

# COMBINED DISTRICT PLAN (2020-2021)

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

## NARRATIVE - TEMPLATE PART 1

LEA	# 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.

### 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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## 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)

It is our process of putting information together and sending it out to our parent 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. 6<sup>th</sup> grade students visit and transition to the jr/sr high school in May of the current year. 8<sup>th</sup> grade students transition to high school with a 4-year plan meeting with parents. 11<sup>th</sup> grade college visits and individual junior transition meetings 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 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

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

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## NARRATIVE - TEMPLATE PART 1

<b>LITERACY INTERVENTION PROGRAM</b> <b>Literacy Program Summary - REQUIRED</b>
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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.

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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. 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

#### 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 2020-2021 school year. (most likely virtual trainings)
- 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 8 PD days 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.

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## NARRATIVE - TEMPLATE PART 1

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	
	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)	

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## NARRATIVE - TEMPLATE PART 1

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

College and Career advising is done on a regular basis. 6<sup>th</sup> grade students visit and transition to the jr/sr high school in May of the current year. 8<sup>th</sup> grade students transition to high school with a 4-year plan meeting with parents. 10<sup>th</sup> and 11<sup>th</sup> grade college visits. Individual Junior transitions meeting with parents and student. 8<sup>th</sup> and 11<sup>th</sup> 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 used 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.

### 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.

# INSTRUCTIONS

**PLEASE NOTE:** There are 2 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Combined District Plan Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells.

## **Introductory Information (before Section I):**

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are **REQUIRED** to provide a direct link to your LEA level report card, as posted on idahoschools.org. This provides your demographics and previous years' performance data. **Example:** <https://idahoschools.org/districts/431>

## **Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (required)**

1. Please provide the Benchmarks you set last year (in your 2019-20 CIP or Combined District Plan) for each metric. You are providing this data as a part of your Report of Progress (required by statute).
2. You are required to set 2020-21 Benchmarks for all metrics in Section I. Please use the far right column to set Benchmarks (performance targets) for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2020-2021 school year.

## **Section II: Report of Progress Narrative (required)**

1. Section II is required. Please use the box to reflect on the progress your LEA made towards your 2019-20 goals. If you have limited data (due to unexpected closures, etc.), please provide any other information that you have that you believe reflects the performance of your students for that school year.

## **Section III: Additional Continuous Improvement Measures (optional)**

1. All metrics in Section III are optional. For any metrics you want to include, please use the appropriate columns to provide historical data and set Benchmarks.

## **Section IV: Required College and Career Advising Performance Metrics (required)**

1. All Section III Metrics are required. You must provide at least one (1) year of previous data (2018-19 data at a minimum) for each metric.
2. Go On Rates data is available on the State Board of Education website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>) under Combined District Plan / Other Resources.
3. In the far right column (2020-21 Benchmarks), set the required Benchmarks (performance targets) for each metric.

## **Section V: College and Career Advising - LEA Chosen Performance Metrics (required)**

1. You are required to create at least one (1) performance metric of your choosing that supports your goals for College and Career Advising and aids you in tracking your success. You may use measures created in previous years, or create new measures. For all LEA chosen metrics, you are required to provide at least one (1) year of previous data. If the metric is new, please indicate that in Section VII Notes. You are also required to set a Benchmark (performance target) for each metric.
2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).

## **Section VI: Literacy Intervention - LEA Chosen Performance Metrics (required)**

1. You are required to create at least one (1) performance metric of your choosing that supports your goals for your Literacy Intervention Program and aids you in tracking success. You may use measures created in previous years, or create new measures. For all LEA chosen metrics, you are required to provide at least one (1)



year of previous data. If the metric is new, please indicate that in Section VII Notes. You are also required to set a Benchmark (performance target) for each metric.

2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).

**Section VII: Notes (optional)**

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set Benchmark goals.

**EXAMPLE METRICS**

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/242">https://idahoschools.org/districts/242</a>
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

**Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)**

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate (2020 cohort)	2019 cohort 93.0%	2020 cohort 96.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	30.4%	50.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	43.0%	48.0%
	% students who score proficient on the 8th grade ELA ISAT	58.0%	57.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	56.0%	47.0%
	% students who score proficient on the 6th grade ELA ISAT	71.0%	64.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	88.0%
	% students who score proficient on the Grade 1 Spring IRI	94.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	87.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	100.0%	75.0%

## Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

**EXAMPLE RESPONSE:** The four-year cohort graduation rate for the 2019 cohort was 89%, so for that metric, we exceeded our goal. Unfortunately, due to the public health emergency, we do not have Spring 2020 ISAT, IRI, or college entrance exam data. We do have winter IRI data, and based on that, believe that we would have met our goals for kindergarten, first, and third grade. Additionally, the progress monitoring data we gathered during the year showed that most students receiving literacy intervention were making strong progress. Reports from teachers were that students were very engaged in learning prior to buildings closing.

## Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	91.6%	89.6% (jrs. and srs.)	93.0%
	% CTE track HS students who graduate with an industry-recognized certification	98.0%	95.6%	98.0%
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	100.0%	100.00%	100.0%

**Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)**

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		2		2
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually, by grade level	9th grade	99.2%	9th grade	100.0%	100.0%
		10th grade	97.5%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 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	80.0%		80.5%		85.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
30	35	20	25			
% students who Go On to some form of postsecondary education within 2 years of HS graduation	85.7%		76.0%		88.0%	

**Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)**

<b>Performance Metric</b>	<b>SY 2018-19 Results</b>	<b>SY 2019-20 Results if available</b>	<b>2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)</b>
% of high school seniors who complete the FAFSA	83.0%	100.0%	<b>90.0%</b>
% of high school seniors who apply to at least one post-secondary institution	91.6%	95.6%	<b>95.0%</b>
% of high school juniors who complete the [Careers and Financial Literacy course]	100.0%	100.0%	<b>100.0%</b>

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

<b>Performance Metric</b>	<b>SY 2018-19 Results</b>	<b>2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)</b>	<b>SY 2019-20 Results if available</b>	<b>2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)</b>
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	26.0%	30.0%	Not available	<b>37.0%</b>
% of students who score proficient or advanced on the Grade 3 ELA ISAT	39.1%	42.0%	Not available	<b>40.0%</b>
% of kindergarten students who score proficient on the Spring [district-specific assessment]	60.8%	63.0%	Not available	<b>61.0%</b>

# COMBINED DISTRICT PLAN (2020-2021)

## PROPOSED LITERACY BUDGET - TEMPLATE PART 3

LEA Number and Name:	#242 Cottonwood School District
Estimated Total Literacy Funding for 2020-2021 :	\$29,000.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
				0.00		
Literacy Parapros	3 Paraprofessionals, 10 1/2 hours total a day at average salary \$12.75	1.5	15,440.00	23,160.00	23,160.00	0.00
				0.00		0.00
Benefits	Benefits for above employees	1.5	3,088.00	4,632.00		4,632.00
<b>Personnel Subtotal</b>				<b>27,792.00</b>	<b>23,160.00</b>	<b>4,632.00</b>

PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Online Pogram Subscription	Renaissance, Freckle (/subscription for 60 kids)	60		3,700.00	3,700.00	0.00
				0.00		0.00
				0.00		0.00
<b>Programs / Curricula Subtotal</b>				<b>3,700.00</b>	<b>3,700.00</b>	<b>0.00</b>

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
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
Supplies	Headphones, stylus, charging units, carrying cases	45		2,200.00	2,140.00	60.00
				0.00		0.00

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## PROPOSED LITERACY BUDGET - TEMPLATE PART 3

Other Costs Subtotal	2,200.00	2,140.00	60.00
<b>TOTAL COSTS &amp; BUDGET</b>	<b>\$33,692.00</b>	<b>\$29,000.00</b>	<b>\$4,692.00</b>