

Combined Plan Narrative Template 1		
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Mission and Vision - REQUIRED

Mission

Preparing Today's Students for Tomorrow's Challenges

Vision

We envision a school district where every student is inspired to learn and empowered to excel; where all students achieve at high levels in reading, writing, and mathematics across all grade levels and all subject areas. We envision a school district where every student attains the skills and the knowledge necessary to succeed after graduation; a school district where every employee elevates the teaching profession.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Initially, the topics selected when developing our Continuous Improvement Plan (CIP) and those represented in our current plan were developed through two avenues. Goals areas were identified through parent, staff and student surveys and developed to meet District, State, and Federal academic requirements. Formally, each spring we re-engage our parents, staff, and students by encouraging them to complete the surveys found in Goal Areas One and Two. Survey results and academic data then inform the first draft of the CIP for the following year. The input received is considered in the first draft of the CIP which is then presented in three public readings at three separate Board meetings before the final draft is approved by our Board of Trustees. Further, academic data is tracked in individual schools in an ongoing process throughout the year that includes Response to Intervention teams meeting with struggling students and their parents. Data is also collected from each school once per quarter to progress monitor advancement toward the district goals. This student/parent and school-wide data collected in both instances informs our academic goals for the next year. Finally, data is informally collected throughout the year as parents, students, and staff comment on changes, additions, and deletions to our CIP and the process by which it is developed.

Parent Notification of College and Career Advising and Mentoring Services

Parents of students grades 8-12 are notified of college and career advising and mentoring services and resources available to their children through: electronic school newsletters; school websites;

evening and day-time parent events. Topics of the evening and day-time parent events include: Using Naviance; FAFSA; Financial Aid; Applying for College; Parent Approved 4-year Planners; Transitioning to High School; etc.

Middle School:

College and career counselors at the middle school level communicate with parents about the process of the advising and mentoring services that are available to their children by school newsletters, mass email notifications, and one-on-one conversations. Middle school college and career counselors held informational seminars for parents throughout the school year during the school day as well as in the evening hours in the following areas:

- Naviance
- Financial readiness
- 4-year planning

Middle school counselors also communicated and recruited parents to help with Reality Town by sending out an electronic sign-up that was very successful. Reality Town is a real-life simulation that helps teach 8th grade students the importance of financial budgeting and prioritizing needs and wants throughout life.

High School:

College and career counselors at the high school level communicate to parents regarding career and college counseling services and programs using Naviance, school websites, emails, text notifications and electronic surveys. Naviance is a web-based system which allows parents to receive specific information that pertains to their student regarding college and career including college representative visits, scholarship information, FAFSA information and much more. Parent feedback is extremely valued in the West Ada School District and we use parent feedback to shape student and parent programs/events.

Parental Involvement in Students' Individual Reading Plans

We are currently in our fourth year of this program. We solicit parent input as we revised the plan via our schools. Schools surveyed their parents to solicit feedback and suggestions for the Literacy Intervention Program. The feedback was overwhelmingly positive: "our parents have shared their appreciation for the extra reading support. They are noticing a big improvement in their child's reading abilities. They liked the specialized support taking place during the school day with our teachers". "several parents asked for summer school". "Parents and staff were thrilled with the additional funding we rec'd to staff our kinder room with paras who could target specific instructional needs". "parent responses during the ERI meetings have been positive and supportive". Additionally, the Literacy Intervention Plan as part of the Combined District Plan is publicly posted and undergoes 3 readings by the School Board prior to the Boards approval to submit. Patrons are welcome and encouraged to provide feedback on the plan.

As required by law, parents are active participants in the intervention planning meetings.

Parents are engaged in the intervention planning process and encouraged to assist the schools with additional targeted instruction at home.

Schools have developed and implemented parent reading nights to train parents on District provided intervention materials and techniques.

District supports parents with reading and intervention materials for home use.

Staff engage parents at Kindergarten registration, give them a district provided Kindergarten Readiness Packet, and they receive instruction on its proper use. All registering Kindergarteners screened for LNF. Parents of students screening below benchmark given additional intervention materials and instruction on their proper use.

Parents attend the last half hour of summer reading intervention camps each day. Parents briefed on the day's activity and how to assist their student with the "home" assignment.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM
Literacy Program Summary - REQUIRED

Intervention money flowed to the individual schools to pay for interventionist. Each school set up their own intervention based on their individual needs.

Basic program types:

Intervention focus groups in addition to core instruction emphasized this year based on last year's data and outcomes. Before and after school programs.

Extended kindergarten day expanded to 4 schools.

One on One and small group with a hired interventionist.

Prescreening of all incoming Kindergarteners at registration. Those not at benchmark were given intervention materials with directions for use and invited to attend summer reading camp. We repeated this based on the outcomes we had in prior years.

Summer reading camps at 6 hub sites with a very structured program based on or data from last summer. Incoming K student below benchmark at registration screening.

Interventions used:

We significantly reduced the number of programs we used based on our data.

Mondo

Core Phonics

Journeys

Building ERI coordinators tracked intervention times to ensure the students receive the appropriate hours of intervention.

Program Summary - REQUIRED

Continue mandatory use of research based, HMH Journeys ELA materials. This provides consistency between core instruction and interventions for our students. We are currently analyzing 2018-19 intervention data to identify the most effective intervention programs / strategies. Targeted small group and one on one with a skilled interventionist in close coordination with the classroom teacher continues to show the best outcomes. Interventions are deficit specific not grade level specific. Regardless of grade level, students are placed in intervention targeted at their level of need as indicated by CORE Diagnostic Survey.

Basic program types based on building needs:

High quality core instruction, whole group and small group.

Focus groups in addition to core instruction.

One on One and small group with interventionist.

Rigorous progress monitoring focuses on growth to benchmark

Extended day Kindergarten will be expanded to additional schools with selected populations based on the success we continue to experience with this intervention. These buildings will hire reading specialist to provide interventions.

District level progress monitoring of building level achievement with building leadership scheduled for October, February and June.

IRI screening for all registering Kindergarteners will be continued based on our data. Parents of students identified not at benchmark during kindergarten registration screenings given home reading readiness supplies and provided training on their use. Additionally, those incoming students are offered placement in a summer reading camp.

Summer reading programs: Offering placement based on Kindergarten registration screening and spring IRI data for current outgoing first graders. June and August sessions for identified students at six hub school sites with select teachers and paras coupled with the "Reading with Lucky" program. Sessions will be structured based on our data indicating the programs with the best outcomes and include training for parents to assist with home based support.

Expand the kindergarten readiness program to ensure students are ready for school and ready to learn.

Implement the use of Soliday Reading with selected IDEA students. Our data indicates we are not being successful with certain subgroups within this populations. Our staff believe this specially designed program will assist these students.

Students identified as reading below grade level benchmark are entered into remediation and continue in remediation until they are reading at grade level benchmark. The intention is to have every student reading at grade level and it is not time bound. Student exit remediation when they achieve benchmark and they continue in remediation as long as they are reading below benchmark.

Professional development planned:

Fall training for all K-3 SPED and EL paras on how to implement quality-reading interventions based on diagnostics. Our data indicates the all our intensive readers now come from these subgroups.

Soliday Reading training for all Special Education teachers

Continue to offer CORE training for K-3 teachers.

Training for building teams and ERI coordinators on iStation as required.

District trains building ERI Coordinators to implement home intervention kits.

District provided training for certified and classified ERI interventionist.

District support for schools:

Trained cadre of testers to administer LNF screener to all registering Kindergarteners.

Provide readiness packets to all registering kindergarteners and intervention packets / instructions to parents to all kindergarteners screening below benchmark.

Two district reading coaches to facilitate implementation and support the ERI program.

Building funding to hire interventionist and purchase intervention materials. Funding rate is \$100 per student with a 2 or 3 on the IRI. District will replenish building funding as required.

Funding for building ERI coordinators. Flat stipend of \$250 and \$10 per student with a 2 or 3 on the IRI. Coordinators process parent letters, schedule parent meetings, handle progress monitoring data entry, record intervention hours for students and provide general coordination of the building Literacy Intervention Plans.

Flexible District Funding. Funds held by the district to replenish school funding as they spend down and to replicate successful programs identified during data analysis. Replication may involve purchasing programs that prove successful or providing funding for professional development. Schools can access this money by contacting the Assessment and Accountability Department which administers this budget.

Recruiting and training a central pool of retired teachers and classified individuals to serve as a hiring pool of interventionist for the buildings.

Payroll management for hired interventionist.

Identify and purchase researched based materials for home intervention kits.

Provide additional support / coaching as identified and requested by the buildings.

Coordinate summer intervention reading camps

Comprehensive Literacy Plan Alignment - REQUIRED

The essential elements of the Idaho Comprehensive Literacy Plan are Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. The West Ada Plan is aligned as follows.

Collaborative Leadership:

School schedules have been modified to allow 60 minutes' core instruction and an additional 30 minutes of focus group instruction.

Schools are implementing data boards to track the reading progress of all students with district coaching support and district funded time.

PLCs have been reset and all schools certified HRS Safe and Collaborative Culture

District schedules were adjusted to accommodate 60 minutes per week and four early release days per year for collaboration.

District allocates funding for a research based reading adoption and research based intervention material.

Parents are engaged in the intervention planning process and encouraged to assist the schools with additional targeted instruction at home.

District supports parents with reading and intervention materials for home use.

Developing Professional Educators:

All teachers have 60 minutes of scheduled collaboration per week structured around data analysis, instructional adjustments based on the data and intervention planning for individual students.

Schools support research based professional development on Professional Learning Communities, Visible Learning and Highly Reliable Schools.

District is currently hosting student teachers and numerous other candidates for observation / field experience.

District providing PLC training for all staff.

Buildings have designated and trained PLC Leads.

Effective Instruction and Intervention:

District will continue to provide extensive K-3 reading diagnostics and intervention training for all K-3 SPED and EL paras.

District will continue to provide CORE train to all K-3 teachers.

District purchased additional decodables to help address first grade reading proficiency.

District purchased leveled readers in the content areas that are available to all students and used instructionally at the primary grades.

Most schools build free reading time into their schedules and free reading is the designated "I finished my work" assignment.

Interventions designed around direct, explicit instruction.
 Core classroom instruction strengthened through PLCs and formative assessments.
 Schools have well designed RtI systems in place to provide ongoing support based on the data.
 Focus / intervention groups rotate on regular schedules to provide point of need instruction.

Assessment and Data:

District and schools capture and analyze IRI and ISAT data.
 Data is readily accessible at the building and teacher level.
 District established a data portal accessible to buildings and teachers.
 Individual student data displayed on the teachers landing page through the IMS.
 Interventions and progress monitoring data captured via iStation
 Most elementary schools use data boards to track student progress.

Parent Involvement - REQUIRED

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

	Model Name	Additional Details
X	School Counselor	We have a full-time college and career counselor in each of our high schools as well as a one day a

		week college and career counselor in each of our middle schools that focuses on college and career readiness with 8th grade students. Our two large high schools, MVHS and RMHS, have additional college and career counselor FTE to assist with the large number of students.
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	See attached table "College and Career Advising and Mentoring Program – For SDE Report"

Advising Program Summary - REQUIRED

Grade	Universal Programs (open to all students)	Targeted Groups	Individual Interventions
12 th Grade	*AVID school-wide strategies at MHS, MVHS *Naviance and Next Steps computer program for interest inventories, college/career searches and exploration, transcript requests, etc. *College Application Week *FAFSA Information Nights *FAFSA Completion Nights *Boise College Fair *Christian College Fair *Scholarship and Financial Aid presentations	*AVID elective classes at MHS and MVHS *College, University and CTE Program visits *Military visits. *Micron Job Shadowing. *Boise Leadership Academy *Hugh O'Brien Youth Leadership *Hispanic Youth Symposium *Boys/Girls State *ELL visits to CWI and CTE district programs. *Women in Engineering Luncheons (Micron/HP) *Job applications/resume writing skills	*Academic progress conferences. *Post-Secondary Planning meeting with Career Counselor.
11 th Grade	*Naviance and Next Steps computer	* College, University and CTE Program	*Academic progress audits and individual

	<p>program for interest inventories, college/career searches and exploration. *SAT Testing *PSAT for National Merit Scholar qualification.</p> <p>*Higher Ed Day with Idaho Colleges</p> <p>*Registration/course information. Revisit 4-year planner.</p>	<p>visits. Military visits. Boys/Girls State *ELL visits to CWI and CTE district programs.</p> <p>*Hispanic Youth Symposium</p> <p>*Job applications/resume writing skills</p>	<p>meetings for at-risk students.</p>
10 th Grade	<p>**Naviance and Next Steps computer program for interest inventories, college/career searches and exploration. *PSAT</p> <p>*Registration/course information. Revisit 4-year planner.</p>	<p>*Job applications/resume writing skills *Hispanic Youth Symposium</p>	<p>*Academic progress audits and individual meetings for at-risk students</p>
9 th Grade	<p>**Naviance and Next Steps computer program for interest inventories, college/career searches and exploration.</p> <p>*Presentations to Freshman Cornerstone Courses on GPA.</p> <p>Registration/course information. Revisit 4-year planner.</p>	<p>*Hispanic Youth Symposium</p>	<p>*Academic progress audits and individual meetings for at-risk students.</p>
8 th Grade	<p>*Access to Naviance curriculum and career assessments. *Reality Town *Completion of 4-year planner (Parent Approved Learning Plan) *Preparing for High School Lessons</p>		<p>*Academic progress audits and individual meetings for at-risk students.</p>

	<p>in advisory classes.</p> <p>*Registration/course information. Revisit 4-year planner.</p>		
7 th Grade	<p>*Naviance for middle school pilot program at Victory Middle School.</p> <p>*Several middle schools provide an elective course of Career Education.</p>		<p>*Academic progress audits and individual meetings for at-risk students.</p>
6 th Grade	<p>Various schools have College/Career events that are school-wide.</p>		<p>*Academic progress audits and individual meetings for at-risk students.</p>
5 th Grade	<p>*5th to 6th grade transition curriculum.</p> <p>*Identifying Strengths/Introduction to Careers lessons.</p>		

Other Notes / Comments