

# 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](mailto: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](mailto: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.

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- 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](mailto: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/>.

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### **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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## NARRATIVE - TEMPLATE PART 1

<b>School District</b>	<b># 232</b>	<b>Name: Wendell School District</b>
Superintendent	Name: Tim Perrigot	Phone: 208-536-2418
	E-mail: tperrigot@wendellschools.org	
Plan Contact	Name: Tim Perrigot	Phone: 208-536-2418
	E-mail: tperrigot@wendellschools.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

*The mission of the Wendell School District is to engage students in learning that ensures academic achievement and moral character.*

### **100% Student Growth- The Only Acceptable Goal**

*The vision of Wendell School District is to establish a community of learners who are empowered to pursue their dreams and ensure that each student is college and career ready.*

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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 Continuous Improvement Plan has been taken to the school board at monthly school board meetings for review and input. Parents, patrons and/or staff members who attend those board meetings are part of the process of review. Staff and leadership from each school has been highly involved in developing goals. These staff members include use of school leadership teams. Grade levels and department teams review and monitor progress with specific goals. A major emphasis has been placed upon the changes that have taken place in our district over the past several years and how to adjust to those changes to increase student achievement. Parents play an essential role with building these goals working with their students. For example, Wendell Elementary School teachers meet with individual parents to review their students' progress and ways to improve especially on the IRI assessment. Wendell Elementary School parent group provided valuable input with the IRI parent involvement letter used with all parents.

#### Parent Notification of College and Career Advising and Mentoring Services

Parents and guardians will be notified of the availability of the entire college and career-advising program and how to access all of the services. Updates and other essential communication with parents will take place at scheduled parent involvement activities and with email, phone calls, newsletters, text messages, etc.

#### Parental Involvement in Students' Individual Reading Plans

Wendell Elementary has created a Reading Improvement Plan for students in grades kindergarten through third grade. It was used last year and parents informally told us they liked the layout of the information. It shows the score their student received on the IRI in the fall and the intervention(s) that will be provided. Last year, we made adjustments to our reporting to reflect our use of Istation. The Reading Plan was discussed during Parent-Teacher Conferences on October 3 & 4, 2019. At this time, parents gave input to the Plan for their child then all parties sign it. A copy is made and the Plan goes home. Following the Winter IRI testing the score and intervention(s) are added and reviewed with parents during February Parent Teacher Conferences, allowing for their input again. It is a copy

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## **NARRATIVE - TEMPLATE PART 1**

of the same Plan used in the fall so teachers are reviewing the student's fall data and comparing results to the winter data with parents. At the end of the school year, the Spring IRI is added to the Plan and sent home with the student's report card. This year, parents in our Lil Trojan Volunteer Group and our Building Leadership team gave input to the writing process of our Reading Improvement Plan.

We will send a copy home of our Reading Improvement Plan to both English and Spanish speaking homes and ask for their input. As the survey is returned and reviewed with our Title teacher and our Building Leadership Team, adjustments will be made. Wendell Elementary is a very parent-friendly school. If a parent walked in to ask questions or give input to our Plan at any given time we would welcome their input. Our building leadership team reviews input from parents regarding our Reading Improvement Plan and adjustments are made accordingly.

We also held a Family Literacy Night in October 2019 where reading strategies were practiced with parents and students, and materials were distributed to take home.

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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

#### Intervention Schedules

Intervention	Grade Level Students	Times
During School Intervention  Daily Mondays-Thursdays	First Grade Third Grade Second Grade Kindergarten  Fourth Grade	8:00-9:05 a.m. (2X30 min) 12:20-1:30 pm (2 X 30 min) 10:20-11:30 a.m. (2 X 30 min) 1 30 min. per class (3 sessions per day) and 9:05-10:05 (2 x 30 min)  1:30-3:00 (2 X 30 min)
All Day Kindergarten (4 classes)	Kindergarten	7:50-3:35 pm
Imagine Learning Labs	1st-3rd Grades	8:35-8:35 and 3:00-3:35pm
Newcomers Group	1st-4th Grades	7:45-8:00
Extended School Day Intervention – 21 st CCLC  Mondays through Thursdays September 16, 2019 thru March 12, 2020  Summer School (21 <sup>st</sup> CCLC) June 8-24 (Monday – Wednesday)  Summer School (Migrant) June 17-21 (8am to 3 pm)	Kindergarten–Fourth Grade  Three Teachers One paraprofessional  5 teachers and 3 paraprofessionals  2 teachers	4:00 to 4:30 p.m.

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Friday School Intervention – 21 <sup>st</sup> CCLC  Program runs September through April	Kindergarten-Fourth Grade  Three Teachers One paraprofessional	9:00 to 10:00 a.m.
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Wendell School District implemented the following initiatives under the direction of the Idaho State Department of Education:

- Idaho Reading Indicator (IRI by IStation) assessment for all students grades K-3 at least twice a year, to identify students performing below grade level.
- All teachers must pass the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of foundational literacy skills.

Wendell School District has defined the following objectives to meet the literacy needs of students:

- K-3 students will be screened 3 times a year using a nationally normed, research-based screening tool. (STAR Reading Assessment and ISIP)
- K-3 students will receive targeted interventions based on specific skills students are ready to learn, identified by STAR Assessments, Imagine Learning, ISIP and teacher-created assessments.
- K-3 students scoring a 2 or 3 on the Fall IRI will receive an additional 72 hours of literacy instruction.

Multiple data points will be used to determine literacy skills (Imagine Learning, STAR Assessments, IRI, Aimsweb, Really Great Reading, and Grade Level Common Assessments)

- Regular data meetings will be held to discuss progress monitoring, interventions, and progress toward goals. Instruction will be adjusted according to data trend lines.
- Wendell Elementary piloted the IStation IRI in 2017-18 and will be using their baseline data to move forward. They also purchased the service for their 4<sup>th</sup> grade students.

Wendell School District's Literacy Plan includes:

- Use of research based instructional products and strategies to improve literacy.
- Use of multiple measures to monitor and improve literacy skills.
- Increased efforts to include families in literacy activities and instruction.



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- Professional Development.
  
- Professional Learning Communities. Focus areas include but are not limited to:
  - Phonemic Awareness
    - Awareness of sounds including recognizing and manipulating individual sounds.
  
  - Phonological Awareness
    - Rhyming, deleting sounds, segmenting sounds, comparing sounds and isolating beginning, middle, and ending sounds.
  
  - Decoding/Phonics
    - Blending words in sentences, whole word blending, vowel first blending, phonograms, and sound by sound blending.
  
  - Fluency
    - Guided oral repeated readings, Cloze Reading, paired reading, teacher led choral reading, partner reading and novel reading.
  
  - Comprehension
    - Main idea, cause and effect, author's purpose, and retelling.
  
  - Vocabulary
    - Context clues, direct instruction, personal connections

## Intervention Implementation

All students receive literacy intervention services through one or more of the above formats. Individual students are placed into the services depending on the specific needs of each student while ensuring that the minimum 60 hours (below basic) and 30 hours (basic) minimums are applied.

### During School Intervention

A certified teacher specializing in literacy instruction implements this intervention during the actual school day. Students receive Tier 1 Core literacy instruction through their classroom teachers. A supplemental Tier II intervention is scheduled at a special time during the school day to meet with the Literacy Intervention Teacher. Students are placed in small intervention groups based on specific needs and obtain engaging instruction that is research based. Skill deficits are addressed in the areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. Time slots for these Tier II interventions last a minimum of 30

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minutes per school day. A highly qualified paraprofessional also works with the Literacy Intervention Teacher to deliver this rigorous intense instruction. Some students are placed in multiple intervention groups (2-3) a day as suggested by their data points.

### Friday School Intervention\*

As part of the 21<sup>st</sup> CCLC grant qualifying students are scheduled into the Friday School Intervention group and receive the same research based instruction from five certificated teachers and highly qualified paraprofessionals. Once again, small group instruction will be organized to meet the needs of the students using literacy skill deficits areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. 30 to 60 minutes of intense reading intervention will be provided to the students.

*\* Friday School Intervention programs work simultaneously with the Wendell 21<sup>st</sup> Century Learning Center. Students receive the intense reading instruction but then are also given social and cultural learning opportunities through the learning center. This model gives students the very best academic services through the Literacy Intervention Plan and yet enhances those experiences with the unique opportunities of the Learning Center.*

Wendell Elementary School's literacy intervention process is very dependent on teacher collaboration meetings that take place on a weekly basis, teacher progress monitoring of individual students, and monthly MTSS building-wide meetings (especially the RTI process). Progress monitoring varies by grade-level with tools like CORE Phonics, STAR Reading, San Diego Quick, Aims Web, and our use of iStation K-4. Reading programs like PALS, Read Naturally, Imagine Learning, Read Well, Reading Mastery, and Horizons are utilized in these intervention groups based on the students' level and skill deficit.

Classroom teachers (grades K-4) use McGraw Hill Wonders 2020 curricular materials and follow the Reading First procedures of guided practice, templates, one-one-one, etc. Then interventions and universal access are provided for a student's specific skill deficit. Most interventions have groups of 4-6 students depending on the age but some are specific to non-English speaking and Migrant students. The kindergarten classes all have a highly qualified teacher and paraprofessional for each of the three, full-day classrooms. Fidelity to the reading block is monitored through observations done by the building principal. Additional support is given to new teachers through mentoring and dedicated coaching. During professional development Fridays, best practice strategies are reviewed and activities shared with presentations by our teachers who have attended other literacy workshops.

Collaboration time during monthly grade level MTSS meetings ensure accountability in regards to the implementation of the intervention groups. The focus is meeting the needs of the qualified students. We also address needs of attendance and behavior. Additional groups for struggling learners are provided after thorough monitoring of identified students. Classroom teachers guide the instruction and materials for the para-educators who assist in teaching grade level groups. Paras also meet monthly with the building administrator to review a strategy and discuss challenges of groups.

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Students who attend our after school and/or summer programs are monitored by the teachers- and director of those programs. In turn, these people collaborate with our classroom and specials teachers.

All Literacy Intervention Program funds are used for a certified teacher and the salary of a para-educator. Our federal Title funds were cut again for the third year. The federal funds we as a schoolwide Title I school we receive for two general education teachers to keep our K-2 classrooms around a class size of 22.

Wendell School District uses Milepost to create collaborative literacy/reading plans for individual students that are shared across teachers (general ed, special ed., after school, and interventions). Teachers progress monitor and share trends with parents, students, and MTSS teams as needed. This system also helps us ensure and document that all students receive the required number of hours of intervention services.

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 Idaho State Board of Education has four Essential Elements of its Comprehensive Literacy Plan: Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. Wendell Elementary School's Literacy Intervention Program cross-references with these Essential Elements.

Collaborative Leadership – WES teachers team weekly with agenda items of student concerns and data to drive instruction. They also meet monthly in MTSS with specials (Title, ELL, Special Ed) teachers to discuss at-risk students. Our Building Leadership Team meets to review our building and grade level goals.

Developing Professional Educators – WES adopted a new reading curriculum from McGraw Hill – Wonders 2020. Teachers practice with one another or model how they use effective strategies such as think-pair-share, activating prior knowledge, oral and choral reading, or the use of phonics cards. Our district has scheduled Fridays for professional development. When teachers attend workshops on math or ELL, strategies they learned are share-out on PD Fridays. Our SWIP goals include grade level PLC meetings to measure IRI and ISAT overall proficiency improvement of 1% spring to spring.

Effective Instruction and Interventions – At-risk students at WES are frequently doubled and sometimes even triple dipped in daily intervention groups. Specific intervention groups are provided for non-English speaking students, Migrant students, and students with IEPs. Intervention strategies could include pre-teaching, explicit phonics, use of templates, or paired reading to name a few strategies. These students are brought up at both weekly team meetings and monthly MTSS meetings to monitor their literacy proficiency growth. Teachers new to the profession have a grade-level mentor.

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These teachers are provided opportunities to observe veteran colleagues use research based strategies from the reading curriculum McGraw Hill Wonders intervention components.

Assessment and Data – WES teachers use grade-level assessment tools to collect data and record it in Milepost. School-wide (K-4) teachers give a pre and post direct writing assessment using the pre-test to guide lesson plans. CORE Phonics diagnosis is expected three times a year and used to organize interventions groups by specific skill needs. Some teachers give the CORE more frequently as a diagnostic tool. STAR Reading is used to assess students’ skill level and used to organize intervention groups. Once a month classroom teachers will give the ISIP (K-4) and use the data to guide their instruction for core reading and interventions groups.

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
	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)	<ul style="list-style-type: none"> <li>A TAG period (30 minutes) is scheduled every Thursday for advisor/advisee meetings and/or college &amp; career readiness activities</li> <li>Advisement through TAG advisors is primarily conducted Thursdays with the exception of a few parent engagement activities at night.</li> <li>Team members work together cohesively to understand the total school program and advise students effectively.</li> </ul>

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		<ul style="list-style-type: none"> <li>• TAG Advisors serve students based on a grade cohort, and they ensure that all students in the cohort have connection with a supportive adult staff member.</li> <li>• TAG Advisors work to build effective relationships with students and with parents/guardians.</li> <li>• Field trip options are included throughout the school year such as student/advisor trips to College of Southern Idaho, the Boise National College Fair at Boise State University, College and Career Day at American Falls, and the Idaho Higher Education Days in Gooding, Idaho.</li> <li>• Consistent relevant professional development is provided to all team members utilizing Wendell School District’s Professional Development Friday program under the direction of the building principal, school counselor (TAG Supervisor), and key team members. Other professional development opportunities in the area of college and career advising will be sought after including team leadership receiving guidance from the Division of Career Technical Education.</li> </ul>
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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**

**The goal of this model is to ensure that students in grades 8-12 receive essential advisement, consulting, and mentoring to allow for a seamless transition into postsecondary educational programs (technical and academic), and in-demand jobs.**

**Wendell High School Advisement Lead Team**

- ✓ One school counselor
- ✓ One building principal
- ✓ One MTSS/RTI coordinator
- ✓ One transition coordinator
- ✓ All Trojan Advisory Group (TAG) Teacher/Advisors

**Roles of Advisement Lead Team**

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- ✓ *School Counselor*- The school counselor oversees the advisement activities throughout the school. Each week, the counselor sends out the aligned activities that will be covered in the daily Trojan Advisory Groups. The counselor monitors the delivery of the curriculum and activities presented to the students in TAG each day. This person also determines the professional development needed for all TAG advisors based upon the progress of individual students and specific TAG groups.
- ✓ *Building Principal*- The building principal works closely with the school counselor and with each TAG advisor. The main duty of the building principal is to ensure fidelity is achieved in all TAG groups and among all TAG advisors. It is understood that part of each TAG advisor's teacher evaluation is the effectiveness of TAG implementation.
- ✓ *MTSS/RTI Coordinator*- The MTSS coordinator is a part time position. The main duty of this person in regard to this plan is to provide Tier II type intervention for the most at-risk students who are struggling with their individual plans for progress with college and career readiness and regular classes.
- ✓ *Transition Coordinator*- The transition coordinator is a resource provided to the students at Wendell High School through the College of Southern Idaho. This person is a former Wendell High School graduate who has completed his bachelor's degree and is completing a master's degree. His training is specific to mentoring high school students so having a Hispanic Wendell graduate is the perfect model for our current students attending the high school.
- ✓ *TAG Advisors*- TAG Advisors are assigned to a group of students (no more than 12-20 students in each group). The TAG Advisor remains with assigned students throughout each student's high school career. Essential duties of each advisor include the following:
  1. Tracking student progress and progression
  2. Providing advising support until graduation
  3. Specific items for advising and tracking include
    - 4 year plans with updates,
    - Advanced Opportunity/Fast Forward participation,
    - College visitation programs,
    - College entrance exam information/study material
    - Scholarship updates with deadlines
    - Federal student aid
    - Dual credit opportunities
    - Etc.

Middle school TAG will focus on development of relevant eighth grade learning plans.

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Other Notes / Comments

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,

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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.



## 2019-2020 Literacy Funding - Budget Estimator

**Instructions: Fill in the number of students who scored Below Basic and Basic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2019-20 Proposed Budget.**

	2016-2017 FALL IRI Results	2017-2018 FALL IRI Results	2018-2019 FALL IRI Results
# Students who Scored BELOW BASIC	150	148	120
# of Students who Scored BASIC	96	104	86
<b>TOTAL Students Below Proficient</b>	<b>246</b>	<b>252</b>	<b>206</b>
3 Year Average # of Students Below Proficient	234.666667		
ESTIMATED Funding Per Student	\$675.00		
ESTIMATED 2019-2020 LITERACY FUNDING	<b>\$158,400.00</b>		

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## PROPOSED LITERACY BUDGET - TEMPLATE PART 3

<b>District Number and Name:</b>	Wendell School District 232
<b>Estimated Total Literacy Funding for 2019-2020 :</b>	<b>\$158,400.00</b>

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Intervention Teacher Salary	Administer intervention plan, develops & monitors individual plans, teaches school day intervention groups	1.0	52,201.00	52,201.00	52,201.00	0.00
Full time paraprofessional for early literacy (K)	Provides intensive Tier II interventions to below basic and basic students K-3	1.0	8,550.00	8,550.00	8,550.00	0.00
Benefits	paraprofessional		5,500.00	5,500.00	5,500.00	0.00
Benefits	Full time Teacher PERSI, insurance, FICA		18,900.00	18,900.00	18,900.00	0.00
<b>Personnel Subtotal</b>				<b>85,151.00</b>	<b>85,151.00</b>	<b>0.00</b>
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
<b>Programs / Curricula Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
<b>Other Costs Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$85,151.00</b>	<b>\$85,151.00</b>	<b>\$0.00</b>

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 232	District Name: Wendell School District
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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 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 (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 section below the table (optional).

### DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	49.3%	51.4%
Male	50.7%	48.6%
Asian	0.1%	0.1%
Black / African American	0.1%	0.0%
Hispanic / Latino	61.0%	60.5%
Native American	0.1%	0.5%
White	36.1%	36.2%
Free / Reduced Lunch Program	75.0%	74.5%
Received Special Education (IEP Students)	11.6%	11.2%

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 232	District Name: Wendell School District
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### METRICS

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

<b>LINK to District Report Card with previous year's data for the Section I Metrics:</b>	<a href="http://www.wendellschools.org/Default.asp?PN=Links&amp;L=1&amp;DivisionID=19148&amp;LMID=862809&amp;ToggleSideNav=">http://www.wendellschools.org/Default.asp?PN=Links&amp;L=1&amp;DivisionID=19148&amp;LMID=862809&amp;ToggleSideNav=</a>
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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	80%
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	30%
	% students who scored proficient on the 8th grade ELA ISAT	43%
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	36%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	36%
	% students who scored "proficient" on the Grade 1 Spring IRI	55%
	% students who scored "proficient" on the Grade 2 Spring IRI	65%
	% students who scored "proficient" on the Grade 3 Spring IRI	58%



# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

NOTES:

# COMBINED DISTRICT PLAN (2019-2020)

## 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		1
	% of learning plans reviewed annual by grade level	8th grade	98.00%	8th grade	100.00%	100%
		9th grade	90.00%	9th grade	100.00%	100%
		10th grade	90.00%	10th grade	100.00%	100%
		11th grade	100.00%	11th grade	100.00%	100%
		12th grade	100.00%	12th grade	100.00%	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		31	63	26	59	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	49.21%		44.07%		45%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
28		66	33	63		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	42.42%		52.38%		55%	

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

NOTES:

### 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 12th graders completing Idaho college applications	90%	91%

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)
Percent of students who scored proficient or advanced on the ELA portion of the 3rd grade ISAT	22.40%	25%

NOTES: