# Combined District Plan
# Review Checklist

| DISTRICT / LEA # | DISTRICT / LEA NAME | DATE OF REVIEW |
|---|---|---|
| | | |

## COMBINED PLAN NARRATIVE
## 2020-2021 Narrative Update Exemptions

**Did the district / charter school provide an updated 2020-21 Combined Plan Narrative?** ☐ **YES** ☐ **NO**

- If Yes, proceed to Narrative Review Checklist
- If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:
  - District / charter school has indicated that they are not providing a 2020-21 Combined Plan Narrative because they have *not* made any substantial changes to the programs (or info) described in their previous Combined District Plan Narrative ☐ YES ☐ NO
  - District / charter school had a fully compliant 2019-20 Combined District Plan Narrative (or is continuing a previously-granted narrative exemption) ☐ YES ☐ NO

**Is district / charter school exempt from providing an updated 2020-21 Combined Plan Narrative?** ☐ **YES** ☐ **NO**

**REVIEW KEY (for the "Included" column)**
**X = Fully Addressed**
**/ = Partially Addressed**
**Blank = Not Addressed**

## NARRATIVE REVIEW

### Section: Mission and Vision

| Continuous Improvement Plan – Narrative Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | District/LEA mission and vision statements. | |

### Section: Community Involvement

| Continuous Improvement Plan – Narrative Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan (or Combined District Plan). | |
| **College and Career Advising and Mentoring Plan – Narrative Requirements** | | |
| **Included** | **Required Item** | **Notes** |
| | Information indicating how parents are notified that college and career advising and mentoring services and resources are available to their children. | |
| **Literacy Intervention Plan – Narrative Requirements** | | |
| **Included** | **Included** | **Included** |
| | Clear information indicating how parent input was considered in creating the district/LEA Literacy Intervention Plan (or Combined District Plan). | |
| | Clear information regarding how parents are offered the opportunity to participate in the development of their individual child's reading intervention plan. | |

**Section: Literacy Intervention Program (including all sub-sections)**

| **Literacy Intervention Plan – Narrative Requirements** | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Description of research-based substantial literacy interventions.<br><br>Additional Guidance / Examples to Support Your Completion of this Item:<br><br>➢ Description includes enough detail for readers to understand what the interventions are and how they will be facilitated.<br><br>➢ IF the district/LEA intends to use different intervention strategies for different schools, grades, and/or groups of students; the differences in interventions are clearly described.<br><br>➢ IF the district/LEA plans to use a highly individualized approach to interventions (providing interventions to individual students based on their specific needs based on RTI process, individual literacy plans, etc.), the plan indicates the process the district/LEA (or schools) are using to determine the appropriate interventions AND describes the types of interventions that are generally being used. | |
| | Clear information demonstrating how the intervention strategies address students' needs related to phonemic awareness, decoding, vocabulary, comprehension, and fluency. | |
| | Clear information regarding how the district/school(s) will ensure students receive the minimum hours of intervention required by law (60 hrs for students who score Below Basic on Fall IRI; 30 hrs for students who score Basic)<br><br>Additional Guidance / Examples to Support Your Completion of this Item:<br><br>➢ Clear information regarding the hours of intervention provided to groups of students, demonstrating that provided hours are adequate for students to receive the minimum required intervention hours; **OR**<br><br>IF plan uses highly individualized interventions (through RTI, etc.); information regarding how individual students' hours will be tracked to ensure they meet the minimum required intervention hours.<br><br>➢ IF the district/school plans to use data to exit students prior to completing their minimum required hours, clear information regarding the process the district will use to determine that a students has demonstrated grade-level proficiency prior to exiting | |
| | Clear demonstration (either integrated into the program description or in a stand-alone section) that the district/LEA Literacy Intervention Plan is aligned to the State Board of Education approved Idaho Comprehensive Literacy Plan. | |

**Section: College and Career Advising and Mentoring Program (including all sub-sections)**

| College and Career Advising and Mentoring Plan – Narrative Requirements | | |
|---|---|---|
| **Included** | **Included** | **Included** |
| | Clear indication of the college and career advising model used. | |
| | Description of the Advising Program that provides details about the college and career advising and mentoring services being provided to students in grades 8-12. | |

## METRICS AND DEMOGRAPHICS REVIEW

**Section: Introductory Information**

| Continuous Improvement Plan & Literacy Intervention Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Link to the district / charter school report card (as publicly released by the State Department of Education) is provided to address previous year(s) of data and LEA demographics. | |

**Section I: Continuous Improvement Measures – Current & Previous Year Benchmarks**

| Continuous Improvement Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | 2019-20 Benchmarks for all Section I Continuous Improvement Measures (blue-shaded metrics), as previously set in the LEA's 2019-20 Combined Plan or CIP. | |
| | 2020-21 Benchmarks (performance targets) are set for all Section I Continuous Improvement Measure (blue-shaded metrics). | |
| **Literacy Intervention Plan – Metrics Requirements** | | |
| **Included** | **Required Item** | **Notes** |
| | 2019-20 Benchmarks for all Section I Reading Readiness metrics (yellow-shaded metrics), as previously set in the LEA's 2019-20 Combined Plan or Literacy Plan. | |
| | 2020-21 Benchmarks (performance targets) are set for all Section I Reading Readiness metrics (yellow-shaded metrics). | |

## Section II: Report of Progress Narrative

| Continuous Improvement Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Narrative is provided describing the progress the LEA made during the 2019-20 school year towards the Continuous Improvement Measures Benchmarks (performance targets) the LEA set in its 2019-20 plan (as provided in Section I). | |
| **Literacy Intervention Plan – Metrics Requirements** | | |
| **Included** | **Required Item** | **Notes** |
| | Narrative includes information regarding how the LEA's 2019-20 results reflect the effectiveness of the LEA's Literacy Intervention Plan. | |

## Section IV: College and Career Advising Performance Metrics

| College and Career Advising and Mentoring Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Previous year data is provided for all required College and Career Advising and Mentoring Plan effectiveness metrics in Section IV.<br>➢ Where required, both the number and percentage of students who hit the established target; **AND** | |
| | 2020-21 Benchmarks (performance targets) are set for all College and Career Advising and Mentoring Plan effectiveness metrics in Section IV. | |

## Section V: College and Career Advising – LEA Chosen Performance Metric(s)

| College and Career Advising and Mentoring Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | At least one (1) metric created by the LEA to determine effectiveness of the Advising Program. Metric(s) is distinctly different from any metrics in the previous sections. | |
| | At least 1 prior year of data is included for each LEA-chosen metric. If the metric(s) do not have previous data available, LEA has indicated that in the Metrics Notes. | |
| | 2020-21 Benchmark(s) are set for each LEA-chosen metric. | |

**Section VI: Literacy Intervention – LEA Chosen Performance Metric(s)**

| Literacy Intervention Plan – Metrics Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | At least one (1) metric created by the LEA to determine effectiveness of the Literacy Program. Metric(s) is distinctly different from any metrics in the previous sections. | |
| | At least 1 prior year of data is included for each LEA-chosen metric. If the metric(s) do not have previous data available, LEA has indicated that in the Metrics Notes. | |
| | 2020-21 Benchmark(s) are set for each LEA-chosen metric. | |

## LITERACY BUDGET REVIEW

| Literacy Intervention Plan – Other Requirements | | |
|---|---|---|
| **Included** | **Required Item** | **Notes** |
| | Projected 2020-21 Budget is included and clearly outlines how Literacy Funds will be spent.<br><br>Additional Guidance / Examples to Support Your Completion of this Item:<br><br>➢ Proposed expenses paid for using Literacy Funds are appropriately aligned to the district/LEA Literacy Intervention Plan (there is a clear connection between the information in the narrative and the costs in the budget) | |