

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	#342	Name: Culdesac Joint	
Superintendent	Name: Alan G. Felgenhauer		Phone: 208-843-5413
	E-mail: alanf@culsch.org		
Plan Contact	Name: Alan G. Felgenhauer		Phone: 208-843-5413
	E-mail: alanf@culsch.org		

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

MISSION STATEMENT:

The mission of Culdesac Joint School District is to instill our students with the knowledge and skills to become lifelong learners and contributing members of society.

VISION STATEMENT:

To provided knowledge, skills and direction for a successful tomorrow.

2019-2020 SMART GOALS:

1. On ISAT assessments, student proficiency will increase by 5 percent and the percent of students who score basic will decrease by 5 percent.
2. 75 percent of all students will meet or exceed their personal expected growth rates in MAP testing for math and ELA.
3. Teachers will complete Self-Observation to drive IPLP's.

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Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

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

The school will develop its SMART Goals through the school leadership team which consists of district and school administrators, school teachers, school para-educators, community members and parents of Culdesac School students.

The team has met three times since the start of school to develop the 2019-2020 school SMART goals. The team meet monthly to review progress towards meeting those goals.

The Board of Trustees will review the Continuous Improvement Plan yearly.

Parent Notification of College and Career Advising and Mentoring Services

Our Advising & Mentoring Team work together to notify parents in the following ways:

Efforts Include:

- Individualized 4-year learning plans (completed with parents, student, & team)
- Planning session with College and Career Advisor (where student and parent are present)
- FAFSA workshops with hands-on training from college financial aid professionals
- College visit to area colleges
- Participation in Service Learning activities
- Parent Night workshops (focus on: financial aid/financial literacy, career opportunities, time management, scholarship applications, etc.)
- Participation in College Week activities
- Hosting a College/Career Fair in conjunction with Culdesac Sausage Feed
- ASVAB Career Exploration Assessment Program
- Job Shadow experience during senior year
- Participation in March College Madness
- Access to Idaho Digital Learning Academy & Odysseyware (online) courses
- PSAT/SAT

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Parental Involvement in Students' Individual Reading Plans

Positive parent involvement plays a key role in helping our students meet their learning goals. Parents are invited to participate in numerous activities throughout the school year, including:

- Registration Night
 - Parents and students meet teachers and staff
 - Academic planning sessions for all secondary students
- IRI & Title Notification
 - Parent contact are made for students who meet criteria for Title services
 - Fall assessment information is communicated to all parents via mail
- Parent/Teacher Conferences (Quarter 1 and Quarter 3)
 - All teachers print out progress reports to review with parents
 - All teachers hand out fall assessment data while discussing Title plans with those students receiving services
- GEAR UP Parent Night
 - College & career professionals host workshops for students and parents
 - FAFSA instruction is provided to students and parents
 - College application process is reviewed with students and parents
- Annual Title I Review Parent Meeting
 - Title I Meeting/Family Night that focuses on improving math skills
 - Review of plan/policies and collection of parent surveys
- Read Across America Week
 - Parents are invited to attend reading activities throughout the week
 - Parent resources are provided to support healthy reading habits at home
 - Parent Literacy Training
 - Guest readers visit school to read with students
- Culdesac PTSA Sausage Feed
 - College/Career booths are set up in the gym for parents, students and community members to learn about college application, job application processes, career opportunities, and certification for trade schools
- Book Fair in the Library
 - Title I Reading Night is scheduled for the Thursday night of the Book Fair Week
 - Parents are invited to participate in reading activities with their children
 - Title I provides book vouchers for families
- Monthly Newsletter
 - All community members receive a monthly newsletter published by the Culdesac students and staff
 - Includes academic highlights and learning activities for students/parents to engage in at home, also included: "Home & School Connection" publication

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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
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Culdeasc School incorporates a literacy intervention program for students in Kindergarten through 3rd grade. All students who score below basic on the ISIP will receive, at minimum, an additional 30 minutes of targeted reading intervention daily. In addition, students who scored basic on the ISIP will receive, at minimum, an additional 30 minutes twice per week. Students will be pulled from the classroom to receive these services. With Culdesac being a small school, students will be receiving target interventions in groups of 2-4 depending on student need. Services begin after fall testing has taken place, which is usually by the first of September, and will continue through the middle of May. Students who score below basic will receive approximately 64 hours of targeted instruction and students who score basic will receive 32 hours during the school year. Students will be receiving interventions through the following reading programs: ECRI, ReadNaturally, SIPPS, Reading A-Z, readworks.org, and Newsela. These resources will provide interventions in phonemic awareness, decoding, vocabulary, fluency and comprehension.

Throughout the school year, students are being progress-monitored using MAP Reading and Language Usage assessments. Instruction will be adjusted based on assessment results. In addition, Isation will be used to progress monitor and provide targeted interventions.

Parents of students receiving interventions will be contacted throughout the year to seek input and feedback. Information will be sent home to parents/guardians with helpful strategies for developing literacy skills at home.

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved Idaho Comprehensive Literacy Plan. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

The 2019-2020 plan focuses on progress monitoring our students and using assessment results to drive instruction. Assessment score reports will be analyzed during Staff Data Days, where our instructional teams come together to diagnose literacy needs and provide a plan for effective instruction and interventions based on data. One of our key focus areas that have been identified is reading fluency. As a team, we analyzed data and researched interventions that would target reading fluency, which include: ECRI, ReadNaturally and SIPPS. These research-based interventions will help our staff in providing the instruction necessary to meet our students' learning needs. Our current plans align with the Idaho Comprehensive Literacy Plan, in that we are collaboratively looking at the data to provide effective instruction and interventions. This process has also been helpful in determining professional development need and relevance.

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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

	Model Name	Additional Details
X	School Counselor	*This is a High-Contact Program. The School Counselor, Head Teacher, and GEAR UP Site Coordinator work together to follow our school plan.
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
X	GEAR UP	*This is a High-Contact Program. The School Counselor, Head Teacher, and GEAR UP Site Coordinator work together to follow our school plan.
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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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

At Culdesac School, our Advising & Mentoring Plan is as follows:

1) Eighth Grade

- a. Invite parents to Parent Night workshops, which explain:
 - i. Individualized 4-year learning plans
 - ii. Advanced Opportunity Program
 - iii. CIS Portfolios and career research

2) Ninth Grade

- a. Use CIS in the classroom to explore career options
- b. Revisit/update Individualized 4-year learning plans while conferencing with student, parent(s), and College & Career Advisor present
- c. Tour area colleges
- d. Attend Parent Night workshops where students and parents focus on:
 - i. Career Opportunities
 - ii. Time Management
 - iii. What to look for in a College

3) Tenth Grade

- a. Use CIS in the classroom to research careers, create portfolio and resume
- b. Revisit/update Individualized 4-year learning plans
- c. Take ACT Aspire Test
- d. Tour area colleges
- e. Attend Parent Night workshops where students and parents focus on:
 - i. Financial Aid/Financial Literacy
 - ii. Scholarship Applications
 - iii. Service Learning Opportunities

4) Eleventh Grade

- a. Use CIS to update portfolio, resume and research colleges
- b. Revisit/update Individualized 4-year learning plans and Graduation Checklist
- c. Take ACT
- d. Tour colleges of interest
- e. Attend Parent Night workshops where students and parents focus on:

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- i. Financial Aid/Financial Literacy
- ii. College Admissions Process
- iii. Scholarship Writing

5) Twelfth Grade

- a. Use CIS to update portfolio, resume, and research colleges
- b. Revisit/update Individualized 4-year learning plans and Graduation Checklist
- c. Take ACT
- d. Tour colleges of interest
- e. Complete a Job Shadow experience
- f. Attend Parent Night workshops where students and parents focus on:
 - i. FAFSA
 - ii. College Admission Process
 - iii. Scholarship Writing

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Other Notes / Comments

<http://www.culsch.org>

"Parent" Dropdown - School Report Card

**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.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 342	District Name: Culdesac Joint School District
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	www.culsch.org
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	90%
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	25%
	% students who scored proficient on the 8th grade ELA ISAT	35%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	20%
	% students who scored proficient on the 6th grade ELA ISAT	25%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	80%
	% students who scored "proficient" on the Grade 1 Spring IRI	80%
	% students who scored "proficient" on the Grade 2 Spring IRI	80%
	% students who scored "proficient" on the Grade 3 Spring IRI	80%

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	*	*	*	*	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	57.14%		0%		-57.14 percentage points	50%
	% students participating in one or more advanced opportunities	2.00%		8.00%		Not Required	10%
	% CTE track HS students graduating with an industry-recognized certification	0.00%		0.00%		Not Required	25%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100.00%		86.00%		Not Required	100%
NOTES:							

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	0		0		
	% of students with learning plan created and reviewed in 8th grade	8th grade	100.00%	8th grade	100.00%	100%
		9th grade	100.00%	9th grade	100.00%	100%
		10th grade	100.00%	10th grade	100.00%	100%
		11th grade	100.00%	11th grade	100.00%	100%
		12th grade	100.00%	12th grade	100.00%	100%
	% of learning plans reviewed annual by grade level	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		*	*	7	2	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	50.00%		29.00%		40%
		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
% students who Go On to some form of postsecondary education within 2 years of HS graduation	0	4	2	4		
	0.00%		50.00%		50%	
<p>NOTES:</p>						

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Section IV: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
Percent of high school seniors who completed the FAFSA	57%	67%
NOTES:		

Section V: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of kindergarten students who met their projected growth target on the Spring MAP Reading Assessment	86%	86%
NOTES:		

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District # 342	District Name: Culdesac Joint
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section 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 in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	37.0%	38.0%
Male	63.0%	63.0%
Asian	3.0%	3.0%
Black / African American	1.0%	1.0%
Hispanic / Latino	4.0%	4.0%
Native American	9.0%	9.0%
White	82.0%	82.0%
Free / Reduced Lunch Program	67.0%	67.0%
Received Special Education (IEP Students)	9.0%	14.0%
NOTES:		