

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan · College and Career Advising Plan · Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

More detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

POSTING / SUBMITTING YOUR PLAN

- Ø If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1**. Plans should be submitted to plans@osbe.idaho.gov. Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet ***all*** of the requirements of the Combined Plan, including a link to the charter school's report card (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

2020-2021 Templates for the Combined District Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our

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template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 Combined Plan- Literacy Budget – Template Part 3

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

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2020-21:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

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District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school may submit their school plan.

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

FUNDS FOR TRAINING

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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LEA	# 393	Name: Wallace School District	
Superintendent	Name: Todd Howard		Phone: 208-753-4515
	E-mail: thoward@wsd393.org		
Plan Contact	Name: Todd Howard		Phone: 208-753-4515
	E-mail: thoward@wsd393.org		

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

Mission and Vision - REQUIRED

Mission

We pull together to create learning opportunities.

Vision

All students will leave the district with critical and creative learning skills, will be technologically literate, will be able to work with others and be lifelong learners.

Core Beliefs

- All students can learn and achieve at high levels. Each student is a valued individual with unique social, emotional, and intellectual needs.
- Schools teach to and model a universal set of basic values, honesty, self-discipline, responsibility, respect, physical/emotional well-being, and strong work ethic.
- Schools provide a safe, positive, organized setting with clearly defined expectations for behavior based upon mutual respect.

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

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

Community Involvement - REQUIRED

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

School/District Improvement and reading /Literacy Intervention both have committees with parents being actively involved. Parents are selected to participate to provide the district and school with input to the needs of children and concerns of local stakeholders. In addition, all parents are asked for their input on district-wide surveys to provide feedback on school climate, program development and school culture. Lastly, parents are invited to attend Reading Literacy meetings where the school discusses our intervention plans and the parent involvement process.

Parent Notification of College and Career Advising and Mentoring Services

- 7th-12th: All 6-year academic plans require a parent signature each year.
- 7th-12th: All parents are invited to visit with the counselor and career teachers during student conferences 2x per year. Parents may also schedule individual times to meet with the counselor, career teachers, and Advanced Opportunities coordinator. .
- 8th-9th: All parents are invited to a parent informational workshop each spring regarding academic planning and Advanced Opportunities.
- 11th-12th: Spring and fall parent-student workshops are provided to inform parents and their student of college-career opportunities.
- 10th-12th: All Advanced Opportunities forms require parent signatures. Parents are included in email notifications for all Advanced Opportunities their child is enrolled in from the Advanced Opportunities coordinator.
- 9th-12th: Upward Bound coordinator communicates regularly via phone and email with students and parents regarding program opportunities and student progress.

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Parental Involvement in Students' Individual Reading Plans

Parents were informed of the identification process through a letter that was sent home to the parents/guardians of all students taking the fall IRI. In that letter it explains the identification process, intervention options, and a request for their input on developing their child's plan. Parents/guardians are provided an opportunity to schedule a meeting with the Federal Program director and Title I teacher to develop their child's intervention plan. From that meeting, parents went home with a defined list of interventions that their child would be taking part in and the progress monitoring procedures. Parents/guardians who chose not to attend will receive a letter explaining their child's literacy plan and how they are able to provide feedback/ask questions about that plan.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Students are identified for intervention based on the spring and fall ISIP assessments and are progress monitored weekly/every other week depending on their assessment scores. All students who receive a below grade level on the fall assessment will have an individual reading intervention plan developed for their specific need. Student who score as strategic intervention (2) on the assessment will receive a minimum of 30 hours of pinpointed intervention throughout the school year. Students who score intensive intervention (3) on the assessment will receive a minimum of 60 hours of pinpointed intervention throughout the school year. In addition, all K-3 students will be progress monitored throughout the school year. Students who are at grade level on the fall assessment will be monitored a minimum of each quarter. Students who score a 2 on the fall assessment will be monitored every other week. Students who score a 3 on the fall assessment will be monitored weekly. Students who don't show growth on progress monitoring will have changes to their plan, additions to their plan, or the start of a plan (student who scored a 1 but isn't showing growth) after the 5th data point showing no growth.

Interventions Used

Kindergarten

All kindergarten students will receive a minimum of 90 minutes of in class reading, writing, phonics, letter name/sound instruction in the classroom as part of our master schedule.

Kindergarten: small group and/or 1-1 intervention. Pull out intervention occurred 5 times a week during 2 separate time blocks during the day. The first-time block will be for 8-10 minutes and the second block for 12-15 minutes. In addition, all students scoring a 2 or 3 will be included in 3 sessions of intervention 3 days a week for 8-10 minutes during their scheduled library ancillary times between the months of January through May.

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Daily Kindergarten interventions will be conducted with a paraprofessional.

Library time intervention will be conducted with certificated teachers/reading specialists “contracted” by the school/district.

Intervention window occurs immediately following the fall IRI (September) and will continue through the last week of school (June). Instructional focus includes:

Letter name recognition

Letter sound recognition

Letter formation

Zoophonics

Wonders by McGraw Hill Education

The Paraprofessionals use Wonders Differentiated Instruction: Tier 2 Approaching Level lesson plans for instructing:

Vocabulary—Review Vocabulary Words—vocabulary words are introduced/reviewed in small group. Students identify real-life connections between words and their use.

Phonemic Awareness—Lessons in Wonders Tier 2 are used to instruct students with phoneme identity, phoneme blending, identify and generate rhyme, phoneme segmentation

Phonics—Students work on words to learn conventions for representing long vowel sounds, short vowel sounds, blend words using the vowel or vowel team, build words, and build fluency with using vowels and vowel teams.

Decoding—Students are taught to decode one and multi syllable words following basic patterns by breaking the word into syllables. Students are taught how to decode irregularly spelled words at appropriate grade level. Students are also taught to use conventional spelling for patterns and for frequently occurring irregular words. Wonders has a variety of decoding skills at each grade level that Title teaches students.

Reading Fluency—Students use Read Naturally. Students are given a reading passage at their reading level. The student will be given a cold timing (not seen before) and a hot timing (practice reading for five days). These are one-minute timing and are recorded on a graph. Students set goals to increase their fluency and their reading level to grade level. Students also listen to the reading passage to hear how the reader reads with proper phrasing and inflection.

Reading Comprehension—Wonders has a variety of ways to help students with comprehension. During the school year, students are taught retelling, sequencing, ask and answer questions during reading, discuss information or a word that students have a question about, picking out main idea and key details.

Used by Title I Teacher with lower level students in one to one groups or one to two groups:

Lindamood: LIPS

The Title I teacher uses The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LIPS). Students are taught the Vowel Circle with the common spelling for particular vowel spellings to decode words. Students also are taught and use Vowel symbols, ‘r’ controlled vowels, and other vowel teams to support in decoding words and writing words.

Words Their Way: Word sorts for Syllables and Affixes Spellers by Francine Johnston, Marcia Invernizzi, Donald R. Bear, and Shan Templeton:

Students use a variety of ways to spell words and read words with common and irregular spellings/sound.

Students learn a variety of prefixes and suffixes to learn the meaning of a word(s). Students use word sorts to support learning words and how to spell them.

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1st-3rd Grade

All 1st-3rd grade students will receive a minimum of 90 minutes of in class instruction during the ELA block.

1st-3rd Grade: students who score a 2 or 3 on the fall IRI will receive small group and/or 1-1 intervention.

Students who score a 2 of the fall IRI receive 30 minutes of intervention 5 times a week. Students who receive a 3 on the fall IRI receive a total of 60 minutes a day 5 times a week. These interventions begin at the completion of the fall IRI (September) and run through the last week of school (June).

Daily literacy interventions will be conducted with a paraprofessional and/or certificated teacher.

In addition intervention will occur 2 times a week for 8-10 minutes during the student's scheduled library ancillary schedule time. Intervention window occurs during the months of January through May.

Library time intervention will be conducted with certificated teachers/reading specialists "contracted" by the school/district.

Writing Fluency

Waterford

Read Naturally fluency passages

Fry Sight Words

Blending and Segmenting CVC and nonsense words.

LIPS

Vocabulary:

Phonemic awareness:

Decoding: (LIPS)

Reading Comprehension: (McGraw Hill: "Wonders" Curriculum)

The Paraprofessionals use Wonders Differentiated Instruction: Tier 2 Approaching Level lesson plans for instructing:

Vocabulary—Review Vocabulary Words-vocabulary words are introduced/reviewed in small group. Students identify real-life connections between words and their use.

Phonemic Awareness—Lessons in Wonders Tier 2 are used to instruct students with phoneme identity, phoneme blending, identify and generate rhyme, phoneme segmentation

Phonics—Students work on words to learn conventions for representing long vowel sounds, short vowel sounds, blend words using the vowel or vowel team, build words, and build fluency with using vowels and vowel teams. Decoding—Students are taught to decode one and multi syllable words following basic patterns by breaking the word into syllables. Students are taught how to decode irregularly spelled words at appropriate grade level. Students are also taught to use conventional spelling for patterns and for frequently occurring irregular words. Wonders has a variety of decoding skills at each grade level that Title teaches students.

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Words Their Way: Word sorts for Syllables and Affixes Spellers by Francine Johnston, Marcia Invernizzi, Donald R. Bear, and Shan Templeton:

Students use a variety of ways to spell words and read words with common and irregular spellings/sound.

Students learn a variety of prefixes and suffixes to learn the meaning of a word(s). Students use word sorts to support learning words and how to spell them.

Paraprofessional works with students on Waterford Reading Program-- 1st and 2nd grades

Students are served using the Waterford computer program daily.

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

State plan alignment with the Wallace School District/Silver Hills Elementary Literacy Plan is focused in the following 4 areas:

Collaborative Leadership
Developing Professional Educators
Effective Instruction/Interventions
Assessment and Data

Collective Leadership

District Leadership Team: works collaboratively to create a team that focuses on the development of both a short- and long-term Continuous Improvement Plan (CIP). The current plan has a primary focus on:

Staff Collaboration: with a focus on the 4 Essential PLC Questions

1. What do we want students to know?
2. How will we know when they have learned it?
3. What do we do when they do not learn it?
4. What do we do when they already know it?

Student Growth in ELA

Student Growth in Mathematics

Providing protected time, within our school calendar, for district staff to work collaboratively with a focus on student learning.

Thursday Early Release (2:25)

½ day Friday Release (12:25) 5x a year

Shared collaboration time during the week to focus on PLC questions

Building Collaboration: all staff members, that have direct academic services with children, are part of at least one collaborative team. Those teams meet multiple times each week to focus on student learning. The primary focus of those collaborative efforts includes:

A meeting format where the focus is on the 4 essential questions (What do we want them to know? How will we know when they know it? What do we do when they learn it? What do we do when they do not?)

Team development that includes both certificated and support staff.

Team development that allows staff to move amongst multiple teams to spread their knowledge and support multiple school personnel.

A meeting format that focus on student learning data, how it is interpreted, and applied to future lessons, interventions, assessments, and units.

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Developing Professional Educators

The Wallace School District uses local, state, and federal funds to budget for their staff development plan. That PD plan is developed through staff/stakeholder feedback, committee involvement, and district needs assessment. The Wallace School District's current PD plan focuses on the following areas:

- Professional Learning Communities (PLCs that Work)
- SWPBIS
- K-8 "Ready Math" curriculum
- K-6 "Wonders" reading/writing curriculum.
- Curriculum alignment in ELA and Math.
- Mentor program mandatory for all 1st-3rd year teachers and optional for all other staff.
- Response to Intervention (RTI).
- Essential Learning Objectives/Power Standards

Effective Instruction /Interventions

The administration/staff in the Wallace School District uses the following strategies to insure effective instruction/intervention:

- Data driven decision making.
- Collaborative classroom observations by peers and grade level team members.
- Use of the Charlotte Danielson framework for effective professional practice. This framework allows for teacher reflection, collaboration, and administrative/peer evaluation.
- Use of student learning data and core instructional screeners to develop individualized intervention plans.
- Use of individual, small group, and large group interventions that allow for core, intervention and extension of the Idaho State Standards.
- Classroom teachers work in conjunction with the RTI team to review benchmark assessments, progress monitoring data, and class academic data to continuously alter intervention plans when needed.
- Use of science, math, history, and social studies subject materials to continue with a focus on reading/literacy focus.

Comprehensive Assessment System:

The Wallace School District uses the following approach when assessing student academic progress:

Conducting school wide literacy fall benchmark assessments to include:

- Fall Istation Assessment
- Core Screeners
- Site Work Lists
- Reading Comprehension (Maze)
- STAR Reading
- Literacy Progress Monitoring: conducted on a weekly or bi-weekly schedule depending on student plan.
- Letter sound fluency
- Letter name fluency

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- Reading fluency
- General classroom weekly reading comprehension assessments (Wonders)
- Site word lists
- Maze Reading assessments
- Comprehensive Assessments to include:
- Spring Istation
- Spring ISAT
- STAR Reading
- Spring Writing Assessment
- McGraw Hill "Wonders" Curriculum Assessments

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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

	Model Name	Additional Details
X	School Counselor	Ms. Marian Russell
X	Teacher or paraprofessional as advisor	Tina Brackebusch (12 th Careers), Jared Young (12 th financial Literacy), Katie Bauer (Adv. Op.), Brian Bemis (SPED)
	Near Peer Mentoring / Mentoring	NA
	Virtual or Remote Coaching	NA
X	GEAR UP	Julia Wenzel (Upward Bound Counselor)
	Transition Coordinator	NA
	Student Ambassadors	NA
X	HYBRID (please list all models used in Details)	School Counselor/Upward bound/Teachers/Advisors

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Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

Wallace Jr.-Sr. High School

College to Career Program 2020-2021

Advising Plan Narrative Summary

Wallace Jr.-Sr. High School strives to offer a comprehensive College to Career program for all students 7th-12th grade. Our goal is to provide students a solid foundation in knowledge and resource components needed to make developmentally appropriate decisions regarding academic progression and career pathway choices. Our program utilizes a Hybrid team approach in planning and implementation to assist students with the college to career process.

Type of Program: Hybrid— School Counselor, Principal, Teachers as Advisors/Mentors, Upward Bound, Community Volunteers

Program Components— (All grades 7th-12th)

- Academic 6-year Jr.-Sr. High School Graduation Planning
- Individual-Small Group Advising
- Classroom Career Guidance/Senior Project
- Field Trip Opportunities
- Advanced Opportunities
- STEM Opportunities
- CTE Opportunities
- Humanities Opportunities
- Trio Program Opportunities (Upward Bound)
- College-University Opportunities
- College-Career Testing and Assessments
- Scholarship and Financial Aid Opportunities
- Workplace Opportunities
- Armed Services Opportunities
- Department of Labor Opportunities
- Professional Development Opportunities

Component Descriptions—

Academic Graduation Planning:

7th-12th: 2x per year—All students review transcripts for grades/GPA, core /elective course planning, and progressive completion of ISDE graduation requirements.

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Individual-Small Group Advising:

8th-12th: Students and parents are invited periodically throughout the year to guidance sessions to review WJSH offerings as well as other College to Career program offerings by our Counselor, Principal, Upward Bound coordinator, and Advanced Opportunities Coordinator.

Classroom Career Guidance:

7th-11th: Students are instructed weekly/biweekly (50 min class periods) through Idaho Career Information System lessons and Counselor developed career activities.

12th: Seniors are instructed daily (50 min class periods) in a Career/Financial Literacy class (Wallace graduation requirement) by certified English and Business Education teachers. The **Senior Project** (ISDE graduation requirement) is taught and overseen through the Career Class as a career project, 48 hours encompassing project/job shadowing and 10-page research paper.

Field Trip Opportunities:

7th-12th teachers are encouraged to plan an experiential career field trip related to their subject area. (Examples from 2019-20 include: Hanford Stite, CdA Wastewater Treatment Plant, NIC Hardhats-Hammers-Hotdogs, Aero Industry sites, NIC Healthcare Career Day, Cataldo Mission Ecosystem, Lookout Pass Snowpack research, UI Engineering Day, NIC Women in Nursing, Attend UI Play & theatre tour, Good-Grades Reward day at Silver Mountain, Locally sponsored businesses workshop and town businesses visit by all 9th-12th students.)

Advanced Opportunities:

7th-12th: Students (with parent consent) are offered all Advanced IDLA-DC Opportunities available through ISDE. Students are daily assisted and monitored during designated class periods by our certified staff media specialist who is our Advanced Opportunities Coordinator.

10th-12th: Students are encouraged to complete Idaho GEM requirements as well as explore DC courses of interest in STEM, CTE, and the Humanities. WJSH offers DC Art and select Industrial Technology courses through our certified teachers.

STEM Opportunities:

7th-8th: Students are provided experiential trips to emphasize designated components of their math-science curriculum. Math and Science teachers plan and chaperone trips.

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9th-12th: Students are selected by upper-level Math and Science teachers to attend college level workshops pertaining to Healthcare, Engineering, and other STEM college offerings. Math and Science teachers plan and chaperone trips.

7th-12th: Shoshone Medical Center provides an annual Healthcare Career Day at WJSH. Nearly all medical and auxiliary staff come and share their varied careers with our students.

CTE Opportunities:

7th-8th: Students are provided “Exploratory” classes each quarter to explore the areas of Industrial Technology (Shop) and Business Applications technology.

9th-12th: Students are required to complete one full year of a Business Application Technology course (Wallace graduation requirement). Our students are also offered courses in our Graphics Design department as well as opportunities to be involved with Technology Students of America (TSA) and Business Professionals of America (BPA). The Industrial Technology department offers a sequential 9th-12th progression in woods, metals, and small engines as well as newly offering a course in Drone Technology. The Industrial Technology department also plans and hosts bi-annually an on-site NIC career fair. NIC brings 20+ instructors and programs for a day of demonstration at WJSH.

Humanities Opportunities:

7th-9th: Students are provided “Exploratory” classes each quarter or semester in the areas of World Cultures, Art Appreciation, Spanish, and Drama.

10th-12th: Students are offered high school courses in Art (Beginning/Advanced/DC), Spanish I, II, III, and Drama (class and afterschool club).

Trio Program Opportunities:

9th-12th: Upward Bound provides WJSH an onsite coordinator/counselor four days per week at to assist students who qualify for the program with college-career planning. These students are given intense and progressive college advising, tutoring, college-career trips, and college summer camp-travel experiences with DC course opportunities.

College-University Opportunities:

10th-12th: Each grade is provided trips to our nearest Idaho campuses for a full tour and overview of programs of study. These include University of Idaho, North Idaho College, and Lewis and Clark State College. Seniors take an extra trip to each institution for that college’s special senior exploration day.

11th-12th: All Idaho college recruiters are invited by the Counselor to visit and talk with each class about what their college can offer our students. UI, NIC, and LCSC come to WJSH

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several times throughout the year to assist the seniors with each part of the college application and admissions process.

12th: Participation in Idaho College Application Week using Next Steps Idaho and Apply Idaho.

College-Career Testing and Assessments:

10th-11th: PSAT—This Pre-SAT is administered by the counselor for the purpose of assisting the students with understanding their college readiness in the areas of Math, Reading, and Writing.

11th: SAT—This college placement test is administered to the juniors by the counselor for the purpose of assisting students with the ISDE graduation requirement as well as understanding their course placement in Math and English upon reaching college after their senior year.

10th - 11th: ASVAB—this vocational aptitude battery is administered to the sophomores and juniors by a MEPS test administrator for the purpose understanding their aptitudes in not only Math and English but also Science and Industrial Technology. Students may use the “follow-up” session provided by MEPS for college-career planning and/or planning for entry into the Armed services either through enlistment or college ROTC programs.

Scholarship and Financial Aid Opportunities:

12th: FAFSA—seniors are assisted in their Career/Financial Literacy class with all steps of the FAFSA process. Parents are assisted by the community group (KRASH—Kids Reaching Academic Success Head-On) with additional assistance during parent nights once a month at WJSH.

12th: Scholarships—seniors are assisted in their Career/Financial Literacy class with applying for scholarships through the state of Idaho websites, WJSH scholarship website, and Idaho colleges’ scholarship foundation sites. Students are additionally assisted by the community group (KRASH) with scholarship applications. Wallace is proud to give away approximately \$150,000 per year in local and state scholarships to our seniors!

Workplace Opportunities:

9th-12th: Shoshone Medical Center and Good Samaritan Nursing Home offers students the opportunity to job shadow with their employees at any time throughout the year.

We hope to expand our list of job shadow opportunities to businesses in the Silver Valley.

12th: The Senior Project focuses on the 40-hour experiential and 8-hour job shadow in a career area of the student’s choice. The project is a part of the Senior Career Class.

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12th: Although we do not have an active school-to-work program, consideration is given to seniors in good standing who may need to work prior to the end of the school day.

Armed Services Opportunities:

11th: All students receive instruction during career class guidance on the US Armed Services resources found on ICIS, Today's Military, and each division's website.

11th: ASVAB—please refer to information above in the College-Career Testing and Assessments Opportunities.

11th-12th: All divisions of the US Armed Services are invited to the guidance classes to present career information on their division. Recruiters also come at lunchtime throughout the year to present a table of information and talk with interested students.

Department of Labor and Vocational Rehabilitation Opportunities:

12th: Students who plan to go into the workforce are given opportunities to meet with representatives from these Idaho departments to assist them with job exploration, application, training, and financial assistance.

11th-12th: Annually host DOL Economist to give students a talk on the economics of Idaho that will affect their college and career path.

Professional Development Opportunities:

Staff: Staff are provided time to attend workshops in the areas of career-college development for students. These would include IACRAO Counselor Day, NIC Counselor Day, IDLA Coordinator training, ISDE Advanced Opportunities training, ICIS training, teacher courses and workshops for becoming DC on-site teachers.

Students: Clubs and organizations to include: National Honor Society, Business Professionals of America, Technology Students of America, Spanish Club, Book Club, Drama Club, Art Club.

Other Notes / Comments

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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

7th-12th: All 6-year academic plans require a parent signature each year.

7th-12th: All parents are invited to visit with the counselor and career teachers during student conferences 2x per year. Parents may also schedule individual times to meet with the counselor, career teachers, and Advanced Opportunities coordinator. .

8th-9th: All parents are invited to a parent informational workshop each spring regarding academic planning and Advanced Opportunities.

11th-12th: Spring and fall parent-student workshops are provided to inform parents and their student of college-career opportunities.

10th-12th: All Advanced Opportunities forms require parent signatures. Parents are included in email notifications for all Advanced Opportunities their child is enrolled in from the Advanced Opportunities coordinator.

9th-12th: Upward Bound coordinator communicates regularly via phone and email with students and parents regarding program opportunities and student progress.

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.