

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

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

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

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

POSTING / SUBMITTING YOUR PLAN

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

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the requirements of the Combined Plan, including a link to the charter school's report card (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

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2020-2021 Templates for the Combined District Plan

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

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

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 Combined Plan- Literacy Budget – Template Part 3

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

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you must submit a new Narrative. However, if you meet both of the following qualifications, you do *not* need to submit a new Combined District Plan Narrative for 2020-21:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

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If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

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District vs. School Plans

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

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

FUNDS FOR TRAINING

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

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

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NARRATIVE - TEMPLATE PART 1

LEA	# 493	Name: North Star Charter School	
Superintendent	Name: Melissa Andersen		Phone:208-939-9600
	E-mail: mandersen@northstarcharter.org		
Plan Contact	Name: Melissa Andersen		Phone:208-939-9600
	E-mail: mandersen@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.

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 21st 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 21st 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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NARRATIVE - TEMPLATE PART 1

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 12th 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.

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

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

Community Involvement - REQUIRED

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

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.

Parent Notification of College and Career Advising and Mentoring Services

Emails and monthly newsletters are sent to parents regarding college visits, college fairs, FAFSA nights at North Star and in the community. North Star has an experienced college career advisor to facilitate these events and communications.

Parental Involvement in Students' Individual Reading Plans

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 the student's present levels of performance, develop a goal that is measurable (which includes a timeline), instructional strategies, progress monitoring and determine a review date to ensure intervention is a success.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

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.

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❖ **I-Ready** (Diagnostic Reading Program) a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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:

- ❖ **General Ed. Support Plan will be created, which includes:**
- ❖ Student's Demographics
- ❖ IRI or Benchmark results
- ❖ Diagnosis
- ❖ Intervention
- ❖ Intervention Materials
- ❖ Frequency and Duration
- ❖ Progress Monitors
- ❖ 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 in 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 embedded 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

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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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)**

Effective reading instruction that's proven to work. A resource that combines evidence-based research with actionable instructional strategies.

❖ **Learning A to Z Tutoring (Reading)**

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.

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.

❖ **I-Ready** (Diagnostic Reading Program) a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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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:

- ❖ **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 in 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 embedded 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

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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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.
- ❖ **Learning A to Z Tutoring (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 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. A 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.

- ❖ **I-Ready** (Diagnostic Reading Program) a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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

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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:

- ❖ 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:

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 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

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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.

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❖ **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.

❖ **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.

❖ **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.

❖ **I-Ready (Diagnostic Reading Program)** a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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:

- ❖ General Education Support Plan will be created, which includes:
- ❖ Student's Demographics
- ❖ IRI or Benchmark results

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- ❖ 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 in 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 embedded into their school day. Additional instructional time will be as follows:

- 45 minutes per day, 4 days per week

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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.
- ❖ **HeadSprout** (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

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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. A resource that combines evidence-based research with actionable instructional strategies.

❖ **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.

❖ **Learning A to Z tutoring:** develop fluency and comprehension

❖ **I-Ready (Diagnostic Reading Program)** a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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:

- ❖ General Ed. Support Plan will be created, which includes:
- ❖ Student's Demographics
- ❖ IRI or Benchmark results
- ❖ Diagnosis

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- ❖ 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 in 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 embedded into their school day. Additional instructional time will be as follows:

- 45 minutes per day, 4 days per week

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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. A 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. A 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.

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NARRATIVE - TEMPLATE PART 1

❖ **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.

❖ **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.

❖ **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.

❖ **I-Ready (Diagnostic Reading Program)** a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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:

- ❖ General Education Support Plan will be created, which includes:
- ❖ Student's Demographics
- ❖ IRI or Benchmark results
- ❖ Diagnosis
- ❖ Intervention
- ❖ Intervention Materials

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NARRATIVE - TEMPLATE PART 1

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

3rd 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. A resource that combines evidence-based research with actionable instructional strategies.

❖ **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.

❖ **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.

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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

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NARRATIVE - TEMPLATE PART 1

gaining reading fluency and comprehension.

❖ **I-Ready** (Diagnostic Reading Program) a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students have growth and be successful in reading both in the classroom and at home during traditional, hybrid and remote models of learning.

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:

- ❖ 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:

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 embedded into their school day. Additional instructional time will be as follows:

- 45 minutes per day, 4 days per week

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Students who score **Basic** - Literacy Plan

Program description, Program & Materials used:

❖ **Teaching Reading Sourcebook (Activities)** Effective reading instruction that's proven to work. A 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 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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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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NARRATIVE - TEMPLATE PART 1

Parents will be notified and consulted by the following method:

- ❖ 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

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). 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

**In the hybrid and remote model, the intervention will occur during their school hours . In addition all students will complete at least 20 minutes of online Iready reading at home each day. They will follow the diagnostic path created for them through the computer system at their instructional level.

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Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

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

Comprehensive Literacy Plan Alignment - REQUIRED

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 collaborative meetings for each grade level K-3.
- During monthly collaborative meetings teachers meet with the Vice-Principal 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 K through 4th grade, 45 minute per day four days a week in traditional (30 min per day M-Fri in hybrid and remote) 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'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 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. * may not be able to happen in 20-21 due to COVID. The NS board will assess safety and allowance of events using COVID data
- North Star has created a STAR Leadership Team composed of both administration and teacher leaders. The purpose of this team is to sharpen, transform, align, and reflect on best practices in education, in order to ensure that students learn at a high level.

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Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Developing Professional Educators

- North Star Charter Administrators provide teachers release time for monthly structured collaboration time through their monthly 3 hour collaborative meeting time with the Vice Principal.
- North Star Teachers receive monthly PD through collaborative meeting time in the area of assessment, data and innovation from the Vice Principal and outside contractors.
- 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 2020-2021 school year. They are as follows: I-Ready , OTUS Learning Management System and Writing Program (Shirley Rau).
- 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. * adjusted for 20-21 due to COVID.

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 management system "OTUS " 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 eight 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.
- 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.

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NARRATIVE - TEMPLATE PART 1

Assessment and Data

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

- North Star administers at least bi-weekly if not weekly (depending on developed plan) progress monitors to measure students' progress in identified reading skill areas 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 Administration and teachers review summative data (IRI and ISAT) during the summer to help determine which students may need intervention in 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, meeting monthly in collaborative meetings 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.

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Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

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

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	School Counselor	Milton “ Buster” Petit
	Teacher or paraprofessional as advisor	Jenny Johnson
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	Jenny Johnson
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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Continuous Improvement Plan College and Career Advising Plan Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

North Star Charter School students graduate high school with a plan for continuing their education.

We recognize that the plan is different for each student. The majority of North Star students enter either a two- or four-year college program. Because of the rigor of our program, we have a few students each year that 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 Advising program.

1. Use of 4 year graduation plans beginning in 8th grade.
2. Career clusters and career inventory exploration in grades 8-12.
3. Starting in 9th grade, students have the opportunity to take the PSAT.
4. All 10th grade students will take the PSAT.
5. All 11th grade students will take the SAT.
6. Scores are shared with department heads to help support students in mastering specific skills.
7. Teachers in content areas teach test taking strategies embedded within their class time to help students be successful and achieve their goals.
8. Counselor meets with all juniors and seniors individually to discuss SAT/ACT results, FAFSA, scholarship information and the college admission process.
9. Students are encouraged to look for post-secondary opportunities that fit their personality and strengths.
10. Students are encouraged to earn the International Baccalaureate Diploma or participate in our High School of Business/Venture Capstone Program.
11. Students are encouraged to take advantage of dual credit opportunities offered at North Star.
12. Relationships with college representatives are created to provide opportunities for colleges to visit students at North Star.
13. Students are provided with the opportunity to attend virtual college fairs.
14. FAFSA night is strongly encouraged and advertised to help parents and students with completion.
15. Students and parents have the opportunity to meet 1:1 with College and Career Counselor regarding the college admission and financial aid process.
16. Students, parents, teachers, and counselor are introduced to and use SCOIR as a tool for college exploration, application, and inventories.
17. College Application Month

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NARRATIVE - TEMPLATE PART 1

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 **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.