

# NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)

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

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### OVERVIEW OF STATUTORY REQUIREMENTS

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

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

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

## Literacy Intervention Plan

<b>School District</b>	<b># 493</b>	<b>Name: North Star Charter School</b>
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Superintendent	Name: Melissa Andersen	Phone: 208-939-9600
	E-mail: mandersen@northstarcharter.org	
Plan Contact	Name: Shay Davis	Phone: 208-939-9600
	E-mail: sdavis@northstarcharter.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

#### North Star Charter School Mission Statement:

*North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.*

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21<sup>st</sup> century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21<sup>st</sup> century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and Directors of the North Star Charter School community. We focus on a shared vision of educational excellence and

character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

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### North Star Charter School Vision Statement:

*North Star students will mature as confident architects of their future and thrive at every level of their education and careers.*

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12<sup>th</sup> grades, high standards for teaching and learning can be achieved. We promote and train effective teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

**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

	2017-2018	2018-2019
Male	49%	50%

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Female	51%	50%
White	87%	88%
Black/African American	less than 1%	less than 1%
Asian	5%	4%
Native American	less than 1%	0%
Hispanic/Latino	3%	5%
Free/Reduced Lunch Program	NA	NA
Received Special Education (IEP Students)	4%	5%

**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**

North Star’s Academic Excellence Committee members include Board members, administration, teachers, and parents. After the development and review of the Literacy Intervention, College & Career Advising, and Continuous Improvement Plans, the documents were placed on the school’s website. Administration sent an email to parents with a link to review the plans and provide feedback.

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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**

**Plan Summary- North Star Charter**

**Kindergarten**

Students who score **Below Basic** - Literacy Plan

Program description, Programs & Materials to be used:

- **Sound Partners** : Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution:
  1. Improves phonemic awareness, decoding, word identification, and spelling skills
  2. Provides kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting
  3. Includes application of word-reading skills through storybook reading practice
- **Wonders**: Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.
- **I-Station (Progress Monitoring)** From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it.
  1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.
  2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
  3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

**Parents will be notified and consulted by the following method:**

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- **Milepost General Ed. Support Plan will be created, which includes:**
  - ❖ Student's Demographics
  - ❖ IRI or Benchmark results
  - ❖ Diagnosis
  - ❖ Intervention
  - ❖ Intervention Materials
  - ❖ Frequency and Duration
  - ❖ Progress Monitor
  - ❖ Suggested Home Support
  - ❖ Parent Signature
  - ❖ Teacher Signature
  - ❖ Parent/Teacher conference

### Program description

Trained paraprofessionals under the supervision of a certified teacher, will work with students during the day, individually and small group instruction (no more than 4 students in the group). Full day kindergarten students will receive the minimum required 60 hours of supplemental instructional time imbedded into their day. Half day kindergarten will have an additional 30 minutes added to their day. Additional instructional time will be as follows:

- ❖ 30 minutes per day, 5 days per week

Students who score a **Basic**- Literacy Plan

Program Description, Programs & Materials to be used:

- **Sound Partners:** Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution:
  1. Improves phonemic awareness, decoding, word identification, and spelling skills
  2. Provides kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting
  3. Includes application of word-reading skills through storybook reading practice
- **Teaching Reading Sourcebook (Activities)**
  1. Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **A to Z Tutoring (Reading)**
  1. Develop Phonics/Phonemic Awareness
- **WONDERS:** Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.
- **Istation (progress monitoring)** From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it.
  1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.

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2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

Parents will be notified and consulted by the following method:

- **Milepost General Ed. Support Plan will be created, which includes:**
  - ❖ Student's Demographics
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  - ❖ Diagnosis
  - ❖ Intervention
  - ❖ Intervention Materials
  - ❖ Frequency and Duration
  - ❖ Progress Monitor
  - ❖ Suggested Home Support
  - ❖ Parent Signature
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  - ❖ Parent/Teacher conference

### Program description

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- ❖ 30 minutes per day, 5 days per week

### 1st Grade

Students who score **Below Basic** - Literacy Plan

Program description, Program & Materials to be used:

- **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)** offers a systematic approach to decoding to support students from grades K–12 in gaining reading fluency and comprehension.
- **A to Z Tutoring (A to Z Reading)** develop phonics and phonemic awareness
- **Headsprout** (Digital program- through A to Z Reading) phonics/decoding/sight words

Early readers interact with engaging online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once readers have demonstrated a solid grasp of the basics, they move on to



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episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context.

- **Teaching Reading Sourcebook (Activities)** Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **I-Station (Progress Monitoring)** From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it.
  1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.
  2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
  3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.
- **WONDERS:** Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

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  - ❖ Student's Demographics
  - ❖ IRI or Benchmark results
  - ❖ Diagnosis
  - ❖ Intervention
  - ❖ Intervention Materials
  - ❖ Frequency and Duration
  - ❖ Progress Monitor
  - ❖ Suggested Home Support
  - ❖ Parent Signature
  - ❖ Teacher Signature
  - ❖ Parent/Teacher conference

### Program Description:

Certified teacher/trained paraprofessionals, will work with students during the day, individually and small group instruction (no more than 5 students in the group), during a grade level dedicated Enrichment time within the 1st grade classrooms. Students will receive the minimum required 60

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hours of supplemental instructional time imbedded into their school day. Additional instructional time will be as follows:

45 minutes per day, 4 days per week

Students who score a **Basic**- Literacy Plan

Program description, Programs & Materials to be used:

- **Teaching Reading Sourcebook (Activities)** Effective reading instruction that's proven to work. A resource that combines evidence-based research with actionable instructional strategies.
- **HeadSprout:** Early readers interact with engaging online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once readers have demonstrated a solid grasp of the basics, they move on to episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context.
- **Raz Kid (Digital program- through A to Z Reading)** develops fluency and comprehension
- **WONDERS:** Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.
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  1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.
  2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
  3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.
- **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words):** offers a systematic approach to decoding to support students from grades K–12 in gaining reading fluency and comprehension.

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

**Parents will be notified and consulted by the following method:**

- **Milepost** General Education Support Plan will be created, which includes:

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- ❖ Student's Demographics
- ❖ IRI or Benchmark results
- ❖ Diagnosis
- ❖ Intervention
- ❖ Intervention Materials
- ❖ Frequency and Duration
- ❖ Progress Monitoring
- ❖ Parent Signature
- ❖ Teacher Signature
- ❖ Parent/Teacher conference

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

### Program Description:

Certified teacher/trained paraprofessionals, will work with students during the day, individually and small group instruction (no more than 6 students in the group), during a grade level dedicated Enrichment time within the 1st grade classrooms. Students will receive the minimum required 30 hours of supplemental instructional time imbedded into their school day. Additional instructional time will be as follows:

45 minutes per day, 4 days per week

### 2nd Grade

Students who score **Below Basic** - Literacy Plan

Program description, Program & Materials to be used:

- **Reading Mastery Rainbow Edition** (Publisher -SRA/McGraw Hill) A phonemically explicit, intensive approach for teaching beginning reading.
- **Head Sprout** (Digital program- through A to Z Reading): Early readers interact with engaging online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once readers have demonstrated a solid grasp of the basics, they move on to episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context.
- **Teaching Reading Sourcebook (Activities)**: Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **Sound Partner**: Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution:
  1. Improves phonemic awareness, decoding, word identification, and spelling skills

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2. Provides instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting
3. Includes application of word-reading skills through storybook reading practice
  - **WONDERS:** Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.
  - **Istation (Progress Monitoring)** From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it.
1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.
2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.
- **A to Z tutoring:** develop fluency and comprehension

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

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  - ❖ Progress Monitor
  - ❖ Suggested Home Support
  - ❖ Parent Signature
  - ❖ Teacher Signature
  - ❖ Parent/Teacher conference

### Program Description:

Certified teacher/trained paraprofessionals, will work with students during the day, individually and small group instruction (no more than 5 students in the group), during a grade level dedicated Enrichment time within the 2nd grade classrooms. Students will receive the minimum required 60 hours of supplemental instructional time imbedded into their school day. Additional instructional time will be as follows:

45 minutes per day, 4 days per week

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Students who score a **Basic**- Literacy Plan

Program description, Programs & Materials to be used:

- **Raz Kid** (Digital program- through A to Z Reading): develops reading fluency and comprehension
- **Teaching Reading Sourcebook** (Activities) Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **A to Z Tutoring Develop fluency and comprehension** (A to Z Reading Program): Teaching Reading Sourcebook (Activities) Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **Head Sprout**: Early readers interact with engaging online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once readers have demonstrated a solid grasp of the basics, they move on to episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context.
- **QuickReads**: This research-based program developed by author Elfrieda (Freddy) Hiebert increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level.
- **WONDERS**: Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.
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- **SIPPS** (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) offers a systematic approach to decoding to support students from grades K–12 in gaining reading fluency and comprehension.

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  - ❖ Progress Monitoring
  - ❖ Suggested home support
  - ❖ Parent Signature
  - ❖ Teacher Signature
  - ❖ Parent/Teacher conference

### 3<sup>rd</sup> Grade

Students who scored **Below Basic** - Literacy Plan  
Program description, Program & Materials used:

- **Teaching Reading Sourcebook (Activities)** Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **Quickreads:** This research-based program developed by author Elfrieda (Freddy) Hiebert increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level.
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  - ❖ Frequency and Duration
  - ❖ Progress Monitor
  - ❖ Suggested Home Support
  - ❖ Parent Signature
  - ❖ Teacher Signature
- Parent/Teacher conference

Certified teacher/trained paraprofessionals, will work with students during the day, individually and small group instruction (no more than 6 students in the group). Students will receive the minimum required 60 hours of supplemental instructional time imbedded into their school day. Additional instructional time will be as follows:

- 45 minutes per day, 4 days per week

Students who score **Basic** - Literacy Plan

Program description, Program & Materials used:

- **Teaching Reading Sourcebook (Activities)** Effective reading instruction that's proven to work. An resource that combines evidence-based research with actionable instructional strategies.
- **Quickreads:** This research-based program developed by author Elfrieda (Freddy) Hiebert increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level.
- **SIPPS** (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) offers a systematic approach to decoding to support students from grades K–12 in gaining reading fluency and comprehension.
- **WONDERS:** Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic

# NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)

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

## NARRATIVE

awareness, phonics, word analysis, and fluency. The Wonders system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.

- **Istation** (Progress Monitoring) From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it.
  1. Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies.
  2. Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.
  3. Families and guardians have 24-7 access to easy-to-use supplemental home instruction and can monitor progress outside traditional school settings.

*Each of the above listed programs has a digital application which students are able to access both independently and/or with adult support. Teachers can assign materials needed to support intervention at the necessary levels. Some programs have the ability to continually assess and provide current feedback and data to track progress. Some of the programs have lessons and materials that can be downloaded and printed to provide direct instruction. The additional chromebooks and ipads purchased support access to multiple layers of intervention making student success even more attainable.*

### Parents will be notified and consulted by the following method:

- **Milepost** General Education Support Plan will be created, which includes:
  - ❖ Student's Demographics
  - ❖ IRI or Benchmark results
  - ❖ Diagnosis
  - ❖ Intervention
  - ❖ Intervention Materials
  - ❖ Frequency and Duration
  - ❖ Progress Monitoring
  - ❖ Parent Signature
  - ❖ Teacher Signature
- Parent/Teacher conference

Certified teacher/trained paraprofessionals, will work with students during the day, individually and small group instruction (no more than 6 students in the group). Students will receive the minimum required 30 hours of supplemental instructional time embedded into their school day. Additional instructional time will be as follows:

- 45 minutes per day, 4 days per week

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**



# **NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)**

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

### **NARRATIVE**

North Star Charter School's Literacy Intervention Plan provides the following to make sure that it is in alignment to the Idaho Comprehensive Literacy Plan.

#### **Collaborative Leadership:**

- North Star Administration supports literacy by providing collaboration time through 3 hours monthly PLC's for each grade level K-3.
- During monthly PLC's teachers meet with the Success Coordinator to discuss researched literacy development strategies
- North Star's Board of Director and NSAT team (North Star Administration Team), prioritize literacy by budgeting additional paraprofessionals to provide additional support to students who struggle with literacy skills.
- North Star's Administration provides a school wide 1st grade thru 4th grade, 45 minute per day (3 hour per week) Reading Enrichment block. During this time every student is given instruction at their reading level, this is when student's intervention programming takes place by highly qualified instructors.
- North Star Administration will provide an extended day for Half Day Kindergarten students who require intervention. Full day kindergarten students who require intervention will have services embedded into their day M-F.
- North Star's Administration requires that either a Literacy plan or General Education Support Plan is created for any student who struggles with literacy with parent involvement and parents are informed continually on students' progress.
- North Star's Administration encourages stakeholder involvement in literacy development, by hosting a yearly book fair during Fall Parent Teacher conferences, providing a drop off and book pick up box for the local library at the front of the school, by participating in the Roaring Spring free pass program in the Spring, a Hawkes Baseball Reading Reward Program and Pizza Hut Reading Program. They also support literacy by informing students about summer reading programs at the local libraries and by inviting librarians in to speak late spring as well as offering a booth for the local library at the FALL festival and Spring Carnival.

#### **Developing Professional Educators**

- North Star Charter Administrators provide teachers release time for monthly structured collaboration time through their monthly 3 hour PLC time with the Coordinator of Success.
- North Star Teachers receive monthly PD through PLC's in the area of assessment and data from the Coordinator of Success
- North Star Charter Administrators communicate with professional development providers through higher education institutions and private vendors to provide opportunities for teachers either during release time or after school hours.
- North Star Charter will provide the staff with various professional development opportunities for the 2018-2019 school year. They are as follows: Wonder Reading Program Development: 3, three hour live sessions throughout the year from a trained professional flown in by the McGraw Hill, online PD provided by the Coordinator of Success through PLC's and staff

# **NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)**

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

### **NARRATIVE**

meetings, Danielson Framework Training for Team Leads and continued development of Love and Logic, Mindset, Voice, PBIS and Teach Like a Champ through staff meetings and opportunities offered in Boise.

- North Star Charter's para support staff have each been assigned teacher mentors to help develop them in the area of delivering effective instruction specific to programs being run in enrichment groups.
- North Star Charter's para support staff have 4 PD trainings per year directly related to the programs that are being run in reading enrichment groups.

### **Effective Instruction and Intervention**

- North Star Charter Administration has developed a curriculum review plan to ensure that adoption of new curriculum aligns to the Idaho Content Standards, which also includes input from various stakeholders.
- North Star Administration continually researches best practices in instruction and literacy development and adjusts structures/systems in the school in order to apply best practices and innovative ideas. Some examples that currently take place are: enrichment groups which include flexible grouping and in-class tutoring.
- North Star Charter teachers must participate in the required Idaho Comprehensive Literacy Course to ensure that they have a strong understanding of students' literacy skills.
- North Star Charter Teachers review information about their students through the student data management system "Milepost" to individualize students' needs and ensure that struggling students can continue their learning with the least amount of interruption.
- North Star Charter is in year five of implementing Response to Intervention; in which they identify struggling readers for intervention and ensure that they receive instruction using researched based materials, by either highly qualified teachers or appropriately trained paraprofessionals during Reading Enrichment times.
- North Star Charter will participate and has participated in Professional Development in the area of student voice for the 2015-2016, 2016-2017, 2017-2018 and 2018-2019 school years to make sure that student engagement is an integral part of their education. Teachers foster active learning environments by giving students voice and involving them in decisions about their learning process. NS continues to learn in order to implement teacher and student voice in the classroom and in decision making.

### **Assessment and Data**

North Star administers fall, winter and spring benchmark assessments, utilizing I\*Station assessments, to identify students who may be at risk in reading grades K-8.

- North Star administers the diagnostic assessment Core Phonics Survey to students who were indicated to be at risk on their benchmark assessments grades K-5.
- North Star administers at least bi-weekly if not weekly (depending on developed plan) progress monitors to measure students' progress in identified reading skill area of concern.
- North Star administers the Idaho Reading Indicator (IRI) in the fall and spring to measure student's growth throughout the year in grades K-3.
- North Star administers the ISAT's to 3rd-10th graders in the spring to evaluate student's mastery of the state content standards.

# **NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)**

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- North Star Administration and teachers review summative data (IRI and ISAT) during the summer to help determine which students may need intervention the upcoming school year.
- North Star Teachers grades 3-10 have been trained on ISAT Interim Assessments (progress monitors) to help them determine student's knowledge at a specific point in time and to help guide their future instruction to ensure mastery of state content standards.
- North Star Teachers, grades K-8 meet monthly with Success Coordinator's in PLC's to review assessment data in which they review, update instruction and individual plans to ensure students are making adequate growth towards mastery of Idaho content standards.

## **Parent Involvement Required**

North Star has added an Academic Excellence Committee in which teachers, leaders, board members and parents meet monthly to review data and programming in order to ensure NS is consistently improving curriculum and instructional practices to best serve the students of NS and help them reach their fullest academic potential. The Literature plan is reviewed and discussed with all members of this team . The admin team then presents the Lit Plan to the board at the following month's board meeting for more input. After input and recommendations are given the plan is then finalized for final submission to the State Board of Education. Our board currently consists of 2 parents in which 1 has students who are in grades K-3.

At North Star Charter School,we also involve parents in the development of student literacy plans by:

After benchmark or IRI results have been compiled, teachers set up a meeting prior to parent teacher conferences to create a General Education Support plan. Within this meeting all parties discuss student's present levels of performance, develop a goal that that is measurable (which includes a timeline), instructional strategies, progress monitoring and determine a review date to ensure intervention is a success.

### **Parents will be notified and consulted by the following method:**

Milepost General Education Support Plan will be created with parent at meeting prior to parent teacher conferences.

Which includes:

- ❖ Student's Demographics

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- ❖ IRI or Benchmark results
- ❖ Diagnosis
- ❖ Intervention
- ❖ Intervention Materials
- ❖ Frequency and Duration
- ❖ Progress Monitor
- ❖ Suggested Home Support
- ❖ Parent Signature
- ❖ Teacher Signature

**Additional Notes Required**

North Star Charter School reviewed and selected Wonders Comprehensive reading program by McGraw Hill. This roll out of training and materials began in the spring of 2018. Teacher and some parent input was gathered in reviewing and selecting the program. The program was paid for from North Star's curriculum budget.

**College & Career Advising Plan**

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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**

	<b>Model Name</b>	<b>Additional Details</b>
	School Counselor	Milton Pettit
	Teacher or paraprofessional as advisor	Tamela West
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	Milton Pettit
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

North Star Charter School uses Step by Step: College Awareness and Planning. This curriculum was developed by the National Association for College Admission Counseling. When we researched models to use as a guide in developing our program, our counselor attended this training. Here is a link to their website which provides various research and reports to support the program.

<https://www.nacacnet.org/news--publications/Research/state-by-state-student-to-counselor-ratio-report2/>

# NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)

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

## NARRATIVE

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

North Star Charter School students graduate high school with a plan for continuing their education. We recognize that plan is different for each student. The majority leave North Star and enter either a two or four year college program. Because of the rigor of our program, we have a few each year choose to take a gap year. Some choose to go on a mission before beginning college.

Here is an outline of our College and Career Advisory Program:

1. Identify and map out primary career pathways in grades 8-10 using CIS.
2. All juniors take the ASVAB.
3. Counselor uses Step by Step: College Awareness and Planning curriculum for grades 11 and 12. This curriculum was developed by the National Association for College Admission Counseling.
4. Students in 9<sup>th</sup> grade are strongly encouraged to take the PSAT. All sophomores take the PSAT and all juniors take the SAT at school. Our data indicates that students who follow this route increase their scores every year.
5. Test scores are shared with North Star's math and ELA teachers to look for possible gaps in student learning. Teachers in those content areas also teach test taking strategies embedded within their class time to help student be successful and achieve their goals.
6. Counselor meets with all juniors and seniors, individually to discuss SAT/ACT results, FAFSA, scholarship information, and college choices.
7. Encourage students to look for post-secondary opportunities that fit their desires and needs.
8. Encourage students to earn the International Baccalaureate Diploma.
9. Encourage students to take advantage of dual credit opportunities offered at North Star.
10. Create relationships with colleges and universities where many of our students enroll (BSU, UI, NNU, CI, ISU, BYU, BYU-I, CWI) to establish transfer guides and develop opportunities.
11. Schedule and provide lunch for a "Class 101 Seminar" with our juniors.
12. Direct parents to FAFSA information nights held at local libraries.

# NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)

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Instructions: Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

### Summary of Parental Notification - REQUIRED

Parents are made aware of students' use of CIS, the Step by Step curriculum, dual credit opportunities, college visits and fairs, Class 101, and FAFSA meetings through teacher updates and our counselor's monthly newsletter. North Star's IB Coordinator holds informational meetings in the morning and evening a few times a year to educate parents about the program and what it can do for their student. All of our College Information can also be found on our website at [northstarcharter.org](http://northstarcharter.org) under the "parent resources" tab.

### Other Notes / Comments

Much of North Star's College and Career Ready Program is embedded within the curriculum of IB. All of our IB teachers attend out of state IB training. Our conversations never revolve around IF a student goes on to college, but WHEN they do. North Star's consistently high test scores, Go On rates, and our continual improvement in students earning an IB Diploma demonstrate our students' readiness for attending University.



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**Other Notes / Comments**

## **Continuous Improvement Plan**

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**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.

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**INSTRUCTIONS & EXAMPLES**

**How to Complete the "Continuous Improvement Measures" table:** **1.** All data entry should happen in the METRICS tab of this spreadsheet. **2.** At the top of the METRICS tab, please enter your school district/LEA number (Example: 431) and District Name (Example: Weiser School District). **3.** Please note that all shaded metrics are required. The Continuous Improvement Measures (CIP only metrics) are shaded blue, the College and Career Advising metrics are shaded orange, and the Reading Readiness metrics are shaded yellow. If you are using this template to create a combined plan, please make sure to complete all of the shaded metrics. **4. Unshaded metrics are not required,** but are provided as examples often used by districts (if you do not wish to use them, you can delete them). You may also add metrics that reflect your local priorities. **5.** For metrics where both the # and % of students who meet a target (proficiency, etc.) is required, enter the #s of students as directed. The percentages and Improvement / Change rate will automatically calculate. **6.** For metrics that only require the # of students who hit a target OR the % of students who hit the target, please enter the appropriate data. If the Improvement / Change rate is appropriate for that measure, it will automatically calculate. **7.** NOTE: The Go On Rates data is available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>) under Combined District Plan / Other Resources. **8.** Set your Benchmarks (performance targets) for each metric. Please note that, per IDAPA, you should set a Benchmark for all of the required (shaded) Continuous Improvement Measures. Metrics where Benchmarks are not required (typically # of students proficient) are clearly indicated, so please ensure that all other 2018-19 Benchmarks for required (shaded) metrics are completed. **9.** If there are LEA-specific (optional) metrics that you have previously included in your Continuous Improvement Plan that you wish to continue to track and report on, please add those to your table in the provided rows (examples of commonly used metrics have been provided in this tab, but the rows are blank in the METRICS tab). Create 2018-19 Benchmarks for any LEA-specific metrics you have included in your table.

**Continuous Improvement Measures (all shaded metrics are required)**

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# bench mark	# tested	# bench mark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	15	20	16	25	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	75.00%		64.00%		-11 percentage points	<b>75%</b>

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	% students participating in one or more advanced opportunity		29.00%		65.00%		36 percentage points		80%	
Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)		2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)	
	% CTE track HS students graduating with an industry-recognized certification		NA		NA		NA		NA	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam		NA		NA		NA		NA	
	# of high school students graduating with an associate's degree or a career technical certificate		NA		NA		NA		NA	
	4-year cohort graduation rate		91.00%							
	% of students with learning plan created and reviewed in 8th grade		8	100.00%	8	100.00%	0 percentage points		100%	
	% of learning plans reviewed annual by grade level		9	100.00%	9	100.00%	0 percentage points		100%	
			10	100.00%	10	100.00%	0 percentage points		100%	
			11	100.00%	11	100.00%	0 percentage points		100%	
			12	100.00%	12	100.00%	0 percentage points		100%	
	# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required		Not Required	
			18	25	13	19				
	% students who Go On to some form of postsecondary education within 1 year of HS graduation		72.00%		68.42%		-3.58 percentage points		75%	

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	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		14	19	21	25		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	73.68%		84.00%		10.32 percentage points	<b>80%</b>
<b>Goal</b>	<b>Performance Metric</b>	<b>SY 2016-17 (Yr 1)</b>		<b>SY 2017-18 (Yr 2)</b>		<b>Improvement / Change (Yr 2 - Yr 1)</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		59	81	73	89		
	% students who scored proficient on the 8th grade math ISAT	72.84%		82.02%		9.18 percentage points	<b>80%</b>
	# students who scored proficient on the 8th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	58	80	71	89			
	% students who scored proficient on the 8th grade ELA ISAT	72.50%		79.78%		7.28 percentage points	<b>80%</b>
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		70	103	77	103		
	% students who scored proficient on the 6th grade math ISAT	67.96%		74.76%		6.8 percentage points	<b>80%</b>
	# students who scored proficient on the 6th grade ELA ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	59	103	82	104			
	% students who scored proficient on the 6th grade ELA ISAT	57.28%		78.85%		21.56 percentage points	<b>80%</b>
All students will demonstrate the reading readiness	# students who scored "proficient" on the Kindergarten Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		79	86	81	83		

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needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	91.86%		97.59%		5.73 percentage points	<b>95%</b>
	# students who scored "proficient" on the Grade 1 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	<b>Not Required</b>
	% students who scored "proficient" on the Grade 1 Spring IRI	78.57%		88.10%		9.52 percentage points	<b>90%</b>
<b>Goal</b>	<b>Performance Metric</b>	<b>SY 2016-17 (Yr 1)</b>		<b>SY 2017-18 (Yr 2)</b>		<b>Improvement / Change (Yr 2 - Yr 1)</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
	# of students who scored "proficient" on the Grade 2 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	<b>Not Required</b>
	% students who scored "proficient" on the Grade 2 Spring IRI	88.89%		78.57%		-10.32 percentage points	<b>90%</b>
	# students who scored "proficient" on the Grade 3 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	<b>Not Required</b>
	% students who scored "proficient" on the Grade 3 Spring IRI			91.11%		91.11 percentage points	<b>82%</b>
<p><b>How to Complete the "College and Career Advising: LEA Chosen Performance Metrics" table:</b> <b>1.</b> Identify the data you want to track and report about your students and/or your district's college and career advising program. Please note that the LEA chosen metric(s) <i>must</i> be different than the required college and career advising metrics (shaded in yellow in the CIP metrics table). Some examples are provided in the table below. <b>2.</b> Provide at least one year of previous performance data (SY 2017-18 Results). The only exception is if you are using a metric based on a new assessment (your district is in the first year of implementation). If that is the case, indicate that in the notes below the table (available in the METRICS tab). <b>3.</b> Set the 2018-19 Benchmarks (performance targets) for any metrics you have created for the 2018-19 school year.</p>							
<p><b>College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)</b></p>							

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Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of high school seniors who completed the FAFSA	74%	80%
% of high school seniors who applied to at least one post-secondary institution	95%	90%
<p><b>How to Complete the "Literacy Intervention: LEA Chosen Performance Metrics" table: 1.</b> Identify the data you want to track and report about your students / literacy program. Please note that the LEA chosen metric(s) <i>must</i> be different than the reading readiness metrics (shaded in purple in the CIP metrics table). Some examples are provided in the table below. <b>2.</b> Provide at least one year of previous performance data (SY 2017-18 Results). The only exception is if you are using a metric based on a new assessment (your district is in the first year of implementation). If that is the case, indicate that in the notes below the table (available in the METRICS tab). <b>3.</b> Set the 2018-19 Benchmarks (performance targets) for any metrics you have created for the 2018-19 school year.</p>		
<p><b>Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)</b></p>		
Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	60%	70%
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	70%	75%
% of kindergarten students who scored proficient on the Spring [Easy CBM- Letter Sound Fluency]	100%	(Istation) %who reach benchmark in phonemic awareness in spring= 95%

<b>District Name and Number:</b>	North Star Charter School #493
<b>Estimated Total Literacy Funding for 2018-2019</b>	<b>\$21,350.00</b>



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<b>PERSONNEL COSTS</b>							<b>Proposed Budget</b>	
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>		
								0.00
Paraprofessional Support	8 Paras	180 min/wk	10.30	7,904.00	<b>4,230.02</b>			3,673.98
Paraprofessional Support	4 kinder paras	180 min/wk	10.30	3,995.00	<b>0.00</b>			3,995.00
Benefits				0.00				0.00
<b>Personnel Subtotal</b>				<b>11,899.00</b>	<b>4,230.02</b>			
<b>PROGRAMS / CURRICULA COSTS</b>							<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>		
Wonders Reading Program	Comprehensive Reading Program			60,000.00	<b>0.00</b>			60,000.00
Raz Kids Reading Program	online licesnses per grade level for students who need intervention	8	109.00	872.00	<b>872.00</b>			0.00
A to Z Tutoring	diffrentiated reading lessons ( grades K-2)	1	64.13	64.13	<b>64.13</b>			0.00
Sound Partner Components	Leveled BOB books			100.00	<b>100.00</b>			
Headsprout	Online Reading Program	3	199.95	599.85	<b>599.85</b>			
<b>Programs / Curricula Subtotal</b>				<b>61,635.98</b>	<b>1,635.98</b>			60,000.00
<b>TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)</b>							<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>		
								0.00
N/A				0.00				0.00
				0.00				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>			<b>0.00</b>
<b>OTHER COSTS</b>							<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per</b>	<b>Total</b>	<b>Amount</b>	<b>Amount</b>		

**NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)**  
 Literacy Intervention Plan · College & Career Advising Plan · Continuous Improvement Plan

**NARRATIVE**

			Item	Cost	from Literacy Funds	from Other Funds
chromebooks (grades 2-3rd)	technology to run online programs for intervention	28	238.00	6,664.00		
I-Pads	technology to run online programs for intervention	30	294.00	8,820.00		
<b>Other Costs Subtotal</b>				<b>15,484.00</b>	<b>15,484.00</b>	0.00
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$89,018.98</b>	<b>\$21,350.00</b>	<b>\$60,000.00</b>

**NORTH STAR CHARTER SCHOOL COMBINED DISTRICT PLAN (2018-2019)**  
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**NARRATIVE**