

COMBINED DISTRICT PLAN (2020-2021)

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.**

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](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

More 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. 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 (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

2020-2021 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

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 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 must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2020-21:

- 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 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (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 spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

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 may 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/>.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

LEA – School District	# 422	Name: Cascade School District
Superintendent	Name: Jeff Blaser	Phone: 208-630-6057 (Ext. 2202)
	E-mail: jeff@cascadeschool.org	
Plan Contact	Name: Jeff Blaser	Phone: 208-630-6057 (Ext. 2202)
	E-mail: jeff@cascadeschools.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.

Mission and Vision - REQUIRED

Mission Statement:

Cascade School District Mission: Engage every student, every day in character development and rigorous learning.

Vision Statement:

The Cascade School teachers and staff will:

- Engage all students and set standards for excellence that will prepare them to be effective community members.
- Meet as a professional learning community to collaborate with purpose, to develop high-quality learning for all.
- Commit daily to provide opportunities that encompass the whole child through a well-rounded educational curriculum, family engagement, and community and cultural enrichment.

Values/Beliefs:

In order to advance our shared vision to engage all students and set standards for excellence, we will:

- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Help all students achieve the intended outcomes of the curriculum with perseverance by addressing their individual needs and learning styles.
- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.
- Engage students with enthusiasm coupled with high expectations.
- Communicate with all stakeholders a consistent message of positivity, purpose and dedication toward the education of our students.
- Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their students.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

- Monitor the results of our individual and collective efforts and use evidence of results to guide our processes of continuous improvement.

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

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

The district has purposefully planned for and included community involvement in the development of its improvement plans. These plans include

- 1) Inviting community/parent(s) to be a part of a strategically selected team of Cascade staff who make up the Building Leadership Team (BLT). This team meets for an hour every other week during the school year. Topics that are covered include Assessment and data baseline goals, Instructional Strategies, Framework for Teaching, ISAT and IStation Goals, Professional Learning Culture, ELA and Math growth goals, Curriculum Review, Curriculum fidelity, SMART Goals, Scope and Sequence work, Reflection and Strategic Planning. The BLT is key in the future decision making for Cascade School District's continuous improvement process.
- 2) Hosting a regular, monthly community open meeting called "School Talks". This open meeting is advertised in the local newspaper along with a general interest agenda. At these meetings we encourage discussion regarding school and district initiatives and invite attendees to ask clarifying questions and share their concerns.
- 3) Engaging our community and school families with school surveys to gather pertinent and timely information as well as informative feedback. Community concerns revealed through surveys will be addressed by an appointed committee for the purpose of reviewing and updating policy.
- 4) The continuous development of a welcoming climate through offering an open invitation for our stakeholders to come into the school and communicate with the administration and staff regarding items of concern and celebration.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

Parent Notification of College and Career Advising and Mentoring Services

Parents are given information and resources in order to support their children as they approach graduation in May. Notification is offered via school website, monthly parent meetings (School Talks) as advertised in the Star/Valley County newspaper, School Facebook page, Parent emails, School Messenger, and grade checks through Power Schools. College and Career Advising services include:

- Prepare 4-Year Plan (parent signature required)
- Parent Orientation night provided that details course offerings, graduation requirements and advanced opportunities.
- Parent Night.
- Presentation on FAFSA / Scholarship Process
- Financial Aid Night for parents and all seniors
- Grade level requirements (advising each year) Next Steps Idaho checklists
- 8th grade HS Transition Planning (Class Advisor)
- Graduation planning (Quarterly 9-12)
- Career exploration (Quarterly 9-12)
- ASVAB (Offered to 11th and 12th twice annually)
- Interest Surveys CTE career cluster survey (Annually Grade 8-12)
- College/University Exploration (starting 10th grade year)
- College/University visits (In person and Virtual Tours)
- College/University (Recruiters Quarterly Visit – In-person/Virtual)
- Military Exploration (Recruiters Quarterly – In-person)
- SAT preparation & administration (Fall and Spring)
- Sr. Project/Portfolio (Leadership, Service and Character)
- Letters of Recommendation (12th Grade - Minimum 3)
- Resume development & update (10 – 12th grades)
- Interview preparation & practice (11th – 12 Grade)
- Financial Aid Advising (Spring 11th grade & 12th grade)

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

- Scholarship Application (11th & 12th Grade)
- Military Academy Introduction, Tour and Process (11th & 12th Grade)

Parental Involvement in Students' Individual Reading Plans

<p>All families of students taking the iStation/IRI will be notified of the scores via written letter on district letterhead, families of students earning a 3 or a 2 on the Fall iStation/IRI will be notified of the scores via a written letter on district letterhead AND will receive an Individual Reading Mileposts plan for their student outlining the proposed interventions and service times.</p>	
<p>Parent Involvement Opportunities :</p>	<p><u>Open House:</u> All families are invited to an Open House the week school begins to see the general education classrooms, hear classroom expectations, and ask clarifying questions. Along with general education classroom presentations, the reading specialist and team are available to talk to families about individual reading plans, specific intervention questions, and program expectations.</p>
	<p><u>Individual Reading Plan Meeting:</u> Parents will be invited to attend a school event scheduled to take place early in the school year. At this event, the most current student data will be presented to families as well as the Literacy Plans. Families will have the plans explained to them and will be given the opportunity to make edits or suggestions about the plan. The document will be signed at this meeting. Families will be given the opportunity to take the Literacy Plan home with them for further review and return it signed at a later date. Parents will also be informed of their right to opt out of the Literacy Plan interventions.</p>
	<p><u>School Teams:</u> The school Principal will engage with local building teams to seek new ideas for the reading program. Teams include but are not limited to Multi-Disciplinary Teams, PTO, and Building Leadership Team, and local parents. The literacy plan will be drafted with parent feedback both as a team in this setting and individually with students.</p> <p>Parents are invited to attend a once a month meeting called “School Talks” to discuss student data, scheduling, curriculum, and ask questions. The Literacy plan will be a topic of discussion throughout the school year and parents will be given updates on the literacy progress of our students.</p>
	<p><u>Family Involvement Literacy Events:</u> Families will be invited into the school for two different literacy events throughout the year, free of charge, in conjunction with our Title 1 & 21 CCLC family involvement events. Events include but are not limited to the themed school carnival, Bingo for Books, and/or Literacy Game Night.</p>
	<p><u>Resource Library:</u> There are a variety of resources at the school available for parent check-out in the event that a family would like to increase their knowledge of literacy practices and instruction. Families are also encouraged to call or visit the school if/when they have any questions or concerns.</p>

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 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 in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM
Literacy Program Summary - REQUIRED

Cascade Elementary school will be implementing a consistent push-in intervention model for supporting students that are showing an academic need for intervention. The students that score a 2 or a 3 will be working with a certified teacher during the 30 intervention/lab times. Each elementary classroom has an allocation of 90 minutes for CORE ELA instruction and a required 30-minute intervention block (instruction tied to the CORE ELA curriculum). A highly qualified paraprofessional is present for each of the ELA intervention blocks for all grades K-5. There is one paraprofessional that works in the ELA intervention blocks, this paraprofessional has been trained in Cascade’s Standard Treatment Protocol and is monitored regularly to assure fidelity. The paraprofessional assists with those students that are on target while the certified teacher works with students that have scored a 2 or a 3.

Students that score 3	Push-in programs within the regular school day. Some Students supported in the Special Education pull-out setting depending on the student IEP.	30 min x 5 days = 150 min/week (approx. 90 hours total)
Interventions:	<p><u>SIPPS Program (Grades K-3):</u> Focus: Phonics, Phonemic Awareness, & Fluency Progress Monitoring: iStation Diagnostic Assessments: iStation Students: All students that score a 3 on iStation</p>	
	<p><u>American Reading Company Independent Reading Level Conferencing (In General Education classroom with assistance from Reading Intervention personnel):</u> Focus: Reading Fluency and Comprehension Progress Monitoring: IRLA (Independent Reading Level Assessment) through ARC (American Reading Company) Diagnostic Assessments: IRLA Students: All students that score a 3 on the iStation/IRI reading assessment.</p>	
Students that score 2	Push-in programs within the regular school day	30 min x 5 days = 150 min/week (approx. 90 hours total)

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

Interventions:	<p><u>SIPPS Program (Grades K-3):</u> Focus: Phonics, Phonemic Awareness, & Fluency Progress Monitoring: iStation Diagnostic Assessments: iStation Students: All students that score a 2 on iStation</p> <p><u>American Reading Company Independent Reading Level Conferencing (In General Education classroom with assistance from Reading Intervention personnel):</u> Focus: Reading Fluency and Comprehension Progress Monitoring: IRLA (Independent Reading Level Assessment) through ARC (American Reading Company) Diagnostic Assessments: IRLA Students: All students that score a 3 on the iStation/IRI reading assessment.</p>
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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. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

Comprehensive Literacy Plan Alignment:

Essential Elements of the Idaho Comprehensive Literacy Plan:	
Collaborative Leadership:	<p><u>Collaborative Leadership:</u> The building Principal recognizes and encourages a collaborative leadership style and environment. Decisions and discussions made for students in the Literacy program will be collaborative and transparent utilizing the Building Leadership Team (BLT). The BLT consists of teachers, paraprofessionals, school counselor, parent, principal, instructional coach, and student representatives.</p> <p>The Principal, along with the Instructional Coach, has created this Literacy plan that focuses on increasing Literacy within the entire school. Cascade Schools has allocated funding to cover the costs of an Instructional Coach to assist with literacy instruction and data analysis. Time is scheduled in advance and set aside to review and discuss student data throughout the school year through the Building Leadership Team and the Professional Learning Community teacher meetings. An annual meeting calendar for BLT and PLC topics has been published and presented to the School Board, Superintendent, and the School Wide Improvement Plan. Best practices are shared and encouraged during school in-services, weekly PLC meetings, weekly meetings with the Instructional coach, weekly communication emails from the Principal, and bi-monthly staff meetings.</p>

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

<p>Developing Professional Educators:</p>	<p><u>Developing Professional Educators:</u> Cascade Schools has a newly developed mentor teacher program that will be fully implemented. Teachers within their first three years at Cascade Schools are entered into the Cascade Schools New Teacher Institute led by our Instructional Coach and meet weekly for one hour. The district strategic plan has been shared with the entire school staff, particular attention given to the literacy goals with regards to the reading team. Staff members that are familiar with implementing specific interventions are asked to train other staff members to ensure that we have a wide base of expertise within our school. Teacher instructional teams will meet weekly to review and discuss student data and teaching practices. Paraprofessionals are all Highly Qualified and two trained paraprofessionals specialize in literacy instruction and are our literacy paraprofessionals.</p>
<p>Effective Instruction & Interventions :</p>	<p><u>Effective Instruction:</u> Educators in the classrooms are already observed and evaluated a minimum of 2 times per month from the lead evaluator and a minimum of once a month by the District Instructional Coach according to the most recent State Adopted the Charlotte Danielson Framework for Teaching Evaluation model. Teachers have recently been trained in the District Standard Treatment Protocol and have begun implementing formative assessment in all subject areas.</p> <p><u>Interventions:</u> The Literacy interventions all take place in a small group setting with no more than five students per group. The interventions are targeted to the student's needs based on progress monitoring and diagnostic data. The interventions used by the reading team are all research-based and the students with the highest needs are taught by an Idaho certificated teacher.</p> <p>Social-emotional and growth mindset instruction happens in the elementary classrooms through our Counseling department. The school counselor works with each classroom weekly using the Choose Love program. The school counselor also assists teachers in meeting the students basic needs like food, clothing, housing, personal hygiene products, and more.</p>
<p>Assessment & Data:</p>	<p><u>Comprehensive Assessment System in place:</u> Screening Assessments: Fall iStation, Fall NWEA MAP Progress Monitoring: Occurs weekly (See above for specifics).</p> <p>Diagnostic Assessments: Occurs monthly (See above for specifics). Benchmark Assessments: NWEA MAP Benchmark assessments will occur three times throughout the school year (fall, winter, spring).</p> <p><u>Data:</u> Entry: Data will be tracked in iStation and teachers will meet with Title 1 teacher monthly to review the data and Tier 2 intervention game plan.</p> <p>Review: Data on the Literacy plans will be presented to parents of students with</p>

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

	<p>Literacy plans at each reporting period (quarterly throughout the year). Instructional staff will have access to the data at any given point through iStation.</p> <p>Discussions/Decisions: This Literacy plan was created with input from different teachers with extensive Literacy instruction backgrounds, the Cascade Schools PTO, the school Principal, the Instructional Coach, and the Title 1 Reading Teacher. Decisions on groupings of students will be made using the most current data available as well as from teacher observation and recommendation.</p>
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COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

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	x
	GEAR UP	x
	Transition Coordinator	x
	Student Ambassadors	x
	HYBRID (please list all models used in Details)	

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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

Advising Program Summary:

- 8th GRADE:

Participate in a transition program to prepare for high school. (Staff Class Advisor and Transition Coordinator)

- Prepare 4-Year Plan (parent signature required)
- Parent Orientation night provided that details course offerings, graduation requirements and advanced opportunities. (Spring Semester)
- Freshman orientation to the high school that provides a tour, discussing of 4- year plans, rules, ASB elections and student panel. (Spring Semester)

- 9th GRADE:

Begin to explore careers and plan for advanced opportunities.

- Prepare 4-Year Plan (parent signature required)
- Presentation on options that will help prepare students for Dual Credit program (honors classes and / or summer classes)
- Participate in College and Career Fair. Explore job programs, trade schools, apprenticeship opportunities, military options and other career choices.
- Interest Surveys CTE career cluster survey (Annually Grade 8-12)
- Graduation planning (Quarterly 9-12)
- Career exploration (Quarterly 9-12)

- 10th GRADE:

Develop attitudes and aptitudes that promote college and career readiness.

- Prepare 3-Year Plan (parent signature required)
- Begin taking honors classes that prepare for Dual Enrollment.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

- Participate in College and Career Fair. Explore job programs, trade schools, apprenticeship opportunities, military options and other career choices.
- All 10th Grade Students take PSAT
- Present information on college entrance exams
- Presentation to all 10th grade students on the process, advantages and opportunities provided through Dual Enrollment.
- Graduation planning (Quarterly 9-12)
- Career exploration (Quarterly 9-12)
- Interest Surveys CTE career cluster survey (Annually Grade 8-12)
- College/University Exploration (starting 10th grade year)
- Resume development & update (10 – 12th grades)
- 11th GRADE:
 - Determine post-secondary education path. (Goals)
 - Prepare 2-Year Plan (parent signature required)
 - Provide opportunity for:
 - Explore careers through CIS
 - Develop an educational/experience resume
 - Research a career and educational path
 - Select a career that will be paired with a senior project.
 - With support, find a mentor that will provide career and senior project mentoring
 - Students in DUAL Credit program research college 4-year plan and determine future classes that will support your college/career goals
 - All juniors take the SAT during school day testing
 - All juniors take the ASVAB test
 - All juniors meet with ASVAB representative and develop a High School and Beyond Plan
 - Presentation to all 10th and 11th grade students on the process, advantages and opportunities provided through Dual Credit Enrollment
 - All juniors participate in College and Career Fair. Explore job programs, trade schools, apprenticeship opportunities, military options and other career choices

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

- Students provided with opportunities for campus tours (In-person/Virtual)
- Financial Aid Advising
- Scholarship Applications
- Military Academy Introduction, Tour and Process
- 12th GRADE:
 - Prepare and act on Career and Educational Plan
 - Prepare Graduation Plan (parent signature required)
 - Sr. Project/Portfolio (Leadership, Service and Character)
 - Interview preparation & practice
 - ASVAB (opportunity to check for aptitude/interest)
 - Letters of Recommendation (12th Grade - Minimum 3)
 - Resume development & update
 - Apply to college / post-secondary planning
 - College Application Week
 - Presentation on FAFSA / Scholarship Process
 - Financial Aid Night for parents and all seniors
 - Help each student apply for FAFSA ID
 - All seniors participate in College and Career Fair. Explore job programs, trade schools, apprenticeship opportunities, military options and other career choices
 - Students provided with opportunities for campus tours, events and activities of interest
 - Financial Aid Advising
 - Scholarship Applications
 - Military Academy Introduction, Tour and Process

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

Taking great care in our strategic planning for the 2020-21 school year our major decisions were filtered through our on-going mission, vision, values and the direction that was established in our COVID-19 Recovery Plan (Available on our website, homepage). We found that in order to engage every student every day in character development and rigorous education that we needed to make several major changes to the way we had traditionally been doing business. One of those decisions came from a similar experience when schools across the country managed the complexity of school safety by making a shift toward outside resources after the 1999 Columbine High School active shooter incident. After that historical incident, schools across the country began to partner with law enforcement and employ School Resource Officers. In the same manner, we found that we could not maintain school safety and stakeholder confidence or produce fidelity in our mission without the experience and qualifications of a School Nurse. This needed resource was not a part of our expected 20-21 budgeting plan; however, in managing the dynamics of COVID-19 pandemic as it brought changes weekly, we let our School Counselor position go and in its place hired a certified School Nurse utilizing the pupil services funds for the new position. As a small rural school with limited resources, that one decision is main reason we have had a successful re-open of a 5-day school week for the 2020-21 school year. The down-side is the shifting of duties traditionally carried out by our School Counselor. The above Career Advising Plan has been a part of our managing of the complex changes this year. Currently the duties carried out by one staff member has now been delegated to four staff members including the principal and superintendent. The four of us are what we are calling the College and Career Advising Team and we are running the aforementioned plan as part of our on-going mission at Cascade School District.

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 **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and 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 **2020-21 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.