

POST FALLS - COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

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. Districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Templates for the 2018-19 Combined District Plan

- 1) Districts and charter schools (or Local Education Agencies – 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) 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 to complete all of the following parts:**

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District 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.

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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** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov. Since it includes the Continuous Improvement Plan, you must also post it on your website (by October 1). 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.

Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it 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 district/LEA 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

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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, exemplary plans, 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 | #273 | Name: Post Falls School District |
| Superintendent | Name: Jerry Keane | Phone: 208-773-1658 |
| | E-mail: jkeane@sd273.com | |
| Plan Contact | Name: Dena Naccarato or Anna Wilson | Phone: 208-773-1658 |
| | E-mail: dnaccarato@sd273.com ; amwilson@sd273.com | |

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. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

*Post Falls **Mission:** All students will have the attitudes, skills and knowledge to be productive and responsible citizens.*

*Post Falls **Vision:** We are active citizens committed to student learning, innovation and success.*

Goal areas:

- **Instruction** - Implement instructional strategies and techniques that engage, motivate and challenge students to achieve at their highest level.
- **Curriculum** - Continuously implement and develop a rigorous curriculum that meets the needs of all students.
- **Assessment** - Effectively implement an assessment and data system that drives and evaluates instruction and learning.
- **Resources** - Acquire and effectively manage fiscal and human resources to achieve the maximum educational benefits for Post Falls students.
- **Community Partnerships** - Ensure student, parent, community and business involvement in the educational process.
- **Environment** - Provide a safe, respectful and caring environment for students, staff, parents and community members.
- **Facility** - Provide facilities that will enhance present and future educational programs and endeavors.

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you 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 below the table (optional).

Demographic Analysis - REQUIRED

| | 2016-2017 | 2017-2018 |
|------|------------------|------------------|
| Male | 51% | 51% |

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| | | |
|---|------|-----|
| Female | 49% | 49% |
| White | 96% | 97% |
| Black/African American | .5% | .5% |
| Asian | .5% | .4% |
| Native American | .1% | .5% |
| Hispanic/Latino | 2% | 2% |
| Free/Reduced Lunch Program | 48% | 43% |
| Received Special Education (IEP Students) | 9.4% | 10% |

NOTE: Data was compiled 7-18-18.

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 the Continuous Improvement Plan, College and Career Advising 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

The Post Falls School District believes and embraces strong school, family community partnerships. Parent Involvement efforts focus on kindergarten through grade 12. As stated in the Idaho Comprehensive Literacy Plan, "Children raised in a socially interactive environment will have a higher rate of: talking exposure to words, learning to write, and understanding text" (15). Literacy-rich schools foster partnerships with families and volunteerism in our schools. Post Falls believes family and community engagement begins well before and ends long after district's written plans and assessments.

1. *Parent input and feedback for Post Falls School District's Combined Plan (CIP, College and Career Advising, and Literacy Intervention) is solicited at school-level Title 1 Parent Involvement events (Literacy intervention plan) as well as parent-teacher conferences and monthly district-wide Parent Advisory meetings (individual feedback on the effectiveness of all three plans). Connecting the K-3 Literacy Plan with Title 1 planning / programming makes sense because the kids who are typically struggling receive Title 1 support and their K-3 Literacy plans reflect this. Parent teacher conferences and Parent Advisory meetings represent the entire K-12 system, so collecting feedback and input about all three plans at those scheduled events make the most sense. This parent input and feedback is collected by the Secondary and Elementary Assistant Superintendents and is considered as they write this comprehensive plan.*
2. *Parents are notified of the college and career advising and mentoring services and resources available to their children in the following ways: parent emails, newsletters, and the REMIND system of notifications. A myriad of information is available on our website. The high school principal has monthly parent advisory meetings. Our student management system also allows the*

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high school principal to mass email the entire high school parental population or direct email messages to one class at a time. We have found word-of-mouth advertising through the students passing along information about getting their FAFSA completed at our FAFSA nights has been extremely effective as well.

- 3. After IRI testing has identified students eligible, level 1 and 2 students, to participate in the intervention program parents are then notified. A letter will be sent out to identified families before the end of September. In the letter parents are invited to come in and meet individually to provide input on his/her student's literacy plan. Because very few parents actually come in to provide this input, we added another step to gather their input and feedback for the K-3 Literacy Program. Staff conducting the Literacy plan in each building calls every parent of each child participating. The staff conversed with the parent about the plan and asked if the parent had any questions about the program, if they had any ideas of what the individual child's plan might specifically need, and asked if they had any other input on the Literacy Plan for their child. To better ensure student participation, we do not let a voice message take the place of the phone call.*

Parents of students in the program will also be provided with the Idaho Comprehensive Literacy Plan's Five Stages of Literacy Development as well as materials to use at home. We will encourage parents to discuss the stages and resources with teachers, the administration, reading coach and counselors. In addition to scheduled conference times and multiple family events during the school year, the district has an "open door policy" which allows for parents to come into the school any time of year to discuss their child's progress and plan. This includes an open invitation to come during literacy time and see the program in action.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 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

The Post Falls School District mission is, "All students will have the attitudes, skills and knowledge to be productive and responsible citizens. In the area of English Language Arts, ELA, the Post Falls School District embraces the Idaho State Content Standards. The Standards set high expectations for student learning and form a great foundation for the District to build the Literacy Intervention Plan.

Assessment and Data: The Post Falls School District Literacy Intervention Plan's goal is to provide significant literacy growth for Post Falls' students. To help accomplish that goal, the District must first assess every student, every year, using several assessment tools to determine where each individual student's literacy achievement level is. The assessment tools utilized by the district are as follows:

- State IRI (Istation) - formally twice per a year; also once at mid-year for all students; progress checks monthly or as needed for identified students.*
- Benchmark Literacy Comprehensive Strategy Assessment - every three weeks for all students*

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- Oral Reading Records – once at the beginning of the year for all students; once a quarter for identified students
- Progress monitoring – regularly for identified students scoring a 1 and 2 on the fall IRI

Additionally, students receiving a 1 or 2 on the winter “mock” IRI (1station) will participate in the afterschool literacy intervention program.

Curricular Intervention Materials: The Literacy Intervention Program for the Post Falls School District will use the same district wide ELA curriculum. Post Falls School District adopted Benchmark Literacy during the 2017-18 school year. The Benchmark Literacy Program is a researched-based, comprehensive program with a full intervention component that we will be using in our Literacy Intervention Program. The Benchmark Literacy Program is a skills and strategies-based program. The program philosophy, structure and curriculum align well with the Idaho Comprehensive Literacy Plan. The focus of the intervention program will be on literacy skill and strategy development using the ELA content standards. The intervention program focus skills are phonological awareness, phonics, fluency, vocabulary skills and comprehension. The program components that will be used depending on the student’s identified need will be as follows:

- Benchmark StartUp Phonics
- Benchmark BuildUp Phonics
- Benchmark SpiralUp Phonics
- Benchmark Word Study 1 – Start
- Benchmark Word Study – Build
- Benchmark Word Study – Spiral
- Benchmark Word Study - Extend
- Shared Reading materials that includes Big Books, Fluency Poster, Comprehension Anchor posters, Tests for Close Reading
- Small group leveled text
- Benchmark Universe Technology Resources

For a workstation component to the Literacy Intervention Program, the research-based program, Reading Eggs, will be used to supplement the Benchmark Literacy Program for identified students in grades K-2.

Instruction: There are three components for the Post Falls Intervention Program.

- **Component 1:** Based on the Fall IRI data, literacy funds will be used to provide reading interventions and materials embedded in the instructional day (but outside of core reading instructional time) at each elementary school. These interventions will be provided to K-3 students scoring a 1 or 2 on the Fall IRI (1station). Further, as required by state law, these intervention materials and strategies will target students’ need in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.
- **Component 2:** Students receiving a 1 or 2 on the winter “mock” IRI (1station) will participate in the six week after-school literacy intervention program held at each elementary school. Beginning in February 2018 strategic interventions targeting students’ need in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency will be implemented before the school day begins. The intervention program will be for a 30-40 minute block three times a week. Students will be placed in small groups and receive

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explicit, targeted instruction in areas identified as a need. Busing will be provided. Parents will be updated throughout the process and a more formal conversation about the individual student's read progress will occur at Spring parent-teacher conference at the end of March. At that point, parents and teachers will discuss whether or not their child is still in need of additional support. If it is determined they do continue to qualify, students will participate in a four- week ongoing intervention program two days per week held before school. Parents will be asked to transport students to this early intervention.

- **Component 3:** *Based on Spring IRI data, literacy funds will be used to provide reading interventions and materials for a summer “running start” for those K-3 students scoring a 1 or 2 on the Spring IRI. This four-week program will be offered during late June and early July; busing will be provided to and from the program. The program will be held 4 days per week from 9:00 a.m. – noon. As required by state law, these intervention materials and strategies will target students’ need in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.*
- **Exit Criteria for both components:** *The Post Falls School District intends to exit students from their Literacy Intervention Plan if they meet the following established exit criteria:*
 - *The student scores a “3” on the Winter “mock IRI” (Istation) and*
 - *The student has progress monitoring data that clearly documents the student’s grade level reading proficiency.*

Note: The Intervention Team will have clear documentation of this data and will conduct periodic progress monitoring checks to ensure the student’s continued proficiency. Parent involvement with these decisions will also be included.

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

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership

The Post Falls School District has a board approved Continuous Improvement Plan to clearly articulate district goals and focus for all buildings. Each school is then required to develop building SMART goals (Specific, Measurable, Achievable, Relevant, Time bound) which include a literacy goal and benchmark. The district leadership team reviews and evaluates building SMART goals and achievement. In order to meet or exceed their literacy goals, each building leadership team, building principal and Assistant Superintendents for Secondary Programs and Elementary Programs analyze assessment data and supervise and evaluate the literacy SMART goals at each building. Student and parent/guardian involvement in literacy development can be seen from teacher contacts with students and parents, principal newsletters, websites and a variety of literacy activities. On a monthly basis, principals share with each other specific activities and ideas they have come up with to continue to expand family engagement.

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Developing Professional Educators

The Post Falls School District has demonstrated commitment to developing professional educators by providing professional development training in areas of need identified by all stakeholders. Annually staff is surveyed to help identify teacher professional growth needs. Student achievement data is also analyzed and used to determine professional trainings. As a result of this review, professional development plans are put in place. Examples include training specific to curricular materials such as Benchmark Literacy training for all elementary teachers, principals and district administration. Other literacy training focused on best practices is also conducted regularly through building and district-wide collaboration / PD sessions. Finally, the district encourages a train the trainer model where experts within the district offer trainings and offerings to peer staff members.

The district also partners with Lewis Clark State College and their teacher preparation program. The district staff and students partner with instructors and interns learning about literacy together. The system and structure ensure with its high quality that all candidates' field experiences are valuable and effective learning opportunities for interns as well as Post Falls' students.

Effective Instruction and Interventions

After two years of analyzing and piloting curriculums, the Post Falls School District adopted the Benchmark Literacy program for the 2017-18 school year. The program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-6 reading, writing, speaking, listening and language instruction. The core structure of the program is a three week unit with lessons that focus on one metacognitive strategy using rich fiction and nonfiction text. Components of the program are phonemic awareness, phonic, fluency, vocabulary, and text comprehension. The program provides a foundation for a safe and supportive environment by explicitly teaching to an organized and well balanced classroom setting. Reading materials are diversified across all content areas. Particularly with nonfiction literature, relevant background knowledge, skills and language are provided for students. Different instructional methods, modes and media are encouraged. Connections between present lessons and students' lives are embedded into instruction and content. This then lends to students generating a range of ideas, interpretations, solutions, questions and connections. Assessment is an ongoing formative process that allows teachers to bend and flex lessons and instruction based on student need. Finally, Benchmark Universe allows students and parents to access daily small group work online and provide opportunities to practice, perfect, and perform lessons in class and at home.

The Post Falls Literacy Intervention Program itself will take the differentiated support provided by Benchmark Literacy and incorporate it into the embedded and before school programs. Teachers will explicitly teach to student needs to ensure students gain appropriate literacy knowledge and skills that get them to grade-level literacy proficiency. Small group instruction, individual instruction and a small amount of independent practice is the format.

Assessment and Data

A comprehensive assessment system is used to provide meaningful literacy data, including:

- *Screening – Oral reading records are conducted quarterly to measure students' current skill level at a specific point in time and are used to identify students who may be at-risk for reading*

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failure and needing more intervention. Additionally, all students will take quick comprehensive assessment strategy tests every three weeks to determine a student’s knowledge at a point in time.

- *Diagnostics – Benchmark assessments will be conducted three times a year to provide an in-depth measure of the students’ strength and weaknesses associated with a specific academic skill*
- *Progress Monitoring – Students scoring a 1 or 2 on the IRI are placed on an IPLAN, Individual Learning Plan, which requires regular progress monitoring. Istation is the progress monitoring tool we will be using this school year.*
- *Comprehensive Assessment – Students in grades K – 5 will take the end of the year Benchmark Literacy summative assessment. Students in grades 3 -5 will take the ISAT and students in K – 3 will take the IRI provided by Istation. Our comprehensive assessments help evaluate a student’s comprehensive knowledge and mastery of the state content standards.*

Assessments are clearly designed and delivered in the Post Falls School District to provide educators with specific information for all students. Measurable targets are based on analysis of current data. With the progress we have taken with adopting and using with fidelity the Benchmark Literacy Program and Istation, we are making excellent strides for accurately measuring and improving student achievement in ELA as well as other content areas. We are extremely hopeful Istation will serve long term as an accurate, normed progress monitoring tool.

Testing results are shared with students upon completion when taken online and as soon as possible if they are hand scored. Students are encouraged to make learning and assessment goals. Students then develop graphs, maps and reflection statements using assessment results that are given more than once a year.

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 | |
| X | Near Peer Mentoring / Mentoring | |
| | Virtual or Remote Coaching | |
| | GEAR UP | |
| | Transition Coordinator | |

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|--|---|--|
| | Student Ambassadors | |
| | HYBRID (please list all models used in Details) | |

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 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 a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

- *Meet with students (grade 9-12) about college and career plans.*
- *Provide students with all of the scholarships available in the area and from the specific college of their choice.*
- *Provide job opportunities for all grade levels and openly discuss career options with all students.*
- *Provide students with community volunteer options to expand their extracurricular activities on scholarship and college applications.*
- *Have information available on technical careers and military options for interested students.*
- *Assist students and parents with applying for federal aid. We accomplished this by hosting 6 FAFSA workshops/help nights during 16-17 school year.*
- *Assist students in choosing a college entrance exam. Facilitate weekly preparation/study sessions for students.*
- *Schedule and host college and military visits for students to attend to gain more insight and information.*
- *Hold events to promote continued education such as: College Application Week, Go-On Week, USA Map of where students plan to go, Junior Higher Education Tour, and College Wear Day.*
- *Frequent communication to students and parents about upcoming events, deadlines, and new information available. This is done through "REMIND TEXT" messages, posters, announcements, reader board messages, parent emails, etc.*
- *Senior surveys are given out to determine students' plans on post-secondary education.*
- *2 field trips to help students explore college and career options.*
- *Near Peers check with students and every senior on a regular basis to help keep them on track or to help jumpstart a plan. This is also used to evaluate the effectiveness of Near Peer tactics.*

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- Assist with setting up College Board accounts, going over score results, etc. with sophomore PSAT students.
- Increase involvement throughout the school. More visible presence at lunch, hallways, classes, etc. with promoting Go-On theme activities and topics.

8th grade - We feel it is important to visit with 8th grade students to really emphasize the importance of their high school career and future. This is a transition period for them, and we want them to know about not only the numerous resources that are available to them but also the importance their freshman year can have on their future. We would like to go over the following topics with them: why your academic freshman year is important, recommended courses to take, extracurricular activities and their importance, course difficulty, building good study habits, a brief introduction to some career and college information systems.

9th grade- For freshman students we assist in the transition period from middle to high school through CIS curriculum is introduced and taught, examples: reality check assessment, IDEAS assessment, etc. Through school wide activities such as: lunch time games, college visits, upper classmen role models, etc., freshmen gain awareness of post-secondary options and start to create their own plan.

10th grade- For sophomores we assist in PSAT exam preparation and exam taking. Assist with College Board and test interpretations. CIS training to explore potential career paths based on interests, skills, and educational goals. Examples of these trainings are: Career paths, wages and schooling, occupation sorting, etc. Field trip for sophomore female students to explore Science and Health careers through North Idaho College and University of Idaho.

11th grade- For juniors we assist in SAT/ACT preparations courses and test taking. Juniors will also go through CIS training to explore college choices. In the lesson they will be able to compare schools, programs and costs. Also, scholarships start to become more readily available and students dive deeper into college and career planning. Classroom visits regarding Junior Higher Education Tour, SAT registration, etc.

12th grade- Quarterly classroom presentations are given about options and resources available. Meet with each individual about scholarship opportunities and their plans specifically. Supervise a senior only field trip to a college fair where students met with college admissions officers, NCAA compliance officers, financial aid workshops, etc. Organize needs for transcripts and test scores/dates. Assist in completing applications and financial aid. Explain any and all award letters given to the student. Compare college choices and programs of study. Assist them in the final decision making of their college and career goals.

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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 **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. 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 **2018-19 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.