

# COMBINED DISTRICT PLAN (2019-2020)

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

## 2019-2020

### Learn – Build – Lead



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

School District	# <u>215</u>	Name: <u>Fremont Co. Jt. School District</u>
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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

### Motto:

### Learn – Build – Lead

We seek to learn. We pursue excellence through hard work and life-long learning. We recognize that different perspectives increase our understanding. We embrace what is already working and seek for ways to improve.

We seek to build. We seek to build bridges of collaboration to promote understanding and hope. We build individuals and place students as the top priority in decision-making.

We seek to lead. We lead forward to improve our own lives, enrich the lives of others, and improve the organizations of which we belong.

### Mission:

School District 215's mission is to educate and prepare all learners to excel and become contributors in their communities by providing opportunities, skills and tools to communicate, solve problems, build bridges and lead.

### Vision:

We empower individuals to become builders and leaders who work hard, seek excellence in their own lives, and serve in their families and communities.

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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

#### Parent Involvement Literacy Plan

The Fremont County Jt. School District #215 Continuous Improvement Combined Plan is presented annually in a regularly scheduled and advertised public meeting so that other stakeholders, such as students, parents, and community members may provide input. All plans are then approved by the elected school board members made up of parents and community members.

#### Parent Notification of College and Career Advising and Mentoring Services

All secondary schools will hold back-to-school nights for parents and students. The high school counselors will schedule parent meetings to college and career plans. They will also hold financial aid trainings for parents and students.

#### Parental Involvement in Students' Individual Reading Plans

Within 30 instructional days of the IRI testing results being presented to the district's elementary schools, written notice will be provided to all parents of students scoring in the basic (2) or below basic (1) on the assessment, and whose scores have been validated with multiple measures.

Initial notification will include:

- A statement indicating the deficiency in reading and a plan for improvement
- A description of current services being provided to the student
- A description of supplemental instructional services and supports available to the student

Parents will be given the opportunity to approve the Individualized Reading Plan designed to meet their child's specific needs and make any changes. Monthly progress reports and access to Istation will be provided to the parent(s) so they stay informed of the student's progress.

### LITERACY INTERVENTION PROGRAM

#### Literacy Program Summary - REQUIRED

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The goal of the district's Literacy Intervention Program for 2019-20 is to continue to identifying at-risk students in order to provide individualized interventions as early as possible. To accomplish this goal, the instruction and processes will be streamlined to improve teacher understanding and implementation. The district's ELA core curriculum, Houghton Mifflin Harcourt (HMHCO) Journeys, includes tiered interventions. This program will be used for all students district-wide. Istation will be used for diagnostic assessments, interventions, and progress monitoring. Both of these are research-based curriculums that include phonemic awareness, decoding, fluency, vocabulary, and comprehension instruction. Istation and Journey's diagnostic assessments will be used to pinpoint individual student skill strengths and weaknesses. Additional information may be obtained through the use of CORE (Consortium On Reading Excellence in Education) assessments.

All interventions will be delivered based upon a tiered system of support to ensure individualized student success. Interventions will be different for Kindergarten students and grades 1<sup>st</sup>-3<sup>rd</sup>.

Kindergarten:

- An additional teacher was be hired for the largest school
- Students will attend all day, every day at this school
- The school's five Kindergarten teachers, two of which are EL trained, will develop a Co-Teaching model to ensure early interventions are provided for English Language learners to meet their individual needs
- Diagnostic assessments will be administered to student needing additional support so instruction can be targeted
- Summer school will be offered if needed

K-5 grades:

- Additional literacy skills instruction will come from individualizing instruction through small group instruction called "Walk to Learn."
- Diagnostic assessments will be administered to students needing additional support so instruction can be targeted
- Summer school will be offered if needed

## **District Intervention Protocol:**

1. Istation (new IRI), and Journeys Benchmark testing will be given to all students. This data, along with other historical data which might include WIDA scores, will be placed into our IMS (Mileposts).
2. The student data will be reviewed by the classroom teachers during, but not limited to, PLC and/or preparation time. The principals and instructional coach will assist teachers in monthly review of data, and they will utilize their skillsets to help teachers better understand targeted individualized interventions (Walk to Learn).
3. Individualized student literacy plans will be created on the diagnostic testing results. The plans will be based on a Multi-tiered System of Support for struggling students in Tiers 2 and 3 and for students needing enrichment opportunities. Supports will be:

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- Tier 2 and 3- In addition to classroom intervention, students will be provided with a small group instructional time. Summer School will be offered as needed. Istation and Journeys interventions, along with individualized strategies which may include small group instruction, will be used during this time.
  - Enrichment opportunities will be provided in the classroom based on individual needs.
4. Progress monitoring will take place monthly for Tier 2 and Enrichment students and bi-monthly for Tier 3 students. Adjustments in student interventions will be administered based on PLC and/or individual teacher recommendations.

### **Monitoring of Student Progress:**

Individual student progress will be tracked using progress monitoring data derived from information in Mileposts, Istation, and IReady. Monitoring will be documented in Mileposts and in PLC notes. This documentation will need to be provided to administration by the 10<sup>th</sup> of each month to ensure success of the students. Monitoring information will be shared with parents on a monthly basis as well.

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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 following excerpts from the district's Comprehensive Literacy Plan are in alignment with the Idaho Comprehensive Literacy Plan.

- The IRI assessment will be administered to all K-3 students and will be used for benchmarking and instructional purposes.
- Parents will be informed in writing, within 30 instructional days of the IRI assessment, if their student scored in the Basic (2) or Below Basic (1) categories. They will also receive a copy of their child's Individualized Reading Intervention Plan.
- All students receiving a Basic or Below Basic score on the IRI assessment will receive diagnostic testing so individualized plans can be created.
- Intervention instruction will be focused on improvement of specific student skill deficits.
- Bi-monthly or monthly monitoring of student data housed in IStation and Mileposts will be required.
- Focused instruction will be given based on the five essential reading components: phonemic awareness, decoding, vocabulary, fluency, and comprehension.
- The District Instructional Coach and building administrators will be available to assist teachers in understanding and implementing the literacy plan.
- 2019-20 Professional Development will center on K-3 student literacy improvement.

### Parent Involvement

Within 30 instructional days of the IRI testing results being presented to the district's elementary schools, written notice will be provided to all parents of students scoring in the basic (2) or below basic (1) on the assessment, and whose scores have been validated with multiple measures.

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

**Description of Model**

The primary goals of the College and Career Readiness plan are to:

1. Increase staff and student usage of the CIS program;
2. Increase the number of student who meet the college and career readiness standards/expectations;
3. Provide students with an opportunity to visit a college campus.

Using existing professional staff (i.e., teachers, counselors, administrators, etc.), the schools will implement a series of activities designed to encourage students to explore new career and educational opportunities. Counselors will specifically identify at-risk students who may not have other support and provide individual college and career counseling based on the individual student needs and interests. A part-time (29 hours per week) paraprofessional will be hired to help coordinate college and career activities with the counselors and administration of all secondary schools in the district.

**Increase use of CIS**

Teachers and students will be trained to use the CIS system more effectively to develop career and college plans. Specific activities will be identified that students will be guided to complete in CIS in grades 6-12. Additional CIS modules will be purchased that will include interest inventories, skill assessments, and college entrance exam preparation. Students at the junior high level (grades 6-8) will create portfolios in CIS Junior, while high school students (grades 9-12) will create and maintain

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portfolios in CIS documenting their four year plans, college and career interests, research, standardized test preparation, etc..

School counselors will provide staff-specific training for their respective teachers on the relevant activities for the grade levels in the school during. The counselors will provide technical support for teachers who are learning to implement CIS as part of their regular curriculum. Teachers who meet specific implementation requirements will have the opportunity to earn a stipend for using CIS in their classrooms. The counselors will be responsible for documenting their CIS related support for teachers in order to earn a stipend.

### **Travel Expenses to Colleges**

Junior high and high school students will have the opportunity to travel to regional higher education institutions (i.e., Idaho State University, East Idaho College, Brigham Young University-Idaho, University Place in Idaho Falls, etc.) and participate in events, tours, and demonstrations sponsored by the hosting institution. Each school (North Fremont, South Fremont Junior High, South Fremont High) will be responsible for determining the most relevant opportunities for their respective students and for making the travel arrangements.

### **College and Career Days/Application Week**

Each high school will organize a college fair and/or career day for high school students. They will also participate in College Application Week during the 1st week in November. South Fremont Junior High will organize a college and career week with activities to increase student awareness of available opportunities.

### **Test Preparation**

Students in 8th and 9th grades will be given the opportunity to take a grade-appropriate assessment (i.e., PSAT 8/9) designed to help the students prepare for the SAT and/or ACT. The results will be uploaded into Mileposts. Students will be advised on how to read the reports and interpret the results.

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.

## **Summary of Parental Notification - REQUIRED**

### **Parent Involvement**

All secondary schools will hold back-to-school nights for parents and students. The high school counselors will schedule parent meetings to discuss college and career plans. They will also hold financial aid trainings for parents and students (i.e., FAFSA nights, scholarship nights, etc.).