Mackay Joint District #182

Continuous Improvement Plan

September 23, 2019
Mission and Vision - REQUIRED

Mission Statement
We, the community of Mackay Joint District #182, will empower each of our students to be prepared, successful and responsible citizens in a changing world.

Vision Statement
The Mackay School District community believes that people of character consistently demonstrate and act on the following values:

Trustworthiness – They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.

Loyalty – They support friends and their profession in good times and bad times on the basis of positive values.

Respect – They treat other people fairly, with tolerance, acceptance, and equity.

Compassion – They show compassion for the well-being of others and their environment through acts of caring, generosity, kindness, and service.

Citizenship – They contribute to the well-being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.

Work Ethic – They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they’ve learned to new endeavors.

Integrity – They understand, consider, and accept the impact and consequences of personal actions and decisions.

Belief Statement
We believe:
All students have the ability to learn.
Every student is unique and deserves the opportunity to achieve his/her potential.
Each student is responsible for his/her own actions and the resulting consequences.
Our size is our strength.
Nothing is impossible.
In opportunity for and acceptance for all people
In an emotionally, physically, and nurturing environment
In partnerships with parents, guardians, and community

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)
A committee exits to develop and review the Mackay Joint District #182 Continuous Improvement Plan which includes the College and Career Advising Plan and the Literacy Intervention Plan. The committee consists of parents, teachers, administrators, students, and one board member. Ongoing input is requested and collected throughout the school year through a variety of methods including board meetings, district and building level meetings, personal contacts, letters, the principal’s Parent Advisory Committee, and surveys.

Parent Notification of College and Career Advising and Mentoring Services
Parents are notified of the college and career advising and mentoring services and resources available to their children through Mackay Junior/Senior High School’s weekly newsletters, the school’s Facebook page, the district website, personal contacts, and email. Targeted events are held periodically at the school, and students participate in a variety of activities related to college and careers throughout the school year.

Parental Involvement in Students’ Individual Reading Plans
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 through a variety of methods which include letters, personal contacts, weekly newsletters, and targeted school events. Reading nights are held during the school year to discuss literacy and available programs and services. Summer school is available for students who need to improve their reading skills.

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

Computer Based Reading Skills Intervention (Journeys, AR Reading, and Star Reading) that includes phonemic awareness, decoding, sight words, vocabulary, fluency, phonics, and comprehension.

Small Group Instruction K – 3

Weekly fluency checks with Journeys Intervention program and classroom leveled readers K – 3

**Reading Interventions**

Reading interventions are addressed in the following manner:

Students in the Intensive Intervention Program will receive additional instructional time in reading skills during scheduled intervention times during the regular school day. An additional 45 hours of Summer School instruction, facilitated by certified teachers, will also be provided to the students in the Intensive Intervention Program. The areas of focus will be reading and decoding skills, fluency, language arts, and writing, with additional instruction in mathematics.

Professional development is offered to administrators, teachers, Title I personnel, and paraprofessionals. Mackay Elementary has two teachers who are trained as Common Core coaches, and all paraprofessionals are highly qualified.

The First, Second, and Third Grade classes exceed the required instructional hours, so an extended day is not necessary. One hour per day is spent teaching reading interventions in the regular classroom, which is in addition to the pull-out time of 2 hours per week.

**Collaborative Leadership**

All staff members are considered a team. The staff works together through meetings to focus on improving student results through data-based decision-making processes regarding curriculum, instruction, and professional development related to areas of need identified on the Danielson Framework. Teachers often share their expertise during in-service meetings pertaining to instruction, curriculum, technology, and student learning.

**Developing Professional Educators**

All teachers, with the exception of one teacher on an alternate route to certification, have successfully completed the Idaho Comprehensive Literacy course. Two teachers are trained to be Common Core coaches. Professional development is offered throughout the year, with a focus on improving literacy and effective teaching strategies. A variety of resources for
professional development are offered, including webinars, participation in various regional training opportunities, and bringing trainers into the district.

Effective Instruction and Intervention

Journeys Intensive Intervention Diagnostic and Placement tests, along with Core Phonics, IRI Scores, Star Early Learning Literacy and Star Reading Assessments are used to place students in appropriate groups for intervention support. All resources are found within the Journeys Intensive Intervention Program which is administered by the certified Title I teacher and highly qualified Title I paraprofessional. Additional support is provided in the classroom by the certified classroom teachers who use the Leveled Readers from Journeys to target students who are Below Level, On Level, and Advanced.

Mackay School District’s Comprehensive Literacy plan promotes quality instruction in the classroom, within small groups, and provides intensive intervention and extra support for students who have shown weakness in literacy development.

K-3 teachers have a strong understanding of language development. Support is provided through classroom teachers who create and continually revise units of instruction to better meet the needs of each student. Teachers use Istation to progress monitor students monthly and group students according to individual literacy needs.

Title I personnel work with classroom teachers to develop skills and provide additional support and materials to help at risk students. Weekly fluency progress is also shared with the classroom teachers.

Assessment and Data

Mackay School District #182 has one elementary school. Mackay Elementary School uses a variety of data sources when making instructional and intervention decisions. The current Literacy Intervention Program will utilize assessment results from the Istation, STAR Reading, beginning and end of the year benchmark tests from Journeys (Harcourt), CORE Phonics Surveys, ISAT, STAR Early Learning Literacy, and AR. Title I personnel administer the CORE Phonics Survey at the beginning, middle, and end of the year to monitor growth and progress.

Istation will provide data for identifying students at risk of reading difficulties in kindergarten through third grade. STAR Reading data is also used for identifying at risk students in grades 2-4. The CORE is administered to all students in kindergarten through third grade who score a 3 or 2 on the Fall Istation, and is also administered to students in grades 3-4 who score a BB or B on the ISAT. Utilizing the scores from the Fall Istation, students will be placed in different reading programs. If students score a 3 or 2 on the Fall Istation, they will be placed in an Intensive Intervention Program. If a student scores a 1 on the Fall Istation, the student will be provided with enrichment or grade level instruction in the classroom. If a Grade 4
student receives a 3 or 2 on the Spring IRI from the previous year, or if they scored a BB or B on the ISAT, they will be placed in the Intensive Intervention Program.

The Mackay School District has implemented Response to Intervention to identify struggling readers for intervention. RTI teams are incorporated into the plan. The RTI team consists of the Title I teacher, the Title I director, Special Education teacher, Administrator, and the classroom teacher.

Mile Posts is utilized to create individual learning plans, manage interventions, and monitor achievement of every student. Teachers are able to access all student information and have access to any information regarding assessments and intervention plans.

Teachers are encouraged to increase differentiated instruction in the classroom through the use of leveled readers. They are also encouraged to provide more writing experiences.

**Intervention Time Embedded in Regular School Day for Grades K-4**

**Kindergarten**
Required Hours = 450  
Actual Hours = 479

Kindergarten students enrolled at Mackay Elementary attend 479 hours per school year. In the morning Kindergarten class, the regular classroom teacher spends 4 hours a week providing intensive intervention in the regular classroom. The literacy paraprofessional provides additional support from 10:15 – 11:30 a.m. In addition, one hour per week students are pulled out in intervention groups of 4. In the afternoon, a paraprofessional spends 12 hours per week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 216 hours  
Summer School hours spent on intervention = 45 hours

**Grade 1**
Required Hours = 810  
Actual Hours = 903
First Grade students enrolled at Mackay Elementary attend school for 903 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 4 students from 10:15-10:45am daily and another group of 3 students on Tuesdays and Thursdays. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. The regular classroom teacher and literacy paraprofessional spend an additional 2 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 216 hours
Summer School hours spent on intervention = 45 hours

Grade 2
Required Hours=810  
Actual Hours =903

Second Grade students enrolled at Mackay Elementary attend school for 903 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 4 from 9:15-9:45am daily and a second group of 3 on Tuesdays and Thursdays. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. The regular classroom teacher spends an additional 4 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 216 hours
Summer School hours spent on intervention = 45 hours

Grade 3
Required Hours=810  
Actual Hours =903

Third Grade students enrolled at Mackay Elementary attend school for 903 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 4 from 9:15 – 9:45am daily. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. The regular classroom teacher and literacy paraprofessional spend an additional 4 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular
classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, and additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 288 hours
Summer School hours spent on intervention = 45 hours

Grade 4
Required Hours=810
Actual Hours =926

Fourth Grade students enrolled at Mackay Elementary attend school for 926 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 4 from 9:15-9:45am daily. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. The regular classroom teacher spends an additional 2 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students that score a basic or below basic on the ISAT 2.0.
Average school year hours spent on intervention = 144 hours
Summer School hours spent on intervention = 45 hours

Critical Literacy Skills:
Journeys Intensive Intervention Program and the regular class room reading program using leveled readers places emphasis on the following skills:

- Phonemic Awareness—Phonological Awareness, Phoneme Deletion, Phonological Segmentation
- Vocabulary—Content Knowledge, Schema, Life Experience, Fluency, Phonics, Phonemic Segmentation
- Comprehension—Language Skills, Vocabulary, Fluency, Background Knowledge, Meta Cognition
- Fluency—Oral Reading Rate, Accuracy, Prosody, Decoding, Phonemic Awareness
- Phonics—Alphabet Skills, Short Vowels, Digraphs, Blends, Long Vowels, Variant Vowels, Multisyllabic

Parent Involvement:
All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process. A meeting was held with
parents, and the components of the Literacy Intervention Program were addressed. Parents were invited to make any revisions or make comments during this meeting.

Parents are invited and encouraged to become involved through literacy activities, attendance at parent teacher conferences, and letters sent home with suggested ideas for reading. Flash cards are sent home for vocabulary, and we both read sheets are sent home. Students are asked to identify the title, author, how many minutes they read, and if they had AR tested on the book. When the completed sheets are brought back to school, the students receive an incentive for bringing back completed forms. Parents are also encouraged to read with their children every night. In addition, parents sign a parent/teacher/contract. Parents can also attend a reading night with reading focused games and incentives

Parents of any student in Grades K-3 will be provided with a written document informing them of their child’s Istation score. Each classroom teacher will be responsible to communicate this information to parents. Each parent of a student scoring a 3 or 2 on the Fall Istation will be encouraged to have their child participate in an Intensive Intervention Program. Each parent will be informed about what interventions are being used through a parent meeting, handouts, and letters. Parents will be informed of the progress students are making through letters, phone calls, and meetings. Parents will be encouraged to contact the teacher and intervention personnel at any time. Contact information will be provided to parents.

<table>
<thead>
<tr>
<th>Model Name</th>
<th>Additional Details</th>
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<tbody>
<tr>
<td>X School Counselor</td>
<td>Added a .25 FTE Counselor for 2019-2020</td>
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<tr>
<td>X Teacher or paraprofessional as advisor</td>
<td>16 hours per week advisor</td>
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<td>Near Peer Mentoring / Mentoring</td>
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<td>Virtual or Remote Coaching</td>
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<td>GEAR UP</td>
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<td>Transition Coordinator</td>
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<td>Student Ambassadors</td>
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<td>HYBRID (please list all models used in Details)</td>
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Instructions: The 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.
Advising Program Summary - REQUIRED

During the 2018-2019 school year, a College and Career Advisor worked approximately 20 hours per week and attended trainings including IDLA, CIS, SAT, Advanced Opportunities, CCTI and college open houses. College, career and military presentations were given by professionals. College Application Week was planned and implemented with funding for prizes. Parent/Student night was planned to provide students entering grades 7-12 with information about Advanced Opportunities and school specific programs. Students in grades 9-12 were given the opportunity to attend the Idaho State University Tech Expo, and students in Grades 11 and 12 visited Idaho State University main campus. The school’s Academic Advisor gave presentations in advisory classes and met with many students one on one regarding FAFSA, scholarships, placement tests (SAT/ACT, PSAT/NMSQT, ASVAB), college applications and career options. In addition, students are involved in writing resumes and participating in interviews in some of their high school courses.

The program will be continued for the 2019-2020 school year with additional emphasis on the PSAT/SAT program. The College and Career Advisor attended training in June 2018 on more effectively implementing the use of the PSAT/SAT program in the school including preparation for the test, alignment with standards, and use of data for students, parents, and teachers. Since Mackay Junior/Senior High School has limited options for advanced courses, the College and Career Advisor will continue to attend the Advanced Opportunities Conference.

The Advisor also attended PowerSchool User’s Group training in July 2019 which provided knowledge on setting up graduation requirements and tracking student progress.

Mackay School District hired a .25 FTE counselor for the 2019-2020 school year. The counselor’s expertise will be used to support students in this area.

Other Notes / Comments

2019-2021 Goals

I. Academic Achievement: The District shall provide opportunities to improve the academic achievement of all students.

A. College and Career Readiness

1. All students will be college and career ready at graduation.

   a. Incorporate essential knowledge and skills (i.e. academic skills, communication, and problem solving in all courses)
b. Analyze national, state, and district assessments including ISAT, PSAT, SAT, ASVAB, NMSQT, etc.
c. Support industry testing and certification
d. Utilize career and college advisor
e. Include part-time counselor in program

B. All students will be prepared to transition from elementary school to junior high and from junior high to high school.

1. Align curriculum to Idaho adopted standards
   a. Offer a rigorous, standards-based curriculum
   b. Analyze student achievement and growth data
   c. Administer formative and summative assessments
2. Provide curriculum differentiation
   a. Utilize Problem Solving/RTI teams at each school
   b. Offer enrichment and advanced learning opportunities
   c. Offer intervention and remediation opportunities
   d. Support and encourage teachers to add teaching endorsements

C. Teacher engagement will be increased.

1. Number of hours of job embedded professional development will be increased.
2. % of new teachers (within first 3 years) assigned a mentor/participated in a district mentor program will remain at 100%.
3. Professional development time completed outside of contract hours will be compensated per board directive.

D. Technology

1. Incorporate technology to improve learning and school safety
   a. Promote digital learning
   b. Utilize available technology to promote district accountability and communication
   c. Update and use technology effectively to address school safety

E. School Climate

1. Continue implementation of PBIS (Positive Behavioral Supports and Interventions) District-wide.
### Report of Progress – Academic Achievement

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evidence</th>
<th>Target Met</th>
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<tbody>
<tr>
<td>100% of students will participate in digital citizenship education and grade level relevant keyboarding skills education/practice.</td>
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<tr>
<td>100% of school level staff will receive training in digital citizenship.</td>
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<tr>
<td>100% of students will be engaged in constructive learning experiences that are enhanced and maximized by technology.</td>
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<td>Electronic reporting data, including grade reports to parents and the state will be complete, accurate, and timely.</td>
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<tr>
<td>Support more effective utilization of PowerSchool and Mileposts.</td>
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<tr>
<td>Implementation of PBIS and SWIS data software</td>
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#### II. Parent, Student, Staff, and Community Communication and Participation:
The District shall communicate effectively with students, staff, parents, and other community members.

### REPORT OF PROGRESS

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evidence</th>
<th>Target Met</th>
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<tbody>
<tr>
<td>Continue to update and revise the district website to include ADA requirements and more timely and pertinent information.</td>
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<td>Maintain a two-way communication plan utilizing multiple methods of information delivery (Print, digital, newspaper, handbooks, calendar, phone, etc.)</td>
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<tr>
<td>Train students, parents, staff, and patrons to use the systems effectively.</td>
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<td>Research and implement best communication practices.</td>
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<td>Provide opportunities for parents and</td>
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I. **Fiscal Responsibility:** Using sound budget practices and quality use of resources, the Mackay School District will remain fiscally sustainable operating within its means while providing the needs of all staff and student members.

### REPORT OF PROGRESS

<table>
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<th>Goal</th>
<th>Evidence</th>
<th>Target Met</th>
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<tbody>
<tr>
<td>The District will retain a minimum of 3-6 months of operating expenses.</td>
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<td>The District will strengthen internal accounting controls by correcting and eliminating all audit findings.</td>
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<tr>
<td>The District will review the 5-10 year Maintenance and Facility Plan to anticipate future expenditures.</td>
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<td>The District will conduct a “needs assessment” related to possible future expenditures.</td>
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<td>The District will continue to investigate grant writing and its related policies, procedures, and possibilities.</td>
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<tr>
<td>The District will address the possibility of doing in-house maintenance of buses including construction of a bus maintenance facility.</td>
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II. **Provide a Safe and Secure Environment:** Based upon available funding and our five-year maintenance and facility plan, Mackay School District will ensure a safe and attractive facility and grounds.

### REPORT OF PROGRESS

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<th>Goal</th>
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<th>Target Met</th>
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<tr>
<td>Conduct annual walk-throughs via inspections and evaluations of facilities to ensure safety and enable future planning.</td>
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<tr>
<td>Eliminate facility or grounds safety audit findings.</td>
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<td>Promote proper health standards through utilization of the District’s Wellness Policy and best practices.</td>
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<td>Continue to review and update the Crisis Manual with staff and local law enforcement agencies.</td>
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<td>Adjust Crisis Manual to reflect common vocabulary suggested by the state.</td>
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<td>Conduct routine fire, earthquake, evacuation, etc. drills</td>
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<tr>
<td>Implement “buzz in” system at Mackay Elementary and Mackay Junior/Senior High School.</td>
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<td>Plan to use a School Resource Officer in the District.</td>
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III. Continuous Improvement: The District shall implement practices and procedures that promote continuous improvement in the organization.

REPORT OF PROGRESS

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<tr>
<th>Goal</th>
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<tr>
<td>The Board and Superintendent will execute the Continuous Improvement Plan with support from district staff.</td>
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<tr>
<td>The Continuous Improvement Plan will be reviewed and updated annually.</td>
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<tr>
<td>The District will comply with state and federal laws.</td>
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<tr>
<td>The Board will review and update policies and procedures periodically and as recommended by the Idaho School Board Association.</td>
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<tr>
<td>The Board and Superintendent will attend training provided by the Idaho School Board Association.</td>
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Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.