



## COMBINED DISTRICT PLAN (2018-2019)

### Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

#### NARRATIVE

#### 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](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/>.

#### 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



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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.

#### 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](mailto: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.



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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 available on our website

(<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).



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#### **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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Plan**

**NARRATIVE**

|                        |  |   |
|------------------------|--|---|
| <b>School District</b> | <b>#472</b>                              | <b>Name: Palouse Prairie Charter School</b> |
| Superintendent         | Name: Jeneille Branen                    | Phone: 208-882-3684                         |
|                        | E-mail: jbranen@palouseprairieschool.org |   |
| Plan Contact           | Name: Jeneille Branen                    | Phone: 208-882-3684                         |
|                        | E-mail: jbranen@palouseprairieschool.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. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

**Mission and Vision - REQUIRED**

The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

Our Shared Vision: The Palouse Prairie School provides an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

Our Shared Values: Our actions and decisions, as students, educators, and administrators, are guided by the following values:

- Civic engagement
- A physically safe and emotionally caring environment
- Discovery and reflection
- Autonomy and the ability to collaborate in groups
- A connection with the natural world
- Responsibility to one another and to the world around us



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- Diversity and multiple perspectives are solicited and welcomed.
- Ethical and sustainable practices
- On-going improvement through self-reflection

**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**

|   | <b>2017-2018</b> | <b>2018-2019</b> |
|---|------------------|------------------|
| Male                                      | 52%              | 51%              |
| Female                                    | 48%              | 49%              |
| White                                     | 78%              | 83%              |
| Black/African American                    | 4%               | 3%               |
| Asian                                     | 3%               | 3%               |
| Native American                           | 8%               | 7%               |
| Hispanic/Latino                           | 6%               | 4%               |
| Free/Reduced Lunch Program                | 34%              | 23%              |
| Received Special Education (IEP Students) | 9%               | 7%               |

**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:



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- 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

1. Annually, we elicit and gather input from a School Wide Community event. In addition, parents give input annually through a parent survey.
2. Parents are invited to Curriculum Night in September where they will be able to meet with the advisor and learn more about the mentoring program. Parents that are not in attendance will be provided the information via email. Parents will also be invited to the students' passage presentation at the end of the year.
3. During an annual parent meeting, parents are provided an opportunity to give feedback on how to best support their students. Parents have identified a need for students not to be pulled during other instructional times of the day (expedition, foreign language, P.E.). Therefore, we have developed a school-wide schedule to provide each class a 30-minute intervention block where paraprofessionals and our Title One teacher can work with students in flexible groups. This support allows us to provide the 30-60 additional hours for students who qualify. We reach out to all parents of students identified as a 1 or 2 on the IRI through a letter. The letter provides them an opportunity to be informed, ask questions and also provide feedback. The letter also includes a list of resources on how they can best support their child's reading at home. In addition, there will be reading material that comes home daily with students where parents will have the opportunity to listen to their child read and support homework.



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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**

The SY 18-19 program looks very similar to the SY 17-18, but with a few minor changes. The funds provided by the Literacy Initiative provided kindergarten students the opportunity to attend full day kindergarten. Kindergarten students that score a 1 or 2 on the Fall 2016-2017 will begin receiving 30-60 hours of additional literacy instruction in the afternoons, starting in October. In addition, students grade 1-3 will also receive additional literacy instruction in October, compared to the previous year of starting in November. The K-3 literacy intervention includes a combination of developing a strong school-wide schedule and the use of a research based program. Each K-3 class has a built in 30-minute intervention block, where all students needing support in literacy work with the classroom teacher, online curriculum or paraprofessionals to get the academic support they need. With this approach at-risk students are not pulled from their any other content area.

The research based program PPCS uses is the Leveled Literacy Intervention (LLI) Program by Fountas & Pinnell. The LLI program is differentiated for each grade and will be used to teach students who by a paraprofessional and/or classroom teacher. The LLI program is a short-term, intensive, small-group intervention designed for children in grades kindergarten through second grade who are having difficulty learning early reading and writing skills. The goal of the program is to accelerate these children's progress in order to bring their skills up to grade level, so that their early literacy difficulties do not become long-term deficits. The program is appropriate for struggling regular education students and students with special needs.

Prior to student selection and program implementation, literacy teachers receive professional development on LLI implementation as well as the necessary materials and a detailed teaching guide.



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The LLI materials are based around a series of “leveled” texts (i.e. texts of progressing difficulty) with difficulty measured by the Fountas and Pinnell (2007) text gradient system. Children enrolled in LLI meet in small groups (3-5 students) for daily 30-minute lessons. The instructional program emphasizes phonological awareness and phonics, fluency, comprehension, and the expansion of oral language skills, including vocabulary. More specifically, phonics instruction is an integral component of the program, and is systematic, explicit, and follows a prescribed sequence of sound-letter relationships and spelling patterns. Additionally, reading comprehension skills are taught through intensive interactions with the LLI teacher and the other children in the group. Literacy interventions should be linked to classroom instruction and the home environment. Children take LLI books home to read aloud to their parents, along with simple homework assignments, and they also may take books back to the classroom. A system of ongoing formative assessments gives teachers information about student learning that can inform their instructional decision-making.

Parents were contacted to gain approval of students getting this support. In addition, a parent meeting was held to gain input on the program and we also provided additional resources to families in efforts of supporting their child at home.



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

**Comprehensive Literacy Plan Alignment - REQUIRED**

PPCS's Literacy Intervention Program aligns with the Idaho Comprehensive Literacy Plan in the following ways:

- School Instructional Leader provides weekly collaborative professional development where teachers gain a stronger understanding of implementation of research based practices including literacy. In addition, all staff are involved in data inquiry teams every six weeks, where they analyze their student's data and to inform next instructional moves. We have also identified a leadership team consisting of one teacher from each grade band: K-2, 3-5, 6-8 and they offer support to all teachers in their grade band. We also have a teacher mentor who provides support in planning, feedback from classroom observations. We have developed a stronger RTI system this year to ensure students are properly progressed monitored and interventions are meeting the needs of the learner. Interventions and progress monitoring are documented in Milespost.
- Teachers provide research based practices in their daily instruction and interventions.
- Literacy is highly embedded into all content areas and teachers are using complex non-fiction texts to conduct close reads with students during their expeditions, which are an in-depth study of science or social studies standards. The expeditions are inquiry and project based learning experiences where literacy is highly embedded by reading complex texts, focus on vocabulary instruction, complex sentence structures, comprehension strategies and writing.
- Flexible grouping is used to support students' literacy development.
- Teachers align standards with curriculum literacy resource (LLI) to provide explicit instruction in building foundational reading skills.
- Parents and teachers are communicating on a weekly/monthly basis.
- Students are required to read nightly between 20-30 minutes.
- The school invites the public library to promote literacy.
- Students share their literacy learning progress at student-led conferences.
- Research based interventions are provided for any student identified through the RTI process.



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- Teachers are provided with embedded work time to analyze individual student ISAT and IRI data and how the student compares to the state and other districts.
- The school uses pre-assessments, formative and summative assessments, interim assessments to monitor student growth and determine next steps needed in instructing the students.

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**

|   | <b>Model Name</b>                               | <b>Additional Details</b>    |
|---|---|------------------------------|
|   | School Counselor                                |                              |
| X | Teacher or paraprofessional as advisor          | Andrika Kuhle, Jessie Dahlin |
|   | 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 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

##### 8<sup>th</sup> Grade:

The GEAR UP program supports our 8<sup>th</sup> grade students to be successful in high school and college. The program will consist of three key areas: comprehensive mentoring, academic planning, college visits, and college student shadowing.

In order to prepare for the position of mentoring 8<sup>th</sup> grade students for college readiness, Andrika Kuhle, one of our middle school teachers and Jessie Dahlin, our CREW Counselor has attended professional development through EL Education and IDLA's College and Career Advising course to better mentor the 8<sup>th</sup> grade students.

Under her mentorship, students will visit the University of Idaho and Washington State University, and receive official college tours. They will also have presentations from professors of different fields of study. Students will receive group mentoring conducted by Andrika Kuhle.

Students will have support, one-on-one and in small groups, to create long term plans for high school and college. Students begin thinking about their college career readiness in 7<sup>th</sup> and 8<sup>th</sup> grade. In 7<sup>th</sup> grade, students use the Career Information System (CIS) to explore personal interests and personality traits to start to make connections to future career and



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college choices. Parent education will also be provided with a focus on how to support their student. In addition, we will use the CIS Junior License to prepare for academic planning for our 8<sup>th</sup> grade students. During their 8<sup>th</sup> grade year, students create their 4-year high school plan and register for their freshman year of high school. Students and families are invited to the high school for an overview of the registration process and creating the four-year plan. Students are offered support and guidance in their classroom to complete the registration process.

Students will take the Passage course in their last trimester, led by Andrika Kuhle and Jessie Dahlin. Passages represent a student *passing* from one level to the next, AND the presentation serves as a *rite of passage*. In the final trimester of their 8<sup>th</sup> grade year, as a culminating project, students will be asked to review their portfolio of middle school work and create a Passage Portfolio that includes honest reflections of their growth, aspirations, and evidence of learning from their coursework at Palouse Prairie School. The Passage Portfolio will be used in their passage presentation, which is both a celebration of learning and an opportunity for each student to show their best work to a panel of community leaders. The presentation is a defense of their preparation and readiness for high school and college and career. This work simulates a college defense and prepares students to give meaningful and rigorous speaking presentations. Successful completion of the portfolio and public presentation are required for graduation from Palouse Prairie School.



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**Other Notes / Comments**

You can view evidence of students' passage presentations on our [website](#).

**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:



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Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.