

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE – PART 1



NEW PLYMOUTH

SCHOOL DISTRICT

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School District	# 372	Name: New Plymouth School District	
Superintendent	Name: David Sotutu		Phone: 208-278-5740
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Mission and Vision - REQUIRED

The mission of the New Plymouth School District is to provide exemplary education through school and community. The vision for how the district will achieve that mission is to build relationships of trust, understanding, and collaboration with all of the district’s stakeholders; to provide rigorous learning experiences that meet the individual needs of our students; and to utilize relevant curriculum, methods, and other instructional resources in our schools. In summary, the combined mission and vision of the New Plymouth School District is to provide exemplary education by fortifying relationships, rigor, and relevance.

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Community Involvement - REQUIRED

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

The New Plymouth School District makes multiple efforts to gather input from stakeholders regarding continuous improvement. Such efforts include the formation of a district-level parent advisory committee, holding formal and informal public meetings, taking public comments during school board meetings, and visiting with stakeholders individually. In August 2019, the district also held a Community Relations Dinner. Invitees at this even included local government officials, community resources, leaders of faith-based organizations, and the school board trustees. Input from those that attended centered mainly on communicating with and providing information for parents so that they will be able to best support their students.

Parent Notification of College and Career Advising and Mentoring Services

The district has a very aggressive parent/community notification system to notify parents of upcoming events. Parents can be identified by grade level (8-12) and receive information via; text, email, or phone message. College and Career events such as FAFSA sign up night and College Application Week are also advertised on our web sites.

Parental Involvement in Students' Individual Reading Plans

In October each kindergarten through third-grade teacher meets with the parents of each of their students. During these parent-teacher conference, the teachers review the student's performance on the Idaho Reading Indicator (IRI). For the students who score basic or below basic, the teacher and parents discuss the child's individual reading plan, which includes the reading interventions that will be implemented during school, possible participation in after-school reading interventions, and strategies that parents can use at home to help increase reading skills.

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LITERACY INTERVENTION PROGRAM **Literacy Program Summary - REQUIRED**

The Literacy Intervention Program in the New Plymouth School District is made of three main parts, which are (1) an additional K-3 teacher at New Plymouth Elementary School (which is the only school in the district that serves K-3) students, (2) literacy interventionists that work with K-3 students, and (3) and after-school reading intervention program.

With the increase in funding for literacy interventions the New Plymouth School District was able to hire an additional teacher to work with kindergarten through third-grade students. This teacher will work with students who have been identified as needing special support to become successful. These are students who have historically scored basic or below basic on the Idaho Reading Indicator. This will be a new component of the district's literacy intervention program.

This district will also employ two part-time reading interventionists to work with kindergarten through third grade teachers to either pull out students who scored basic or below basic on the Idaho Reading Indicator, or work with the rest of the class while the teacher works with students or groups of students who scored basic or below basic on the Idaho Reading Indicator. These reading interventions, either by the interventionist or the classroom teacher, will be provided with research-based instructional materials either from the district's reading curriculum, Houghton-Mifflin Reading, or from the iStation reading interventions that are generated according to each student's performance on the Idaho Reading Indicator (IRI) or interim assessments. These interventions will align with and be guided by each student's individual reading plans and, depending on the students' needs, focus on phonemic awareness, decoding, vocabulary, comprehension and fluency. This has been a component of the district's reading intervention program for the past several years.

The district will also provide an after-school reading intervention program for students who scored either basic or below basic on the IRI. This program consists of interventions provided by kindergarten through third-grade teachers after school three days a week for one hour. The program will last 28 weeks. During this intervention time, as in the during-school interventions, will be provided with research-based instructional materials either from the district reading curriculum or from the iStation reading interventions that are generated according to each student's performance on the IRI or interim

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assessments. These interventions will align with and be guided by each student’s individual reading plans and, depending on the students’ needs, focus on phonemic awareness, decoding, vocabulary, comprehension and fluency. This 28-week, after-school program is a new component of the district’s literacy intervention program. This after-school program will replace the three- to four-week summer school program that the district has implemented in past years, which the district has found to be less effective.

The intent of this three-pronged reading intervention program is to provide, at a minimum, 30 additional hours of reading instruction for students who scored basic on the IRI and 60 additional hours of reading instruction for students whose reading ability is below basic, as indicated on the IRI. The New Plymouth School District is confident that this literacy intervention program will provide added support to students who struggle with reading and help the district continue to be recognized as a Top Performer in the state of Idaho.

Comprehensive Literacy Plan Alignment - REQUIRED

The New Plymouth School District’s Comprehensive Literacy Plan aligns with the Idaho Comprehensive Literacy Plan, in that it also addresses the essential elements of the state’s plan, which are collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. Below is a summary of how the plan address those essential elements:

- Collaborative Leadership
 - District and school leaders regularly visit classrooms, read with students, and review interim assessment data to identify trends and possible issues to address.
 - The elementary principal meets monthly with grade-level team to discuss assessment data, interventions, and instructional grouping.
 - The district will begin working as a member of the Idaho Mastery Education Network, which will address effective practices across the state that support literacy.
- Developing Professional Educators
 - The district is fortunate to have many experienced teachers who are very effective at building students literacy skills. These veteran teachers are serving as mentors to newer teachers and leaders of grade-level teams, which have a common preparation time.

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- The district provides professional development money for registration, tuition, and credits for teachers, which is has historically be utilized by all of kindergarten through third-grade teachers.
- **Effective Instruction and Interventions**
 - As mentioned in the literacy program summary, the district uses research-based instructional and intervention materials in the classroom and in small-group and individual interventions during school and during the after-school literacy program.
 - This school year a team of teachers and administrators is reviewing and rating the effectiveness of the all of the curriculum used in the district, which included the reading curriculum used in the district’s kindergarten through third-grade classrooms.
- **Assessment and Data**
 - As previously mentioned, the students are administered the IRI using the iStation system. Along with the two-state required administrations of the assessment at the beginning and the end of the school year, the kindergarten through third-grade students take monthly interim assessments on the iStation system to monitor their progress.
 - The district also uses the STAR reading assessment to monitor students’ progress, which is administered to students at the beginning of the school year and the end of each quarter. The data from this assessment, which is very user friendly and easy to understand, is shared with the students and their parents to help them determine their independent reading levels and progress.
 - The data from these initial, formative/interim, and summative assessments is analyzed individually by teachers to help them make instructional decisions and by grade-level teams to make decisions regarding instructional grouping and interventions.

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

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	<p>High contact program: Counselor, teacher or paraprofessional as advisor or mentor is the model the New Plymouth School District has elected to implement. The key individuals who are directly involved in this model, other than building administrators, are the building counselors at both the Middle and High schools. The High School also has a non-certified college and career advisor. This individual is a retired career military person who is an excellent student mentor. The counselors and the career advisor receive annual professional development and attend in-services provided by the state. In addition, this school year two teachers one at the middle school and one at the high school, will teach courses that integrate the Office of the State Board of Education’s Next Steps Idaho resources.</p>

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Advising Program Summary - REQUIRED

On addition to the district plan is the addition of two classes in the Middle School class schedule. Life Skills and Careers Class. These classes are taught by the Middle School counselor and focus on skills needed to be successful in life. Organization, study skills, career opportunities, and the education required to enter into different types of careers. This is a platform to prepare the students to start thinking of career pathways as they begin to create the study plan for their High School career.

The planned college and career advising efforts for the 2019-20 school year are:

- Aug: Student Registration – Advanced Opportunities information distribution (9-12)
 - In-class College and Career Advisor introduction (9-12)
 - Idaho/Oregon Border Fair planning meeting (Advisor Planning)
- Sept: College of Idaho Admissions Representative information session (12)
 - College of Western Idaho Representative information session (12)
 - Idaho State University Representative information session (12)
 - Treasure Valley Counselor Day professional development (Advisor training)
 - Treasure Valley Community College, College Assistance Migrant Program information session (9-12)
 - College of Western Idaho Representative information session (12)
 - Boise State University Representative information session (12)
 - Parent/Teacher conferences – Advanced Opportunities information distribution (9-12)
 - Army Recruiter information session (12)
 - Eastern Oregon University Representative information session (12)
- Oct: College of Western Idaho Representative information session (12)
 - Idaho/Oregon Border Fair planning meeting (Advisor Training)
 - College of Western Idaho Representative information session (12)
 - Army Recruiter information session (9-12)
 - Next Steps Training w/ Sara (Advisor Training)
 - Lewis Clark State College Representative information session (12)
 - ASVAB testing for all seniors (12)

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PSAT testing for freshmen, sophomore and juniors classes (9-11)

Select group of juniors and seniors attend the Made Here Expo and Career Fair (11-12)

University of Idaho Representative information session (12)

Conduct FAFSA/PoWR (post-secondary/workforce readiness) night with the College of Idaho, University of Idaho, Boise State University, College of Western Idaho, Treasure Valley

Community College, Marines, Army, Navy, and Idaho Army National Guard. (12)

The Senior, Junior and freshmen classes attended the Idaho/Oregon Border Fair with over 55 college/universities represented. (9-11-12)

Nov: Treasure Valley Community College, College Assistance Migrant Program information session (9-12)

ASVAB Interpretation and Career exploration (12)

College of Western Idaho Representative FAFSA assistance (12)

College of Idaho Representative information session (12)

College of Western Idaho Representative FAFSA assistance (12)

Dec: College of Western Idaho Representative information session and placement testing (12)

Marine Corps information table and meet with specific students (9-12)

Army information table and meet with specific students (9-12)

College of Western Idaho Representative placement testing/FAFSA assistance (12)

Jan: Marine Corps information table and meet with specific students (9-12)

Army information table and meet with specific students (9-12)

College of Western Idaho Representative placement testing/FAFSA assistance (9-12)

Feb: Counselor Day at Boise State for training (Advisor Training)

Treasure Valley Community College CTE Open House for the senior class (12)

College of Western Idaho Representative final student prep (12)

Higher Ed Days at Payette High School for the junior class (11)

Mar: 2020 Career and Job Expo for select students (9-12)

College of Western Idaho Representative final student prep (12)

One on one College and Career counseling with juniors (11)

Apr: Armed services information session/meet with students (9-12)

One on one College and Career counseling with juniors (11)

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Boise State University presentation and campus tour for juniors (11)

College of Western Idaho Representative final student prep (12)

May: Armed services information session/meet with students (9-12)

New Plymouth High School College Fair for all students (9-12)

One on one College and Career counseling with juniors (11)

Other Notes / Comments

During the 2019-20 school year, the New Plymouth School District will have three focuses for its district-wide teacher in-service days, which are school safety, curriculum, and competencies. During the four in-service days (September 3rd, October 7th, January 21st, and February 18th), with some work done between those days, all of the teachers, counselors, and administrators in the district will work on one of these teams. Below is a brief description of the work that each of these teams will do throughout the year:

- School Safety – This team will work to assess the current security level of the schools and create a district-wide safety plan that aligns with the work of the Idaho Standards Command Responses for Schools and the Office of School Safety and Security.
- Curriculum – This team will work on inventorying and rating the curricular materials that are used across the district. The team will rate each items accord to how well it aligns to the Idaho Content Standards and to the other grade levels. This will be put into one tool that will be used to guide future curricular decisions.
- Competencies – This team will work on creating a specific list of the competencies that the district will expect each of its high school graduates to have mastered. The team will also create a tool that outlines specific aspects of those competencies that will be developed at each grade level. This work will support the work that the district is doing to begin implementing a mastery education model in the future.

Please proceed to the Combined District Plan Metrics & Demographics – Part 2 and the Literacy Plan Proposed Budget – Part 3.