COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE- PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by**October 1** each year. Districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov**.

The following sections of statute and rule relate to the district plans:

- Idaho Code§33-320 Continuous Improvement Plan
- Idaho Code §33-1212A College and Career Advising and Mentoring Plan
- Idaho Code §33-1616 Literacy Intervention Plan
- Idaho Code §33-1614 Literacy interventions for individual students
- IDAPA 08.02.01.801 Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Templates for the 2018-19 Combined District Plan

1) Districts and charter schools (or Local Education Agencies – LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need to complete all of the following parts**:

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel) or combine them into a single PDF.

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Posting / Submitting Your Plan

- If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801)to **plans@osbe.idaho.gov**. Since it includes the Continuous Improvement Plan, you must also post it on your website (by October 1). When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/.

District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are

available on our website (https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/).

FUNDS FOR TRAINING

Up to $6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.A list of Approved Trainers is available on the State Board of Education website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Review Checklists are available on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/

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

NARRATIVE- PART 1

School District	# 161	Name: Clark County Joint School District
Superintendent	Name: Paula L. Gordon	Phone:(208) 374-5215
	E-mail:gordonp@mudlake.net	
PlanContact	Name: Paula L. Gordon	Phone:(208) 374-5215
	E-mail:gordonp@mudlake.net	

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

Our Mission at Clark County School District #161:

At Clark County School District #161, our mission, through the combined efforts of our staff, parents, students, and community members is to promote "BOBCAT PRIDE" in all that we do today and in the future!

P=Positive Attitude

R=Responsible and Respectful Actions

I=Integrity

D=Determination

E=Everyone's Safe

Vision:

Our Vision at Clark County School District #161: Creating a community of Educated, Motivated, and Empowered Learners!

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you 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 below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	48%	47%
Female	52%	53%
White	42.99%	41%
Black/African American	0%	0%
Asian	0%	0%
Native American	1%	1%
Hispanic/Latino	57%	58%
Free/Reduced Lunch Program	62%	74%
Received Special Education (IEP Students)	10%	12%

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

NARRATIVE- 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 the Continuous Improvement Plan, College and Career Advising 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

1) It was with every good intention that a CIP committee would be set up this summer to get together to work on this plan. In fact, two separate trainings were scheduled with ISBA to provide guidance on the CIP. However, unfortunately, other more pressing items changed the course of the second training which was to go in depth on CIP, to a training to cover Roles and Responsibilities instead.

Now, with that said, I did gather feedback and input from several faculty/staff members; parents; the College and Career Counselor; the Title 1 Para; my school board chair; and my ISBA Leadership Development Director all individually. Additionally, I considered student and parent surveys. These individuals provided me with the necessary student data, the program specifics, and the brain-storming sessions to move forward with very specific program plans. Next year, I will begin this process in March or April, so that we will have plenty of time to meet, as I see value of getting together as a group rather than collecting data and feedback separately.

2) We, at Clark County take pride in how parents are notified of the college and career advising and mentoring services and resources available to their children. We act on the principle that an informed community is an involved community. Therefore, the following are ways that we notify are parents:

- Back-to-school night presentation
- Mandatory parent attendance at registration
- Messages sent out on the Remind system
- Special parent meetings
- School newsletter
- School website
- Special mailings
- Phone calls
- Emails
- Texts
- Fliers/letters sent home
- Social media
- Personal/direct conversations
- Reader board
- Parent informational nights
- Office hours during parent teacher conferences
- Parent teacher conferences: Individual or group

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3) This district realizes the importance of giving all of our parents the opportunity to provide input in the development of their child's additional literacy intervention and support plans. Last year, we were unable to secure a Title 1 teacher and the responsibility fell directly on the regular classroom teachers. This year, however, our Title 1 Para under the guidance of the regular classroom teachers and the superintendent, has taken on a leadership role. The Title 1 Para sends out a letter approved by the superintendent, to each of the parents of the students that have been identified as a Tier 2 or a Tier 3 student on the IRI test **and/or** who have scored as a Title 1 student on our Title 1 Eligibility Forms. Parents are then encouraged to allow their child to participation in this program. Additionally, the regular classroom teachers have communicated the students' strengths, weaknesses, supports, and interventions personally to the parents.

Parental input, feedback, and desires are valued and utilized in the designing of the individual plans. This year, we hope to utilize Easy CBM and Milepost to create and track individual plans. Parents will again be asked to review the student's plans in January and again the feedback and desires of the parents will help to determine additional goals or modifications. It is our hope that as this practice becomes an expectation from year to year, parents feel more willing to collaboratively design plans. Communication is key.

- All communication is provided in both Spanish and English in writing. A translator is always available when necessary when personally communicating through speech.
- A text alert in English and Spanish is sent to the parents of students whom are Title 1/Literacy Interventions Plan eligible once IRI testing is complete. This text serves to notify them of a letter coming home that contains important information about their child's education.
- The letter is sent to the above mentioned parents after IRI testing is completed. This letter explains the IRI test, their child's score and what it means, the child's current level of performance, what interventions will be administered at school, when and how these interventions will be administered, by whom the interventions will be carried out by, what the parents can do at home to help support their child, and to notify them of future contact to schedule parental meetings.
- This letter provides the parent with the option to participation in or deny participation in these intervention services. Letter must be signed and returned indicating whether or not the student will be participating.
- The regular education teacher personally contacts or meets with the parent to discuss the concerns and to gather feedback from the parent that can be utilized to develop an individualized plan.
- The 21st CCLC Director personally visits with the parents of these students to encourage their participation in this program.
- Superintendent (Title 1 Director) and entire RTI staff is readily available to answer stakeholders' questions or concerns.
- Progress monitoring data is prepared and sent to parents every month.
- Parent Involvement during back to school conferences, quarterly parent teacher conferences, parent nights and involvement opportunities, assemblies, volunteer opportunities, Title 1 nights, etc.
- Additional text alerts, phone calls, in-person meetings, etc. are held as needed.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 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

The Literacy Intervention Program which requires every school district in Idaho to develop an extended hour literacy intervention program for students in grades K-3 whom score Tier 2 or Tier 3 on the Fall IRI assessment is very important to Clark County SD #161. It is our desire to ensure that our students are given the required skills, tools, and knowledge to become successful. Our single, most simplistic goal at Clark County, is to create literacy growth for all our students not just our K-3 students.

The Title 1/Literacy Intervention Program for the 2018-2019 School is based on a push in Title I program approach wherein the Title 1 Para working under the direction of the regular classroom teacher and the Superintendent (Title 1 Director) delivers the lessons/interventions in small groups in the regular classroom.

The Superintendent (Title 1 Director) the Title 1 Para, and the Head Teacher all attended the IRI I-station training this summer for a more comprehensive understanding of the new IRI test. The Title 1 Para will administer the IRI on-line assessments to all students grades K-3 the third full week of school. A letter will go home to all students who have earned an Overall Reading Score of either a "2" Strategic or a "3" Critical Intervention on their IRI assessment. This letter will serve to notify the parent of their child's eligibility for Title 1/Literacy Intervention Program services. These services will outline the push-in Title 1 program which will provide additional personal assistance and supports with reading skills via the Title 1 Para, in the regular classroom, that are in addition to and does not take the place of, regular classroom instruction. If a student qualifies for and the parents send back the signed letter accepting Title 1 services, the students are required to attend their (two) thirty minute scheduled sessions of Title 1 Reading classes weekly. Due to our small class sizes each Title 1 student has a very individualized plan based on their levels or skills. There is never a ratio larger than 5 to 1. Our goal is to provide as much additional assistance, instruction, interventions, and supports to our students which will result in the movement of all our students to "Benchmark".

Additionally, these same students are encouraged to participate in our 21st CCLC before and after school program that provides them with the opportunity of an additional hour before school four days a week; two hours after school three days a week; and four hours on Fridays some 120 days a year; and two weeks of Summer School at 21 hours a week. This 21st CCLC program has been designed to put aside time daily to provide additional assistance and supports in the area of Reading.

Curriculum is designed by the regular classroom teacher to address the following: listening comprehension; letter knowledge; phonemic awareness, decoding intervention, vocabulary,

comprehension, comprehension, spelling, and fluency applicable to the student based on a formative assessment designed to identify the weaknesses. Additionally, the regular classroom teacher aligns all lessons with Idaho's Common Core Standards. Each grade level has a specific research-based computer program that also assists in providing remediation. For example, K-1st utilizes the Waterford program and ABC Mouse, while 2nd-3rd diligently works with the Success Maker program. Finally, every 1st Tuesday/Wednesday of each month IRI I-station progress monitoring is administered by the Title 1 Para and monitored to show growth. Additional Reading supports are provided in the regular classroom through daily work on the computers utilizing either the Waterford, ABC Mouse, or Success Maker programs.

Currently, there are a couple of students whose curriculum is designed in a more individualized manner. These students have either qualified for Special Ed services or are on a 504. To determine their plan, input is provided from the team consisting of the Title 1 Para, Special Ed teacher, regular classroom teacher, student, parents, and administration.

Last year, our elementary staff committed to providing as much support and interventions as possible through what we call our "Power Hour" and due to the positive results we saw, we have incorporated this into our Literacy Intervention Program again this year. "Power Hour" services our provided to first through fifth grade students (not Kindergarten since we have a half day kinder program and the "Power Hour" is the provided the last 30 minutes of every day). After our students take the IRI test by the third week of school, the students that receive a "2" or a "3" are identified as Title 1/Literacy Intervention Plan eligible. The elementary staff, Title 1 Para, ESL teacher, Special Education teacher, and the Superintendent meet as a very informal RTI group to review and design a plan for each student based on their strengths, weaknesses, and interventions needed. "Power Hour" is set up to maximize each students' needs. "Power Hour" consists of two reading classes, a Math class, an ESL class, a Special Education club, and a S.T.E.A.M. Team. Each student is placed in a class based on their need. For example, any student that scored a "2" or a "3" is put in the appropriate reading class based on their needs. The exception to this is if the student is an ESL student which would require them to be placed in the ESL class or if the student is a special education student which would require them to be placed in the Special Education club class. The rest of the students are placed in the Math class if they need more assistance in h mathematics. Finally, those students that need to be challenged are placed in the S.T.E.A.M. Team class. There are two Reading classes held that concentrate on: listening comprehension; letter knowledge; phonemic awareness, decoding intervention, vocabulary, comprehension, comprehension, spelling, and fluency utilizing high interest topics and materials applicable to the students' individual needs. These classes begin after Labor Day and run the entire year. However, in January, the RTI team meets again utilizing the monthly progress monitoring reports, the easy CBM information, and the information gathered from the "Power Hour" teacher to determine if a student needs to remain in the same group the second semester or move to a different group.

The 21st CCLC program is provided as an optional Before/After School Program as well as a Summer Program. However, our students that scored a "3" (Critically Intensive) on the IRI assessment are strongly encouraged to enroll and be in regular attendance. The 21st CCLC Director and the regular education teacher personally visits with the parents of these students to encourage their participation in this program. The 21st CCLC program provides no less than 30 minutes of and up to one hour daily of

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Reading assistance and interventions during programming time during the school year as well as during the summer. The summer program consists of two weeks of summer school at 21 hours a week. This consists of 3 days a week, for a total of 6 days. These 21st CCLC programs have been designed to put aside time daily to provide additional assistance and supports in the area of Reading. This year, the 21st CCLC program has designed a Reading Club with the specific intent to provide additional interventions for these students. The 21st CCLC Director is responsible for preparing all the materials for the after school and the summer literacy intervention programs during the regular school year, as well as during the summer session, however each teacher assigned to the students is responsible for facilitating the reading interventions to their specific students. The 21st CCLC program has purchased electronic tumble library books to assist in the Reading Club program. This program can look like one on one practice, or small group work, in reading decodable books, practicing high frequency vocabulary words, read-a-louds, parent "I read-you-read" time, phonics practice, letter naming, letter sound recognitions, fluency checks, reading theaters, homework help, reading skill games such as "I have who has" literacy, Waterford, Success Maker, AR, tumble library books, partnership with the local library, and much, much more. Each grade level has at least 1 teacher or student teacher per grade level with the ratio not exceeding 5 to 1. Finally, 21st CCLC has many opportunities for parent involvement with literacy such as Family Reading nights, Reading Game Nights, and an ESL class provided 3 nights a week to any parent that wishes to learn English.

In order for Clark County SD #161 to ensure that the required hours of intervention are met, we rely heavily on our attendance records. For regular school hours, attendance is taken daily and entered into Power School. Should a student be picked up early from school, they are checked out at the office where attendance will be adjusted in Power School immediately. The Title 1 department reviews attendance throughout the year to continually ensure that the required hours will be able to be met. The 21st CCLC program also utilizes a daily attendance system. Each child's attendance is marked for the before school, the after school, and the Summer School programs. This information is entered into Compass reports and is monitored weekly. Additionally, both of these programs are encouraging and motivating attendance. In terms of Title 1, all students that qualify are encouraged and motivated to attend their sessions through attendance awards, improvement recognition rewards/celebrations, parent involvement through quarterly designed Parent Nights, progress reports, Title 1 Q & A nights, etc. As for the 21st CCLC program, students are required to attend 30+ days of programming. To encourage attendance an interactive attendance chart is kept in the hallway for all to see. Students add a star to their attendance chart for every 5 days of attendance. This has been used in goal setting, competitions, awards, etc. Also, parent involvement and family nights have provided additional motivation for attendance.

This district works to provide professional development opportunities to the regular classroom teacher, the Title 1 Para, the Special Education teacher, and BIs. Title 1 specific conferences or early education and literacy conferences are attended. Due to funding constraints, typically one or two people are sent to a conference and then come back to provide the rest of the staff with the information they learned. Additionally, the 21st CCLC program provides the funding for our Success Maker program and the district shares the expense of the Waterford program. The district has also utilized and provided a stipend for our first grade teacher whom is K-12 certified in Reading to provide guidance to our librarians in designing lessons that meet our students' needs. The district purchased reading kits last

year for the elementary library that also meet many of these intervention needs. Finally, specific curriculum and resources was purchased for the Power Hour Intervention programs.

This past year we had not given all of our parents the opportunity to provide input in the development of their child's additional literacy interventions and supports plan, however we are making strides in doing so this 2018-2019 school year.

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 guidance provided on pages ii-iii of the directions provided with this template.

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

Collaborative Leadership:

Clark County SD #161 consists of a very basic RTI model. Our team is composed of all our elementary teachers, the Title 1 Para, the special education teacher, the ESL teacher, and the superintendent. Currently, this time meets a minimum of four times a year, or more frequently as needed. In August, prior to the start of school to discuss the design and purpose of "Power Hour" and Title 1/Literacy Intervention Plan; in September, after IRI scores have been calculated to determine placement of and the design of individual student plans; in January to IRI Progress monitoring scores, as well as easy CBM data, and to modify any individual plans; and again in April or May to discuss and celebrate successes. (Additional meetings may occur as needed.) The RTI team along with the district provides guidance, support, resources, and shared knowledge.

- The superintendent (Title 1 Director) attends all RTI meetings
- Parents are encouraged to participate in the development of their student's individualized plan.
- The Title 1 Para, under the direction of the superintendent (Title 1 Director) develops the benchmark and progress monitor calendar and shares it with the elementary teachers and all other necessary staff members.
- Superintendents attends regional meetings to collaborate with other superintendents.
- Superintendent, Title 1 Para, and Special Education teacher attends trainings and conferences that can provide for additional training in the area of literacy.
- The regular classroom teachers design lessons to address the following: listening comprehension; letter knowledge; phonemic awareness, decoding intervention, vocabulary, comprehension, comprehension, spelling, and fluency applicable to the student based on a formative assessment designed to identify the weaknesses all of which aligns all with Idaho's Standards.

- The superintendent (Title 1 Director) acquires the necessary resources needed to meet the district goals.
- An additional para is hired in the preschool class to help support our students' education needs and get a jump start on literacy.
- A keen eye is given to that of our early childhood abilities. Early childhood screenings/testing are conducted when necessary.
- Superintendent (Title 1 Director) and entire RTI team is readily available to answer stakeholders' questions or concerns.
- Progress monitoring data is prepared and sent to parents monthly.
- Parent involvement is encouraged and sought out through such opportunities as: back to school conferences, quarterly parent teacher conferences, parent nights and involvement opportunities, assemblies, volunteer opportunities, Title 1 nights, etc. 100% attendance goals are set, communicated with parents, and monitored.
- One elementary faculty meeting a month is utilized to coordinate with all elementary teachers and staff to ensure that all students are progressing and to discuss any modifications necessary.
- K-12 certified reading teacher serves as expert in the collaboration of the library paras.
- Superintendent has provided Teacher Network Coaching Experts to work with staff 2.5 hours every other month in the area of Reading/English.
- Superintendent reaches out to the State for guidance and support.

Developing Professional Educators:

Clark County SD #161 realizes and values professional development for our teachers. The district ensures that our teachers receive the necessary professional development needed to progress in the field of education. This year, the district has committed to providing professional development in several different areas. Additionally, the district provides our teachers with the opportunity to not only enhance their skills, but to also collaborate and brainstorm with other educators regarding literacy attending conferences and encouraging the partnership of teacher buddies within other districts.

- This is our third year of PBIS training. We will be concentrating on Tier 3 Training for PBIS. This allows for the continued professional education in the area of preventative and intervention of student behavior, especially the most concerning Tier 3 students. This is important because when student behavior is addressed, learning can happen.
- 8 hours of CORE professional development training for teachers and staff to address Social and Emotional learning in our students.
- 8 hours of ESL-Toolkit for best practice learning for all faculty and staff that work with students.
- All teachers will be provided with 2 full days of Charlotte Danielson trainings.
- PD in the area of Literacy. 15 + hours of Literacy training throughout the year provided by our Regional Reading Specialists with the Teacher Coaching Network. This will include vertical, horizontal alignment of curriculum, as well as how to become intentional and masterful with interpreting our data to better benefit our students' needs, and year-long mapping, along with best practices.
- New teachers are paired with experienced teachers to form Mentor Buddy relationships and rapports.

- Staff members in the school that are working through their education degrees are being required to attend professional development trainings as well as student teaching opportunities.
- Clark County teachers and professionals are encouraged and provided with leave time to attend professional development classes or conferences paid for by the district (i.e. teacher coaching network, observation of exemplary teachers in other districts, conferences, trainings, etc.)
- Clark County teachers are required to pair up with an Accountability Buddy that helps to hold them accountable for amongst other things, reaching their goals they have set, having high expectations, and maintaining a culture for learning.
- The district has provided a professional development resource section which provides our teachers with a plethora of professional development opportunities and resources that will increase teacher effectiveness, including, but not limited to book studies, webinars, conferences, classes, online resources, etc.

Effective Instruction & Interventions:

Effective instruction and interventions are important to Clark County SD #161. For this reason, we have chosen to provide guidance in this area. We are currently spending some 15+ hours working with two Regional Reading Specialists from the Teachers Coaching Network to align our curriculum and provide effective instruction and intervention strategies to our teachers. Additionally, the utilization of the materials used from the ESL-Toolkit for best practices PD has also been beneficial. Currently, the elementary K-5 classrooms utilize the Journey's reading/literacy curriculum along with the aide of supplemental resources. The five –areas of reading (phonological awareness, phonics, fluency, vocabulary, and text comprehension) are covered in the Journey's program. The elementary teachers utilize the htmhco.com common core scope and sequence online tool to determine how often, in what manner, and during which lesson each of these are taught. The "Power Hour" Reading teachers also rely heavily on these -5 scope and sequence online tools as a guide for their lessons for instruction and interventions along with the progress monitoring data that is provided them.

- Regular classroom teachers, Title 1 Para, and "Power Hour" teachers use direct and explicit instructions along with small group and individual instruction.
- Regular classroom teachers and "Power Hour" teachers receive 15 + hours of Literacy training throughout the year.
- Regular classroom teachers and "Power Hour" teachers have completed and passed the Idaho Comprehensive Literacy online course that focuses on these 5 areas of literacy.
- Regular classroom teachers and "Power Hour" teachers have received (2) 1.5 hour webinar trainings in the Journey program.
- The K-12 certified Reading teacher continues to take library science online classes.
- Teachers use the IRI; ISAT; AIMSweb; Easy CBM; Star; Success Maker; Waterford; ABC Mouse; and teacher observations to determine students' strengths and weaknesses. From this, teachers are able to create effective instruction and interventions through individualized learning plans for students K-3 that scored a "2" or a "3". The same is used to determine individualized plans for grades 4-8 except IRI; ABC Mouse, and Waterford.
- Teachers utilize the htmhco.com scope and sequence online tools K-5 to ensure that standards are being taught at the highest level of effectiveness.
- Parents, teachers, and Title 1 Para communicate to create an individualized plan for students.

- Librarians receive the support and guidance of the K-12 certified Reading teacher to ensure that effective lessons are developed and delivered.
- Library time is scheduled into the day to increase students' library and research skills.
- Teachers use lexile appropriate reading materials in their classes.
- Resources are provided to parents that can be used at home to improve literacy skills.
- 20 minute nightly student/parent reading homework is assigned to encourage and improve literacy skills.

Assessment and Data:

Clark County utilizes the RTI model and a comprehensive assessment plan to identify students at risk. It is our desire to ensure that our students are given the required skills, tools, and knowledge to become successful. Our single, most simplistic goal at Clark County, is to create literacy growth for all our students not just our K-3 students. Therefore, we are committed to providing as much support and interventions needed to provide academic growth. Again, we recognize that using and analyzing data has been a weakness in the past, and therefore we have chosen to be strategic in our planning. This year, we have focused some of our PD days to Literacy, the vertical and horizontal alignment of curriculum, as well as how to become intentional and masterful with interpreting our data to better benefit our students' needs is our goal. We will be utilizing the expertise of our Regional Reading Specialists along with our ESL Regional Specialists to help us break down our data so as to make sense of it. We will then be using this data to help us plan for effective and purposeful instruction and interventions.

- A collection of assessments are utilized to ensure that all students are benchmarked at their determined grade level. (IRI; Easy CBM; AIMSweb; STAR; ISAT; etc.)
- The collection of assessments is utilized to help facilitate the classroom teacher in designing the individual student plans (for students below grade level). Parental input is utilized along with the support and guidance of the RTI team.
- Students identified as Title 1/Literacy Intervention Plan students are progress monitored monthly by the Title 1 Para with IRI I-station, AIMSweb or Easy CBM assessments. This data is then charted and provided to the teacher, parents, and the RTI team.
- Effective instruction and interventions are determined via the variety of data collected.
- The RTI team has committed to meeting at a minimum, four times a year, or more frequently as needed. In August, prior to the start of school to discuss the design and purpose of "Power Hour" and Title 1/Literacy Intervention Plan; in September, after IRI scores have been calculated to determine placement of and the design of individual student plans; in January to IRI Progress monitoring scores, as well as easy CBM data, and to modify any individual plans; and again in April or May to discuss and celebrate successes. (Additional meetings may occur as needed.)

Parent Involvement:

This district realizes the importance of giving all of our parents the opportunity to provide input in the development of their child's additional literacy interventions and supports plan. Last year, we were unable to secure a Title 1 teacher and the responsibility fell directly on the regular classroom teachers. This year, however, our Title 1 Para under the guidance of the regular classroom teachers and the

superintendent, has taken on a leadership role. The Title 1 Para sends out a letter approved by the superintendent, to each of the parents of the students that have been identified as a Tier 2 or a Tier 3 student on the IRI test **and/or** who have scored as a Title 1 student on our Title 1 Eligibility Forms. Parents are then encouraged to allow their child to participation in this program. Additionally, the regular classroom teachers have communicated the students' strengths, weaknesses, supports, and interventions personally to the parents.

Parental input, feedback, and desires are valued and utilized in the designing of the individual plans. This year, we hope to utilize Easy CBM and Milepost to create and track individual plans. Parents will again be asked to review the student's plans in January and again the feedback and desires of the parents will help to determine additional goals or modifications. It is our hope that as this practice becomes an expectation from year to year, parents feel more willing to collaboratively design plans. Communication is key.

- All communication is provided in both Spanish and English in writing. A translator is always available when necessary when personally communicating through speech.
- A text alert in English and Spanish is sent to the parents of students whom are Title 1/Literacy Interventions Plan eligible once IRI testing is complete. This text serves to notify them of a letter coming home that contains important information about their child's education.
- The letter is sent to the above mentioned parents after IRI testing is completed. This letter explains the IRI test, their child's score and what it means, the child's current level of performance, what interventions will be administered at school, when and how these interventions will be administered, by whom the interventions will be carried out by, what the parents can do at home to help support their child, and to notify them of future contact to schedule parental meetings.
- This letter provides the parent with the option to participation in or deny participation in these intervention services. Letter must be signed and returned indicating whether or not the student will be participating.
- The regular education teacher personally contacts or meets with the parent to discuss the concerns and to gather feedback from the parent that can be utilized to develop an individualized plan.
- The 21st CCLC Director personally visits with the parents of these students to encourage their participation in this program.
- Superintendent (Title 1 Director) and entire RTI staff is readily available to answer stakeholders' questions or concerns.
- Progress monitoring data is prepared and sent to parents every month.
- Parent Involvement during back to school conferences, quarterly parent teacher conferences, parent nights and involvement opportunities, assemblies, volunteer opportunities, Title 1 nights, etc.
- Additional text alerts, phone calls, in-person meetings, etc. are held as needed.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE- PART 1

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Change Y2-Y1)	SY 2016-17 (Yr 2)	SY 2017-18 (Yr 3)	Change Y3-Y2)
# of students who scored "proficient" on Kindergarten Spring IRI	[redacted]	[redacted]	-4	[redacted]	[redacted]	0
% of students who scored "proficient" on Kindergarten Spring IRI	[redacted]	[redacted]	-31pp	[redacted]	[redacted]	+14 pp
# of students who scored "proficient" on Grade 1 Spring IRI	7/12	[redacted]	[redacted]	[redacted]	[redacted]	-3
% of students who scored "proficient" on Grade 1 Spring IRI	58%	[redacted]	[redacted]	[redacted]	[redacted]	-29pp
# of students who scored "proficient" on Grade 2 Spring IRI	[redacted]	6/12	[redacted]	6/12	[redacted]	[redacted]
% of students who scored "proficient" on Grade 2 Spring IRI	[redacted]	50%	[redacted]	50%	[redacted]	[redacted]
# of students who scored "proficient" on Grade 3 Spring IRI	[redacted]	[redacted]	1	[redacted]	[redacted]	-5
% of students who scored "proficient" on Grade 3 Spring IRI	[redacted]	[redacted]	-23pp	[redacted]	[redacted]	-49pp

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.

COMBINED DISTRICT PLAN (2018-2019)

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NARRATIVE- PART 1

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	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

The College and Career Advising and Mentoring model that Clark County SD #161 utilizes is counselor driven and follows the American School Counseling Association National Standards (ASCA). These standards address college and career readiness for our students. Through the utilization of some of the teaching staff for various activities the academic standards allow for the implementation of strategies and activities that provide support which enables our students to learn. Additionally, these standards provide the necessary foundation that our students need to acquire the attitudes, beliefs, knowledge, and skills required to enable them to successfully transition from school to work force and career.

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 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 a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

Grades 6 - 8:

- Personality & interest inventory tests
- Study Career Clusters
- After School Tutoring provided by 21st CCLC and staff
- 6th Grade Student and Parent Orientation
- Field trip to experience careers in certain fields
    - This year we will experience:
        - What a vet and vet technician does
        - What an animal scientist does

- What a miner and silversmith does

Grade 8:

- Additionally, the 8th grade will create a dynamic 4-year high school plan
- 8th graders will have the opportunity to attend a college campus tour
- 8th graders will take the IDLA class – Career Exploration ($30/student)
- Academic advising and orientation to high school provided by counselor for students and parents
- Assemblies on student success in school (PBIS) and college and career options

Grades 9 – 12

- Use CIS to explore careers
- Work on a speed reading program to improve reading speeds and comprehension to better prepare for college entrance exams
- Attend a tech expo.
- Attend a college or career fair
- Be encouraged to take dual credit classes.
- Take Spanish speaking students to Spanish CLEP exam
- Review 4 year plans with counselor
- Visit 2-4 college campuses
- Freshman orientation-introduction to high school with student and parent
- Parent informational night-orientation to high school
- Classroom presentations about high school success, college and career options
- Career unit in required computer class
- Assembly on student success in school, college and career options
- Opportunity for credit recovery courses through IDLA
- Overload courses
- Mentoring program

Grades 10-11

- Attend the Junior Achievement Inspire to Hire Day
- Job shadowing
- ACT/SAT prep
- Visit a college campus
- Explore college majors available
- Microsoft certification opportunities

Grade 12

- Participate in National College Application Week

- Fill out the FASFA as a class
- Be encouraged to complete scholarship applications
- Scholarship information-classrooms, online, parent information
- Encouraged to participate in concurrent enrollment
- Senior Project-mentoring and advising

Instructions: Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

Summary of Parental Notification of Advising Resources - REQUIRED

Grades 6-12

- Back-to-school night presentations
- Mandatory parent attendance at registration
- Messages sent out on the Remind system
- Special parent meetings
- School Newsletter
- School website
- Special mailings
- Phone calls
- Emails
- Texts
- Fliers/letters sent home
- Social media
- Personal/direct conversations
- Reader board
- Parent informational nights
- Office hours during parent teacher conferences
- Parent teacher conferences: Individual or group

Other Notes / Comments

None noted at this time.

Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE- PART 1

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Providethe Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – TemplatePart 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.