

COMBINED DISTRICT PLAN (2018-2019)

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

School District	#72	Name: Basin School District	
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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

Mission

Educating Today's Children for Tomorrow's World

Vision

Academic excellence, innovation in teaching and learning, and strong community relationships are priorities within the Basin 72 School District. The District sets high expectations for academic success and strong character for all students preschool through grade 12, and takes pride in attracting and retaining outstanding administrators, faculty and staff who exemplify these high standards. Basin strives for small class sizes which allow for more individualized instruction to provide the highest quality of education possible. The arts, sciences and humanities are complemented by a strong program of extracurricular activities. Basin 72 students develop the character traits of respect, responsibility, citizenship and integrity which prepare them with the necessary skills to be college or career ready and contributing members of society.

Overarching Goals

Goal 1

Deliver an excellent, comprehensive and aligned Preschool-12 curriculum with effective instruction which leads to maximizing students' achievement and preparing them for life in the 21st Century.

Goal 2

Attract and retain well-trained professional employees and provide the professional resources and development to ensure retention and instructional excellence.

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Goal 3

Continue to improve communication and engagement with district stakeholders.

Goal 4

Continue to nurture our district culture of strong character which includes the values of trust, respect, collaboration, professionalism and a strong work ethic.

Goal 5

Provide a safe and healthy district environment.

Goal 6

Commit to continuous evaluation and improvement in all areas of our educational program.

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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

	2017-2018	2018-2019
Male	55%	52.5%
Female	45%	47.5%
White	93.5%	94. %
Black/African American	0.8%	0.3%
Asian	0.3%	0.3%
Native American	0.3%	0%
Hispanic/Latino	3%	3.4%
Free/Reduced Lunch Program	38.7%	43%
Received Special Education (IEP Students)	12.3%	11.7%

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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 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

Continuous Improvement Community/Parental Involvement:

- Our District Strategic Planning (SPAC) committee includes a representative from local business, parents, students, teachers, board chairperson, superintendent, elementary and secondary principals and meets on a quarterly basis.

College and Career Advising Community/Parental Involvement:

- Notification is in MS/HS newsletters and goes out to all 7th – 12th grade parents/guardians multiple times a year.
- Notification is in the MS/HS Handbook that is given to all 7th – 12th grade parents and students and is also available on our school website.

Literacy Plan Parental Involvement:

As a schoolwide Title I school, we have established a number of routines as well as formal policies and procedures for gathering parent input on programs as well as on keeping them informed of their children's progress. The following are examples of how parents gave input and are kept informed.

- Parent Surveys – Parents are surveyed each spring on how we can improve in curriculum and programming. Questions regarding specific interventions are asked so that parents can share ideas and also explain what they feel is most needed for their children. These surveys are used to help us develop our annual Title I plan.
- Annual Title I Parent Meeting - Each fall, we host an Annual Title I meeting where parents give input on the services we provide as well as input on the Title I Parent Involvement Policy.
- Title I Parent, Student and Teacher Compact – Each fall parents, teachers, and students complete a survey on each child's strengths and weaknesses. The information is used to set goals and responsibilities that each commit to in an effort to help the child throughout the year. The plans are discussed and finalized at the Parent Teacher Conferences. We usually have approximately 90% - 95% of the families attend and complete the forms.

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- Progress Monitoring – Parents are notified at the end of each trimester on how their children are progressing in their intervention programs.
- Eligibility and Enrollment Letters – Parents are notified through letters and enrollment sheets when their children are eligible for services such as after school tutoring.
- After each IRI is given, parents are notified of their children's performance. Students that score a 1 or 2 are eligible for extra services. We typically notify parents with an eligibility letter for after school tutoring and summer services. However, we also follow up with phone calls and parent teacher conferences.
- Curriculum - This past summer parents were given the opportunity to use the Istation curriculum at home with their children.

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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

NARRATIVE - TEMPLATE PART 1

Overview:

The Basin School District Literacy Plan is aligned to our overall RTI Curriculum and Intervention Plan. In the 2018-2019 school year, we have made a few changes to the curriculum used during core instruction as well as during interventions. We are continuing with a blended model with both push in as well as a pull out model for tiered instruction. Teachers work within grade level teams where the two teachers will co-plan and co-teach. Sometimes both will be within the same classroom delivering instruction together; while other times, one teacher will work with the large group while the other will pull a small group of students for specific target interventions.

During the 2018-2019 school year, Basin Elementary will again use a combination of in school interventions and after school tutoring. For our Core ELA instruction, teachers will use the McGraw-Hill Wonders Reading series along with supplemental resources and strategies aligned to the Idaho Core Standards. Additionally, we will be using Istation, an online reading curriculum, to provide students with supplemental instruction at their individual levels. Istation also has printable resources and intervention plans that teachers can download and deliver during small group instruction. The combination of an adaptive online program as well as teacher directed interventions (all from the same program) will allow us to provide more seamless and aligned instruction. Grade level teams will meet weekly to review the Istation student progress reports and co-plan instruction for the core ELA periods as well as for the intervention and extension periods. The small group intervention groups will be flexible and fluid as teachers move students in and out of groups based on the specific standards they need as indicated on the progress reports from Istation. Both the core curriculum as well as the supplementary curriculum address all components of the critical literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension) in the Comprehensive Literacy Plan. The table below describes the levels of instruction and intervention as well as the approximate hours of instruction.

Basin Elementary Tiered Instruction Programs

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Instructional Tier	ELA Programs
<p>Tier 3 Frequency: 4 – 5 Days per week Duration: 30 – 45 minutes Expected Total Hours: 60+ hours per year After School Tutoring Provided In Addition Frequency: 2 Days per week Duration: 1.5 hours per day, 15 weeks Expected Total Hours: 45+ hours per year</p>	<ul style="list-style-type: none"> ● Istation Reading Interventions ● McGraw-Hill Wonders Pre/Re-teach resources ● Reading Mastery ● Corrective Reading ● Expressive Reading and Writing ● Read Naturally ● Rewards ● Step- Up to Writing
<p>Tier 2 Frequency: 3 - 4 Days per week Duration: 30 – 40 minutes Expected Total Hours: 55+ hours per year After School Tutoring Provided In Addition Frequency: 2 Days per week Duration: 1 – 1.5 hours per day, 15 weeks Expected Total Hours: 45+ hours per year</p>	<ul style="list-style-type: none"> ● McGraw-Hill Wonders Reading 2017 ● iStation Reading ● Read Naturally ● Words Their Way ● Leveled Readers ● Step-Up to Writing
<p>Tier 1 Frequency: 5 Days Duration: 90 - 100 minutes per day</p>	<ul style="list-style-type: none"> ● McGraw-Hill Wonders Reading 2017 ● Step-Up to Writing ● iStation Reading

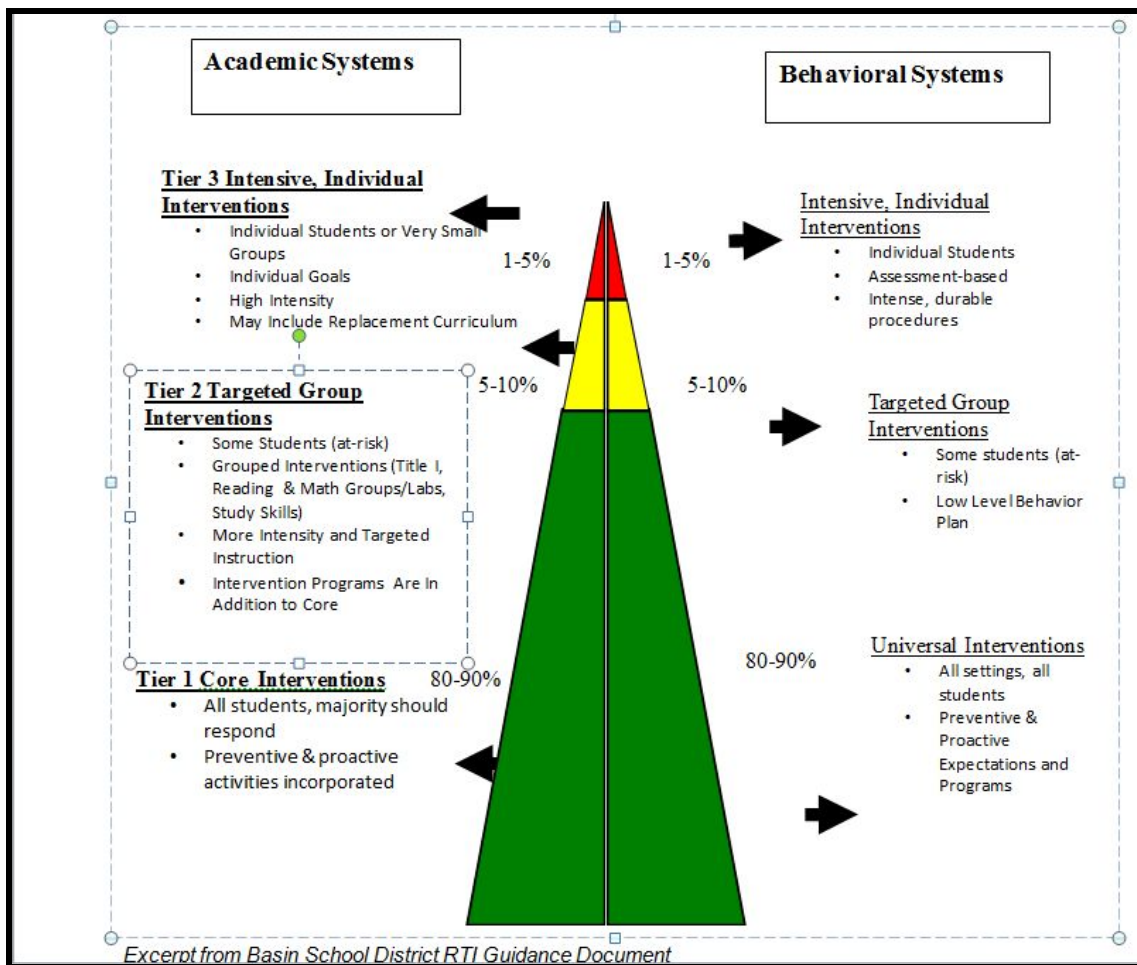
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Special Notes:

- a. For kindergarten students, we will continue to use an extended week program where students are provided an additional day of instruction on Mondays or Fridays. The kindergarten teacher will provide intensive small group support where skills are pre-taught and retaught based on the student's regular classroom instruction.
- b. In regards to staffing, interventions will be provided by both certified teachers as well as by paraprofessionals.

Basin Elementary Tiered Intervention RTI Model



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

Comprehensive Literacy Plan Alignment - REQUIRED

B. Alignment to the Idaho Comprehensive Literacy Plan

Below are the *Essential Elements of the Idaho Comprehensive Literacy Plan* taken directly from the Idaho Comprehensive Plan as well as Basin School District's alignment.

1. Collaborative Leadership: Our district and school leadership teams work collaboratively to ensure that resources are allocated to effective programs and interventions. Additionally, leaders strategically design schedules to maximize instructional time and allow for flexible groupings of students where instruction can be designed around specific learning levels and needs.
2. Developing Professional Educators: Our district has been committed to following our Professional Development Plan which emphasizes critical thinking and deep understanding of the Idaho Core Standards through robust curriculum and activities, balanced assessment practices, mastery based learning, and student engagement. Our teachers have participated in extensive training through the Idaho Leads Project, Idaho Core Teacher Network, NW Rise and the Lee Pesky Learning Center. Additionally, during the 2017-2018 school year, teachers are receiving training on the Reading Wonders Curriculum and assessments as well as on the Istation program. We believe strongly in developing high quality teachers through ongoing professional development on innovative and research-based instructional strategies and approaches.
3. Effective Instruction and Interventions: Our teachers have revised our curriculum to ensure that our instructional practices are aligned to the Idaho Core as well as to evidence-based instructional practices. Additionally, we have a strong RTI framework and system of support.
4. Assessment and Data: Our RTI Guidance Document clearly defines a balanced assessment system with formative, interim, diagnostic and summative assessments which guide our instruction as well as inform us when evaluating and refining our systems of support and curriculum.

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

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

	Model Name	Additional Details
	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)	School Counselor, College & Career Assistant, & TRIO

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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

- College Fair (Higher Education Day): Grades: 9 -12
- Career Fair: Grades 7-12
- FAFSA Open House: Grade 12
- Filling out the FAFSA with support: Grade 12
- Resume Building: Grade 12
- After high school presentation including, information on college, trade school, military, work: Grade 8 -12
- Advising on financial Aid for College class lesson: Grade 9-12
- CWI Technical Programs Expo (field trip): Grades 8 and 12
- BSU Field Trip: Grades 6 and 12
- PSAT testing at ICHS: Grades 10 and optional 11
- PSAT scores and what they mean related to college: Grade 10 and 11
- SAT school day testing and score review and what scores mean related to college: Grade 11
- Scholarship “classroom lesson”: Grade 12
- Individual mentoring for college and career interests: open to all students 7 – 12, required 12th grade
- Career Information System: IDEAS interest inventory, reality check, and college and career search: Grades 7 – 12
- Senior Seminar course (College and Career activities and career and college guest speakers): Grade 12
- College and military representatives host lunch tables: Grades 7-12
- Participate in College Application Week: Grades 12
- TRIO: Grades 8-12

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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 **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.