**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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH3/SECT33-320/) Continuous Improvement Plan
* [Idaho Code §33-1212A](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1212A/) College and Career Advising and Mentoring Plan
* [Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) Literacy Intervention Plan
* [Idaho Code §33-1614](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1614/) Literacy interventions for individual students
* [IDAPA 08.02.01.801](https://adminrules.idaho.gov/rules/current/08/0201.pdf) 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 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/>.

**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/>

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| **School District**  | **#** | **Name:**  |
| Superintendent | Name: Michael Mendive | Phone:208-478-2522 |
| E-mail: michael.mendive@pccs.k12.id.us |
| Plan Contact | Name: Marsha Smith | Phone:208-478-2522 |
| E-mail: marsha.smith@pccs.k12.id.us |

**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.

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| **Mission and Vision - REQUIRED**  |

# Mission Statement

Through the Expeditionary Learning model, Pocatello Community Charter School creates a learning environment for students to develop a love of learning, think at a high level, work hard to overcome difficult challenges with no excuses, persist to achieve their personal best relative to previous performance, seek to improve the world around them, and treat others with kindness and respect. Our teachers, parents, and community are empowered to enable students to meet these expectations.

Vision Statement

Pocatello Community Charter School: Together as crew, we seek excellence, leadership, and environmental stewardship, and to become involved citizens committed to equality, safety, and justice in an ever-changing and increasingly technological world.

**Instructions:** This section addresses the 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.

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| **Community Involvement - REQUIRED** |

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

A parent survey is sent out in the spring. An advisory committee made up of parents, teachers, and administration meets in the spring to review the survey results. The budget is reviewed and plans are made for the following school year based on that information.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of available resources and programs through newsletters from the school counselor and from the teachers. Parent workshop trainings for the Advanced Opportunities Fast Forward program will be provided in the spring.

Parental Involvement in Students’ Individual Reading Plans

PCCS leadership and Rti teams are responsible for developing the Literacy Intervention Program Plan. Information from past parent surveys or from comments or concerns shared with teachers was taken into consideration. Once teams have met and students have been identified as needing additional literacy support, parents are notified and encouraged to give feedback. If students qualify for 30 or 60 hours of intervention, an Individual Literacy Plan is written for each student. Possible interventions are all listed on the plan and a recommendation is made from the Rti team. Parent feedback from the first notification is added to the plan. The plan is then shared with parents and they are encouraged to give feedback to their child’s plan. Parents are welcome to share their feedback through email, letter or in person. If requested, a parent/teacher conference will be held.

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.

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| **LITERACY INTERVENTION PROGRAM** |
| **Literacy Program Summary - REQUIRED** |

The 2019-2020 program will look similar in regards to our Response to Intervention model. PCCS is fully implemented over to a school-wide Title I program. The school has purchased a school-wide license for Fast Forward and Reading Assistant. Both programs will be considered for in school interventions but families are encouraged to use the programs at home as well. IStation will replace the 4th grade STAR assessment.

PCCS is an EL Education school that builds on literacy skills as students learn about the world through the deep study of specific topics through cross curricular units called expeditions. Additional literacy resources are used for explicit instruction in the primary grades. For example, K-4 is currently implementing the EL Literacy Skills Blocks.

Intervention strategies are developed and used through grade level collaboration. PCCS provides several research-based intervention curriculums and each grade level team is encouraged to develop their interventions using these resources.

· Kindergarten interventions take place during the school day. The classroom teacher, Title I team, special education teacher, and the classroom paraprofessionals work as a team to determine and provide interventions based on student needs.

· 1st - 8th grade teams consist of grade level teachers, Special Education teacher, and the Intervention & Assessment Coordinator. Interventions are provided during the day as a push-in model and there are after school options as well. Students 1st-4th are offered an after school reading program three days a week for 1.25 hours per day. Other grade levels are offered a time after school to work in the lab using Fast Forward. Parent input is critical in order to establish the best results with attendance and fidelity of the intervention and/or program.

In order to assure students receive the required hours of literacy intervention, it is documented on the Individual Literacy Plan along with the specific intervention program. The plan will also include intervention specifics such as length of time, days per week, facilitator, and targeted skills. If a student is on an IEP for literacy, those hours are considered first. If additional hours are needed, the student is also given an Individual Literacy Plan and placed accordingly.

Interventions:

· In-class support – facilitated by classroom teacher and/or paraprofessional. Intervention of targeted skills are based on assessment data (IStation, STAR Reading, ISAT interim, spelling inventory) and is administered as a one-on-one or small group setting depending on the needs within the classroom. PCCS purchased a school-wide online reading intervention program called Reading Assistant. The program targets fluency, comprehension, and language patterns. This, with other research based interventions is available as a resource within the classroom

· Title I Program – The Title I team consists of the Intervention & Assessment Coordinator and four paraprofessionals. After benchmark assessments are given, grade level Rti teams meet and determine intervention groups. Title I paraprofessionals, under the support of the Intervention Coordinator, push into the classroom during literacy centers and offer specific research-based interventions. Curriculum includes the Wilson Reading System, which focuses on phonemic awareness and decoding/phonics. It uses visual, auditory, kinesthetic, and tactile senses to make connections between sounds and words. Read Naturally is also used and it targets fluency and comprehension. Reading A-Z (RAZ plus & Writing) is an online guided reading curriculum. Daily writing, as well as many other resources are also used from the online program. Voyager Passport focuses on word attack through phonics and decoding, building vocabulary, and spelling. Fluency and comprehension are also included with each lesson.

· Extended Reading Program – This program is offered for a total of 60+ hours each year for students in 1st – 4rd grade. It meets after school three days a week for 1.25 hours per day. The Intervention coordinator and two Title I paraprofessionals will facilitate this program. An online reading intervention, Reading A-Z (RAZ plus & Writing), is used as the primary intervention.. The online program includes phonics, decoding, fluency, and comprehension. The writing offers daily writing practice, graphic organizers, and creative writing. The Fast Forward program will also be used in the after school reading program.

· Fast Forward – facilitated by an Americorp worker. Students meet 4-5 days per week for an hour to an hour and a half each day. This program is offered during the school day, after school, and in the summer. This program is designed to improve cognitive skills including memory, attention, and processing speed. This targets reading fluency and comprehension.

Riding for Focus - offered to students in 5th-8th grade and facilitated by the Adventurer Coordinator and Americorp member. The program was piloted at PCCS and continues to be an intervention used to help students that have difficulty staying on task and focusing. Students meet for a minimum of 30 minutes three times per week first thing in the morning for at 8 weeks in the fall and 9 weeks in the spring. The program aims to show throw cycling will help increase attendance and academic performance and improve social-behavior skills. RFF is collecting data to back up the theory of the benefits of physical activity to help students be successful in the classroom.

Students are progress monitored through IStation and STAR reading. Title I and the extended reading program also use curriculum assessments to monitor student growth.

PCCS will support the implementation of the literacy intervention program through collaborative team meetings. Feedback from staff and parents will be reviewed for future changes.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/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.

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| **Comprehensive Literacy Plan Alignment - REQUIRED**  |

**Assessment and Data**

RTi literacy assessments for fall, winter, and spring are as follows:

 Kindergarten: IStation, EL Skills Block Assessment

 1st/2nd Grade – IStation, EL Skills Block Assessment

 3rd/4th Grade – IStation, Words Their Way Spelling Inventory, Correct Writing Sequence

 5th-8th Grade – STAR Reading, Words Their Way Spelling Inventory, Correct Writing Sequence

In addition to the Rti assessments, grades 3rd – 8th will continue to use the ISAT interim assessment blocks.

**Collaborative Leadership**

Data was compiled from fall benchmarks. Rti teams (including SPED and Title I) met to determine eligibility, parent involvement, and intervention strategies. Grade level teams meet and suggest which intervention program may best suite each student based on their need for 30 or 60 hours of intervention.

The team will review and analyze data from fall, winter and spring benchmark testing.

Grades 4-8 follow the Response to Intervention model: Benchmark assessments given three times a year and students that are not performing at grade level are given extra support, as appropriate, and progress monitored.

Grade level teams continue to meet throughout the year to analyze data, review interventions and student progress.

**Effective Instruction and Interventions**

· Title I – push-in, small groups with all K-8 classes for 3-4 days/week for 30 minutes/day.

o Materials: Voyager Passport, Wilson Reading System, Read Naturally, Reading A-Z, instructed by Intervention Coordinator and paraprofessionals.

§ Wilson Reading – phonemic awareness, decoding and phonics.

§ Read Naturally – fluency and comprehension

§ Reading & Writing A-Z – online guided reading and writing program, fluency, comprehension, phonics (iPads used to access books and writing tools).

· Extended Reading Program – Extended day 3 days/week for 1.25 hours/day for 1st-4rd grade.

o Materials: Learning A-Z (Guided reading, online assessments), A-Z Writing (online intervention that pairs with Learning A-Z), and Voyager Passport. Instructed by Literacy Coordinator and paraprofessionals.

§ Learning A-Z – phonics, decoding, fluency, comprehension (iPads used to access online books)

§ Writing A-Z – Daily writing support

§ Voyager – phonics, decoding, vocabulary, spelling, fluency, and comprehension

· Fast Forward – Online reading intervention, school-wide licenses available for students in 1st-8th grade.

 Offered 4-5 days/week for 1 -1 ½ hours/day immediately after school.

 Monitored by Americorp member and overseen by school Dean.

§ Fluency and comprehension

· Reading Assistant – Online reading intervention for any student reading 25 wpm or more.

 Schoolwide license and is used in the classroom at teacher or Rti team

 discretion. Monitored by classroom teacher or classroom

 paraprofessional.

§ Fluency, comprehension, and language pattern

· Small group Para-led targeted skills – In class one on one or small group instruction from

 classroom paraprofessional. Skills needed are

 determined by assessment data.

o Materials: Words Their Way word sorts, Read Naturally, Wilson Reading System

§ Word sorts – phonics, vocabulary, and spelling

§ Read Naturally – fluency and comprehension

§ Wilson – phonics, decoding

Parents are informed of their child’s K-3 IRI IStation scores at PEP Conferences. After the Rti teams meet, recommendations are added to an Individual Literacy Plan for student’s that scored below grade level. The plan is shared with parents within 14 days and their input is encouraged. Communication can be electronic, hard copy, phone call, or with a parent conference.

Parents were informed of Title I School-wide plan at back to school night. There will be several different activities during the school year to encourage parent involvement. The activities help bridge literacy activities between school and home.

Classroom teachers will also use the ISAT interim assessment blocks to further instruct individual or small group interventions.

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.

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| **COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM** |
| **College and Career Advising Model - REQUIRED** |

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| --- | --- | --- |
|  | **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) |  |

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.

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| **Advising Program Summary - REQUIRED** |

2019/2020 school year:

6th grade students and parents are informed of the Advanced Opportunities program in the spring so they can enroll in summer courses as soon as they are eligible to access their Fast Forward funds. Parent Advanced Opportunities workshops will be provided in the spring to all current 6th – 8th grade students and their parents. All interested 7th-8th grade students are enrolled in IDLA overload high school courses using their Fast Forward funds throughout the year and during summer break.

All 8th grade students take a required college/career elective class with the school counselor using the NextSteps Idaho program to explore their interests, occupations, and college/training requirements. The college/career elective class will be optional for the current 7th grade students. The school counselor assists the 8th grade students in registering for high school and creating their 4 year plan. All 7th and 8th grade students will attend the ISU College of Technology Tech Expo in the spring. The 8th grade girls will attend the Super STEM Girl Conference at ISU in October.The 8th grade students will go on a campus tour to BSU and/or CSI in the spring.

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| **Other Notes / Comments** |

The School Counselor, Laura Whaley, will attend the Next Steps Technical Roadshow training in November, 2019.

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| **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.