

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

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

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

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

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

POSTING / SUBMITTING YOUR PLAN

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

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Combined Plan, including a link to the charter school's report card, may submit their performance certificate in lieu of part or all of the Combined Plan.

2019-2020 Templates for the Combined District Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.

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

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

- 2019-20 Combined Plan Narrative – Template Part 1
- 2019-20 Combined Plan Metrics and Demographics – Template Part 2
- 2019-20 Combined Plan- Literacy Budget – Template Part 3

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

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

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

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you need to submit a new Narrative. If you meet both of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2019-20:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2018-19.

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

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

Please note: The Metrics and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called "Determining which Templates to Use" on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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NARRATIVE - TEMPLATE PART 1

District vs. School Plans

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

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

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

FUNDS FOR TRAINING

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

ADDITIONAL RESOURCES

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

COMBINED DISTRICT PLAN (2019-2020)

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NARRATIVE - TEMPLATE PART 1

School District	# 342	Name: Culdesac Joint
Superintendent	Name: Alan G. Felgenhauer	Phone: 208-843-5413
	E-mail: alanf@culsch.org	
Plan Contact	Name: Alan G. Felgenhauer	Phone: 208-843-5413
	E-mail: alanf@culsch.org	

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

Mission and Vision - REQUIRED

MISSION STATEMENT:

The mission of Culdesac Joint School District is to instill our students with the knowledge and skills to become lifelong learners and contributing members of society.

VISION STATEMENT:

To provided knowledge, skills and direction for a successful tomorrow.

2019-2020 SMART GOALS:

1. On ISAT assessments, student proficiency will increase by 5 percent and the percent of students who score basic will decrease by 5 percent.
 2. 75 percent of all students will meet or exceed their personal expected growth rates in MAP testing for math and ELA.
 3. Teachers will complete Self-Observation to drive IPLP's.
- ~~On ISAT assessments, student proficiency will increase by 5 percent and the percent of students who score basic will increase by 5 percent.~~

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NARRATIVE - TEMPLATE PART 1

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

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

Community Involvement - REQUIRED

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

The school will develop its SMART Goals through the school leadership team which consists of district and school administrators, school teachers, school para-educators, community members and parents of Culdesac School students.

The team has meet three times since the start of school to develop the 2019-2020 school SMART goals. The team meet monthly to review progress towards meeting those goals.

The Board of Trustees will review the Continuous Improvement Plan yearly.

Parent Notification of College and Career Advising and Mentoring Services

Our Advising & Mentoring Team work together to notify parents in the following ways:

Efforts Include:

- Individualized 4-year learning plans (completed with parents, student, & team)
- Planning session with College and Career Advisor (where student and parent are present)
- FAFSA workshops with hands-on training from college financial aid professionals
- College visit to area colleges
- Participation in Service Learning activities
- Parent Night workshops (focus on: financial aid/financial literacy, career opportunities, time management, scholarship applications, etc.)
- Participation in College Week activities
- Hosting a College/Career Fair in conjunction with Culdesac Sausage Feed
- ASVAB Career Exploration Assessment Program
- Job Shadow experience during senior year
- Participation in March College Madness

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NARRATIVE - TEMPLATE PART 1

- Access to Idaho Digital Learning Academy & Odysseyware (online) courses
- PSAT/SAT

Parental Involvement in Students' Individual Reading Plans

Positive parent involvement plays a key role in helping our students meet their learning goals. Parents are invited to participate in numerous activities throughout the school year, including:

- Registration Night
 - Parents and students meet teachers and staff
 - Academic planning sessions for all secondary students
- IRI & Title Notification
 - Parent contact are made for students who meet criteria for Title services
 - Fall assessment information is communicated to all parents via mail
- Parent/Teacher Conferences (Quarter 1 and Quarter 3)
 - All teachers print out progress reports to review with parents
 - All teachers hand out fall assessment data while discussing Title plans with those students receiving services
- GEAR UP Parent Night
 - College & career professionals host workshops for students and parents
 - FAFSA instruction is provided to students and parents
 - College application process is reviewed with students and parents
- Annual Title I Review Parent Meeting
 - Title I Meeting/Family Night that focuses on improving math skills
 - Review of plan/policies and collection of parent surveys
- Read Across America Week
 - Parents are invited to attend reading activities throughout the week
 - Parent resources are provided to support healthy reading habits at home
 - Parent Literacy Training
 - Guest readers visit school to read with students
- Culdesac PTSA Sausage Feed
 - College/Career booths are set up in the gym for parents, students and community members to learn about college application, job application processes, career opportunities, and certification for trade schools
- Book Fair in the Library
 - Title I Reading Night is scheduled for the Thursday night of the Book Fair Week
 - Parents are invited to participate in reading activities with their children
 - Title I provides book vouchers for families
- Monthly Newsletter
 - All community members receive a monthly newsletter published by the Culdesac students and staff

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- o Includes academic highlights and learning activities for students/parents to engage in at home, also included: "Home & School Connection" publication

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.

LITERACY INTERVENTION PROGRAM **Literacy Program Summary - REQUIRED**

Culdesac School incorporates a literacy intervention program for students in Kindergarten through 3rd grade. All students who score below basic on the ISIP will receive, at minimum, an additional 30 minutes of targeted reading intervention daily. In addition, students who scored basic on the ISIP will receive, at minimum, an additional 30 minutes twice per week. Students will be pulled from the classroom to receive these services. With Culdesac being a small school, students will be receiving target interventions in groups of 2-4 depending on student need. Services begin after fall testing has taken place, which is usually by the first of September, and will continue through the middle of May. Students who score below basic will receive approximately 64 hours of targeted instruction and students who score basic will receive 32 hours during the school year. Students will be receiving interventions through the following reading programs: ECRI, ReadNaturally, SIPPS, Reading A-Z, readworks.org, and Newsela. These resources will provide interventions in phonemic awareness, decoding, vocabulary, fluency and comprehension.

Throughout the school year, students are being progress-monitored using MAP Reading and Language Usage assessments. Instruction will be adjusted based on assessment results. In addition, Isation will be used to progress monitor and provide targeted interventions.

Parents of students receiving interventions will be contacted throughout the year to seek input and feedback. Information will be sent home to parents/guardians with helpful strategies for developing literacy skills at home.

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

Comprehensive Literacy Plan Alignment - REQUIRED

The 2019-2020 plan focuses on progress monitoring our students and using assessment results to drive instruction. Assessment score reports will be analyzed during Staff Data Days, where our instructional teams come together to diagnose literacy needs and provide a plan for effective

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instruction and interventions based on data. One of our key focus areas that have been identified is reading fluency. As a team, we analyzed data and researched interventions that would target reading fluency, which include: ECRI, ReadNaturally and SIPPS. These research-based interventions will help our staff in providing the instruction necessary to meet our students' learning needs. Our current plans align with the Idaho Comprehensive Literacy Plan, in that we are collaboratively looking at the data to provide effective instruction and interventions. This process has also been helpful in determining professional development need and relevance.

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

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

	Model Name	Additional Details
X	School Counselor	<u>*This is a High-Contact Program. The School Counselor, Head Teacher, and GEAR UP Site Coordinator work together to follow our school plan.</u>
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
X	GEAR UP	<u>*This is a High-Contact Program. The School Counselor, Head Teacher, and GEAR UP Site Coordinator work together to follow our school plan.</u>
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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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

At Culdesac School, our Advising & Mentoring Plan is as follows:

1) Eighth Grade

- a. Invite parents to Parent Night workshops, which explain:
 - i. Individualized 4-year learning plans
 - ii. Advanced Opportunity Program
 - iii. CIS Portfolios and career research

2) Ninth Grade

- a. Use CIS in the classroom to explore career options
- b. Revisit/update Individualized 4-year learning plans while conferencing with student, parent(s), and College & Career Advisor present
- c. Tour area colleges
- d. Attend Parent Night workshops where students and parents focus on:
 - i. Career Opportunities
 - ii. Time Management
 - iii. What to look for in a College

3) Tenth Grade

- a. Use CIS in the classroom to research careers, create portfolio and resume
- b. Revisit/update Individualized 4-year learning plans
- c. Take ACT Aspire Test
- d. Tour area colleges
- e. Attend Parent Night workshops where students and parents focus on:
 - i. Financial Aid/Financial Literacy
 - ii. Scholarship Applications
 - iii. Service Learning Opportunities

4) Eleventh Grade

- a. Use CIS to update portfolio, resume and research colleges
- b. Revisit/update Individualized 4-year learning plans and Graduation Checklist
- c. Take ACT
- d. Tour colleges of interest
- e. Attend Parent Night workshops where students and parents focus on:

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- i. Financial Aid/Financial Literacy
- ii. College Admissions Process
- iii. Scholarship Writing

5) Twelfth Grade

- a. Use CIS to update portfolio, resume, and research colleges
- b. Revisit/update Individualized 4-year learning plans and Graduation Checklist
- c. Take ACT
- d. Tour colleges of interest
- e. Complete a Job Shadow experience
- f. Attend Parent Night workshops where students and parents focus on:
 - i. FAFSA
 - ii. College Admission Process
 - iii. Scholarship Writing

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Other Notes / Comments

<http://PUT LINK TO SCHOOL REPORT CARD HEREidahoschools.org/districts/342>

"Parent" Dropdown - School Report Card

Parents are notified about the College & Career Readiness Plan by:

- Monthly Newsletter (mailed by district to community)
- Notification System (Swift) – upcoming events (FAFSA Parent Night), deadlines, reminders, etc.
- PowerSchool Parent Portal
- Teachers/Counselors/Mentors communicate routinely with parents by email and phone (individualized plan changes, updates, etc.)

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.