syllabication

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

- Phonics for Reading
 - Rewards
 - Electronic interventions that are supervised by their home classrooms are:
 - IStation
 - Read Naturally
 - Imagine Learning
 - Lexia
 - The curricula used is dependent on the needs of the student as demonstrated through assessments.
 - Students at some grade levels receive push in support where a reading interventionist comes into the classroom during the class reading block to help individualize instruction. This push in support is not counted as intervention time.
 - Teachers will facilitate the electronic interventions in their classroom with strategic students.
 - Reading paraprofessionals progress monitor strategic students bi-weekly for fluency. Our reading intervention teacher facilitates services with 4-part time reading paraprofessionals and fluency occurring on a weekly basis.
 - ISIP monthly progress monitoring will be used to assess all areas of reading. Other more in depth assessments (as listed above) are given monthly or quarterly depending on the needs of the students. These assessments look at decoding, pre-reading skills, and comprehension in addition to fluency.
 - Students are reviewed continuously on an informal basis with educational teams. The team meets formally each month to review progress and make adjustments to interventions as appropriate.
 - In addition, McDonald fully uses the RTI process to analyze data and develop intervention programs to meet student's individual needs.
- 4.) **West Park Elementary** is a school-wide Title I school serving grades Kindergarten-second grade. West Park's Title I reading teacher, special education teacher, and principal meet with grade level teachers three times throughout the year to discuss all students identified as needing additional support or enrichment in the area of reading. Students are assessed in addition to the ISIP using measures such as running records, kindergarten screeners, CORE Phonics Survey, CORE Phonics word list, and AIMSweb oral reading fluency. Once assessments are complete, we corresponded with parents informing them of their child's performance on the ISIP with the offer of reading intervention services and invite them to provide feedback on their child's reading program. Literacy intervention funds help to provide two paraprofessionals who will work under the direction of the Title I teacher to provide targeted reading instruction in the areas of: a) phonemic awareness, b) alphabetic principal, c) fluency, d) vocabulary, and e) comprehension. The funds will also provide online Lexia reading licenses, Read Live licenses, Junior Great Books for 1st and 2nd grade, iPads, and reading units to create and supply a leveled reader library. The reading intervention team will work collaboratively with classroom teachers to provide the required 30-60 daily hours of additional reading instruction throughout the school year. Interventions used at all grade levels include: small group instruction, push-in instruction utilizing Wonderworks intervention, which aligns with the district's core reading program, Lexia, Read Naturally, and Imagine Learning.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership:

The district supports the management of literacy interventions in the following ways:

- Administrative meetings are utilized to discuss and plan the Moscow School District Literacy Program. All elementary principals and the curriculum director are in attendance. Items discussed include:
 - Discussing and reviewing the Literacy programs and procedures in place during the 2017-18 school year.
 - The creation and sharing of an improved budget template that would calculate benefits of Literacy staff to include the number of days they will work.
 - The creation of and sharing of an improved process to track Literacy expenditures throughout the school year, to include staffing costs and training secretarial staff to assist in this process.
 - Planning for the 2018-19 Literacy Intervention programs
- The Curriculum Director meets with all elementary principals to plan the literacy interventions (staffing, materials, documents, etc.).
- The Curriculum Director collaborates with Certified Literacy teachers to ensure that the individualized student plans are in progress and any program needs are met.
- All building level literacy plans are reviewed and approved by the curriculum director.
- The Curriculum Director checks with building principals to see that the following areas have been discussed and addressed with the Literacy Intervention teachers:
 - Reading skill deficit areas
 - Current baseline data
 - Timeline for intervention services (60 minutes, 30 minutes, 0 minutes if student does not fall at the below basic or basic levels but needs to be progress monitored on a regular basis to ensure continued growth).
 - Instructional plan (time per day, pull-out small group instruction, in-class support, before school, after school, etc.)
 - Instructional materials (wonderworks, Phonemic Awareness Activities, Lexia, Imagine Learning, etc.)

Developing Professional Educators & Effective Instruction and Interventions and Assessment and Data

The Moscow School District strives to provide resources and learning opportunities for educators to develop the knowledge and skills required to meet student learning needs in the classroom. Through thoughtful professional development, teachers are given the opportunity to grow and learn in their profession. This year we are providing the following professional development to our teachers:

1.) ASCD Professional Development Streaming-on-Demand

The ASCD Streaming-on-Demand professional learning platform provides online access to ASCD's extensive library of teaching practice videos. Designed with blended learning and professional learning communities in mind, the Streaming-on-Demand connects research-based practices with real-life examples of effective classroom instruction, offering personalized professional development content for every teacher.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

2.) Mandt System Training

The Mandt System® training courses are based upon the philosophy that all people have a right to be treated with dignity and respect, the right to personal identity, the right to normalization and the right to the least restrictive and most appropriate environment.

The Mandt System® program presents an education and training system of gradual and graded alternatives for de-escalating and supporting students, using a combination of interpersonal communication skills and physical interaction techniques designed to reduce injury to all the participants in an encounter.

3.) Professional Development Fund

In addition to the above professional development opportunities, we have a Professional Development fund that offers teachers the opportunity to apply for funds and attend a professional development training aligned to their own personal and professional needs.

4.) Grade level and Department Professional Learning Support

At the district level, the Curriculum Director chairs a Mastery-Based Learning Committee represented by K-12 teachers. This committee is responsible for devoting time toward increasing their professional knowledge on Professional Learning Communities, best practices in assessment and data, and the implementation of a Personalized Mastery-Based Education system. Their roles are that of a learner, coach and facilitator. They are responsible for learning content that supports the learning of teachers and thus improves student-learning outcomes.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Parent Involvement - REQUIRED

- 1) **Russell Elementary** is School-wide Title I School and has a comprehensive parent involvement process. Parents and community members helped developed our initial Title I plan and will be involved in reviewing and analyzing changes to the plan as we move forward. The addition of the new literacy funds will require us to increase our communication about how we are accessing those funds and its implication for their children. Russell School utilizes Silverback Learning's Mileposts program. Each student receives a literacy plan that is stored in the program and shared with all staff involved. Parents are invited to meetings where the plans are created and provided a copy of the completed plan. As parent conferences and reporting measures are sent out through the year, specific information on student progress monitoring assessments are included in communication.
- 2) **Lena Whitmore Elementary** is a Title I school and has a comprehensive parent involvement process. Parents are provided an opportunity to review and analyze the Title I plan annually. To meet the requirements of the new Literacy funds, Lena shares information with parents in their weekly parent bulletin detailing out the general purpose and changes of the program. Following the fall ISIP, a letter is sent home notifying parents that their child was below grade level on the ISIP. After fall data board meetings which involve the Reading Intervention teacher, principal, Special Education teachers, and grade level teachers, an individualized plan is sent home (template created to provide information regarding: the child's specific deficiency, the program being used for the intervention, the number of hours of intervention time they'll receive, progress monitoring plan, as well as suggestions for how they can support their child at home and an invitation to meet and discuss the plan if there are any questions or concerns).
- 3.) **McDonald Elementary** has a multi-disciplinary team that meets to discuss each child's IRI data and determine level of need and program design. Once this has occurred, parents of students who require Literacy intervention are notified and provided a copy of their child's Individualized plan (template created to provide information regarding: the child's specific deficiency, the program being used for the intervention, the number of hours of intervention time they'll receive, progress monitoring plan, as well as suggestions for how they can support their child at home and an invitation to meet and discuss the plan if there are any questions or concerns).
- 4.) **West Park Elementary** is a School-wide Title I program and has a comprehensive parent involvement process. Parents are offered an opportunity to review and analyze the Title I plan annually. West Park shares literacy intervention information with parents in a letter written by the building principal. Following the administration of the ISIP and the fall data board meetings, which involve the reading intervention teacher, principal, special education teacher, and grade level teachers, an individualized plan is sent home. The letter created provides information regarding the child's specific deficiency, the program being used for the intervention, the number of hours of intervention time they'll receive, progress monitoring plan, as well as suggestions for how they can support their child at home and an invitation to meet and discuss the plan if there are any questions or concerns.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

Parent Involvement Plan for Title I Schools

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. That parents play an integral role in assisting their child's learning;
2. That parents are encouraged to be actively involved in their child's education at school;
3. That parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. That parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

- 1.) **Develop a Title I Parent Advisory Committee:** The school will establish a Title I parent advisory committee to assist in the review of the parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of our school Title I program as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Title I Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school will respond to such suggestions as soon as practicable.
- 2.) **Annually review our Parent Involvement Plan:** Each School will, with consultation and input from their parents, annually review, and when necessary, revise this parent involvement plan. The plan will outline how the school will work with their parents to throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
- 3.) **Annually review our Parent /Student/Teacher/Principal Compact:** Each school will annually review the Parent/Student/Teacher/Principal compact with consultation and input from parents. The compact will list the responsibilities of the student, parent/guardian, classroom teacher, and school administrator. A meeting will be held in the fall of each year to provide parents copies of the Parent/Student/Teacher/Principal compact and will be provided with opportunities for input into this document throughout the year. A parent advisory meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year, parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.
- 4.) **Annually establish how Title I Parent Involvement Funds will be used:** Each school will, with consultation and input from their parents, annually develop a plan for use of Title I funds. These funds will be used to host the Title I parent involvement event, provide parents with materials to help their children grow academically, pay reasonable and necessary expenses associated with parental involvement activities to enable parent participation in such activities, related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be discussed and completed at the first Title I Parent Advisory meeting of the school year and will be shared with all parents at the fall parent involvement event.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

- 5.) **Annually review and assess the effectiveness of the Title I program:** Through a survey provided to parents in the spring each year, parents will be asked for their input and provided the opportunity to provide feedback regarding the effectiveness of the Title I program. Survey data will be reviewed to discuss any needed modifications to the Title I program going forward. Additionally, data will be collected, analyzed, and reviewed to assess the effectiveness of our program.
- 6.) **Facilitate regular, meaningful two-way communication:** Each school will hold an annual meeting for parents to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at the Parent Involvement Event in the fall. For parents unable to attend, the school will provide this information through flexible and convenient methods (Ex. Newsletter, parent information packet, phone call, or meeting with the parent). The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in a parent newsletter and/or the Title I website. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.
- 7.) **Build the capacity of parents to support their child(ren)'s learning:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. This will include a family reading event hosted by the school and/or Title I program.
- 8.) **Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school:** To the extent feasible and appropriate, each school will work with the preschool program to encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to participate in the Back to School night before the start of school for parents of children transitioning to Kindergarten.
- 9.) **Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and education staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

METRICS - TEMPLATE PART 2

District #	281 District Name: Moscow School District
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METRICS

Section I: Reading Readiness Performance Metrics (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/281/profile
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Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of students who scored "proficient" on the Kindergarten Spring IRI	82%
% of students who scored "proficient" on the Grade 1 Spring IRI	76%
% of students who scored "proficient" on the Grade 2 Spring IRI	86%
% of students who scored "proficient" on the Grade 3 Spring IRI	85%

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

Performance Metric	SY 2018-19 Results	
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	69.0%	

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

PROPOSED BUDGET - TEMPLATE PART 3

District Number and Name:	Moscow School District #281
Estimated Total Literacy Funding for 2019-2020 :	\$172,575.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Paraprofessionals	9 Paraprofessionals (hrs per week and wages differ)	3.8		72,494.00	72,494.00	0.00
Reading Teacher	1 Reading Teacher	0.3		21,000.00	21,000.00	0.00
Benefits	Paraprofessionals and Reading Teacher			10,348.00	10,348.00	0.00
Personnel Subtotal				103,842.00	103,842.00	0.00

PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Supplies & Materials	Lexia, Read Live, Phonics for Reading, Jr. Great Books			42,976.00	42,976.00	0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				42,976.00	42,976.00	0.00

TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00

OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
Technology				25,757.00	25,757.00	0.00
				0.00		0.00

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

PROPOSED BUDGET - TEMPLATE PART 3

Other Costs Subtotal	25,757.00	25,757.00
TOTAL COSTS & BUDGET	\$172,575.00	\$172,575.00

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

School District	# 281	Name: Moscow School District	
Superintendent	Name: Greg Bailey		Phone: 208-882-1120
	E-mail: gbailey@msd281.org		
Advising Plan Contact	Name: Renae Bafus		Phone: 208-882-2591
	E-mail: bafusr@msd281.org		

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 Model - REQUIRED

Model Name	Additional Details
X School Counselor	
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)	

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Instructions: The Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

Grades 8-12:

Course Registration Presentations and 4 Year Planning:

Counselors meet with all students during classroom time. Review graduation requirements, college entrance requirements, review state school requirements vs. selective school requirements, different options available for leveled courses (accelerated, essentials), choosing core courses and electives based on interests and strengths.

Review and complete 4 year plans. Return copy of 4 year plans to students each year for review and modification.

Meet individually with students and/or parents to assist with course selection and development of 4 year plans relative to a specific college/career goal; on request. Ongoing individual advising and planning with students- high achieving, special needs, at risk.

Grade 8 TRANSITION- SPRING:

Orientation at Moscow High School for 8th grade students and parents. Graduation requirements and important considerations reviewed in large group presentation; students and parents tour the building and meet teachers and faculty, counselors answer questions regarding course selection, 4-year planning, dual credits, etc. * Coincides with registration week for the 8th grade students.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Grades 9-12:

Advanced Opportunities/Dual Credit (FALL & SPRING semesters):

Students in courses with a dual credit option are educated about the dual credit process and opportunities, students assisted with planning dual credit coursework based on goals, interests and 4-year plan, students assisted with online registration and completion of paperwork (U Idaho, Advanced Opportunities portal, other institutions when eligible).

College and Career Night- FALL:

Representatives from Idaho colleges, as well as regional and selective colleges, workforce training, and the armed forces present informational sessions to students and parents, as well as provide materials at booths. Currently coinciding with the National College Fair in Spokane, to attract an even broader range of college representatives.

Financial Aid Night- FALL:

Presentation by Financial Aid Director at the University of Idaho regarding types of financial aid, the FAFSA, planning for and paying for college and resources.

Palouse Pathways Resource:

Palouse Pathways is a local nonprofit community resource that provides college information to our students through on and off campus presentations. Palouse Pathways hosts a Returning College Student Forum in the winter, sponsors a Honors College information night in the fall and provides college exploration classes as well.

Access Period Enrichment Offerings - ONGOING:

College admissions representatives, University programs/schools representatives and industry/professional representatives are invited to meet with interested students up to three times a month throughout the year. Students sign up for visits and can ask questions directly to acquire career and college related information. Speakers provide literature, discuss their educational programs, requirements, talk about their career paths and become a resource for students to evaluate education and careers. Access periods are also used for Career Counseling time to take interest assessments, research programs of study, get help with the FAFSA, college applications, college essays and scholarships.

College Representatives on Campus - ONGOING:

Provide opportunities for students to attend college informational sessions in counseling center with college representatives, listed in daily bulletin and morning announcements.

Campus Visits and Field Trips - ONGOING:

Interested students can sign up to tour regional campuses and, or participate in the National College Fair in Spokane, Washington. Tours occur in the fall and spring and include academic and professional technical programs.

Clubs & Club Fair:

Club Fair is held in September and showcases existing clubs and how to start a new club of interest. Clubs hold meetings throughout the school year and expose students to areas of

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NARRATIVE - TEMPLATE PART 1

interest, academic or otherwise, and promote leadership opportunities. Moscow High School has more than 30 different clubs.

Grades 10 and 11: PSAT- FALL:

Meet with students in 10th and 11th grade classes to explain the PSAT, format and what to expect testing day. Provide study guides, information for online study resources; explain National Merit Scholar competition.

Review individual score reports with students.

Provide resources for utilizing online score reporting tool to further review results and prepare for SAT. Meet individually with students that may qualify for National Merit Scholar semi-finalist status.

Grade 11: Junior Year Planning - WINTER/SPR/NG:

Provide informational sessions for students and parents; present in classrooms. Presentations cover college considerations, selection, college visits, admission requirements, Dual Credit and Advanced Placement, using the Common Application, Western Undergraduate Exchange, Financial Aid and the FAFSA, resources for finding scholarships, SAT/ACT/retakes, workforce and career planning supports available, etc.

Grade 11: SAT- SPRING:

Organize and facilitate online registration, meet with students in classes, provide study resources and testing tips, explain testing day procedure.

Conduct SAT School Day Testing

Review score reports with students.

Grade 11: SAT Preparation Classes- EARLY SPRING:

Offered for free to interested students wanting additional study resources and test preparation for the SAT. Facilitated by MHS teachers.

Grades 10-12 AP Exams - SPRING: depending on enrollment

Organize and facilitate registration, provide study resources and testing tips, explain testing day procedures.

Conduct AP ordering, testing and make up sessions, 3 weeks

Review reporting procedures with students

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Grade 12:

Letters of Recommendation — ONGOING:

Meet individually with seniors to review their resume', activities, strengths, interests and college selections in order to complete letters of recommendation. Collaborate with teacher recommenders as indicated. Submit recommendations through Common Application and Scholarship websites.

Senior Year Planning - FALL:

Present to all seniors in classes, cover senior year "To Do" list, college selection and applications, college visits, admission requirements, procedure for letters of recommendation, Idaho Direct Admissions Initiative, Dual Credit and Advanced Placement, using the Common Application, Western Undergraduate Exchange, Financial Aid and the FAFSA, resources for finding scholarships, SAT/ACT/retakes, workforce and career planning supports available, etc. Counselors meet with seniors on an ongoing basis as requested to review essays, applications and supplemental requirements.

College Application Week - FALL:

Provide time, resources, assistance and support for seniors as they complete college applications.

College Application Essays:

AP English teachers provide instruction, class time and feedback to prepare a college application essay. In addition, dedicated support during Access periods (which are during the school day) will be provided.

Counselor Services and Supports:

High School Counselors follow their students from Grade 9 to graduation, meeting with students and parents as needed and as requested for planning, to provide resources and supports, and work individually with students.

Counselors send a monthly Counseling Center Update to parents through School Messenger to advise of important dates, events, activities, and goings on at the high School. Updates are added to Counseling Center website, and archived newsletters are available.

Counseling Center Resources: ONGOING: Drop in and by Appointment:

In addition to above events and activities, the Counseling Center maintains numerous resources pertaining to college admissions, choosing college majors, individual college materials and a resource cabinet of local and regional scholarships. Scholarship resource list is updated regularly. Resources can be reviewed with counselors or checked out to review at home.

Counseling Center Website:

Provides information from presentations, important dates to remember, scholarship lists, "To Do" lists by grade, Counseling Center updates, links to online resources, AP and dual credit course opportunities and more.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

Career Center

Provides information on volunteer opportunities, apprenticeships, student employment opportunities, Job Corps, work readiness soft skills, resume instruction, career assessments, interview skills, help with researching programs of study, colleges and future careers.

Career & College Ready Advisor:

New in 2016-17 Moscow High School added a .6 FTE Career & College Ready advisor to their staff that is supporting in entirety the services provided by the school counselors that pertain to college and career ready advising. We have increased the amount of individualized support we are able to provide, as well as adding numerous additional opportunities in the form of program visits, field trips, and speakers. This involves classroom career exploration activities, senior project work to explore careers as a possible topic, resumes and cover letters. In addition, this staff member works with our special education population to assist with transition planning based on the students' Individual Education Plan goals. Will assist with chaperoning field trips such as Career Mentoring Day, the Tools 4 Life Conference, disability services offices at colleges and Vocational Rehabilitation Services.

Course Selection:

In addition to required and elective academic courses, Moscow High School offers Career and Technical Education courses that include two that are directly related to career and college exploration. They include Intro to Career Pathways which is offered dual credit through the University of Idaho and Work Experience that requires eight hours per week of documented work experience where students are evaluated on workplace readiness skills.

Career & Technology Education Technical Skills Assessment

Senior students who have taken two CTE courses are required to take the Workplace Readiness Skills Assessment

Instructions: Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

Summary of Parental Notification - REQUIRED

Moscow High School has used the following methods to notify parents of the availability of college and career advising provided and how to access the services:

- "List serve" - emails and/or calls parents
- Daily school bulletin
- Moscow High School website – Counselor, Career Center, Career & College Advising tabs
- Newspaper announcement

COLLEGE AND CAREER ADVISING AND MENTORING IMPLEMENTATION PLAN (2019-2020)

NARRATIVE - METRICS/PROGRESS REPORT - TEMPLATE PART 2

District #	281 District Name: Moscow School District
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METRICS

Section I: Required College and Career Advising Performance Metrics (all data required)

Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
# of high school students graduating with an associate's degree or a career technical certificate	123		95		120
% of students with learning plan created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100%
	9th grade	100.0%	9th grade	100.0%	100%
	10th grade	100.0%	10th grade	100.0%	100%
	11th grade	100.0%	11th grade	100.0%	100%
	12th grade	100.0%	12th grade	100.0%	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
	110	168	100	163	
% students who Go On to some form of postsecondary education within 1 year of HS graduation	65.5%		61.3%		70%

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

METRICS / PROGRESS REPORT - TEMPLATE PART 2

Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	
# students who Go On to some form of postsecondary education within 2 years of HS graduation	118	156	117	168	Not Required
% students who Go On to some form of postsecondary education within 2 years of HS graduation	75.6%		69.6%		70%

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
Percent of high school seniors who applied to at least one post-secondary institution. Students attending 2, 4 year and military. From calculations below.	142	75%