

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	#242	Name: Cottonwood School District
Superintendent	Rene' Forsmann	208-962-3971
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Plan Contact	Rene' Forsmann	208-962-3971
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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: 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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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)

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.

Parent Notification of College and Career Advising and Mentoring Services

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 and individual junior transition meeting with parents and student.

Parental Involvement in Students' Individual Reading Plans

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. This conversation takes place during parent-teacher conferences. All test scores on statewide assessments are mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

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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
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i-Station testing

Program for individual support

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

Freckle

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

Assessment Programs (K-3)

- I-Station (K-3)
- Classroom Assessments – Formative and Summative (K-3)

Documentation

- Documentation of intervention hours recorded by the Title I paraprofessional
- Documented with dates of intervention, length of session as well as brief description of activity provided.
- The documentation process is used to ensure that students who score Below Basic receive at least 60 hours of intervention and that students who score Basic receive at least 30 hours of intervention.

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.

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Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership

- District has developed a literacy intervention team consisting of Elementary Principal, 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

Developing Professional Educators

- Title I teacher will be attending professional development regarding reading/literacy intervention during 2019-2020 school year.
- Title Paraprofessional is a veteran and is integral in supporting students K-1.
- Paraprofessionals receive training throughout the year in progress monitoring, data collection etc.
- District has 7 PD days year built into the school calendar. Teachers have multiple opportunities to work together throughout the year to review data.

Effective Instruction and Intervention

- K-3 teachers have strong understanding of language development.
- Teachers K-1 have adopted the Superkids Reading program. Grades 2 and 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 student 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 is using Silverback's Milepost program to store data.

Assessment and Data

- District and team disaggregate and analyze the data regularly to inform instruction, intervene, and progress monitor.
- Review of data is held twice per year and shared 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.

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

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

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.

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Advising Program Summary - REQUIRED

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. 10th and 11th grade college visits. Individual Junior transitions meeting with parents and student. 8th and 11th grade career exploration courses.

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 re mailed to parents. Benchmark scores from local tests are emailed or sent home in school report card envelopes.

Other Notes / Comments

Parent Involvement

- Parents receive letters providing student assessment information. Parents will have opportunity to meet with staff in developing of the literacy intervention plan for their individual student.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 242	District Name: Cottonwood
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section 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 in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	46.0%	47.0%
Male	54.0%	53.0%
Asian	1.0%	1.0%
Black / African American	1.0%	1.0%
Hispanic / Latino	1.0%	2.0%
Native American	0.0%	0.0%
White	96.0%	96.0%
Free / Reduced Lunch Program	37.0%	36.0%
Received Special Education (IEP Students)	9.0%	5.4%
NOTES:		

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 242	District Name: Cottonwood School District
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/242
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	93%
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	43%
	% students who scored proficient on the 8th grade ELA ISAT	58%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	56%
	% students who scored proficient on the 6th grade ELA ISAT	71%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	70%
	% students who scored "proficient" on the Grade 1 Spring IRI	94%
	% students who scored "proficient" on the Grade 2 Spring IRI	87%
	% students who scored "proficient" on the Grade 3 Spring IRI	100%

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Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 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)	16	36	7	23	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	44.44%		30.43%		-14.01 percentage points	20 percentage points%
	% students participating in one or more advanced opportunities	86.76%		91.60%		All junior and senior students	95%
	% CTE track HS students graduating with an industry-recognized certification	4.00%		98.00%		Included Microsoft Academy certifications	99%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		100.00%		All who have taken it have passed	100%

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Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	0		0		
	% of learning plans reviewed annual by grade level	8th grade	100.00%	8th grade	100.00%	
		9th grade	100.00%	9th grade	100.00%	
		10th grade	100.00%	10th grade	100.00%	
		11th grade	100.00%	11th grade	100.00%	
		12th grade	100.00%	12th grade	100.00%	
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	includes lineman school, massage school, beauty school, etc.
		20	25	29	36	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	80.00%		80.56%		
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
32		62	16	25		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	51.61%		64.00%			
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Section IV: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of high school seniors who completed the FAFSA	83%	85%
% of high school seniors who applied to at least one post-secondary institution	91.60%	92%
NOTES:		

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 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	26	30
% of students who scored proficient or advanced on the Grade 3 ELA ISAT	48	50
NOTES:		

District Number and Name:	#242 Cottonwood School District
Estimated Total Literacy Funding for 2019-2020 :	\$18,155.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Paraprofessionals	2 Paraprofessiona, 15 hrs per week x \$14.5	0.8		18,000.00	12,000.00	6,000.00
Benefits				2,714.00	1,500.00	1,214.00
Personnel Subtotal				20,714.00	13,500.00	7,214.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Professional Development	Federal Programs Spring Conference			2,000.00	0.00	2,000.00
	Paraprofessional, Principal, Teacher			0.00		0.00
Freckle online program	Supplemental to Reading Program			5,388.40	4,655.00	733.40
Programs / Curricula Subtotal				7,388.40	4,655.00	2,733.40
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
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$28,102.40	\$18,155.00	\$9,947.40