

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Templates for the 2018-19 Combined District Plan

- 1) Districts and charter schools (or Local Education Agencies – LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need to complete all of the following parts:**

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel) or combine them into a single PDF.

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Posting / Submitting Your Plan

- If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov. Since it includes the Continuous Improvement Plan, you must also post it on your website (by October 1). When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called "Determining which Templates to Use." You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are

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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, exemplary plans, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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School District	# 137	Name: Parma	
Superintendent	Name: Jim Norton		Phone: 779-4069
	E-mail: jnorton@parmaschools.org		
Plan Contact	Name: Jim Norton		Phone: 779-4069
	E-mail: jnorton@parmaschools.org		

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

Mission Statement: The Parma School District will provide a solid foundation of knowledge and skills on which students can build a rewarding career and life of purpose. The district will provide a collaborative community for students; supported by staff, parents, and community members, to assist them in reaching their goals.

Vision Statement: The Parma School District envisions a learning environment where staff members possess a vision of educational excellence for all students, while communicating regularly about student needs in order to improve programs, instruction, and student performance.

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

Demographic Analysis - REQUIRED

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	2017-2018	2018-2019
Male	52%	50.1%
Female	48%	49.9%
White	64%	64%
Black/African American	.2%	.2%
Asian	.5%	.3%
Native American	.01%	.09%
Hispanic/Latino	31%	34%
Free/Reduced Lunch Program	65%	59%
Received Special Education (IEP Students)	11%	10%

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

The Parma School District invites and engages a range of stakeholders—administrators, teachers, staff, students, parents, families, community members, local business leaders, elected officials, Parent Involvement Teams, civic and service organizations, and patrons to contribute to the welfare and success of our schools and students. Each building has policies and processes for including families as partners in their children's education and having a voice in decision-making. We promote shared responsibility and are responsive to needs of parents in reinforcing learning and well-being at home. We understand differences and support cultural competencies in how families are engaged and involved with schooling. Parent and family education is conducted through the 21CCLC, Title 1-A, Migrant and English Learners, and building events such as Graduation Night. This year's focus is on further engaging families in accessing and using comprehensive information about their children's progress in school and what is happening at school on a daily basis. A new student data system and app is being rolled out this fall, which will also help parents understand the trajectory of graduation and career/college readiness goals. We also reach out to parents and community for support of out-of-school learning, volunteerism, and resource sharing.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Maxine Johnson Elementary is the only elementary school in the Parma School District. We serve students in grades K-4. The building principal coordinates with the classroom teachers during their instructional grade level meetings to identify and meet the needs of the students. We also have a building RTI team meeting on Thursdays. Teachers are encouraged to refer students who are not showing as much growth as we would like to see when looking at the progress monitoring data. At our School Leadership Team meetings other issues and needs are also addressed. We discuss curricular needs, instructional focuses, and professional development needs based on data and what teachers have identified in their Professional Growth Plans. We also work toward identifying and implementing best instructional practices for teaching reading and writing.

The Leadership Team, members of our Parent Involvement Team, and building administrator met to update the Literacy Plan. Our plan has some changes compared to last year due to a program change. Until this year, we had two different kindergarten programs, Kindergarten Enrichment and Academic Kindergarten. When students completed their DIAL-R screening and the results showed a potential delay or delay, we discussed with parents and provided the option of Kindergarten Enrichment where the students would then work on skills to better prepare them for Academic Kindergarten the next year. This year all students are going right into all-day kindergarten because we saw such great results from the additional interventions we were able to provide students during that time last year. We build the required intervention hours for both Tier 2 and 3 within the regular school day because we are in session so many hours beyond the required instructional hours. i.e.

Kindergarten Requirement – 450 hours - actual instructional hours – 975 hours, Grades 1 -3

Requirement – 810 hours – actual instructional hours – 1007. Each grade level spends at least 90

minutes a day providing core ELA instruction in addition to the intervention times outlined below. The daily interventions are provided in small groups using the most appropriate materials to target specific

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student needs according to benchmark and progress monitoring data. We are continuing to analyze our Istation IRI data, monthly progress monitoring, and more frequent CBM progress monitoring.

Kindergarten

Kindergarten students will be coming to school every weekday for a full day. All kindergarten students will attend school from 8:00 am – 2:50 pm. The full day will allow us to work with students who scored in tier 2 or 3 on the Fall IRI for additional intervention times. It also allows all students the opportunities to experience more of the school readiness and community building activities that we have not had time for with the ½ day program. Intervention Group times will be from 9:05 – 9:45 and at 1:25 – 1:55.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- ELLA Activities provided by the SDE
- Full day Kindergarten

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Letter Sound Fluency – Fluently producing letter sounds when looking at letter symbols

Vocabulary – Build meaning of new words

Comprehension – Correctly answer comprehension questions about a story read to them or that they read

First Grade

First Grade students who scored in tier 2 or 3 on the Fall IRI will have daily interventions scheduled from 10:15 – 11:00 and again at 2:00 – 2:45.

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Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning for ELL students
- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- Beginning SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary – Build meaning of new words

Comprehension – Correctly answer questions about a story or passage read to them or by them

Second Grade

Second Grade students who scored in tier 2 or 3 on the Fall IRI will have daily interventions scheduled from 8:05 – 9:00 and again.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills

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- Read Naturally
- SIPPS Extension (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary – Build meaning of new words

Comprehension – Correctly answer questions about a story or passage read to them or by them

Third Grade

Third Grade students who scored in tier 2 or 3 on the Fall IRI will have daily interventions scheduled from 12:45 – 1:20.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- Read Naturally
- SIPPS Extension (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

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Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary - Build meaning of new words

Comprehension – Correctly answer questions about a story or passage

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

Comprehensive Literacy Plan Alignment - REQUIRED

Critical Literacy Skills:

1. **Phonological Awareness** – Addressed through use of HMH Journeys resources, SIPPS, and Essential Skills programs, as well as various ELLA activities and games done during learning centers and small reading groups.
2. **Phonics** – Addressed in core curricula in K- 3 through HMH Journeys. Also addressed in intervention programs through SIPPS, Essential Skills, and games during small group interventions and learning centers.
3. **Fluency** – Addressed during intervention and during core instruction times in a variety of ways including with HMH Journeys, Read Naturally and other research based strategies including repeated reading, extra reading practice, building sight word recognition, and paired reading.
4. **Vocabulary**- Addressed in core curricula in HMH Journeys with ELL Intervention kit and research based instructional strategies getting students speaking, reading, listening, and writing every day. In second through third grades students are also able to take a literacy skills test on the books they read which gives additional information including vocabulary knowledge. Encouraging more reading practice and providing those times also contribute to improving vocabulary. All staff has participated in training specifically focusing on language acquisition and in part vocabulary provided by Dr. Kate Kinsella, which was amazing.
5. **Comprehension** – Addressed with core curricula and intervention programs in K- 3 through HMH Journeys, Essential Skills, Accelerated Reader, Read Naturally, and teacher read aloud times.

Essential Elements:

1. **Collaborative Leadership:** We have a leadership team at MJE which serves as a conduit of communication to the teachers and paraprofessionals. Our leadership team maintains a focus

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on improving student results through decision making processes regarding curriculum, instruction, and professional development especially related to areas of need identified through self-assessment on the Danielson Framework. Grade level instruction teams meet twice weekly with a focus on our RTI data and monitoring the progress of students, instructional strategies that are working and should be shared, and pacing curriculum. Teachers often present mini in-services pertaining to instruction, curriculum, and student learning at staff meetings and on in-service days.

2. **Developing Professional Educators:** All teachers have successfully completed the Idaho Comprehensive Literacy Course. Much of our professional development throughout each year often has a literacy focus because students need to learn to read and develop their overall language acquisition. We know it is the single most important skill they need to learn in elementary school. We utilize a variety of resources for professional development including webinars, training a staff member is able to provide, going out to participate in various training opportunities, and bringing trainers in to train on a specific topic. Each grade level meeting results in a mini training as teachers share what is and is not working with students. Teachers also identify professional development wishes on their Professional Growth Plans. Often, they are literacy based because it is a constant focus of conversation, goals, and our work.
3. **Effective Instruction and Interventions:** We have a standards-based report card and place an emphasis on the Daniels Framework as not only an evaluative tool, but an instructional model as well. Literacy instruction is systematic and explicit based on curriculum and instruction strategies supported by research. Our teachers are regularly monitoring the progress their students are making toward reading targets. They are adjusting strategies, adding strategies, visiting with parents and other staff, and referring to the students' history in Mileposts to be meet the needs of each student. Our system of intervention is flexible and every staff member is willing to look at needs and try something new in order to make gains. Our teachers are all certified, using researched based curriculum and intervention programs, and providing instruction with effective and sound practices and strategies.
4. **Assessment and Data:** We use a variety of sources of data when making instructional and intervention decisions. We begin with the IRI in grades K-3. Our students in K-3 participate in the reading benchmark screening through IStation and STAR Reading. Both sources of data are readily available to teachers. Students in the most intensive interventions will be progress monitored on a weekly basis. Others will be scheduled appropriately for progress monitoring to keep track of growth. Students in third grade will also participate in at least 2 interim assessments for the ISAT. There are also Unit Assessments with Journeys that are much like the ELA ISAT. The third grade students will participate in the spring comprehensive ISAT Summative Test. We use our instructional grade level meetings to analyze the data and adjust interventions appropriately to meet the student needs.

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

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

Model Name	Additional Details
School Counselor	Cory Fortin
Teacher or paraprofessional as advisor	All high school teachers are assigned to a grade level and serve as a class advisor/mentor.
Near Peer Mentoring / Mentoring	
Virtual or Remote Coaching	
GEAR UP	
Transition Coordinator	Kelly Norton
Student Ambassadors	
HYBRID (please list all models used in Details)	We have a school counselor and a college and career coordinator who work together to meet all our high school needs in the college and advising programs.

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Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

All 8th grade students will complete a four year High School plan by the end April. 8th grade students will also attend a career fair focused on trade opportunities at the COSSA trade school in the fall and another career fair at Parma Middle School in March. Students will receive weekly college/career guidance by TRIO and participate in CIS activities with the counselor through the English Language Arts class.

All high school students benefit from the college and career advising program. Every high school student is required to complete a four-year high school plan, and that plan is revised each year during their high school career. Our counselor or college and career coordinator make classroom visits prearranged with classroom teachers to ensure students participation in this revision plan.

At Parma High School we are able to offer a number of dual credit courses. During the 2018-2019 school year, we have 16 courses being offered to our high school students.

In late April each school year, our counselor and college and career coordinator host a Freshmen Orientation Night. This has typically been held on a Monday or Tuesday evening. The high school works closely with the middle school on scheduling home athletic events on the night of our Freshmen orientation so our middle school students are able to attend. During this Freshmen Orientation, our counselor and college and career coordinator share academic strategies that will help incoming freshmen at the start of their high school career. They also share information regarding all the

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different advanced opportunities that are available, the graduation requirements, and how students can get involved in clubs, organizations, or athletic programs.

Below is a complete listing of activities offered to each grade level.

8TH GRADE

- Dual Credit Enrollment Assistance
- PSAT Day with some 8th graders
- Classroom lessons about making the most of high school and opportunities/scholarships
- Comprehensive 4 year planning during class time. Use areas of concentration to assist students in taking classes that will help them after high school.
- C.O.S.S.A. Career Fair
- Open house and freshman orientation for parents and students. Topics include: College information, making the most of high school, dual credit, Advanced Opportunities and turn in completed 4 year plans.

9TH GRADE

- Dual Credit Enrollment Assistance
- PSAT Day
- Classroom lessons: CIS activities in various freshman classes and GPA/grade information
- Comprehensive 4 year planning during class time. Use areas of concentration to assist students in taking classes that will help them after high school.
- C.O.S.S.A. Career Fair
- Bruce Mitchell Assembly – this school day event highlights community members, alumni as well as announcing the senior class recipients of the academic based Bruce Mitchell Scholarship in front of their peers.
- Academic Awards Assembly – school day event highlighting achievement and college credits earned. As well as CTE programs and achievement.

10TH GRADE

- Dual Credit Enrollment Assistance
- PSAT Day
- CIS classroom lesson
- Comprehensive 4 year planning during class time. Use areas of concentration to assist students in taking classes that will help them after high school.
- C.O.S.S.A. Career Fair
- Bruce Mitchell Assembly – this school day event highlights community members, alumni as well as announcing the senior class recipients of the academic based Bruce Mitchell Scholarship in front of their peers.
- Academic Awards Assembly – school day event highlighting achievement and college credits earned. As well as CTE programs and achievement.

11TH GRADE

- Dual Credit Enrollment Assistance
- PSAT Day
- SAT Day
- Idaho/Oregon Border College Fair
- ASVAB Testing – Juniors. Aptitude test results used in combination with an interest inventory and to help with career exploration.
- Comprehensive 4 year planning during class time. Use areas of concentration to assist students in taking classes that will help them after high school.

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- Higher Ed Days – host a college fair at school.
- Classroom lesson about college/career planning
- Bruce Mitchell Assembly – this school day event highlights community members, alumni as well as announcing the senior class recipients of the academic based Bruce Mitchell Scholarship in front of their peers.
- Academic Awards Assembly – school day event highlighting achievement and college credits earned. As well as CTE programs and achievement.

12TH GRADE

- Dual Credit Enrollment Assistance
- Senior College Night and Mini College Fair
- ACT Prep Day
- Idaho/Oregon Border College Fair
- FAFSA Completion Night
- Classroom lessons: college admission, ACT/SAT, FAFSA, scholarships, CIS activities, dual credit transcripts, etc.
- College Application Week – all seniors fill out at least one college application, enhanced with free giveaways and decorated computer lab to make a celebration.

- Parma High School Alumni Panel Discussion with seniors.
- Host local employer to present information to seniors regarding: employment applications, interview skills, and related employment tasks.
- College scholarship and FAFSA application labs after school.
- Comprehensive 4 year planning during class time. Use areas of concentration to assist students in taking classes that will help them after high school.
- Senior Scholarship & Awards Breakfast
- Bruce Mitchell Assembly – this school day event highlights community members, alumni as well as announcing the senior class recipients of the academic based Bruce Mitchell Scholarship in front of their peers.
- Academic Awards Assembly – school day event highlighting achievement and college credits earned. As well as CTE programs and achievement.

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Other Notes / Comments

Please proceed to the Combined District Plan Metrics – Template Part 2
AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.