COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, 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. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, 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/.

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.** Plans should be submitted to **plans@osbe.idaho.gov**. Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. 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.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Combined Plan, including a link to the charter school's report card, may submit their performance certificate in lieu of part or all of the Combined Plan.

2019-2020 Templates for the Combined District Plan

1) Districts and charter schools (Local Education Agencies or 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) as a guide 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 a Narrative (Part 1), Metrics and Demographics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2019-20 Combined Plan Narrative – Template Part 1
- 2019-20 Combined Plan Metrics and Demographics – Template Part 2
- 2019-20 Combined Plan- Literacy Budget – Template Part 3

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

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you need to submit a new Narrative. If you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2019-20:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2018-19.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

Please note: The Metrics and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called "Determining which Templates to Use" on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level 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 and the Review Checklists are available on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	#161	Name: Clark County SD #161	
Superintendent	Name: Paula Louise Gordon		Phone: 208-374-5215
	E-mail: gordonp@mudlake.net		
Plan Contact	Name: Paula Louise Gordon		Phone: 208-701-5929
	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.

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:

The vision of Clark County School District #161: Creating a Community of Educated, Motivated, and Empowered Learners!

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)

Clark County seeks out the feedback and input from our stakeholders in determining the wants, needs, and desires of our community in terms of our Continuous Improvement Plan, and Literacy Plan. Feedback has been gathered from several faculty/staff members; parents; students; the College and Career Counselor; the Gear-Up Director; the Title 1 Para; school board members; and

our District Leadership Team. The Leadership Team has met to review and take into consideration parent/student surveys, the necessary student data, accreditation findings, the program specifics, and to allocate time for brain-storming sessions to allow us to move forward with very specific program plans.

Parent Notification of College and Career Advising and Mentoring Services

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 our 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
- TV Screens
- Website translations
- Parent informational nights
- Office hours during parent teacher conferences
- Parent teacher conferences: Individual or group

Parental Involvement in Students' Individual Reading Plans

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. This year we put together a Title 1 Power Point that was looped during parent teacher conferences and we were in attendance to answer any questions parents may have. 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 participate in this program. Additionally, the regular classroom teachers have communicated the students' strengths, weaknesses, supports, and interventions personally to the parents. During parent teacher conferences in September the focused conversation K-8 was on literacy. All teachers were required to report out IRI scores and ISIP scores and information (weakness and strength areas). Parents were given the opportunity to be involved in their student's individual reading plans.

Parental input, feedback, and desires are valued and utilized in the designing of the individual plans. This year, we have utilized the expertise of our Curriculum Director to review all students' IRI scores and STAR Reading scores to help design individual plans and to provide direct interventions from I-

station for both Title 1 teacher and regular classroom teacher. Parents will 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. Monthly Progress Monitoring is communicated out to parents and students.

- 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 completed. This text serves to notify them of a letter coming home that contains important information about their child's education.
- A letter is sent to the above mentioned parents after IRI/ISIP testing is completed along with a personal conversation during the PT Conferences. This letter/PT Conference meeting 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 childhood, and to notify them of future contact to schedule parental meetings.
- This letter provides the parent with the option to participate in or deny participation in these intervention services. Letter must be signed and returned indicating whether or not the student will be partaking.
- The regular education teacher personally 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 or personnel reaches out to 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 and login is made possible.
- 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.

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

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

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, 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 2019-2020 School is based on a collaborative effort between the Title 1 teacher and the regular education teacher and is based on a pull out Title 1 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. The Title 1 Para and Regular Classroom Teacher will rotate. The first day the Title 1 Teacher will work with a group of Tier 2 students for 30 minutes on lessons based on the skill needed while the Regular Ed Teacher will be working with the Tier 3 students on targeted interventions through I-station lessons. The next day they will rotate groups and the Title 1 Para will work with the Tier 3 students on targeted interventions and the Regular Ed Teacher will work with Tier 2 students. During this 30 minute time period, Tier 1 students will work on the computers on I-station enriching and continuing to develop their skills.

The district has purchased both Reading and Math I-station K-8 and have brought in Alayna Knop to develop an RTI program and a better understanding of I-station and IRI for our staff. The Title 1 Para will administer the IRI on-line assessments to all students grades K-3 the third full week of school. Teachers will utilize their parent teacher conferences to communicate and report out IRI scores and information regarding their student's weaknesses and strengths. Additionally, 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 pull-out Title 1 program which will provide additional personal assistance and supports with reading skills via the Title 1 Para, and the Regular Classroom Teacher. These 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 and targeted interventions and lessons through I-station are utilized. 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 movements of all our students to "Benchmark". Our philosophy is "ALL means ALL!" So no child will be left behind!

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. Specifically utilizing the I-station program.

Curriculum is designed by the regular classroom teacher to address the following: listening comprehension; letter knowledge; phonemic awareness, decoding intervention, vocabulary, comprehension, spelling, and fluency application 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. This year we have gone away with every grade level having

their own specific research-based computer program and streamlined everyone K-8 utilizing I-station. Every 1st Tuesday/Wednesday of each month IRI I-station progress monitoring is administered by the Title 1 Para and Regular Education Classroom Teacher and monitored to show growth. Teachers K-3 are meeting monthly to discuss progress and interventions necessary around their data boards and are taking accountability for their students.

Due to our lower IRI scores, K-3 Teachers are being asked to commit to the on-line professional development offered by the State: The Reading Teacher's Top Ten Tools: Instruction That Makes A Difference (TTT). It is this district's hope that all teachers K-3 will take advantage of this offerance.

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.

Another commitment that this district made in hopes of addressing Early Literacy is the move to full-day Kindergarten and the very intentional design of our school schedule to ensure that every elementary grade level is receiving at least 2 hours of Reading/ELA time in addition to 30 minutes a day of Power ½ Hour and 30 minutes of concentrated Title 1 focused interventions or enrichment two days a week.

For the third year in a row, our elementary staff committed to providing as much support and interventions as possible through what we call our "Power Half Hour". After looking at our results we chose to make some modifications to our Literacy Intervention Program again this year. "Power Half Hour" services are provided to kindergarten through fifth grade students. This will be based on 4 week units that will work in cycles to assess; teach; provide interventions; re-assess and discuss and make adjustments. The first two weeks of school the students stay in their original classes. On week two the students are given a writing sample. The Curriculum Director collects the student work and compares it to SBAC rubrics and groups students based on similar needs. K-1 keep their own students, however students of grades 2-5 will be grouped based on similar needs and be assigned to a teacher for that specific area for week 3 and 4. All students will be reading similar stories based on their Lexile Reading Level. Students will Benchmark at the end of week 4 on a new article that is of the same theme as their original one and do a culminating activity. The teachers will reconvene and discuss progress made and areas of continued support necessary. Then this same process will repeat.

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 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 CCLCD 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 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. Specifically, IRI Training; I-Station Training; Curriculum Director Training; Master Learning; Book Studies; ICT Training in Literacy; Regional Literacy Coaches: Whitney and Nancy; IRI and RTI Training from the State with Alayna Knop; and The K-3 PD offered by the State in The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference.

Additionally, the 21st CCLC program provides the funding for our Success Maker program and the district shares the expenses of the I-station program K-8. 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 has purchased reading kits and curriculum last year for the elementary library that also meet many of these interventions needs. Finally, specific curriculum and resources was purchased for the Power Half 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 2019-2020 school year and are actively having focused literacy conversations with our parents during Parent Teacher Conferences as they are 100% attended.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

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. We are currently working with the State Department to create a more formalized RTI process that will work for Clark County. In the meantime, 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 team meets a minimum of four times a year, or more frequently as needed. In August, prior to the start of school we meet to discuss the design and purpose of "Power Half 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, 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.
- A district leadership team has been formed that consists of the Superintendent; the Curriculum Director; the Special Education Director; and the Head Teacher. These teachers have been provided with Charlotte Danielson Evaluation Training.
- Superintendents attends regional meetings to collaborate with other superintendents.
- All Superintendents across Idaho have committed to diving deep into Early Literacy and being held accountable to our schools, students, and staff. We have committed to having monthly discussions about and sharing our successes and brainstorming our problem areas. We will also meet as Superintendents to do our part to focus on Early Literacy across the State.
- 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. Additionally we will use the Targeted Interventions provided to use by I-station.
- The district has committed to utilizing I-station K-8 for consistency.
- The district has committed to progress monitoring monthly and reviewing data as well as using the data to drive instruction and to make decisions.

- 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.
- The district committed to Early Literacy by moving away from ½ day Kindergarten to Full Day Kindergarten.
- The district committed to more focused Literacy by providing at least 2 hours of Literacy daily per grade level.
- A keen eye is given to that of our early childhood abilities. Early childhood screenings/testing are conducted when necessary. We are working with a team to get hearing, vision, and speech screenings for all of Pre-K through 2nd graders.
- Superintendent (Title 1 Directors) 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 fourth year of PBIS training and it is more of an "as needed" basis. 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.
- The district has been chosen to participate in the IMEN grant and will spend this first year really researching and studying Mastery Education.
- 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 Specialist with the Teacher Coaching Network. This will include vertical, horizontal alignment of curriculum, as well as how to become international and masterful with interpreting our data to better benefit our students' needs, and year-long mapping, along with best practices.
- I-station and RTI trainings are being given.

- K-2 teachers will participate in the State provided trainings in "The Reading Teacher's Top Ten Tools".
- 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.
- Weekly PLCs are more focused, intentional, and effective.

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 Specialist from the Teachers Coaching Network to align our curriculum and provide effective instruction and intervention strategies to our teachers. We are also encouraging our K-2 teachers to take part in the on-line professional development offered by the State in The Reading Teacher's Top Ten Tools. 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 Half 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 Half Hour" teachers use direct and explicit instructions along with small group and individual instruction.
- Regular classroom teachers and "Power Half Hour" teachers receive 15+ hours of Literacy training throughout the year.
- Regular classroom teachers and "Power Half 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 Half Hour" teachers have received (2) 1.5 hour webinar training in the Journey program.
- The K-12 certified Reading teacher continues to take library science online classes. Teachers use the IRI; ISAT; I-Station; 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". Targeted interventions are utilized. The same is used to determine individualized plans for grades 4-8.

- 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. We have brought in training from the Principal and Curriculum Director from West Ada-Meridian to assist us in creating useful data boards and understanding our data and creating an environment that celebrates data rather than shrieks away from it. We are also investigating the idea of Mastery Learning. From this we have built in monthly data days to always monitor our data! We are continuing to focus some of our PD days on 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 Specialist to help us break down our data so as to make sense of it as well as our Specialists from West Ada. We will then be using this data and the use of the I-Station 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; I-Station results; 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 as well as every student K-8 (ALL means ALL at Clark County) are progress monitored monthly by the Title 1 Para and Curriculum Director/Instructional Coach with IRI I-station assessments. This data is then charted on data boards 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 of four times a year, or more frequently as needed. In August, prior to the start of school we meet to discuss the design and purpose of "Power Half 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, 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.

Parental 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 intervention and support plans. This year we put together a Title 1 Power Point that was looped during parent teacher conferences and we were in attendance to answer any questions parents may have. 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 participate in this program. Additionally, the regular classroom teachers have communicated the students' strengths, weaknesses, supports, and interventions personally to the parents. During parent teacher conferences in September the focused conversation K-8 was on literacy. All teachers were required to report out IRI scores and ISIP scores and information (weakness and strength areas). Parents were given the opportunity to be involved in their student's individual reading plans.

Parental input, feedback, and desires are valued and utilized in the designing of the individual plans. This year, we have utilized the expertise of our Curriculum Director to review all students' IRI scores and STAR Reading scores to help design individual plans and to provide direct interventions from I-station for both Title 1 teacher and regular classroom teacher. Parents will 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. Monthly Progress Monitoring is communicated out to parents and students.

- 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 completed. This text serves to notify them of a letter coming home that contains important information about their child's education.
- A letter is sent to the above mentioned parents after IRI/ISIP testing is completed along with a personal conversation during the PT Conferences. This letter/PT Conference meeting 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 childhood, and to notify them of future contact to schedule parental meetings.
- This letter provides the parent with the option to participate in or deny participation in these intervention services. Letter must be signed and returned indicating whether or not the student will be partaking.
- The regular education teacher personally 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 or personnel reaches out to 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 and login is made possible.

- 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.

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	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	Gear-Up/Counselor

The College and Career Advising and Mentoring model that Clark County SD #161 utilizes is a hybrid model that is counselor and Gear-Up 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. Gear Up focuses on early intervention strategies to assist students in becoming prepared for College and Vocational opportunities. It provides our students with the necessary skills to ensure that they meet standards necessary for High School graduation and provides them with the skills necessary to be successful beyond their high school years.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

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.

Advising Program Summary - REQUIRED

Grades 6-8:

- College Fair (even years)
- Participate in College Application & Awareness Week
- Personality & interest inventory tests
- Study Career Clusters through State Career programs
- After School Tutoring provided by 21st CCLC and staff
- 6th Grade Student and Parent Orientation
- STEM careers at ISU's STEM Day
- Service Learning Projects
- CORE-SEL Lessons
- Speed Reading on-line courses
- Plan your Future Program by Laurie Small (7-8)
- Start applying for scholarship
- Field trip to experience careers available
    - This year we will experience:
        - What a vet and vet technician does
        - Tech Expo (odd years)
        - 6th Grade Student and Parent Orientation

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
- Assembles on student success in school (PBIS) and college and career options

Grades 9-12

- Use CIS new State Career Program 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 (odd years)
- 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
- CORE-SEL lessons
- Apply for scholarships ACT.SAT prep
- Reality Town
- Junior Achievement-Inspire to Hire (Spring of even years)
- STEM Day
- Service Learning Project
- College application and Awareness Day
- Mentoring program

Grades 10-11

- Attend the Junior Achievement Inspire to Hire Day
- Job shadowing
- Higher Ed Days
- Visit a college campus
- Explore college majors available
- Microsoft certification opportunities

Grade 12

- Participate in National College Application Week
- Fill out the FAFSFA 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
- Life Skills Day

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 of 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.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 Combined Plan- Literacy Budget – Template Part 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.