

# POST FALLS: 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/>.

# **POST FALLS: COMBINED DISTRICT PLAN (2019-2020)**

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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>#273</b>	<b>Name: Post Falls School District</b>
Superintendent	Name: Jerry Keane	Phone: 208-773-1658
	E-mail: <a href="mailto:jkeane@sd273.com">jkeane@sd273.com</a>	
Plan Contact	Name: Dena Naccarato or Anna Wilson	Phone: 208-773-1658
	E-mail: <a href="mailto:dnaccarato@sd273.com">dnaccarato@sd273.com</a> ; <a href="mailto:amwilson@sd273.com">amwilson@sd273.com</a>	

**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

*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 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

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

*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.*

*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.*

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

*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 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.*

### Parental Involvement in Students' Individual Reading Plans

*After IRI testing has identified students eligible, tier 2 and 3 students, to participate in the intervention program parents are then notified. A letter is sent 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 converse with the parent about the plan and ask if the parent has any questions about the program, if they have any ideas of what the individual child's plan might specifically need, and ask if they want to provide 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 are also provided materials to use at home. We encourage parents to discuss resources with teachers, the administration, reading coaches and counselors. In*

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*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 reading 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 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

*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*
- *Oral Reading Records – once a the beginning of the year for all students; once a quarter for identified students*
- *Progress monitoring – regularly for identified students scoring in tier 2 or 3 on the fall IRI*

*Additionally, students scoring in tier 2 or 3 on the winter “mock” IRI (Istation) 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 use 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 are as follows:*

- *Benchmark StartUp Phonics*
- *Benchmark BuildUp Phonics*
- *Benchmark SpiralUp Phonics*

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- *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, is 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 in tier 2 or 3 on the Fall IRI (Istation). Further, as required by state law, these intervention materials and strategies will target students' need(s) in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.*
- **Component 2:** *Students scoring in tier 2 or 3 on the winter "mock" IRI (Istation) will participate in the six week after-school literacy intervention program held at each elementary school. Beginning in February 2020 strategic interventions targeting students' need(s) in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency will be implemented at the end of each school. The intervention program will be for a 45 minute block three times a week. Students will be placed in small groups and receive explicit, targeted instruction in area(s) 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 reading progress will occur at the March parent-teacher conferences.*
- **Component 3:** *Based on current classroom, diagnostic, and progress monitoring data as well as conversations with parents at Spring parent-teacher conferences, a decision will be made as to whether or not each K-3 student is in need of an additional before-school reading intervention. For students who do qualify for this additional support, they will participate in a four-week ongoing reading intervention program two days per week (30 minutes per day). Parents will be asked to transport students to this early intervention. 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 4:** *Currently Post Falls School District offers a ½ day kindergarten program for approximately 445 students. Based on the Fall IRI data, literacy funds will be used to provide ERI kindergarten for select students scoring in tier 2 or 3 on the Fall IRI (Istation). For qualifying students, this program will begin in mid-September 2019 and end in June 2020. Parent involvement with placement decisions into ERI kindergarten will also be included. For SY20, four groups of ERI kindergarten are being planned at three sites. Participants will include approximately 18 kindergarten students with one certified teacher and a highly qualified para-professional. Teacher professional development, ongoing collaboration, and*

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*coaching support will be provided not only for all K-3 teachers, but specifically targeting the teachers working with ERI kindergarten students as they implement this new Component of the PFSD Literacy Plan. As required by state law, these intervention materials and strategies will target students' need(s) in all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.*

- **Exit Criteria for all 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 "at grade level" on the January/Winter "mock IRI" (Istation) and*
  - *The student has progress monitoring data clearly documenting 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

*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.*

### 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 implemented. 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.*



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*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 & after 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 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 in tier 2 or 3 on the IRI are placed on an IPLAN, Individual Learning Plan, which requires regular progress monitoring. Istation and Aimsweb are the progress monitoring tools utilized by school teams.*
- 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*

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*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	
	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

- *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 2018-19 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.*
- *Assist with setting up College Board accounts, going over score results, etc. with sophomore PSAT students.*

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- *Increase involvement throughout the school. More visible presence at lunch, hallways, classes, etc. with promoting Go-On theme activities and topics.*

*8<sup>th</sup> 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.*

*9<sup>th</sup> 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.*

*10<sup>th</sup> 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.*

*11<sup>th</sup> 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.*

*12<sup>th</sup> 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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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, 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.