

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

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School District	# 242	Name: Cottonwood School District
Superintendent	Name: Rene' Forsmann	Phone: 208-962-3971
	E-mail: rfors@sd242.org	
Plan Contact	Name: Rene' Forsmann	Phone: 208-962-3971
	E-mail: rfors@sd242.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

Mission: We will create, deliver, and responsibly manage opportunities for all children to learn every day and become contributing citizens. These opportunities will be developed in partnership with the community and will be provided in a safe and supportive environment utilizing current technology,

Motto: Every Child Learning Every Day

Vision: Our school district will provide each child with educational opportunities that are best fitted for promoting individual achievement. All students will receive a thorough, high-quality education emphasizing basic skills, knowledge, and character development that enables them to reach their potential. We will focus on the academic endeavors of reading, language arts, mathematics, science, social studies, humanities, vocational-technical and physical education. We will encourage each child to use creative and critical thinking, literacy, reasoning, and technology skills to increase the level of academic performance. We will strive to provide for the intellectual, emotional and physical wellbeing of each child.

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Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	68%	54%
Female	32%	46%
White	94%	96%
Black/African American	2%	2%
Asian	2%	1%
Native American	2%	0%
Hispanic/Latino	1%	1%
Free/Reduced Lunch Program	32%	37%
Received Special Education (IEP Students)	7%	9%

Community Involvement - REQUIRED

What ways do we involve parents in developing plans? It is our process of putting information together and sending it out to our parents to read. If there are ideas, issues, etc., we ask that they call or email us with their comments.

College and Career advising is done on a regular basis.

6th grade students visit and transition to the jr/sr high school in May of the current year.

8th grade students transition to high school with a 4-year plan meeting with parents.

11th grade college visits

Individual Junior Transition meeting with parents and student

Advanced Opportunity Night for parents and students. Dual Credit opportunities are made available and a meeting with the local college LCSC is scheduled.

FAFSA night is made available to help parents and students fill out financial aid forms.

Mentoring services are made available to students who show a one to two-year deficit in scoring on local and state assessments. A plan is put in place in grades K-3 and parents sign. Parents are asked to give their feedback on the plan and any input is welcomed.

All test scores on state wide assessments are mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary -

Intervention Programs (K-3)

The intervention specialist has taken the Basic and Below Basic students and scheduled time slots for intervention. Phonemic awareness, decoding, vocabulary, and comprehension concepts are address through:

- Phonemic pattern word sorts grades 2-3 – done while working with students as they read their Accelerated Reader book
- Barton’s System – Reading and Spelling (phonemic awareness and decoding)
- Sight word cards – talk about what word means and how we would use that in a sentence.
- Reading groups with kids – here is where we go over vocabulary in story context.

• i-Station testing

Program for individual support

- o Provides systematic instruction in skill areas necessary for reading success.
- o Provides tool such as beginning strategies that students are taught to use independently to become successful readers.
- o Teaches Phonetic skills to decode and increase fluency and comprehension.

• Freckle

- o Supplementary program designed to teach decoding skills.
- o Letter/sound relationships; prefix/suffix etc.

Assessment Programs (K-3)

- o i-Station(K-3)

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o Classroom Assessments - Formative and Summative (K-3)

Documentation:

o Documentation of intervention hours recorded by the Title Paraprofessional.

o Documented with dates of intervention, length of session as well as brief description of activity provided.

o The documentation process is used to ensure that students who score Belo Basic receive at least 60 hours of intervention and that student who score Basic receive at least 30 hours of intervention.

Comprehensive Literacy Plan Alignment

1. Collaborative Leadership:

District has developed literacy intervention team consisting of Elementary Principal/ Supt., Title Paraprofessional, Kindergarten teacher, Elementary Assessment Coordinator.

After school program from 3:00 – 6:00 p.m.

Paraprofessionals are assigned to each classroom K-3 during Reading/Writing/ Language Instruction.

2. Developing Professional Educators:

Title teacher will be attending professional development regarding Reading/ Literacy intervention during 2018-2019 school year.

Title Paraprofessional is a veteran and is integral in supporting students in K-1.

Paraprofessionals receive training throughout the year in progress monitoring, data collection, etc.

District has 8 PD days per year built into the school calendar. Teachers have multiple opportunities to work together throughout the year to, review data.

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3. Effective Instruction and Intervention:

- K-3 teachers have strong understanding of language development
- Teachers K-1 have adopted the Superkids Reading program. 2-3 are using Mondo reading. Both Curriculums align to Idaho State Content Standards
- Transition meetings are held annually between grade level teachers to ensure that teachers are well informed of students needs and instruction can be relatively seamless between grades.
- District has implemented Response to Intervention to identify struggling readers for intervention and/or progress monitoring.
- District has implemented the Milepost program to store data

4. Assessment and Data:

- District and team disaggregate and analyze the data regularly to inform instruction, intervention and progress monitoring.
- Review of data is held twice per year and share with parents at Parent-Teacher Conferences
- RTI team consists of Administrator, Special Education Teacher, Title Paraprofessional, classroom teachers. Early Childhood Specialist
- All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model

College and Career advising including 4-year planning & dual credit preparation is done on a regular basis starting in 6th grade both individually and in a classroom setting. This includes discussion with both parent (s) and student. Activities are as follows:

- 6th grade students visit and transition to the jr/sr high school in May of the current year.
- 8th grade students transition to high school with a 4-year plan meeting with parents.
- 11th grade college visits
- Individual Junior Transition meeting with parents and student to review graduation progress and college preparedness.

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- Advanced Opportunity Night for parents and students. Dual Credit opportunities are made available and a meeting with the local college LCSC is scheduled. Parents are notified that college and career advising and mentoring services and resources are available at this meeting.
- Back to school registration
- Parent-Teacher Conferences
- FAFSA night is made available to help parents and students fill out financial aid forms.
- Bulletin Board posting for available scholarships and college registration deadlines.

Mentoring services are made available to students who show a one to two-year deficit in scoring on local and state assessments. A plan is put in place in grades K-3 and parents sign. Parents are asked to give their feedback on the plan and any input is welcomed.

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	Model Name	Additional Details
	School Counselor	x
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	x
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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Advising Program Summary

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Other Notes / Comments

Parent Involvement:

Parents will receive letters providing student assessment information. — Parents will have opportunity to meet with staff in development of literacy intervention plan for their individual students.

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)
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All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	# benchmark	# tested	# benchmark	# tested	Not Required	Not Required
		19		16	36		
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)			44.44%		#VALUE!	40%
	% students participating in one or more advanced opportunity	97.00%		86.76%		-10.24 percentage points	90%
	% CTE track HS students graduating with an industry-recognized certification	20.00%		4.00%		-16 percentage points	40%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		100.00%		0 percentage points	95%
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	0
	4-year cohort graduation rate	97.20%		86.50%		-10.7 percentage points	88%
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	100%
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	100%

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		10	100.00%	10	100.00%	0 percentage points	100%
		11	100.00%	11	100.00%	0 percentage points	100%
		12	100.00%	12	100.00%	0 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		25	35	20	25		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	71.43%		80.00%		8.57 percentage points	57%
	# 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
		8	27	32	62		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	27.78%		51.61%		23.84 percentage points	58%
	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
		15	35	44	105		
% students who scored proficient on the 8th grade math ISAT		44.00%		41.90%		-2.1 percentage points	43%
# students who scored proficient on the 8th grade ELA ISAT		# proficient	# tested	# proficient	# tested	Not Required	Not Required
	16	35	60	105			

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	% students who scored proficient on the 8th grade ELA ISAT	47.00%		57.14%		10.14 percentage points	59%
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		8	22	45	112		
	% students who scored proficient on the 6th grade math ISAT	36.00%		40.18%		4.18 percentage points	42%
	# students who scored proficient on the 6th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		8	22	68	112		
	% students who scored proficient on the 6th grade ELA ISAT	36.00%		60.71%		24.71 percentage points	62%
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		25	27	104	119		
	% students who scored "proficient" on the Kindergarten Spring IRI	92.59%		87.39%		-5.2 percentage points	89%
	# students who scored "proficient" on the Grade 1 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		24	28	77	112		
	% students who scored "proficient" on the Grade 1 Spring IRI	86.21%		68.75%		-17.46 percentage points	70%
	# of students who scored "proficient" on the Grade 2 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		26	33	83	114		

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	% students who scored "proficient" on the Grade 2 Spring IRI	77.42%	72.81%	-4.61 percentage points	74%		
	# students who scored "proficient" on the Grade 3 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		27	32	77	111		
	% students who scored "proficient" on the Grade 3 Spring IRI	83.87%	69.37%	-14.5 percentage points	71%		
	Student attendance rates as a percentage	88.50%	94.70%	6.2 percentage points	95%		
	Parent participation at parent-teacher conferences	89.00%	88.50%	-0.5 percentage points	92%		
	Number of hours of job-embedded professional development	40	50	Not Required	55		
	Number of subject level multi-grade teacher teams	1	1	Not Required	1		
	Number of hours available for mentor teachers to mentor or observe / team teach	8	8	Not Required	8		
	% new teachers (within first 3 years) assigned a mentor or participating in district mentor program	100.00%	100.00%	0 percentage points	90%		

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)

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% of high school seniors who completed the FAFSA	84%	60%
% of high school seniors who applied to at least one post-secondary institution	84%	65%
% of high school juniors who completed the Careers and Financial Literacy course	100%	100%

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	85%	86%
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	61%	62%
% of kindergarten students who scored proficient on the Spring [district-specific assessment]	88%	89%

District Name and Number:	Cottonwood School District
Estimated Total Literacy Funding for 2018-2019 :	\$17,733.33

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds

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Literacy Paraprofessional	17.5 per week	0.5	14.00	7,000.00		7,000.00
				0.00		0.00
Benefits				550.00		550.00
Personnel Subtotal				7,550.00	0.00	7,550.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Professional Development						
Supplemental curriculum training	iStation training, Freckle (k-3)			1,948.00		1,948.00
				0.00		0.00
Programs / Curricula Subtotal				1,948.00	0.00	1,948.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
iPads	iStation	15	549.00	8,235.00		8,235.00
				0.00		0.00
Other Costs Subtotal				8,235.00	0.00	8,235.00
TOTAL COSTS & BUDGET				\$17,733.00	\$0.00	\$17,733.00