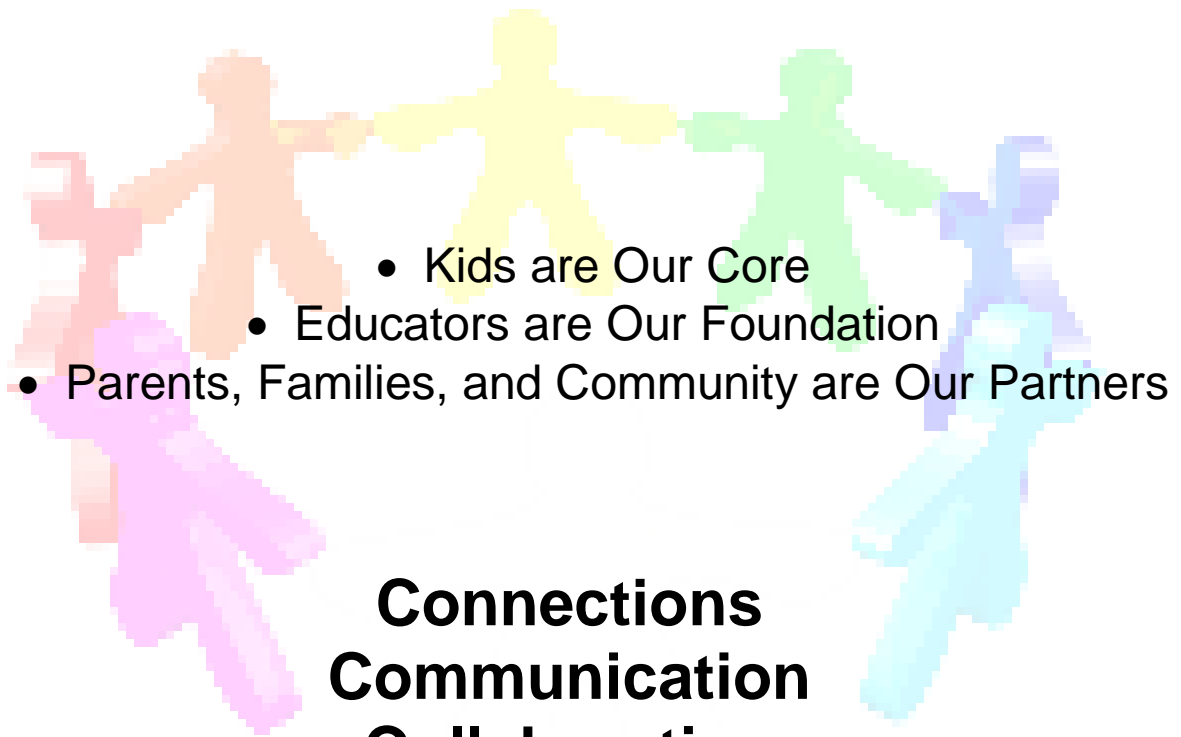


COMBINED DISTRICT PLAN (2020-2021)

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

Together We Overcome!



- Kids are Our Core
- Educators are Our Foundation
- Parents, Families, and Community are Our Partners

**Connections
Communication
Collaboration
Innovation**

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Even though the Blackfoot School District had a fully compliant Combined District Plan Narrative in 2019-2020, a new Combined District Plan Narrative is being submitted due to a new adopted 4-day school week and offering an online school option.

Mission and Vision - REQUIRED

Mission

The mission of Blackfoot School District No. 55, in partnership with the community, is to prepare students for the future by enabling every student to gain knowledge and skills, to develop confidence, to value life-long learning, and to become responsible contributing members of our changing world.

Vision

We will focus on increased learning:

- Students, parents, educators, and community members support one another.
- Learning should be exciting and fostered by the home, the school, and the community.
- All students and staff need an environment that develops healthy self-esteem and promotes respect for people and property.
- All students can learn.
- All students will be taught in a healthy, safe, caring, and nurturing environment.
- Curriculum should be responsive to ongoing student needs, cultural differences, and changing world conditions.

We believe...

- All students will complete high school with a mastery of basic life skills in reading, math, and communication.
- All students will be successful in school and will be able to apply knowledge to real life situations.
- All graduates will be prepared for full participation in a global environment.
- All staff must create cooperation and trust with our community stakeholders.

Our Focus is Invitational Education

Invitational Education theory serves as a theoretical model of an educative process and focuses on the nature of people and their potential (Purkey & Novak, 1988). It also serves as a concrete and practical method for relating and communicating with others in both a personal and professional manner (Purkey, 1992).

According to Purkey and Novak (1988), **“Invitational Education offers a comprehensive approach by which people are cordially, creatively, and consistently summoned to realize their full potential.”** The goal of Invitational Education is to create a context where individuals are intentionally invited to succeed and develop intellectually, socially, physically, psychologically, and spiritually (Purkey & Novak, 1988).

Invitational Education focuses on five areas that exist in practically every environment and that contribute to the success or failure of each individual. The five areas are known as the **“five P’s”** and they involve the **people, places, policies, programs and processes** that individuals continuously interact with each other.

Invitational Education especially emphasizes the importance of creating a supportive and caring environment for students. The model provides a framework for inviting students to think, learn and accomplish goals in a positive and collaborative manner. **Five qualities: respect, trust, care, optimism, and intentionality were** identified by Purkey to signify an “invitational stance” in education (Division of Learning Resources, 2011).

According to Purkey and Novak (1996), there are four categories that indicate the invitational level of a person. This has been traditionally used in the area of teaching (Wong, H. & Wong, R., 2004). The **four levels** include:

- **Intentionally Disinviting:** This is the most negative and toxic level of human interaction. Individuals deliberately demean, dissuade, discourage, defeat and destroy others.
- **Unintentionally Disinviting:** Individuals who function at this level are viewed as uncaring, condescending, patronizing, racist, or just plain thoughtless in their words and actions. They do not intend to be hurtful or harmful, but because they lack consistency in direction and purpose, they act in disinviting ways.
- **Unintentionally Inviting:** People who function at this level have stumbled serendipitously into ways of functioning that are often effective. However, they have difficulty explaining why they are successful. They cannot describe in detail what they did or why they functioned in an invitational manner. Individuals at this level lack a coherent and consistent invitational stance.
- **Intentionally Inviting:** When individuals function at the intentionally inviting level, they seek to consistently exhibit invitational beliefs, statements, and actions. They strive to

continually develop and exhibit positive potential in themselves and intentionally encourage the same positive potential in others. (Purkey & Novak, 1996)

Selection of Curriculum Materials:

According to Blackfoot School District Policy #606, the District adopts curriculum materials that meet Idaho Code Section 33-512A and the content standards as established by Idaho State Board of Education. Materials are adopted on a rotating basis. It is the desire of the School Board that curricular materials stay up to date and on the state adoption cycle.

The district will have available to the public the title, authors, and publishers of all textbooks being used in the district. The public has the right to inspect the instructional materials, except students' tests, used in this district's schools.

Community Involvement - REQUIRED

Blackfoot School District Policy #1010, Community Involvement

Community participation in this district is important for improving the quality of education for the students. Therefore, this board intends to make every effort to identify the desires of the community and to be responsive to those desires. Patrons of this district are encouraged to express their ideas, concerns, and judgments through:

1. Written suggestions or proposals;
2. Presentations at public hearings;
3. Responses to surveys;
4. Comments at meetings of this board; and
5. Service on citizens advisory committees.

Community Involvement in the development of the Combined District Plan

Blackfoot School District creates a draft of the Combined Continuous Improvement Plan, which includes our Literacy Plan and College and Career Advising/Mentoring Plans, and shares it with the District PAC at the beginning of each school year. We review our SMART Goals, surveys, and data 3 times per year. At our June meeting, we determine if we met our goals and look at our data to see where we need continuous improvement. We seek public input for at least 30 days. We post our rough draft and also share it at our school board meeting. The public is invited to comment at that time. We also have a data room in the district office that is open to the public to come in and review our current data, the rough draft of our plan, parent survey results, and ask questions with the Federal Programs Director. We compile our plan after the leadership team and district administrators review the revisions. The plan then is presented to the school board for board approval and once again is open for public comment before it is submitted to the State Board of Education.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of available resources through the following means:

Grade 7-8: Back to School Night, Advanced Opportunities Open House held annually, contact from the Middle School Counselor, Career Information System (CIS) plan sent home, Parent Nights, Volunteer parent presentations on career awareness during flex time, Infinite Campus daily notifications, and Facebook announcements. Mountain View Middle School has been identified as a GEAR UP school, and with this opportunity there are additional requirements regarding college and career advising and mentoring for the cohort. Many additional opportunities and resources are available through this grant.

Grades 9-12: Back to School Night, FAFSA nights held 3 times per year at each high school, contact made with High School Counselor, Career Information System (CIS) plan sent home, Parent/Student checklist completed and returned, Career Fair (notification by Facebook, Infinite Campus daily notifications, district flyer, and newspaper article), and permission slips for college visits.

A brief explanation regarding College and Career Readiness and what is available at the school is listed in each school's handbook.

Parental Involvement in Student's Individual Reading Plans

Each of our elementary schools are schoolwide Title I schools. With the schoolwide status, each school creates a Parent/Student/Teacher Compact. This compact is listed on each school's website. Within that compact, each school addresses that interventions will be provided if the student qualifies for extra help in reading or math. The parents are given a letter that shows the student's screener score (IRI/Istation) to show that there is a need for intervention.

All parents, regardless of whether their child needs intervention or not, are informed at Back to School Night what schoolwide Title I-A status means and what intervention programs are offered if their child qualifies. Parents are told when the testing screening window will take place and if their student qualifies they should receive a letter in the mail from the student's teacher. When a child qualifies for intervention, it is 30 minutes of skills based activities either embedded in the school day and/or at home. If the parents feel that any program is not the best fit for their student, they are invited to first visit with the teacher to create a more personalized program and also look at the online interventions we can provide at home. A parent can request a meeting at any time to discuss their child's progress and request intervention help.

We are trying to meet the scheduling demands of school and family life and what works best for students. Parents have constant access to student improvement and assignment/test scores through Infinite Campus. Istation, HMH Into Reading, and Imagine Learning have on-demand online reports available for parents.

LITERACY INTERVENTION PROGRAM K-3

Literacy Program Summary - REQUIRED

The literacy intervention plan that will be implemented by BSD #55 during the 2020- 2021 school year to all qualified students in grades kindergarten through third (K-3) is as follows:

We will follow the Idaho Comprehensive Literacy Plan outline in order to meet the requirements of Idaho law in providing literacy interventions as explained in the Comprehensive Literacy Plan Alignment.

The BSD #55 will implement the following initiatives for the 2020-2021 school year under the direction of the Idaho State Department of Education and with the approval of the Idaho State Board of Education and the Blackfoot School Board:

- All students in grades K–3 will assess three times a year to identify below-grade-level students using Istation.
- All day Kindergarten at Fort Hall Elementary, Ridge Crest, Groveland, and Wapello to allow for intervention time.
- Paraprofessional at Fort Hall Elementary for intervention in grades K-1.
- Jump Start paraprofessionals at Stalker and Stoddard Elementary Schools.
- HMH Into Reading online resources for K-3 teachers.
- Easy CBM progress monitoring for grades K-3.
- Imagine Learning and Literacy K-3.
- Heggerty Phonics K-3.
- Reading Mastery 1-3.

BSD #55 will focus on the following objectives to meet the literacy needs of its students:

- K–3 students will increase proficiency rates as measured by Istation with foundational reading skills.
- K–3 students will jump start intervention to prevent failure at Stoddard and Stalker Elementary Schools.
- K–3 students will have a differentiated program through Walk to Intervention that meets the students at their ability level.
- English language learners will have the opportunity for language-embedded activities through SIOP strategies and Imagine Learning.
- Teachers will be held accountable for planning and reporting data monthly through their teacher teams under the direction of the principal and interventionist.

We want to give our students a diverse exposure to literacy in different yet proven ways. Teachers have one hour of common collaboration embedded in their week to look at data and an additional hour for lesson prep. Multiple data points will be used to determine growth and movement of students. Our intervention time will be 30 minutes computer based and 30 minutes teacher directed.

Students who do not show steady growth through the intervention process will be discussed with the RTI team to explore other intervention avenues, increased intervention time, and/or replacement of current intervention and intervention materials. We will always focus on the five areas of literacy when looking at RTI placement (phonemic awareness, decoding, vocabulary, comprehension, and fluency). Data that we will use to determine student growth will be Istation, EasyCBM, Imagine Learning, and curriculum assessments. We will track our data and growth in Milepost. All of our interventions have been found to be effective through the ESSA guidelines.

District Intervention Protocol:

1. IRI, Istation, and Imagine It benchmark testing will be given to all students. This data, along with other historical data, which might include WIDA scores, will be placed into our IMS (Milepost).
2. The student data will be reviewed by the classroom teachers during, but not limited to, PLC and/or preparation time.
3. Individualized student literacy plans will be created using the diagnostic testing results. The plans will be based on a Multi-tiered System of Support for struggling students in Tiers 2 and 3 and for students needing enrichment opportunities. Supports will include the following:
 - Tier 2 and 3- In addition to classroom intervention, students will be provided skill based intervention through the Walk to Intervention model. Istation and Imagine It interventions, along with individualized strategies, which may include small group instruction, will be used during this time.
 - Enrichment opportunities will be provided in the classroom based on individual needs.
4. Progress monitoring will take place monthly for Tier 2 and enrichment students and bi-monthly for Tier 3 students. Adjustments in student interventions will be based on PLC, RTI team recommendations, and/or individual teacher recommendations.

Comprehensive Literacy Plan Alignment - REQUIRED

The Idaho Comprehensive Literacy Plan is designed with the following goal in mind: ***All Idaho students should show literacy growth.*** Blackfoot School District follows the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.

Using the Idaho Comprehensive Literacy Plan as the outline to our alignment, our plan is as follows:

Collaborative Leadership:

The Blackfoot School District has established a district-wide commitment to literacy. The district utilizes a District Level PAC that is composed of a wide representation of stakeholders, including a school board member. This PAC reviews the Comprehensive Needs Assessment and annual data to provide input into the development of the District Literacy Intervention Plan. We provide a public forum for input regarding the plan. The forum is held prior to board approval and state approval. The PAC meets 3 times annually to review needs, data, and provide input for district programming. District and school personnel work together to implement literacy initiatives grounded in research-based literacy instructional practices, student engagement, and effective interventions. The district is also willing to provide time for teacher collaboration and integration of literacy instruction into all areas of teaching and learning.

- Parents will be informed in writing, within 30 instructional days of the IRI assessment, if their student scored in the Basic or Below Basic categories. They will also receive a copy of their child's Individualized Reading Intervention Plan.

Strategies/Implementation:

Initial notification to parents include the following:

- A statement indicating the deficiency in reading and a plan for improvement
- A description of current services being provided to the student
- A description of supplemental instructional services and supports available to the student

A "Walk to Intervention" model is utilized and research based curriculum is provided. Keeping class size manageable in our at risk schools is a priority. Fort Hall Elementary Kindergarteners need a full day of instruction along with extra intervention support. We have a "Jump Start" program in place at Stalker and Stoddard Elementary that allows for half day intervention classes for all kindergarteners. Optional full-day Kindergarten is offered at the other elementary schools.

Parents will be given the opportunity to approve the Individualized Reading Plan designed to meet their child's specific needs and make any changes. Monthly progress reports and

access to Istation will be provided to the parent(s) so they stay informed of the student's progress.

Developing Professional Educators:

The success of any program is dependent on how well the teachers understand, implement, and collaborate. Due to this, the Blackfoot School District will provide a half-time Interventionist at each elementary school to support data mining, PLC teams, and provide embedded professional development. The district has moved to a four day school week with PD scheduled on eight designated Fridays during the school year. During the week, each grade level at each building is given common collaboration time to look at grade-level data and make data-driven decisions. The district has partnered with neighboring school districts to share PD costs, review programs, and discuss what programs are working well and what struggles are common in their district also.

The district has scheduled "Power Hours" through our Title II program that provides one hour PD for our teachers on literacy topics or a topic that the principal requests that is building and curriculum specific. Designated Fridays are available for these "Power Hours" for district wide PD. Our PD calendar is listed on our Federal Programs website.

- Building Administrators and Interventionists will be available to assist teachers in understanding and implementing the literacy plan.
- 2020-2021 Professional Development has been developed, posted on our website, and follows the results of our Needs Assessment.

Strategies/Implementation for Developing Professional Educators:

Blackfoot has always looked to the state-approved adoption list for materials that are vetted, research-based, and proven to be successful, and has a coordinated RTI system in place to target instructional skill needs and focus on skill deficits. Finally, Blackfoot School District provides a literacy activity twice a year at each school for parents and patrons to attend. Each activity focuses on an area of reading and gives a demonstration on how to help struggling readers. We will be utilizing our Family and Parent Engagement Coordinator to lead some of our literacy activities.

Assessment and Data:

The assessments and data that we will be using are the Istation benchmark and monthly progress monitoring, the benchmark assessments and lesson assessments in Imagine Learning, Easy CBM probes, HMH Into Reading assessments and any formative assessment that the teacher feels is valid and reliable concerning student achievement.

- The IRI assessment will be administered to all K-3 students and will be used for benchmarking purposes.
- Progress monitoring of student data will be uploaded into Milepost.

Strategies/Implementation for Assessment and Data:

Teachers will benchmark during the first month of school with Istation to get an idea of how many students need intervention. According to the student's area of concern, instructional groups will be developed to meet specific skills. Students will then be progress monitored through Istation, EasyCBM, HMH Into Reading, and Imagine Learning to chart growth or lack of growth. If there is consistent lack of growth, a revised plan will be made, and parents will be invited into the team meeting to discuss the changes. If the student tests out of a skill group quickly, adjustments will be made for them to enter their next greatest area of need. Fluidity of groups is vital for student growth.

Parent Connection:

Infinite Campus has an online parent portal that allows parents to look up a student's progress in real time. If the parent has questions regarding their student's scores, they can email the teacher through the parent portal or contact the teacher at school. Teachers have two formal parent teacher conferences with parents annually and three mid-term report cards along with three term report cards. If a student is referred to the RTI process, a team of teachers, support staff, and parents work together to create the best plan for the student to grow and achieve success.

Finally, through our EL/Migrant Outreach Center, we have iPads available to help parents with accessibility, and we are able to address any questions they may have regarding their child's literacy plan. The center is open Monday – Thursday from 4:00 p.m.-7:00 p.m. and Friday 10:00 – 2:00. We also provide translating services for our parents to ask any questions regarding the literacy plan of their student. The EL/Migrant Outreach Center also provides tutoring and additional online courses for students through ICON.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM, grades 7-12.

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)	BHS Counseling Department, College and Career Advisor, Bengal Bridge Program, Near Peer Mentoring

Blackfoot School District will use a Hybrid model consisting of a College and Career Advisor, GEAR UP coordinator, four counselors, Near Peer Mentoring, and the Bengal Bridge Program.

Blackfoot School District combines the efforts of our GEAR UP Coordinator, College and Career Advisor, Near Peer assistance, and our school counselors to help our students complete their four year plans and the CIS modules. This will be our second year with the GEAR UP program. We are continuing our partnership with ISU and the Bengal Bridge Program to assist our students in transitioning onto campus at ISU.

Our counselors at BHS have created a schedule to meet with each student (grades 9-12) and discuss their four year plan. We also want the students to discuss the plan with their peers during Advisory class and finally with their parents. IHS and MVMS counselors also meet with their students to review their CIS progress. Through GEAR UP, MVMS will sponsor classes, field trips, and guest speakers regarding college and career advising when district health guidelines allow.

The data and articles that support our choice of a Hybrid Program are listed below:

Why is career counselling more valuable now more than ever?

<http://theconversation.com/why-career-counselling-is-more-valuable-now-than-ever-before-62231>

Success Stories with Bengal Bridge:

<https://www.isu.edu/headlines/stories/isu-bengal-bridge-which-provides-college-credits-to-new-high-school-graduates-at-a-reduced-cost-is-accepting-applications-until-april-15.php>

What are the 12 benefits of Near-Peer Mentorship?

<https://blog.collegevine.com/12-benefits-of-near-peer-mentorship/>

Advising Program Summary - REQUIRED

Our goals will be the following:

1. Maintain usage of the CIS program. (Every student in grades 7-12 completes and/or reviews the four year plan and discusses and shares the plan with three key individuals, a counselor, peer, and parent/guardian.) Parents will need to sign and return the plan to the school counselor or the College and Career Advisor.

2. Successfully implement year two of the GEAR UP grant meeting all grant requirements and deadlines. (GEAR UP information may be found at: <http://www.sde.idaho.gov/student-engagement/gear-up/>)

3. Increase career fair participation for grades 7-12.

Using existing professional staff (i.e., teachers, counselors, administrators, etc.) under the direction of the GEAR UP coordinator, the schools will implement a series of activities designed to encourage students to explore new career and educational opportunities. Counselors will specifically identify at-risk students who may not have other support.

Increase use of CIS:

Teachers and students will be trained to use the CIS system more effectively to develop career and college plans. Specific activities will be identified that students will be guided to complete in CIS in grades 7-12. Additional CIS modules will be purchased that will include interest inventories, skill assessments, and college entrance exam preparation.

School counselors and the GEAR UP coordinator will provide staff-specific training for their respective teachers on the relevant activities for the grade levels in the school during the district-wide in-services.

Transportation to colleges:

GEAR UP cohort students, who complete specific assignments and/or modules in CIS during their classes, will qualify to travel with their cohort to visit regional college campuses when district health guidelines allow.

Parent Involvement:

All secondary schools will hold back-to-school nights for parents and students. Three GEAR UP parental involvement activities will be scheduled throughout the year. The high school counselors will schedule parent meetings to discuss college and career plans, including but not limited to three FAFSA Nights.

College and Career Days:

Each high school will organize a college fair and/or career day for students in grades 7-12.

Test Preparation:

Students in 8th grade will be given the opportunity to take a grade-appropriate assessment (i.e., PSAT 8/9) designed to help the students prepare for the SAT and/or ACT.

Finally, we will collaborate more with our local institutions, ISU, CSI, CEI, and BYU-I. It will be the responsibility of the College and Career Advisor to arrange meetings and to make contacts with representatives from the local institutions. The advisor will maintain a communications log of these contacts. We will be inviting them into our schools more and creating time for more presentations through GEAR UP.

Parents will be notified of available resources through the following means:

Grade 7 – 8: Back to School Night, Middle School Counselor, CIS plan sent home, Parent Nights, Volunteer parents' participation in career awareness during flex time, GEAR UP classes, Infinite Campus daily notifications, Facebook announcements

Grade 9 – 10: Back to School Night, High School Counselor, College and Career Plan sent home, Career Fair (notification by Facebook, Infinite Campus daily notifications, district flyer, and newspaper article),

Grade 11 – 12: Back to School Night, High School Counselor, College and Career Plan sent home, Career Fair (notification by Facebook, Infinite Campus daily notifications, district flyer, and newspaper article), Permission slips for college visits

