

BLISS SCHOOL COMBINED DISTRICT PLAN

School District	# 234	Name: Bliss
Superintendent	Name: Kevin Lancaster	Phone: 208-352-4445
	E-mail: kevin.lancaster@bliss234.org	
Plan Contact	Name: Kevin Lancaster	Phone: 208-352-4445
	E-mail: kevin.lancaster@bliss234.org	

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

Our Mission:

Our mission is to ensure a safe, secure environment, which provides quality educational opportunities for students, challenging them to become life-long achievers and contributing citizens.

Our Vision:

We Believe...

- That a **SAFE ENVIRONMENT** conducive to learning should be provided.
- That educators should maintain **CLASSROOM DISCIPLINE** where students shall accept responsibility and be held accountable for their actions and work
- The **BASIC VALUES** of honesty, self-discipline, unselfishness, cultural diversity, and respect for authority should be emphasized.
- That the basic skills should be taught to help students **COMMUNICATE EFFECTIVELY.**
- That **BASIC CURRICULUM** must be taught to prepare students for vocational and post-secondary education
- That **WORKFORCE SKILLS** should be taught.
- Students should acquire skills to be **RESPONSIBLE, PRODUCTIVE, INFORMED CITIZENS** in their homes, schools, community and country.

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	44%	47%
Female	56%	53%
White	59%	57%
Black/African American	0	0
Asian	0	0
Native American	0	0
Hispanic/Latino	37%	42%
Free/Reduced Lunch Program	82%	80%
Received Special Education (IEP Students)	13%	12%

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

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

Community Involvement - REQUIRED

Bliss School District has always had an open door and invitation for parents and patrons to give input on the direction and improvement of their school. Recently we have changed the approach to parent/teacher conferences by inviting students and parents to attend a dinner provided by the school and teaching staff. During this open house, parents are invited to give written input on teachers and their concerns for the district. There is also opportunity to meet with the individual teachers with questions or concerns. This input along with other informal ways of communication about the school are always considered by the administration and Board when making plans for the future improvement of Bliss School.

Beginning August, 2018 there will be a survey posted on the home page of our website for parents to complete and submit to the school for additional input on the improvement and progress of the school.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	“High Contact Program Model”	
	Teacher or paraprofessional as advisor	Emily Kamphaus
	Near Peer Mentoring / Mentoring	Emily Kamphaus
	Virtual or Remote Coaching	Emily Kamphaus
	GEAR UP	Emily Kamphaus
	Transition Coordinator	Emily Kamphaus
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Advising Program Summary - REQUIRED

Summary of College and Career Advising Plan

Training will be provided for the staff member hired to perform the duties of the Career Advisor. With the training we will be able to refine our plans for the career advising but will follow these general guidelines:

- Grades 8-12 will all receive and review at least annually their Learning Plans
- Grades 8-12 will be advised of options provided through recent legislation related to college and career readiness
- Grade 8 students and parents will develop learning plans
- Grades 9-12 will individually review learning plans and adjust accordingly
- Grades 11-12 will be involved with on campus visits from various groups (military, professional-technical, and traditional post-secondary institutions)
- Grade 12 will participate in on-campus group and personal visits.

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION A

District #	234 District Name: Bliss
------------	--------------------------

METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	1	8	1	5	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	12.50%		20.00%		7.5 percentage points	
	% students participating in one or more advanced opportunity					0 percentage points	
	% CTE track HS students graduating with an industry-recognized certification					0 percentage points	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					0 percentage points	
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	
	4-year cohort graduation rate	100.00%		100.00%		0 percentage points	

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	
		10	100.00%	10	100.00%	0 percentage points	
		11	100.00%	11	100.00%	0 percentage points	
		12	100.00%	12	100.00%	0 percentage points	
		# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
	0	10	1	5			
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	0.00%		20.00%		20 percentage points	
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
	2	10	1	5			
% students who Go On to some form of postsecondary education within 2 years of HS graduation	20.00%		20.00%		0 percentage points		
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	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	1	9	3	12			
	% students who scored proficient on the 8th grade math ISAT	11.11%		25.00%		13.89 percentage points	

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	7	9	8	12	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	77.78%		66.67%			
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	3	15	2	7	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	20.00%		28.57%			
	# students who scored proficient on the 6th grade ELA ISAT	7	15	1	7	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	46.67%		14.29%			
	# students who scored "proficient" on the Kindergarten Spring IRI	6	8	8	10	Not Required	Not Required
% students who scored "proficient" on the Kindergarten Spring IRI	75.00%		80.00%		5 percentage points		
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Grade 1 Spring IRI	6	8	5	10	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	75.00%		50.00%			

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	7	13	7	12	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	53.85%		58.33%			
	# students who scored "proficient" on the Grade 3 Spring IRI	8	8	8	8	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	100.00%		100.00%			
NOTES:							

COMBINED DISTRICT PLAN (2018-2019)

METRICS - TEMPLATE PART 2 - OPTION A

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of high school seniors who completed the FAFSA	40%	100%
% of high school seniors who applied to at least one post-secondary institution	20%	50%
NOTES:		

Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	16%	25%
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	100%	80%
NOTES:		