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**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.

**2020-2021 SMART GOALS:**

1. 75 percent of all students will meet or exceed their personal expected growth rates in MAP testing for math and ELA.
2. Teachers will complete Self-Observation to drive IPLP's.

**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 met three times since the start of school to develop the 2020-2021 school SMART goals. The team meets 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 (including virtual visits)
- 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
- Access to Idaho Digital Learning Academy (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 is 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
  - 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 2020-2021 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 in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

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

Culdeasc School incorporates a literacy intervention program for students in Kindergarten through 3<sup>rd</sup> 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.

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. If you need

additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

### **Comprehensive Literacy Plan Alignment - REQUIRED**

The 2020-2021 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 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.

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**

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

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include 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 SAT
- d. Tour colleges of interest
- e. Attend Parent Night workshops where students and parents focus on:
  - 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 SAT
- 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

### Other Notes / Comments

<http://idahoschools.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.)