

COMBINED DISTRICT PLAN (2020-2021)

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

LEA	#	Name: White Pine Charter School
Lead Principal	Name: Mrs. Devan Tyler	Phone: 208-715-9772
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Plan Contact	Name: Mrs. Devan Tyler	Phone: 208-715-9772
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Mission and Vision -

Mission: Success for Every Student

White Pine charter School utilizes a Core Knowledge framework (K-6) and a STEM foundational framework for the expanding middle/high school (7-9) caught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.

- Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st Century.
- Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions: honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

Charter Vision:

The White Pine Charter School, through our CORE Knowledge Elementary and White Pine STEM Academy, will strive to be the school of choice for discerning parents and motivated students in grades K through 12 (by 2022). Our vision is:

- To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

By building and maintaining proactive community partnerships with local colleges and university, employers, and other STEM partners, we will become the preferred institution for middle and high school students seeking advanced opportunities to graduate early, earn dual credit, and develop 21st Century skills and critical habits for success in STEM and other career fields.

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Charter Mission:

Our institutional motto is "Success for Every Student!" To maximize our students' success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based practices and provide a progressive learning environment to maximize individual student achievement. We cultivate a positive and compassionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a board-based education in grades K-6, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21st Century Workforce. The WPCS mission for grades 9-12 at the STEM Academy includes challenging, inspiring and preparing students for productive lives and successful careers. This is accomplished through teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery and project-based learning environment. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, areas employers, and other STEM partners. Our mission is accomplished when graduating students demonstrate they developed into motivated learners, analytical thinkers, and innovative problem-solvers.

Community Involvement

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

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);

White Pine Charter School was founded by parents over 15 years ago and continues to maintain parents on the actively involved White Pine Charter School Board as a powerful parent involvement in the evolving and improving of the educational environment while maintaining the basic core beliefs stated in the Charter Vision. Additionally, parent involvement meetings are facilitated by the principals quarterly to provide input, field concerns, and continuously bring the vision of the school to the forefront. The Continuous School Improvement Plan (include is discussed including a review of state mandated test scores in the first quarter (held August, September, or October) Parent Meeting; the on-going student progress monitoring is provided (by grade-level) and discussed in the second quarter (November, December, or January), a review of student accomplishments are discussed, demonstrated/presented to parents the third quarter (February, March, or April), and the fourth quarter celebrates the year's accomplishments. The Parent Meetings provide a Question and Answer Session at the end for a parent involvement platform. Parent input is a critical key to the success of the school with parents' satisfaction demonstrated from year to year as the growth of the school continues to increase in numbers.

In addition, the Positive Behavior Interventions and Supports team sends out a yearly survey at the end of each school year to get feedback on school climate and our student reward and recognition programs. The team uses this data to make changes for the following school year.

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Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of College and Career Advising and Mentoring Services in a written letter sent home at the beginning of each year explaining the program, expectations, and the basic format of the four year Learning Plan for each student to experience, learn from, and be prepared for future careers, trainings and educational opportunities including financial assistance options. Later in the year family evening opportunities are provided for parents and students to engage in more details about opportunities available and receive personal assistance starting in 7th grade.

Counselors from CSI and CEI give mini presentations for college and career exploration, degrees in high school. They help make sure students are on track. CEI reaches out to individual families to help them start planning with a secondary counselor to prepare for training/school after high school by student's sophomore year. The counselor meets with each student throughout the year to develop their college and career plan. We also invite our students to attend the college fairs in the local public district high schools.

Spring Parent meeting for 6-8 grades to present more information to accelerate high school, to acquire an associate degree in high school and/or explore technology certificates.

All parents are notified about the Fast Forward Program and encouraged to meet with the counselor.

Parental Involvement in Students' Individual Reading Plans

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.

In September students complete the I-Station and then parents are notified through Student Led Conferences in October showing reading level. Those parents whose child scores below grade-level are notified by email and/or phone explaining that their child qualifies for additional reading support funded through Title I. Parents are invited to participate in the development of a Student Reading Intervention Plan. All parents with children qualified for reading support review the Student Reading Intervention Plan at the Student Led Conferences in October, whether they participated in the development of the plan or not. We feel the importance of all involved with the student working together. We hope to educate the parents on the interventions as well as what they can do at home to support the students' reading progress in the home.

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Literacy Program Summary -

Legislative Goal: Every student reads at or above grade level by the end of grade 3.

White Pine Charter School will offer a K-3 Reading Plan for every student who exhibits a reading deficiency on the statewide reading assessment to ensure students can read at or above grade level by the end of grade 3.

The reading interventions will be provided in addition to the core reading instruction that all students receive in the general education classroom and will align with the Idaho Literacy Intervention Plan. It will:

- Provide intensive development in phonemic awareness, phonics, decoding, fluency, vocabulary and text comprehension, as applicable to the grade level;
- Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs;
- Provide 60 hours of supplemental instruction to students who score in the Tier 3 category on the IRI (Istation) and 30 hours of supplemental instruction to students who score in the Tier 2 category on the IRI (Istation). Instruction will be provided by Title I and general education paraprofessionals.
- Take place within the general education or Title I classrooms within target small groups throughout the school day.

White Pine Charter School's Implementation of Intervention Program

Once a child qualifies for the literacy Intervention Program, the district will initiate the following five actions:

- Parent Notification**
- Instruction**
- Assessment**
- Accountability**
- Professional Development**

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Parent Notification

The parent of any student in kindergarten through grade 3 who exhibits a deficiency in reading will be notified in writing and will be placed into a targeted intervention group; unless otherwise communicated by the parent.

Parent notification will include strategies and resources for parents to work with their child at home.

Parent teacher meetings will be scheduled to gather parent input and share test results that identify the literacy plan specific to their child's needs.

Parents will be notified of their child's progress throughout the school year including at parent teacher conferences.

At the conclusion of each school year the parent or guardian will be updated on the student's progress, including any recommendations for placement in a possible summer school program.

Parents will be encouraged to provide feedback throughout the school year in regards to the reading program and interventions that are being provided by the school. Surveys will be sent out three times during the year inviting feedback in regards to implementation, interventions provided, communication about student progress. The final survey will provide the opportunity for parents to suggest any changes for the upcoming school year.

Instruction

Students will participate in rigorous small group instruction that is fine-tuned to address skill deficits using the following programs and methodologies:

- Core Knowledge Language Arts Intervention Activities
- Barton Reading and Spelling System
- Orton Gillingham methodology for teaching reading.
- Lexia Core5
- Nesy- Reading Intervention Program

Students will receive intensive reading intervention using the above mentioned programs and instruction methods for the duration of the school year to address identified areas of concern in phonics, decoding, fluency, and comprehension.

Assessment

Progress monitoring will be used to determine additional instruction or the regrouping of students according to their needs. Students will be monitored regularly using Iready, Istation, and Curriculum based tests. The spring IRI (Istation) will be used to measure student reading growth.

Accountability

Student progress will be documented in the following ways:

- Teachers will provide specific feedback to students.
- Title 1 Paraprofessionals will give teachers weekly updates on student progress.

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- Parents will receive progress reports that may include IRI (Istation), Iready, and Curriculum based results.
- Each student will be evaluated using spring IRI (Istation) data to determine success.
- Our goal for the 2020-2021 school year is for all students (K-3) to make a 15% growth in their Overall Reading score, which is indicated on their IRI(istation) report.

Professional Development

Teachers and paraprofessionals will be provided with ongoing professional development and training on all K-3 literacy intervention plan implementation action areas.

The District Comprehensive Literacy Plan is in full compliance and alignment with the Idaho Comprehensive Literacy Plan pending approval from the Idaho State Board of Education.

- The IRI (Istation) assessments will be administered to all students in grades K-3 in the fall in order to identify struggling students who may fall below or be at risk of falling below grade level reading standards.
- Parents who have a student who scores within the basic and below basic (Tier 2 and Tier 3 categories) at any time during the school year will be contacted and be allowed to give input and become a partner with the school team to correct their child's reading deficiency.
- All students who scored basic (Tier 2 category) on the IRI (Istation) fall assessment will receive an additional 30 hours of intensive reading intervention treatment.
- All students who scored below basic (Tier 3 category) on the IRI (Istation) fall assessment will receive an additional 60 hours of intensive reading intervention treatment.
- A focus on instructional design and delivery of the essential reading components: phonemic awareness, decoding, phonics, fluency, vocabulary, comprehension and writing.
- Students will receive intensive reading intervention the duration of the school year.
- Educators and paraprofessionals will be provided professional development in Barton Reading and Spelling Program, Orton Gillingham method for teaching reading, and Nessy.

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Comprehensive Literacy Plan Alignment -

Collaborative Leadership

Strategies

- At the district level, we will ensure that the elementary principal is trained on the various pieces of the reading curriculum and assessments, as well as the embedded strategies and skills needed to support pre-emergent to established readers.
- The Superintendent, Elementary Principal, and Federal Programs Director will have a firm understanding of best practices and instructional strategies in order to support our K-3 teachers and the students they are teaching.
- Participate and share the learning associated with the State Systemic Improvement Plan, targeted at improving literacy outcomes for students with disabilities, K-3. The focus of these trainings is the foundational reading skills, data literacy, and inclusive practices effective for all students.

Currently, our district team consists of the Superintendent, Elementary Principal, Federal Programs Director, General Education Teacher, and Special Education Teacher. Based on the experiences and learning with this group we will determine whether we should involve additional staff members K-3.

- The Elementary school will have a Response to Intervention team, ensuring that students are progress monitored throughout the intervention cycle of six-weeks and school year.
- The Elementary school will ensure that students have time, weekly, to visit the school library and check out books. This time may also include story time by the school librarian.
- Schools will engage stakeholders (parents) in the literacy process by providing activities and information that can be practiced at home, encouraging oral language, reading, and writing skills. In addition, when available and appropriate, information will be shared about activities that support literacy development occurring in the schools. This could include, but is not limited to, book fairs, family reading nights, and core knowledge demonstration night.

Developing Professional Educators

Strategies

- Provide ongoing professional development opportunities to teachers and staff.
 - For new teachers to the district, in order to ensure consistent expectations from teachers and students, there is a need to understand the district adopted curriculum, assessments, and where students are with regard to grade level literacy expectations.
 - For established teachers, in order to ensure consistent expectations from teachers and students, there is a need to review the district adopted curriculum, assessments, and where students are with regard to grade level literacy expectations.
 - There is a need for all staff members to understand how to utilize student data to guide instruction.

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- Provide opportunities for staff to complete a needs assessment survey, with regard to training needs.
- Provide opportunities for attendees of professional development to share feedback. It is the intention of the district to offer high quality, purposeful professional development opportunities, targeted on the needs of participants, and when participants' needs are not met, we must make adjustments, as needed.
- New teachers will be mentored by established grade level teams. If grade levels have more than one new teacher, a member of the leadership team will be assigned as a mentor.
- Participate and share the learning associated with the State Systemic Improvement Plan, targeted at improving literacy outcomes for students with disabilities, K-3. The focus of these trainings is the foundational reading skills, data literacy, and inclusive practices effective for all students. Currently, our district team consists of the Superintendent, Elementary Principal, Federal Programs Director, General Education Teacher, and Special Education Teacher.. Based on the experiences and learning with this group we will determine whether we should involve additional staff members K-3.

Effective Instruction and Intervention

Strategies

- Provide a curriculum that is research based and provides embedded and effective teaching and active learning strategies.
 - Core Knowledge Language Arts is utilized K-5.
 - Aligned to the Idaho Core Standards.
 - Addresses the Five Essential Reading Components.
 - The materials for K-2 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction. The texts included with the materials are rich and rigorous, offering students a balance of informational and literary reading over the course of the school year. Materials provide many opportunities for students to complete questions and tasks in reading, writing, speaking, and listening that are grounded in evidence.
 - Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. The scope & sequence/pacing charts delineate the lesson sequences that guide individual instruction, resulting in targeted instruction that is both fully differentiated and informed by assessment.

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- Hands-on phonics materials Multisensory phonics and foundational skills resources give students the opportunity to practice key skills using diverse, fun approaches that build independence.
 - Big Books
 - Large and Small Letter Cards
 - Spelling Cards
 - Vowel and Consonant Code Flip Books
 - Chaining Folders
- Teachers are supported by lesson plans that model focused teaching, with clear comprehension focuses and teacher language.
- The comprehensive baseline data generates formative data that enables teachers to establish diagnostic profiles and provide personalized instruction for all students.
- Each CKLA grade-level program is built on a scope & sequence that spirals instruction through a continual loop of new and reviewed comprehension strategies.
- In addition, the integration of literacy can also be found in other content areas-- mathematics, science, and social studies. Reading and writing are integrated throughout the day for K-3 students.

Assessment and Data

Strategies

- Utilize a comprehensive assessment system to provide meaningful literacy data.
 - IRI (Fall and Spring)
 - ISAT for Grade 3
 - I-Ready (Three diagnostic tests each year)
- Core Knowledge Language Arts Curriculum Assessments
 - K-3
 - Decoding
 - Encoding
 - Phonemic Awareness
 - Sound Letter Patterns
 - Grammar
 - Handwriting
 - Writing Process
 - Building Background Knowledge
 - Vocabulary
- Teachers and staff disaggregate and analyze the data to inform instruction and adjust students through flexible groups.
- Principal disaggregates and analyzes the data to determine trends, confirm or deny results from other assessments, and inform instruction.

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• Inform parents of a student's progress in a variety of ways.

- Formal scores from ISAT and IRI
- Feedback throughout the trimester(s) as to learning
- Feedback as to learning via report card

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model

MODEL FOLLOWED

White Pine Charter School follows a hybrid model using the Teacher as Advisor and Counselor to deliver College and Career Advising and Mentoring Program to our students. A certified teacher and school counselor have received training and ensure the program's success.

ADVISING PROGRAM SUMMARY

7th Grade:

- Parent/student meeting to introduce the district's college and career plan
- Research a variety of colleges and careers

8th Grade:

- Work with the College and Career Readiness Advisors to create Learning Plans through Google Docs that will be used throughout high school (grades 9-12)
- Ensure every Learning Plan includes a path to complete at least one of the following: Algebra 2, AP class, Dual Credit English and/or Math, or Industry Credential

9th Grade:

- Work with the College and Career Readiness Advisors
- Create and explore individual Idaho Career Information System (CIS) accounts
- Learn about different traditional and non-traditional careers. Research and compare career opportunities in the Military, Advanced Technical Certificates, 4-year college degrees, certificate programs, apprenticeships, and on-the-job training
- Continue to develop and apply personal awareness knowledge of abilities, skills, and interests, and apply the knowledge to a variety of career choices
- Demonstrate a positive "growth mindset" attitude toward work, preparation, and options
- Experience and explain the importance of planning for the future
- Research how lifelong learning is tied to achieving life, educational, and career goals
- Utilize time and a task-management format to demonstrate successful management skills

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- Define the importance of responsibility, dependability, punctuality, integrity, and effort to be successful in the workplace

10th Grade:

- Identify career clusters by completing the CIS Career Cluster Inventory in English classes
- Participate in a discussion identifying importance of college/career preparation with the College and Career Readiness Advisors in the classroom following the classroom presentation
- Participate in one-on-one conferences with College and Career Readiness Advisors as time permits throughout the year
- Initiate and participate in personal appointment with an Idaho college counselor, ie. CSI, CEI, ISU
- Continue learning about different traditional and non-traditional careers. Explore and compare career opportunities in the Military, Advanced Technical Certificates, 4-year college degrees, certificate programs, apprenticeships, and on-the-job training
- Continue developing an awareness of personal abilities, skills, and interests and continue applying this knowledge to a variety of career choices
- Update career choice preferences
- Update the 4-year Learning Plan and include plans for advanced opportunities

11th Grade:

- Participate in a group discussion following presentation by College and Career Readiness Advisors in classrooms to discuss college/career preparation and Idaho college options
- Participate in SAT/ACT preparation and scholarship workshops
- Discuss results with junior classmates after participating in one-on-one visits with College and Career Readiness Advisors with all juniors for career and college exploration
- Take advantage of field trips provided for students to visit local college campuses
- Continue learning about different traditional and non-traditional careers. Explore and compare career opportunities in the Military, Advanced Technical Certificates, 4-year college degrees, certificate programs, apprenticeships, and on-the-job training
- Continue learning about different traditional and non-traditional careers. Understand career opportunities in Military, Advanced Technical Certificates, 4-year college degrees, certificate programs, apprenticeships, and on-the-job training
- Continue developing an awareness of personal abilities, skills, and interests and continue applying this knowledge to a variety of career choices
- Update career choice preferences
- Review and evaluate the 4-year Learning Plan and modify as appropriate considering the information learned, career preferences explored, and growth made over the years.

12th Grade:

- Evaluate ACT/SAT scores to determine if College Readiness benchmark has been met and participate in provided resources to reach or exceed benchmarks

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- Participate in a group discussion following presentation by College and Career Readiness Advisors in classrooms to discuss how to apply for scholarships/financial aid
- Participate in one-on-one conferences with College and Career Readiness Advisors for every senior prior to graduation
- Complete a college application in school during Idaho's College Application Week
- Assist planning and participating in multiple FAFSA events for parents and students
- With parent help, complete a FAFSA during an family evening workshop opportunity
- Identify and complete scholarship applicables for the continuing education of choice
- Continue learning about different traditional and non-traditional careers. Explore and compare career opportunities in the Military, Advanced Technical Certificates, 4-year college degrees, certificate programs, apprenticeships, and on-the-job training
- Continue developing an awareness of personal abilities, skills, and interests and continue applying this knowledge to a variety of career choices and post high school educational and/or technical opportunities
- Update career choice preference
- Participate in resume writing training and complete individual resumes in preparation for the application process for careers and/or educational opportunities

LEA #	464	LEA Name:	White Pine Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data:	idahoschools.org/districts/464
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks

Goal	Performance Metric	2019-20 Benchmark s (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
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		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	Not Applicable	Not Applicable
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	Not Applicable	Not Applicable
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	Not Available	60.0%
	% students who score proficient on the 8th grade ELA ISAT	Not Available	68.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	Not Available	55.0%
	% students who score proficient on the 6th grade ELA ISAT	Not Available	63.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	Not Available	75.0%
	% students who score proficient on the Grade 1 Spring IRI	Not Available	75.0%
	% students who score proficient on the Grade 2 Spring IRI	Not Available	75.0%
	% students who score proficient on the Grade 3 Spring IRI	Not Available	75.0%

Section II: Report of Progress Narrative

Scores not available for the 2019-2020 Spring IRI and ISAT scores due to COVID-19 school closures as determined by state and federal cancellation of testing during this time. White Pine Charter School currently serves students K-10 and does not have students taking SAT/ACT or graduating at this time. We do have winter IRI data, and based on that, believe that we would have met our goal for 2nd and 3rd grade, but not Kindergarten or 1st grade.

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Additionally, progress monitoring data we gathered during the year showed that most students were making adequate progress.

Section III: Additional Continuous Improvement Measures

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	10.0%	24.0%	50.0%
	% CTE track HS students who graduate with an industry-recognized certification	Not Applicable	Not Applicable	Not Applicable
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	Not Applicable	Not Applicable	Not Applicable

Section IV: Required College and Career Advising Performance Metrics

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
	# of HS students who graduate with an associate's degree or a CTE certificate	Not Applicable	Not Applicable	Not Applicable

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All students will be college and career ready	% of students with learning plans created and reviewed in 8th grade	8th grade	10.0%	8th grade	65.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	10.0%	9th grade	30.0%	100.0%
		10th grade	NA	10th grade	NA	100.0%
		11th grade	NA	11th grade	NA	NA
		12th grade	NA	12th grade	NA	NA
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		NA	NA	NA	NA	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	0.0%		0.0%		50.0%
	# students who Go On to some form of postsecondary education within	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		NA	NA	NA	NA	

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2 years of HS graduation				
% students who Go On to some form of postsecondary education within 2 years of HS graduation	0.0%	0.0%	25.0%	

Section V: College and Career Advising - LEA Chosen Performance Metrics

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
Participation Rate in Career Advising activities by attendance and 4 year plan completion.	NA	NA	80%

Section VI: Literacy Intervention - LEA Chosen Performance Metrics

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)

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% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	22.0%	35.0%	NA	35.0%
% of students who scored “proficient” on the Kindergarten Spring IRI	44.0%	75.0%	NA	75.0%
% of students who scored “proficient” on the Grade 1 Spring IRI	42.0%	75.0%	NA	75.0%
% of students who scored “proficient” on the Grade 2 Spring IRI	62.0%	75.0%	NA	75.0%
% of students who scored “proficient” on the Grade 3 Spring IRI	62.0%	75.0%	NA	75.0%

Section VII: Notes

The global health crisis closed schools down last spring so we do not have 2019-2020 data to report. We are using Fall 2020 IRI data to determine the grade levels most likely to achieve our goal. Based on the data, Kindergarten, 2nd, and 3rd grade are projected to meet the goal. 1st grade students are further behind and showing lower scores. The numbers do not surprise us as students have been out of school for many months. This year has also been challenging, yet we still feel we can achieve our goals. Our school serves K-10 and does not have students that graduated. We set metrics for students when we do have graduating students. Our metrics for Career Advising is based on our current population. We did not have a metric for Career Advising from the previous year. It was not included in the 2019-2020 plan.

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Previous Years Spending (2019-2020)

2019 - 2020 LITERACY INTERVENTION EXPENDITURES

Literacy Intervention Funding Received for 2019-2020 Refer to funding distribution worksheet		District ID	464	Number of Students Served	104
		District Name	White Pine		

Personnel						
Position / Item	Details	FTE	Cost	Total Cost	Literacy Funding	Other Funding
Certified Teacher	Summer Reading Program	1	730	\$730	\$730.00	
Paraprofessional	Summer Reading Program	6	580.93	\$3485.56	\$3485.56	
Summer Reading Program Benefits	FICA/PERSI for above			\$824.99	\$824.99	
Personnel Subtotal				\$5040.55	\$5040.55	\$ -

Curriculum/Materials						
Item	Details	# Items	Cost Per Item	Total Cost	Literacy Funding	Other Funding
Lexia Core 5 Reading Software	site license for school one year online intervention program	1	\$9000.00	\$9000.00	\$9000.00	
Kindergarten Readers	Readers for Kindergarten classrooms		\$890.09	\$890.09	\$890.09	
Seesaw Online Platform	Online learning management system		\$1265.00	\$1265.00	\$1265.00	
Programs / Curricula Subtotal				\$11,155.09	\$11,155.09	\$ -

Professional Development *						
Item	Details	# items	Cost per item	Total Cost	Literacy Funding	Other Funding
Reading Summit (dyslexia conference Utah) travel & registration	Registration & travel expenses for dyslexia conference	4	\$464.78	\$1859.12	\$1859.12	
Dyslexia Conference (idaho falls)	Dyslexia conference provided in Idaho Falls	15	\$199.99	\$2999.85	\$1921.09	\$1078.76
Professional Development Subtotal				\$4858.97 -	\$ 3780.21	\$ 1078.76

Other Resources						
Item	Details	# Items	Cost Per Item	Total Cost	Literacy Funding	Other Funding
IPads & cases	Technology for Lexia and other interventions	25	308.49	\$7712.25	\$7712.25	
Chromebooks	Technology for Lexia and other interventions	145	\$263.69	\$38,235.05	\$38,235.00	
Teacher laptops and headsets with microphones	Technology for supporting Lexia and other interventions	5	\$815.98	\$4079.90	\$4079.90	

COMBINED DISTRICT PLAN (2020-2021)

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

Other Costs Subtotal	\$50,027.15	\$50,027.15	
TOTAL COSTS	\$71,081.81	\$70,003.00	\$1078.76

*No transportation costs were used and monies were reallocated for Professional Development for literacy improvement.

Proposed Budget 2020-2021

2020- 2021 LITERACY INTERVENTION PROPOSED BUDGET						
Literacy Intervention Funding 2020-2021		District ID			Proposed	
			464			
		District Name	White Pine			
Personnel						
Position / Item	Details	FTE	Cost	Total Cost	Literacy Funding	Other Funding
Paraprofessional	Paraprofessionals to support to student achievement	1.2		\$31,920	\$31,920	\$31,920
FICA/Medicare				\$2,441.88	\$2,441.88	\$2,441,920
Personnel Subtotal				34,361.88	34,361.88	34,361.88\$ -
Curriculum/Materials						
Item	Details	# Items	Cost Per Item	Total Cost	Literacy Funding	Other Funding
Lexia Core 5 Reading Software	site license for school one year online intervention program	1	\$10,000	\$10,000.00	\$10,000	\$10,000.00
Barton Reading Program	All 10 levels of barton intervention program	1	\$3700	\$3700.00	\$3,700	\$3700.00
Nessy Intervention Program	Reading intervention program includes 30 license	1	\$2560	\$2560.00	\$2,560	\$2560.00
Seesaw Platform	Learning Management Platform	1	\$1265	\$1265.00	\$1,265	\$1265.00
Programs / Curricula Subtotal				17,525	17,525	17,525\$ -
Professional Development *						
Item	Details	# items	Cost per item	Total Cost	Literacy Funding	Other Funding
Barton Reading Program Training	Training for staff to implement Barton Reading Program	2	200	\$400.00	\$400.00	\$400.00
Orton-Gillingham Training	30 hour Orton-Gillingham certification training	3	\$3825	\$3825.00	\$3825.00	\$3825.00
Orton-Gillingham Training Substitutes	Substitutes for teachers for training days	2	\$600	\$1200.00	\$1200.00	\$1200.00
Professional Development Subtotal				5,425\$ -	5,425\$ -	5,425\$ -
Other Resources						
Item	Details	# Items	Cost Per Item	Total Cost	Literacy Funding	Other Funding

COMBINED DISTRICT PLAN (2020-2021)

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

Teacher Laptops	Microsoft surface pros for teachers to implement interventions	5	\$1000	\$5000.00	\$5000.00	\$5000.00
Chromebooks	Technology for intervention programs and Lexia	30	\$225	\$6750.00	\$6750.00	\$6750.00
Chromebook cart	Technology for intervention programs and Lexia	1	\$600	\$600.00	\$600.00	\$600.00
Surface Pro Cases		5	\$100	\$500.00	\$500	\$500
Surface Pro Pens		5	\$100	\$500.00	\$500	\$500
				\$13,350	\$13,350	\$13,350
TOTAL COSTS				70,661.88	\$70,661.88	\$70,661.88

*No transportation costs were used and monies were reallocated for Professional Development for literacy improvement.