

CONTINUOUS IMPROVEMENT PLAN (2020-2021)

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		

Mission and Vision

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

We understand the importance of making sure staff members, parents, and other community members consider themselves a contributor to the plan development, as well as having a voice in all aspects involving our educational program. This has been an area we have had to improve on in the past and have made promising changes toward improvement.

During the COVID-19 pandemic, it became even more apparent that communication with all stakeholders was vital due to the constant changes having to be made within the school system. Three major communication practices were utilized to help accomplish this goal.

First, the superintendent began a weekly voluntary morning Zoom meeting open to all Moscow School District employees called “Coffee Chat with the Superintendent”. This meeting covers vital information shared with staff, allows staff to ask questions, and allows the staff to provide suggestions or feedback to help guide the direction of the district. At this point twelve meetings have occurred, with attendance ranging between 48 to 110 staff members. In addition, the superintendent does a weekly Superintendent’s Report, which is a one to two-page document highlighting changes in the district, acknowledging successes, and proving short informational pieces to keep everyone engaged. Feedback from staff members has been very positive toward both activities.

Second, the superintendent has also started having “Community Chat with the Superintendent” Zoom meetings that are open to the community. This allows the superintendent to share current events that are happening in the school district, as well as how it will impact students and their families. People attending these meetings can ask questions that are either answered by the superintendent or documented for a later response if information needs to be gathered. There have been four of these meetings in the past four months. The plan is to continue these meetings monthly or if an issue arises, then more often.

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Third, to help in making all the changes that were needed to combat the impact of the COVID-19 virus, a pandemic plan oversight committee was organized. This oversight committee consists of leaders in the school district and community, with oversight responsibilities of ten subcommittees. Each of these subcommittees had specific areas or issues that needed to be addressed in response to the pandemic and are made up of community members, staff members, and administration. These groups provided the district with a comprehensive plan for the district during the pandemic. This cooperative effort with staff, administrators, and community members has shown how working together can provide a better educational environment for our students.

In addition to the three new components that have helped engage all stakeholders, we are continuing what we have done in the past. Concerning parent and community input, we continue to utilize the survey input we received from the 2019-2020 school. We are planning to complete parent/student/staff surveys during the spring semester of 2021 and each following year.

The District Leadership Team, as well as each school building Leadership Team, continues 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.

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METRICS AND DEMOGRAPHICS

LEA #	281	LEA Name:	Moscow School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/281/profile
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	85.0%	92.0%
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	57.0%	57.0%
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	53.0%	52.0%
	% students who scored proficient on the 8th grade ELA ISAT	73.0%	72.0%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	50.0%	48.0%
	% students who scored proficient on the 6th grade ELA ISAT	60.0%	57.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	81.0%	81.0%
	% students who scored "proficient" on the Grade 1 Spring IRI	75.0%	75.0%
	% students who scored "proficient" on the Grade 2 Spring IRI	85.0%	85.0%
	% students who scored "proficient" on the Grade 3 Spring IRI	84.0%	84.0%

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METRICS AND DEMOGRAPHICS

Section II: Report of Progress

The four-year cohort graduation rate for 2019 was 92%, so for that metric, we exceeded our goal. Due to the pandemic and our soft school closure from mid-March until the end of the 2019-20 school year, we do not have spring 2020 ISAT data for grades 6 and 8, however the middle school teachers utilized both the Interim Block Assessments and common assessments aligned to learning targets and standards throughout the year. This data shows students were on track to meet the goals set for grades 6 and 8. We also do not have spring 2020 IRI data for grades Kindergarten through 3rd, but the monthly ISIP assessment data shows that our Kindergarten through 3rd grade students were on track to meet the reading goals set for this metric.

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Section III: Report of Progress Narrative: Due to the pandemic and our soft school closure from mid-March until the end of the 2019-2020 school year, we do not have spring 2020 ISAT data for grade 3. To track the progress of third grade students, teachers relied heavily on the data they received from the Idaho State Indicators of Progress (ISIP) assessment and monthly progress monitoring. This data showed steady growth from September to March.

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

Program Summary

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. Russell School uses this Reteach and Enrichment time to provide any extension or intervention activities students show the need for after common formative assessments. While every third grader receives 110 minutes of literacy instruction during both of their hybrid learning days, they receive an additional 50 minutes of more targeted daily literacy instruction for that REP time. Those literacy intervention activities extend into our distance learning days through instruction posted and provided through our Canvas LMS. It is our intent to use our IStation license as a tool for supplementing teacher provided lessons during these distance learning days as a way to further individualize the support students are receiving. With four intervention periods each week over the course of the school year, our targeted students will be greatly exceeding the 30 and 60 hour requirements outlined for literacy support funding. We continually adjust instruction during these times, a task which has become increasingly difficult as we provide for students in both hybrid learning models as well as students learning fully online. Because Russell School only contains grade levels three through five, the literacy funds will all go toward our one qualifying grade level. To meet the diverse learning needs of our students during the COVID emergency, we will be spending literacy funds on accessible learning programs that can be used during both in person and distance learning times as well as supplementary learning materials in the forms of guided reading programs and leveled reading materials. The bulk of funds will go toward subscriptions to the IStation reading intervention program. This program, as well as the leveled readers, focus instruction and supply materials related to phonemic awareness, decoding, vocabulary, comprehension, and fluency skills. It also provides embedded assessments to help us track students' progress on those skills throughout the semester, which will enable us to make adjustments to our program as necessary. Our Title I team, with help from classroom teachers, will monitor student progress through the school year with regular data

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analysis taking place each quarter. Students in need of additional supports will go through our established RTI process which incorporates data-based decision-making teams and regular progress monitoring.

Meetings with parents take place to document and communicate the efforts of the school and home teams in assisting the literacy development of our students. After each round of benchmarking assessments, school staff analyze results and use them to identify students for inclusion in an intervention program. When that data shows a need, parents are invited to an intervention team meeting that typically includes the classroom teacher(s), Title I teacher, parent, and building administrator. During that meeting, areas of concern are discussed along with options and resources for intervention the school has at its disposal. The team, including the parents, connect the student with the most appropriate intervention plan available. A meeting record is kept, which includes the assessment data used to guide those decisions, and the notes are uploaded into our Mileposts student information system. After each benchmarking assessment for the remainder of the year, parents are provided student progress information which includes any progress monitoring results used in the process. If further concerns are identified, the team reconvenes to modify the intervention provided.

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 part-time reading paraprofessionals who work under the 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 Read Naturally and Istation licenses, as well as a site license for Accelerated Reader. Students were assessed in addition to the ISIP using measures such as a one-minute fluency check, 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. Students will receive 60 minutes of intervention time each week with the Title 1 teacher and/or paraprofessional. They will also be given 30 minutes per day of intervention activities to complete on their distance learning days.
3. **A.B. McDonald Elementary** Literacy Intervention funds are used to fund our Reading Specialist and four half-time paraprofessionals. The four paraprofessionals work under the direction of the Reading Specialist to provide targeted instruction in the areas of: a) phonemic awareness, b) alphabetic principle, c) fluency d) vocabulary and e) comprehension. The Reading Intervention team works collaboratively with classroom teachers to provide the required 30-60 daily hours of additional reading instruction throughout the year. Literacy funds also support the funding of Lexia and Istation licenses, online phonics programs for students designated as needing additional support. A.B. McDonald Elementary services Kindergarten through 3rd grade students who score in the Below Basic or Basic range on the Fall 2020 Istation's Indicators of Progress (ISIP) measure. In addition to the ISIP measure, students are assessed using measures such as running records, kindergarten screeners, CORE Phonics Survey, CORE Phonics word list, and AIMSweb oral reading fluency. Once assessments

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are completed, parents of students not meeting benchmark on ISIP are notified of their child's performance and invited to provide feedback on their child's literacy plan for the academic school year. Following the benchmark assessment period, our multi-disciplinary teams meet and review each child's assessments and determine level of need and program design. At this time, parent input is used to help define the educational needs of the student and help inform instruction. Individualized literacy plans are developed and shared with parents. Our Reading Intervention team progress monitors designated students weekly, bi-weekly, or monthly based on student needs to ensure adequate growth and progress. Benchmark assessment occurs at the end of each quarter and is reviewed quarterly by the multi-disciplinary teams to ensure students are demonstrating growth and meeting grade level targets. Due to COVID 19, Moscow School District has gone to a hybrid or online method of schooling for the 20-21 school year. Hybrid students physically attend school two days a week and distance learn three days a week. Online students receive instruction virtually five days a week. Students scoring Below Basic on the Istation's Indicators of Progress receive 30 additional minutes of small group literacy instruction two days a week at school and receive a minimum of 60 minutes of distance instruction. Students scoring Basic on the Istation's Indicators of Progress will receive 30 additional minutes of small group literacy instruction two days a week. All students will be progress monitored monthly using Istation's Indicators of Progress and bi-weekly using AimsWeb Fluency probes. Students' not making adequate growth are referred to the Response to Intervention team for additional assessments and literacy plan modifications. Parents are notified, and their input and observations are requested. Students discontinued or exited from intervention services must demonstrate proficiency on Istation's Indicators of Progress and AimsWeb fluency probes for the minimum of two testing cycles. Parents are notified and their input is requested. Discontinuation of services is based on assessment data demonstrating grade level proficiency, parent input and recommendation from the multi-disciplinary team.

Interventions used at all grade levels may include:

- Targeted small group or individual instruction outside of the general education classroom focused on all areas of reading instruction (phonemic awareness, decoding, vocabulary, comprehension, and fluency) (outside core reading block)
- Targeted small group or individual instruction pushed-in to the general education classroom focused on one or more area of reading instruction (phonemic awareness, decoding, vocabulary, comprehension, and fluency)
- Differentiated online instruction via Canvas Learning Management System focused on one or more areas of reading instruction (phonemic awareness, decoding, vocabulary, comprehension, and fluency)
- Online differentiated literacy instruction via Lexia or Istation online programs targeting all areas of reading instruction (phonemic awareness, decoding, vocabulary, comprehension, and fluency)

Research based programs utilized focus on one or more of the following areas: phonemic awareness, decoding, vocabulary, comprehension, and fluency. Programs are implemented based on students' individual data and assessment indicating areas of need. These programs include:

- WonderWorks (intervention program that aligns with core reading program, Wonders)
- Phonics for Reading
- Lexia (online literacy program)
- Istation (online literacy program)

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- Touch Phonics
- Explode the Code
- Read Naturally
- Imagine Learning
- Heggerty Phonemic Awareness Program
- Rewards

4. **West Park Elementary** is a school-wide Title I school serving grades Kindergarten through 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. In addition, students are discussed with the teacher and dedicated intervention team on an individual basis via a teacher referral process that occurs every week to ensure supports can be created and adapted as needed. Students are assessed through the ISIP assessment as well as through running records, kindergarten screeners, CORE Phonics Survey, CORE Phonics word list, and AIMSweb oral reading fluency. Once assessments are complete, parents are informed of their child's performance on the ISIP with the offer of reading intervention services and are invited to provide feedback concerning their child's reading program. Literacy intervention funds help to provide two reading paraprofessionals who 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 also provide online Lexia reading licenses, Read Live licenses, Junior Great Books for 1st and 2nd grade, as well as iPads. The reading intervention team works collaboratively with classroom teachers to ensure the required 30-60 daily hours of additional reading instruction is facilitated throughout the school year. This process includes interventions and strategies in all grade levels such as small group pull-out instruction as well as push-in instruction utilizing various intervention curriculum including Lexia, Read Naturally, and Imagine Learning.

Comprehensive Literacy Plan Alignment

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 2020-21 school year.
 - Discussing and planning staffing for the Literacy programs during the 2020-21 school year.
 - Discussing and planning fiscally for the 2020-21 Literacy programs.
- The Curriculum Director meets with all elementary principals to plan the literacy interventions (staffing, materials, documents, etc.).

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- 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 the Professional Development Committee (PDC) that consists of one teacher per building, one elementary principal, one secondary principal, one Moscow Education Association member, and the Curriculum Director, met to plan for the 2020-2021 professional development days. After reviewing staff surveys and seeking additional information from staff at the building level, the PDC identified the following professional development needs:

- Learning management system training for all grade levels/content areas.
- Differentiation training
- Mandt training
- Social Emotional Learning training
- Ed Plan (Training for SpEd)
- Strategies for Teaching Idaho Core Writing Standards (Training by Cristianne Lane)
- K-12 Flipped/Blended Learning training
- In-District Presenters (Various offerings will be provided)
- Individualized training to support ongoing grade level work.

Unfortunately, due to COVID-19 many of the intended professional development offerings will be rescheduled for a later time.

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Parent Involvement

- 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 (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

LEA Number and Name:	
Estimated Total Literacy Funding for 2020-2021 :	\$173,530.00

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
3 part-time Literacy Paraprofessionals-Lena	Reading intervention paraprofessionals			32,480.00	32,480.00	0.00
4 part-time Literacy Paraprofessionals-McDonald	Reading intervention paraprofessionals			48,979.00	48,979.00	0.00
Certified Reading Specialist	Certified Reading Specialist	1.0		53,996.00	53,996.00	
2 part-time Literacy Paraprofessionals-West Park	Reading intervention paraprofessionals			15,795.00	15,795.00	0.00
Personnel Subtotal				151,250.00	151,250.00	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
Online Reading Curriculum-Lena	Read Naturally, Ren Place AR, Ren Place Star Reading, Istation			5,416.00	5,416.00	0.00
Online Reading Curriculum-Russell	Istation			4,381.00	4,381.00	
Online Reading Curriculum-McDonald	Istation Reading, Lexia			9,027.00	3,018.00	6,008.00
Online Reading Curriculum-West Park	Read Naturally, Ren Place AR, Ren Place Star Reading, Lexia, Istation			9,465.00	9,465.00	0.00
Programs / Curricula Subtotal				28,289.00	22,280.00	6,008.00

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

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

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	
				0.00			0.00
				0.00			0.00
Other Costs Subtotal					0.00	0.00	0.00
TOTAL COSTS & BUDGET					\$179,539.00	\$173,530.00	\$6,008.00

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and submit a College and Career Advising and Mentoring Plan (Advising Plan) to the State Board of Education annually by October 1.

[Section 33-1212A, Idaho Code](#) addresses College and Career Advising and Mentoring Plans. This section of code outlines the general requirements for the plans:

- A. Must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.
- B. May employ non-certificated staff to serve in the role of college and career advisors and student mentors.
- C. Must provide college and career advising and mentoring services to students using a research-based model, such as:
 - High contact programs
 - Near peer or college student mentors
 - Counselor, teacher or paraprofessional as advisor or mentor
 - Collaborative programs
 - Student ambassadors
 - Cooperative agreements with other school districts or postsecondary institutions
 - Virtual coach or mentor programs
- D. Must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.

As outlined in [IDAPA 08.02.01.801.05](#), each LEA's Advising Plan must include, at a minimum:

- A. Percent of learning plans reviewed annually by grade level in grades 9 through 12;
- B. Number and percent of students who go on to some form of postsecondary education one and two years after graduation. NOTE: The Go On Rate data is available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>) under College and Career Advising and Mentoring Plan / Other Resources.
- C. Number of students graduating high school with a career technical certificate or an associate's degree;
- D. Metrics chosen by the LEA to determine effectiveness of the Advising Plan and annual performance benchmarks; and
- E. Performance on metrics for at a minimum the previous academic year.

SUBMITTING YOUR PLAN

- Your Advising Plan (whether stand-alone plan or a part of a Combined District Plan), **must be submitted to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

GENERAL GUIDANCE FOR USING THE ADVISING PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the College and Career Advising and Mentoring Plan requirements, including narrative descriptions, data, and Benchmarks (performance targets), may submit their performance certificate in lieu of part or all of the Advising Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate's alignment to the Advising Plan requirements.

Templates for the 2020-21 College and Career Advising and Mentoring Plan

- 1) LEAs are not required to submit your Advising Plan in one of 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 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 a stand-alone College and Career Advising and Mentoring Plan. If you are interested in providing your College and Career Advising and Mentoring Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, Advising Plan, and Literacy Plan), we recommend you use the 2020-21 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

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

- 2020-21 Advising Plan Narrative – Template Part 1
- 2020-21 Advising Plan Metrics – Template Part 2

You may submit your College and Career Advising and Mentoring Plan as separate documents (Word and Excel or PDF) or combine them into a single PDF. A template to create a 2020-21 Advising Plan Budget is also available on our website, but submitting a budget is not required.

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 changes to your college and career advising program (model, program activities, etc.), you need to submit a new Narrative. However, if you meet both of the following qualifications, you do not need to submit a new Advising Plan Narrative for 2020-21:

- Your LEA has *not* made changes to the advising program model, activities, or parental notification process described in your previous Advising Plan Narrative; and
- Your LEA had a fully compliant Advising Plan Narrative in 2019-20, or are continuing a previously-granted narrative exemption.

If you are unsure if your LEA school meets the qualifications listed above, please contact Byron Yankey (byron.yankey@osbe.idaho.gov; 208-332-1596) prior to the October 1 plans submission deadline.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

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 Advising Plan Narrative.

Please note: The Advising Plan Metrics spreadsheet (Template Part 2) *must* be updated with new data and submitted annually.

ADDITIONAL RESOURCES

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

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

LEA	# 281	Name: Moscow High School
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 (2020-2021)

NARRATIVE - TEMPLATE PART 1

Instructions: The 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 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 to 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 are reviewed in 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.

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. They are assisted with planning dual credit coursework based on goals, interests and 4-year plan, with online registration and completion of paperwork.

College and Career Night- FALL: Cancelled for fall 2020 due to COVID

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

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

As an alternative to our annual College and Career night we are promoting virtual college fairs through Next Steps Idaho, the Pacific Northwest Association for College Admission Counseling, and National College Fairs sponsored by the National Association for College Admission Counseling. We are also encouraging students to connect with colleges virtual offerings and admission counselors directly to know what in-person information can be provided.

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 an Honors College information night in the fall, provides college exploration classes and other college related opportunities. These events are promoted in our Daily Bulletin and on our Bear TV.

Access Period Enrichment Offerings - ONGOING: Due to COVID a change in our instruction schedule has cancelled Access period offerings for fall 2020. Assistance is being provided to students in person and through virtual meetings. Students are being encouraged to get help after school or on Wednesdays to avoid missing academic courses.

College admissions representatives, University programs/schools' representatives and industry/professional representatives are invited to meet with interested students 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 with college representatives, listed in daily bulletin and morning announcements.

Campus Visits and Field Trips – ONGOING:

This year, due to COVID, there are an abundance of virtual college fairs and resources being offered by colleges and these are being promoted to students. When able, in person visits will resume and 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.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

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

Grades 10 and 11: PSAT- FALL:

This year, due to COVID, science teachers have been asked to briefly talk with their classes about the PSAT and inform students how to sign up for the exam. Information about the exam has been communicated to parents through a Counseling Center newsletter, the Daily Bulletin, Bear TV and detailed information has been added to our website. Typically, we meet with students in 10th and 11th grade classes to explain the PSAT format, what to expect testing day, provide student guides, provide information for online study resources, and explain the 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/SPRING:

Provide informational sessions for students and parents. 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 11/12: SAT- SPRING & FALL 2020 (Due to COVID):

Organize and facilitate online registration, meet with students, 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 – FALL REGISTRATION, SPRING TESTING:

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

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

Review with students reporting procedures and how colleges accept credit based on scores.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

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 information to all seniors in a variety of ways including classroom presentations, classroom announcements (specific teachers and all school announcements), Daily Bulletin news, Bear TV, and through the school website.

Information covered includes: 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 Month - October:

Students will be encouraged to use their Wednesdays apply to colleges during October. Resources, assistance, and support for seniors will be available 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 is available after school or on Wednesdays in the Career Center and/or Counseling Center.

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 database of local and regional scholarships. Scholarship resources are updated regularly and posted

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

on the school website and on a scholarship bulletin board. Resources can be reviewed with counselors or checked out to review at home.

Counseling Center Website:

The 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.

Career Center

The 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 scholarships, researching programs of study, colleges and future careers.

In addition to utilizing NextSteps Idaho, the Career Center subscribes to the Career Information System (CIS). Career Coach for Idaho Region 2 was developed in conjunction with EMSI company and is used for career and college research as well.

To bring enriching activities to school, the Career Center works with University of Idaho student groups, the military, and others. For example, Career-to-Go events held in January 2020 were focused on career clusters and included Law Enforcement and Health Science. Community professionals were invited for each event to share their education levels and discuss their career paths with students.

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 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 and 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. 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.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

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
- Bear TV

Other Notes / Comments

2016-17 school year Career & College Ready Advisor, Renae Bafus, added .6 time.
2018-19 school year counseling center secretary, Kayce Gregory, was hired as a replacement.
2019-20 school year a third counselor, Wes Andrews, was added as a full-time staff member.

With the addition of the Canvas Learning Management System that was added due to COVID at the start of the 2020-21 school year, the Counseling Center staff would like to create an informational online class for each grade level to push out announcements and career/college related information to each student. With our new schedule, teachers only see students two times per week. Counselors typically visit classrooms to disseminate information, but this will be challenging this year with less in person class time available.

Please proceed to the Advising Plan Metrics – Template Part 2

Performance Metrics Instructions:

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

METRICS

Please Note: Due to school closures in Spring 2020, data for the 2019-2020 school year will be incomplete.

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

Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2019-20 Benchmarks (LEA Chosen 2020-21 Performance Targets)
# of high school students graduating with an associate's degree or a career technical certificate	95		88		80
% of students with learning plan created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100%
% of learning plans reviewed annual by grade level	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	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
	106	163	128	183	
% students who Go On to some form of postsecondary education within 1 year of HS graduation	65.0%		69.9%		65%

Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	
# students who Go On to some form of postsecondary education within 2 years of HS graduation	109	163			Not Required
% students who Go On to some form of postsecondary education within 2 years of HS graduation	66.9%		#DIV/0!		65%

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

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
FAFSA completions (from the FAFSA web data)	69%	59%	60%