

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan to the State Board of Education by sending it to plans@osbe.idaho.gov.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; changes are effective July 1, 2021. The amended section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district’s report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year’s improvement goals.”

In addition to the CIP requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

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POSTING / SUBMITTING YOUR PLAN

- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to plans@osbe.idaho.gov in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

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

2021-2022 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement 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.

The Continuous Improvement 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:

- 2021-22 Continuous Improvement Plan Narrative – Template Part 1
- 2021-22 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two 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 Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet both of the following qualifications, you do not need to submit a new Continuous Improvement Plan (CIP) Narrative for 2021-22:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2020-21, or you are continuing a previously granted narrative exemption.

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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 web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators 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	#135	Name: Notus School District	
Superintendent	Name: Tana Kellogg		Phone: (208) 459-4633
	E-mail: kelloggt@notusschools.org		
CIP Contact	Name: Tana Kellogg		Phone: (208) 459-4633
	E-mail: kelloggt@notusschools.org		

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

Mission and Vision - REQUIRED

Mission

The Mission of the Notus School District, in partnership with the community, is to engage students and staff as continuous learners with academic, life skills, and serviced oriented opportunities, so we present our best selves beyond our doors.

Vision

The Vision of the Notus School District is to challenge and inspire one another to be our best academically and socially, modeling our values of respect, responsibility, collaboration, and celebration

Elementary Goals

- 1.) The number of proficient students (grades 3-6) on the Math and ELA Spring 2022 ISAT will score within 10% of the state average. An examination of Spring 2019 ISAT data will include year to year grade level comparisons, student cohort data, and individual growth data to set goals for 2021 ISAT.
 - a.) ISAT Specific Data Goals will be established at September PD
 - b.) Monthly Data Analysis of Intertim Block Data
 - c.) Monthly checks with Principal and General Ed Teachers (3-6)
 - d.) Collaboration with Instructional Coach and General Ed Teachers (3-6)
- 2.) To reduce the number of minor/major office referrals by 10% in the 2021-2022 school year as recorded in student information system. (SWIS)
 - a.) Utilize monthly PBIS meetings to analyze data
- 3.) Overall student achievement will increase by more students scoring proficient and less students needing strategic intervention as measured by AIMSWEB Plus, iStation (IRI), and ISAT assessments.
 - a.) This data will be analyzed on the following dates:
 - i.) 9/18 (PD), 9/28(PLT), Week of 10/16 (Data Meetings), 10/26 (PLT), 11/16 (PLT), and 2nd Semester dates
- 4.) During the 2021-2022 school year, Notus Elementary will build a stronger partnership with parents in the community to ensure that we are all working towards a common goal to increase student achievement.
 - a.) Literacy Plans for students below benchmark
 - b.) Parent Workshops

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- c.) Pirate Learning Center Partnership
- d.) Family Engagement Evening Events
- e.) Community Schools Framework
- 5.) Notus Elementary Kindergarten through Third Grade students will meet or exceed state proficiency percentages on the May iStation. The team will continue to implement research based vocabulary, phonics, and phonemic awareness direct instruction and small group, data driven instruction will support our tier 2 and tier 3 learners.

Secondary Goals

1. 90 percent of Notus High School seniors will complete Common App before the end of the first semester.
2. Notus Jr. Sr. High School will provide intervention opportunities for all students receiving failing grades.
3. Notus High School will identify additional dual credit offerings that can be added to the schedule for the 2022-2023

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Community Involvement - REQUIRED

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

The Notus District involves parents through Notus Elementary and Notus Jr. Sr. High School Parent Advisory Committees during the school year the parent committees reviewed and discussed the School Wide Improvement Plans from each building and gave feedback and comments regarding needs assessments.

Notus students were also provided opportunities for feedback and input in developing the school and district improvement goals.

The Board of Trustees and public participation is solicited throughout the entire process.

Parent Notification of College and Career Advising and Mentoring Services

College and Career advising plan and Literacy Intervention plans are also reviewed and discussed through our parent organization meeting. Information is provided through our district website and through our two current Facebook pages for Notus Elementary and Notus Jr. Sr. High School.

Parents are also provided with information and a chance to add comments at annual events that are held at both schools. Those events include parent teacher conferences, math and science night, senior project presentation night as well as senior project planning night for parents.

Parental Involvement in Students' Individual Reading Plans

During Fall Parent Teacher Conferences in September, teachers and the principal will meet with each parent that has a student that is below grade level on the IRI. During this conference time, the teacher, parent, and principal will review the student's literacy plan that will be formally written. The team will review the literacy plan and gather signatures from all that were involved. The literacy plans will be closely monitored throughout the year and progress monitoring data from AIMSWEB Plus will be used. After the winter IRI assessment, literacy plans will then be formally amended to reflect goals met and goals needed.

Information regarding all three plans are presented through school website, Facebook pages, patron newsletters, as well as handout and emails that are sent to parents.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

During the school year, students are first identified needing additional reading intervention utilizing the Idaho Reading Indicator (IRI) Fall measure. During the fall assessment window, students that are below Level 3 are identified and placed into reading intervention groups. Students that have scored Below Basic (1) on the IRI receive an additional 60 hours of intervention and students that have scored Basic (2) on the IRI receive an additional 30 hours of intervention. The time will be closely monitored by attendance tracking and various incentives offered to students to actively participate in the additional time spent in reading intervention. Throughout the year, staff also closely monitors students utilizing progress monitoring tool of AIMSWEB plus.

Reading intervention for students below the 25th percentile will receive an additional support in reading intervention at a minimum of 30 minutes per day. Students will also be identified with progress monitoring data from AIMSWEB plus. During the intervention, students will utilize the following curriculum: SIPPS (Kindergarten – 2nd Grade), Phonics for Reading and Read Naturally (2nd Grade – 3rd Grade), and REWARDS (4th Grade – 6th Grade). Students participate in reading intervention during the school day in addition to their core reading instruction and are being pulled out by a qualified Title I Para educator. Students that are Below Basic (1) on the IRI will receive additional intervention time before school starts. The intervention plans are designed and monitored in a collaborative manner by the administration, Title I teaching team, and the MTSS (RTI) team.

During Fall Parent Teacher Conferences, the teachers and principal will meet with each parent that has a student below grade level on the IRI. During this conference, the teacher, parent, and principal will review the student's formal literacy plan and signatures will be gathered. The literacy plans will be closely monitored throughout the year, and progress monitoring data from AIMSWEB Plus will be used. After the winter IRI assessment, literacy plans will be formally amended to reflect goals met and goals needed.

Kindergarten – 3rd Grade that received Below Basic or Basic on the IRI receive the following intervention services:

Kindergarten:

30 Minutes day/4 days a week of Small Group Instruction taught by Title I Para educator, SIPPS and Letter Name/Letter Sound Pre-Teach/Re-Teach, beginning September 7, 2020 until May 20, 2021.

Students (Below Basic) will also receive direct reading intervention by General Ed Teacher 20 minutes/day/4 days a week, using CORE Curriculum re-teaching components, beginning September 7, 2020 until skills are mastered.

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Students also received reading intervention in the after-school program – 30 minutes day/4 days a week - SIPPS and Letter Name/Letter Sound Pre-Teach/Re-Teach

*In Addition to 90 minutes of Core Reading

Instruction 1st Grade:

30 Minutes of Small Group Instruction taught by Title I Para educator, SIPPS beginning September 7, 2020 until May 20, 2021.

30 Minutes of Small Group Instruction taught by General Ed Teacher, Pre-Teach/Re-Teach Imagine It! Curriculum, beginning September 7, 2020 until May 20, 2021.

30 Minutes of Small Group Instruction, explicit phonics instruction taught by Title I Para educator and Principal beginning Fall 2020 until May 20, 2021

Students Below Basic & Basic will also receive direct reading intervention - small group instruction by Title I Para educator with an emphasis on fluency before school starts 20 minutes a day/4 days a week starting in October of 2020.

*In Addition to 90 minutes of Core Reading Instruction

2nd Grade:

30 Minutes day/4 days a week of Small Group Instruction taught by Title I Para educator, Phonics for Reading &/or Read Naturally beginning September 7, 2020 until May 20, 2021.

30 Minutes day/4 days a week of Small Group Instruction taught by General Ed Teacher, Pre-Teach/Re-Teach Imagine It! Curriculum, beginning September 7, 2020 until May 20, 2021.

30 Minutes day/4 days a week of Small Group Instruction, explicit phonics instruction taught by Title I Para educator beginning Fall 2020 until May 20, 2021.

Students Below Basic & Below also received reading intervention in the after-school program – 30 minutes day/4 days a week – Phonics for Reading, beginning September 7, 2020 until May 20, 2021.

*In Addition to 90 minutes of Core Reading

Instruction 3rd Grade:

30 Minutes day/4 days a week of Small Group Instruction taught by Title I Para educator, Phonics for Reading &/or Read Naturally beginning September 7, 2020 until May 20, 2021.

30 Minutes day/4 days a week of Small Group Instruction taught by General Ed Teacher, Pre-Teach/Re-Teach Imagine It! Curriculum, beginning September 7, 2020 until May 20, 2021.

30 Minutes day/4 days a week of Small Group Instruction, explicit phonics instruction taught by Title I Para educator and Principal beginning September 7, 2020 until May 20, 2021.

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Students (Below Basic) also received reading intervention in the after-school program – 30 minutes day/4 days a week – Phonics for Reading, Level 2, beginning September 7, 2020, until May 20, 2021.

Students (Below Basic) also received direct reading intervention- small group instruction by Title I Para educator before school started 20 minutes a day/4 day a week

*In Addition to 90 minutes of Core Reading Instruction

In analyzing student achievement data, it is apparent that professional development is necessary to develop criteria and expectations for explicit reading and vocabulary instruction. The school leadership has established a Professional Development plan to support the necessary need for explicit reading and vocabulary. The principal and instructional coach will explicitly plan and implement formal walkthroughs to analyze reading (core) instruction and reading intervention.

The school teaching team is also fully committed to academic goals in literacy with a strong emphasis in CORE phonics, sight words, and fluency that are aligned with the SWIP goal for Notus Elementary to increase overall student achievement.

Fortunately, students' kindergarten through eighth grade will also be given the opportunity to participate in an after-school program that is funded by the 21st Century Grant. Students will be identified first that need additional reading support. The program will be available September through May for each student. The certified teaching staff will provide direct small group reading intervention and closely monitor progress with research-based assessments and AIMSWEB plus.

The school leadership team and Parent Advisory Team will closely monitor the comprehensive literacy plan by analyzing literacy data in AIMSWEB plus, CORE Phonics Survey, classroom assessments, and walk-through data.

Comprehensive Literacy Plan Alignment - REQUIRED

The Notus School District will continue to support the essential elements of the Idaho Comprehensive Literacy Plan.

Collaborative Leadership:

The district principals established a school leadership teams during the 2015-2016 school year and have continued the shared leadership philosophy. The leadership team is facilitated by the school principal and has teacher leaders that represents other teachers similar to their grade level and/or department. The school leadership team focuses on student achievement data, data informed decision making, school and district goals, and supports the learning at the school and district level. The district also participates in professional learning communities. The professional learning communities meet weekly with an instructional focus at a collaborative level.

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Notus Elementary takes great pride in establishing a partnership with their Parent Teacher Organization and community opportunities. For the 2021-2022 school year, Notus Elementary will host a family reading night in November and a Dr. Seuss Literacy Night in March of 2021. The Notus School District has also collaborated with the local public library to support reading outside of school. This year the district applied for additional funding with Community Schools Grant and Idahoaeyc (Preschool the Idaho Way) to support parenting workshops with an emphasis on healthy habits and foundational skills and support. This school year, the teaching staff is also committed to hosting Student Spotlight nights that will spotlight student growth in literacy and in math with Mastery Ed Experiences supported by the Idaho Mastery Education Network Grant.

During the 2015-2016 school year, Notus Elementary established a partnership with the local preschool to support their early literacy program and provide support. The partnership created an opportunity for incoming kindergarten parents to participate in a monthly workshop. The elementary principal anticipates a continuation of this program for the community. This partnership has also developed into a Treasures Playschool program for four-year-olds funded by the Idahoaeyc grant.

Developing Professional Educators:

During the 2021-2022 school year, the professional development focus will be on formative assessment (learning targets), explicit reading and vocabulary instruction, and mastery-based education. The school leadership has established a Professional Development plan to continue to support the necessary need for explicit reading and vocabulary instruction.

During the 2018-2019 school year, Professional Development at the elementary level was on explicit reading instruction that was provided by Lori Ferguson with the Capacity Builder project. The emphasis was on phonological awareness, phonics, decoding, text comprehension, fluency, and other reading foundational skills. We still continue to utilize this knowledge and best practices to support learning.

Teachers will be expected to explicitly teach their reading curriculum with fidelity and provide additional resources as needed to support the Common Core standards. The elementary principal continues the focus and accountability on explicit reading instruction and monitor the implementation with student achievement data. The school teaching team is also fully committed to academic goals in literacy with a strong emphasis in CORE phonics, sight words, and fluency that are aligned with the SWIP goal for Notus Elementary to increase overall student achievement.

Notus School District includes all para educators in Professional Development opportunities. The district leadership expects teaching staff to be life-long learners and support one another in learning.

The Notus School District has also worked strategically to establish a NSD Mentoring Program. The mentoring program supports staff in their first three years of teaching and if they are new to Notus School District. The mentors provide support as outlined in *Supporting Beginning Teachers* by Marzano research.

Effective Instruction and Interventions:

The Notus School District is also currently seeking certification in becoming a Highly Reliable District (Marzano). During the 2018-2019 school year, Level 2: Effective Teaching in Every Classroom was awarded to NSD. Building principals and professional learning community teacher leaders will help support the accountability of best practices and effective instruction. Building principals and

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instructional coaches will collect informal walkthrough data to monitor learning targets, essential questions, and student engagement. The data collected will be shared and goals will be created and monitored.

Notus School District will continue to support reading interventions kindergarten through eighth grade. Notus Elementary will also utilize Imagine Learning for our identified EL learners.

During the 2015-2016 school year, the school district adopted Lucy Calkins writing curriculum to support writing instruction Kindergarten through Sixth Grade. The principals provide collaboration time during professional learning communities and staff collaboration to support implementation of the writing curriculum. Calkins research-based curriculum supports literacy across all content areas. The school teaching team is also fully committed to academic goals in writing and utilizing the writing curriculum with fidelity that are also aligned with the SWIP goal for Notus Elementary to increase overall student achievement.

To support the intervention support needed for EL learners, the LEP Support Team has established an ELP (English Language Plan) for each EL learner. The ELPs are aligned with the WIDA standards.

Standards and collaborative efforts took place between the LEP support staff and certified teachers to ensure academic support.

Notus School District will create individualized intervention plans to mainstream all academic and behavioral data on students below grade level (benchmark). The administration is also anticipating capturing assessment data in Unified Classroom (PowerSchool). These plans will be closely monitored during MTSS (Multi-Tiered System of Support) meetings and quarterly data analysis meetings.

Assessment and Data:

During the 2021-2022 school year, the Notus School District will utilize AIMSWEB plus for students' kindergarten through sixth grade. AIMSWEB plus will provide student achievement data to progress monitor students below the benchmark and provide benchmark data three times a year. Certified teachers will also conduct various reading assessments (i.e. CORE Phonics Survey, San Diego Quick, Phonological Awareness Screener, and classroom assessments) to closely monitor each student literacy plan.

The Notus School District also utilizes NWEA MAP assessments sixth grade through tenth grade in both reading and math. These assessments are conducted three times a year and the data is strategically analyzed by the building principals, school leadership teams, and teachers.

During the 2021-2022 school year, the Notus School District will also conduct ELA and Math Interim assessments to provide additional assessment data and familiarity to the ISAT.

Overall, the building principals at both elementary and secondary levels continue to utilize student achievement data to make data informed decisions to ensure quality instruction is taking place in every classroom.

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,

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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

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

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Detail)	School Counselor, part- time college and career counselor, paraprofessional as advisor, and GEAR UP support

Advising Program Summary - REQUIRED

Notus School District will employ a part-time Career and College Ready Adviser (classified) for grades 7-12 to work closely with our Secondary school counselor (Certified). The adviser will be paid through Career and College funds. The expectation is that this person will focus on CIS and help student prepare their 5 and 6 year plans prior to entering high school.

They will establish connections with local and regional post-secondary schools, be knowledgeable about post-secondary training and develop programs to support students in grades 7-12. They will be effective in communicating to parents and students, present ideas and demonstrations that will be applicable with each grade level.

They will also coordinate with the secondary counselor in communicating scholarship opportunities, FASFA night presentations, and career opportunities for Notus students.

All Grades:

- Notify students and parents on college and career opportunities through GEAR UP, IDLA, Dual Credit courses on campus and off, Advanced Opportunities and CTE programs annually through student handbook, website, parent meetings and brochures.
- Help student form realistic goals for college/career and provide opportunities to meet those goals within classroom curriculum and advisory period.
- Student plans are developed, reviewed, and updated annually.

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Grades 7-12:

Course Registration Presentations and 4/6 Year Planning: Counselor meets with all students during Advisory. 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 4/6-year plans. Return copy of 4/6 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 4/6 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 7 TRANSITION- SPRING:

Orientation at Notus High School for 7th grade students and parents conducted by the counselor and College and Career Advisor. Graduation requirements and important considerations reviewed in large group presentation; students and parents tour the building and meet teachers and faculty, counselor and College and Career Advisor answer questions regarding course selection, 4-year planning, dual credits, etc. * Coincides with registration week for the 7th and 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, students assisted with planning dual credit coursework based on goals, interests and 4-year plan, students assisted with online registration and completion of paperwork.

College and Career Night- FALL:

Representatives from Idaho colleges, as well as regional and selective colleges, workforce training, and the armed forces present informational sessions to students and parents, as well as provide materials at booths. This may be done virtually or on site.

Financial Aid Night- FALL:

Presentation by Financial Aid Director of local college/university regarding types of financial aid, the FAFSA, planning for and paying for college and resources.

Access Period Enrichment Offerings - ONGOING:

College admissions representatives, University program/school representatives and industry/professional representatives are invited to meet with interested students throughout the year. Students 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. Advisory 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.

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Campus Visits and Field Trips - ONGOING:

Interested students can sign up to tour regional campuses and or participate in a local college fair. Tours occur in the fall and spring and include academic and professional technical programs

Grades 10 and 11: PSAT- FALL:

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

Review individual score reports with students.

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

Grade 11: Junior Year Planning - WINTER/SPRING:

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

Grade 11: SAT- SPRING:

Organize and facilitate online registration, meet with students during Advisory, 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 Notus Jr. Sr. High School teachers.

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 Apply Idaho and Scholarship websites. (Most of this is completed during Senior Seminar)

Senior Year Planning - FALL:

Present to all seniors in Advisory, cover senior year "To Do" list, college selection and applications, college visits, admission requirements, procedure for letters of recommendation, Idaho Direct Admissions Initiative, Dual Credit, using the Apply Idaho, Western

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Undergraduate Exchange, Financial Aid and the FAFSA, resources for finding scholarships, SAT/ACT/retakes, workforce and career planning supports available, etc. Counselors meet with seniors on an ongoing basis as requested to review essays, applications and supplemental requirements.

College Application Week - FALL:

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

College Application Essays:

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

Career & Technology Education Technical Skills Assessment

Senior students who are enrolled in a two-year COSSA program are expected to take the Industry Certification exam

Notus Jr. Sr. High School is also fortunate to participate in the GEAR UP. This opportunity has provided additional resources and established partnerships with institutions of Higher Education.

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Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2021-22 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.