

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

School District	#371	Name: Payette School District Joint	
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Mission and Vision - REQUIRED

VISION: Students will attain success through education such that each graduates with measurable college or career readiness.

MISSION: The Payette School District will provide rigorous, high quality instruction aligned to state standards in a collaborative, safe learning environment resulting in high student achievement.

GOALS:

1. Align curriculum and instruction
2. Increase rigor and measure student achievement
3. Communicate effectively
4. Maintain safe and supportive schools

Demographic Analysis - REQUIRED

	2017-2018		2018-2019	
Total Enrollment	1513		1564	
Male	774		794	
Female	739		770	
White	1470	97%	1027	66%
Black/African American	12	<1%	9	<1%
Asian	18	<2%	5	<1%
Native American	60	4%	57	4%
Pacific Islander/Native Hawaiian	13	<1%	2	<1%
Hispanic/Latino	508	34%	516	33%
Free/Reduced Lunch Program	100%		100%	
Received Special Education (IEP Students)	178	12%	191	13%

Federal guidelines report ethnicity and race separately. Families often select more than one descriptor which results in representation larger than enrollment. 2018 data assumes fewer families selected two descriptors. Data was as of September 30 of both years. Free & Reduced Lunch Program data is based on the Community Eligibility Option (CEO).

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Community Involvement - REQUIRED

Payette School District contracted with Idaho Leads to assess district strengths and needs. Stakeholders, including school administrators, teachers, students, parents and the public were surveyed in multiple formats. Data was then used in the creation of the 3-year Continuous Improvement Plan. This plan includes the four most prominent goals that emerged and is reviewed at least annually for progress. Goals for the Superintendent and schools are aligned to these four goals to ensure achievement. The District Data Team, which includes parents and community members, will review and inform this plan throughout the year.

Counselors and administrators make college and career advising and mentoring services and resources available to students and parents through multiple formats. Pamphlets, newsletters, webpages, emails, School Reach, parent nights and conferences are several ways in which we communicate this important information. We find our information nights, coordinated with parent conferences our best option for reaching most parents. Parents of 8th grade students are provided information through email about how to complete the 4-year plan with their child. This is also posted on the school website.

Any time throughout the year that a student exhibits a deficiency in reading based on the IRI (can be administered monthly), parents are notified in writing using a school template explaining scores and results. The Literacy Plan is communicated with parents through conferences, informational fliers, newsletters, the school website and a literacy night for students and parents. Classroom teachers make direct contact with parents through letter and phone calls to inform them of qualification and give opportunity to be involved in the development of the Individual Reading Plan (IRP). Parents of children served through an IEP, 504 or RTI plan are automatically included in the formation of the IRP. Scheduled conferences provide vital time for communication and collaboration. Parent education provided regarding our Literacy Plan empowers them to work with their children as well. This year we are including parents on our Building Data Team to help inform literacy planning throughout the year. This is new, and an area previously identified for improvement. The data team will have opportunity for all stakeholders to provide feedback, consider effectiveness and improve communication.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Strategic Plan Goals

Goal 1: ALIGN CURRICULUM AND INSTRUCTION

One district working to attain high academic achievement for all students by aligning Pre-K through grade 12 curriculum to state standards so that our students will graduate college or career ready.

Strategy:

Use superintendent's role, per district policy 301.5, to lead the implementation of a Pre-K-12 curriculum through collaborative committees throughout the district. Ensure principals and staff design, monitor, and sustain the state standards that support improved student achievement objectives.

General Actions:

- 1) Establish district-wide norms for meetings, instruction, and grading for board adoption.
- 2) Provide professional development for staff to develop a collective industry regarding high quality instructional practices based on research.
- 3) Provide time for regular planning and engage in data analysis of student achievement.
- 4) Use data analysis to guide instruction.
- 5) Use ISAT, PSAT and SAT to inform instruction to prepare students for college or career readiness.

Specific Actions:

- 1) Core Content Classes
 - a. Align curriculum to State standards vertically and horizontally
 - b. Create a structure whereby teacher leaders collaborate across grade levels to establish and maintain the district-wide curriculum.
 - c. Follow written grade level curriculum maps for contents, skills, assessments and pacing.
 - d. Implement consistent research based instructional practices.
- 2) Career Readiness – Technical Education
 - a. Strengthen career readiness programs. Include career readiness in collaboration with programs available at higher education institutions.
 - b. Increase the number of students earning industry certifications, dual credits or advanced opportunities.
 - c. Increase STEM instruction and technology tools to prepare students to meet employer and industry sector needs.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Goal 2: INCREASE RIGOR AND MEASURE STUDENT GROWTH

One district working uniformly to increase academic rigor and regularly monitor student achievement to inform instructional practice and personalize intervention strategies.

Strategy:

Recognize principals as instructional leaders to identify teacher quality and performance duties and focus on quality instructional strategies to meet student needs.

Actions:

- 1) Create uniform high expectations and monitor the performance of students, teachers, staff and administrators.
 - a. Provide professional training for principals and teachers in alignment with goals.
 - b. Continue and improve RTI methods used in each tier to close the achievement gap.
 - c. Focus Tier I instructional improvement through Instructional Data Teams with formative assessment measuring toward standards.
- 2) Principals will utilize building data and instructional data teams to improve district-wide instructional practice.
 - a. Conduct benchmark assessments using STAR360, MAP, PSAT, etc., to track student progress and determine needs. Review assessment tools for consistency across the district.
 - b. Track formative assessment data and utilize data to improve instruction
 - c. Require high quality, effective instructional practices in every classroom and reflect such in evaluations.
 - d. Provide professional development for high school teachers on use of ISAT, PSAT and SAT data and resources to target improvement for students in District.
 - e. Evaluate promotion rates of students at each grade level – promoting students that are ready in accordance with State standards. Determine a set of options for at-risk students who have fallen behind.
- 3) Reduce missing assignments, raise classroom grades and increase attendance to improve student learning
 - a. Provide professional development to evaluate current assignments and grading practices. Adopt consistent grading practices that are researched and proven to improve learning.
 - b. Identify missing work – Advisory, ICU. Require work to be completed and turned in.
 - c. Use lunch, classroom, and afterschool programs to improve student performance.
 - d. Identify poor attendance and intervene early. Notify parents/students of excessive absence repercussions.
 - e. Buildings create age appropriate incentives to increase attendance to 95%
- 4) Teach English Language Learners (ELL) and Title I students using rigorous curriculum targeted at individual needs.
 - a. Test ELL students using WIDA placement, and timely create individual learning plans.
 - b. Provide research supported interventions that match students' language proficiency and academic history.
 - c. Provide professional development for ELL and Title I staff.
 - d. Progress monitor the ELL sub-population with district benchmark assessments.
 - e. Budget and hire to put best teachers with most at-risk students.
 - f. Provide professional development for ELL instructional strategies.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Goal 3: COMMUNICATE EFFECTIVELY

One district uniformly communicating in an effective manner that promotes student academic achievement and parent involvement.

Strategy:

Recognize that all district employees, students, parents, and the community at large are active partners in working toward our mission and vision as an informed cohesive team.

Actions:

- 1) Promote high teacher and student morale.
 - a. Celebrate successes publicly, at least quarterly.
 - b. Use pep assemblies and other student activities or cultural events to promote Pirate pride.
 - c. Provide professional and motivational development that enhance a positive teaching experience and work environment for staff.
- 2) Create a clear method of communication with parents and students district wide through school master, Tyler SIS, district website, software, hardcopy, media, and/or social media.
 - a. Identify a public relations administrator.
 - b. Use communication leaders in each school in a collaborative effort, set standards and expectations for communication leaders.
 - c. Use social media (Facebook, Twitter) and news media to generate and communicate “our” narrative.
 - d. Maximize parent involvement in younger grades and create a culture of parent participation in education through grade 12.
 - e. Use volunteer leaders in each school in a collaborative effort to actively recruit parent volunteers.
 - f. Partner with parent and community organizations such as Boosters, Payette Parents Involved!, Boys and Girls Club, and Payette CAN.
 - g. Provide professional development for effective public relations activities.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Goal 4: MAINTAIN SAFE AND SUPPORTIVE SCHOOLS

One district providing transparent and ethical fiscal support for high academic achievement in buildings and ground that are safe and promote a healthy learning environment.

Strategy:

Continue to abide by fiduciary responsibilities and evaluate district needs and all potential funding sources.

Actions:

- 1) Evaluate and ensure that safe and collaborative school cultures exist in all buildings.
 - a. Use data to evaluate current status of school climate.
 - b. Use school leadership team to develop a plan to address areas of need.
 - c. Invest in professional development focusing on school culture.
- 2) Determine educational needs and available funding
 - a. Budget for curriculum purchases.
 - b. Budget for events or activities that promote increasing student and teacher morale.
 - c. Consider budget for teacher aid support for Title I.
- 3) Maintain plan/facility needs.
 - a. Use 10-year facility plan to determine district needs.
 - b. Work with community to identify and provide project funding support.
 - c. Use architectural and construction management professionals to inform and guide district building projects.
- 4) Budget for technological needs and improvements based on a Board-approved technology plan.
- 5) Continue to implement all available nutrition programs for students.
- 6) Effectively apply for and maintain educational grants.
- 7) Ongoing analysis and communication regarding these needs and all funding sources such as grants, supplemental levies, plant facilities levies, emergency levies, bond capacity, and State funding.
- 8) Determine needs for emergency, supplemental and plant facilities' levies, bond capacity and execute needs.
- 9) Evaluate Emergency Response Guide for the district and Board adoption of an up-to-date policy.
 - a. Use available advisory resources.
 - b. Coordinate with local emergency responders.
 - c. Implement a training protocol.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

In the fall of 2018 Payette Primary school administered assessments according to the District Comprehensive Assessment Plan as well as tests to better inform interventions to address individual student need. These assessments included the iStation (IRI), Core Phonics Survey, STAR360 ELA (grade 3), and Reading CBMs through DIBBELS. Kindergarten students scoring 2 or 3 on the fall IRI are divided into fluid groups for 30-minutes of additional instruction. Students in grades 1-3 scoring basic or below basic (2 or 3) on the fall IRI were divided into fluid groups for 45-minutes of additional intervention instruction. These daily interventions in addition to core instruction, provides the minimum State expectation of 60 hours in 80 days. Payette far exceeds the minimum using our 172-day student calendar. Students are grouped by need for intervention time and can move from Phonemic Awareness, decoding, vocabulary and comprehension and reading fluency. In the spring, any student still not demonstrating proficiency with a score of 1 on the IRI, will be invited to summer school, designed to remediate and avoid a 'summer slump'.

Certified teachers, general and Title I, along with the principal and reading specialist will work with students that are designated as intensive or strategic. Research based materials approved by the State Department of Education, are used during intervention. These materials include Imagine Learning Language and Literacy, Wonderworks Response to Intervention, SIPPS, The Six Minute Fluency Solution, and interventions from the Reading Wonders curriculum. Imagine Learning will be used this year with greater emphasis to help grow language skills so often missing in students who come from homes of poverty.

Students in grades 1-3 are administered a weekly words per minute test of fluency using DIBBLES. Kindergarten students are assessed weekly for latter/sound fluency. Student progress is charted by teachers. Our goal is for 85% of our students to reach benchmark on the third-grade spring IRI. The information provided by the new iStation assessment is helpful to teachers in targeting students' needs more closely. We were pleased to be a selected pilot school for the State last year, resulting in quicker more informed use of data this year.

We have retained our fulltime Reading Coach for the 2018-2019 school year. She will coach teachers, assist with assessments and small group instruction, and collaborate with teacher to improve our core reading program in implementation. She will meet weekly with grade level teams to plan literacy instruction. We are using our CCLC 21st Century After School Grant to provide additional learning time for kindergartners. The Reading Coach and CCLC Grant Director are targeting instructional modeling to assist teachers in effectively meeting the reading learning needs of students. These two coaches have a strong background in early grade instruction and literacy components.

Leveled groups still need to increase in fluidity. This year we have added a resource of Mastery Connect and common weekly collaboration time for teachers. They can target learning and track mastery which will assist with flexible grouping but also with determining powerful instructional practices.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

In-service for all K-3 staff will be provided for McGraw-Hill Reading Wonders on October 4th with an emphasis on proper use for all students and administering literacy intervention. Trainers will make sure new and returning staff is well versed in core programs and our curriculum maps. Professional development will also be provided through the State iStation implementation, our 21st Century grant and in district as needed. In-service planned include, myOn in literacy, Handwriting Without Tears, Mastery Connect use of data, and Solution Tree/Marzano instructional practices.

Teachers provide parents with home activities to support learning at school. The school offers events for parents to train on use of specific programs. They are notified in writing about literacy skill level and interventions available within 30 days following discovery of the deficit. Quarterly literacy progress reports are sent home with report cards and fluency graphs. Literacy Night events is a fun evening to share literacy activities and education for parents and students.

The Building Data Team and District Data Team each meet monthly to review data and progress towards goals. Parents, administrator and teachers are involved in these meetings, guiding goals and actions to improve learning across the District and grade levels.

Comprehensive Literacy Plan Alignment - REQUIRED

The Payette Comprehensive Literacy Plan aligns to the essential elements as required in Idaho Code and State Board Rule.

Collaborative Leadership:

- This Literacy Plan is directly aligned to the Payette School District Strategic Plan, Payette Primary Schoolwide Improvement Plan goals and the Payette Comprehensive Assessment Plan. This plan was written with input from the Superintendent, Principal, Reading Specialist, Capacity Builder mentor, teachers, parents and community stakeholders. The Building Data Team will monitor and adjust actions based on data provided throughout the year.
- Surveys are used to gain input from stakeholders regarding the effectiveness of implementations. The Principal meets weekly with the Reading Coach and attends grade level collaboration meetings. This plan is available annually on our district webpage and a condensed version is sent home to parents during fall conferences and available at the Literacy event.

Developing Professional Leadership:

- Principal is certified as an evaluator with Charlotte Danielson Evaluation Framework and participated in The Principal Center's training to learn how to lead professional conversations to build instructional capacity in teachers.
- The Reading Coach and 21st Century Director attend State trainings to keep current with programs and data. This training includes iStation, Mastery Connect and Imagine Learning. They meet regularly with the principal to communicate needs and progress towards goals. The Principal, Reading Coach and Director serve on the Building Data Team as well as Instructional Data Teams during weekly collaboration.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Developing Professional Educators:

- The District provides annual training with core curriculum McGraw Hill Reading Wonders. This training is modified for new or novice teachers. Training is planned for October 4th and is prepared to help teachers align instruction with District Curriculum Maps and expectations. New teachers work with mentors who observe, provide feedback and demonstrate effective literacy instruction. The Reading Coach is assigned to five teachers to support learning.
- The new curriculum maps and grade level lesson planning assists the growth of professional educators as they work and learn together to improve instruction for students. The focus on grade level standards and students rather than a single classroom vision.
- Principal conducts in-service sessions throughout the year, building capacity and common language for staff. Trainings and book studies include Visible Learning for Literacy, Growth Mindset and Responsive Classroom.

Effective Instruction:

- Research proved programs and activities are used during core instruction and literacy intervention time. All staff is trained in proper use of intervention programs to ensure alignment with research parameters.
- Mastery Connect is a new program which allows our teachers to break down standards, design common assessments and measure student mastery of standards. The color-coded mastery design gives teacher immediate usable data to inform instructional practices.
- Training on use of effective research proven instructional strategies will inform teachers on choices based on Mastery Connect data. This training is provided by Solution Tree on Marzano research presented in the book, The Art and Science of Teaching.

Assessment Data:

- Literacy learning, and growth is monitored with common formative assessments, benchmark assessments and progress monitoring. Assessments used include” IRI by iStation, STAR 360 (3rd grade), DIBBLES WPM. STAR and iStation can be used as benchmarks by the State and District, as well as for progress monitoring monthly. All assessments beyond unit or formative are included in the District Comprehensive Assessment Plan with dates and grade levels.
- The Building Data and District Data Teams meet monthly to review data and evaluate progress towards literacy goals. Instructional Data Teams meet weekly during Wednesday collaboration time. The focus of each of these is to use data to improve instruction for increased student achievement. Professional development or adjustments to actions can be applied based on these data reviews.

Parent Involvement:

- Parents are included on the Building and District Data Teams which are commissioned to monitor data and progress, inform goal development and determine necessary professional development.
- Parents are surveyed annually to inform school goals and provide feedback on practices.
- Literacy training is provided for parents to give resources to assist their child.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

- All parents receive an abbreviated copy of the Literacy Plan. Parents are informed in writing if their child exhibits a deficiency in reading at any time throughout the year. They are informed of intervention options available and invited to meet with the teacher to help create their child's individual literacy plan. Parents receive quarterly reports of literacy progress along with the child's report card. Latest data is included regarding fluency graphs and updated assessment results.
- If a child is reviewed by the RTI team, parents are notified and included in the process.
- During Literacy Night events, parents receive literacy training, training on interpreting assessment data, information on available interventions and how they can support literacy at home. Parents are also encouraged to volunteer at school.

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

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

	Model Name	Additional Details
X	School Counselor	High School counselors carry the responsibility for college and career advising and mentoring
X	Teacher or paraprofessional as advisor	Middle School utilizes homeroom teachers to instruct and advise students on college and career opportunities
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	School counselors, teachers, GEAR UP, and other professionals are utilized to assist students with college and career advising.

The College and Career Advising Program is designed to assist all students toward their post-secondary goals as they progress through their high school career. The program utilized resources from the state, community and school to assist the student in gaining an understanding of the resources available and the steps needed to achieve the goal the student has identified as their post high school ambition.

The following components are included:

Teachers

- Advisory
- General Education
- Special education

Counselors

- Payette School District
- Fruitland School District
- Parma School District
- New Plymouth School District
- Weiser School District
- Ontario School District

State and Governmental resources:

- Advanced Opportunity
- IDLA courses
- College and University partners
- Members of the Armed Services
- Vocational Rehabilitation
- Idaho Department of Education
- Idaho Department of Labor

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

Advising Program Summary - REQUIRED

8th grade

All students in 8th grade work with teachers under the direction of the school counselor to complete their CIS portfolio and 4-year plan. Parents are asked to be involved and assist their child with the creation of this plan, with communication in the spring by email and website. Meetings are scheduled and advertised with School Reach app, for parents and students to address Advanced Opportunities and a College Night is hosted. The High School Principal address 8th grade families about high school pathways during this meeting. The school counselor has added an Advanced Opportunities information booth during fall and spring parent-teacher conferences. Middle School and High School counselors work together in late spring to provide information for transition between schools. Expectations, course scheduling and opportunities are highlighted.

9th grade

All students entering Payette High School in the 9th grade are enrolled in Career Investigation. This class is designed to encourage students to begin the process of understanding skills necessary for attaining successful employment. Students learn how to explore various career pathways and research career choices that are of personal interest. In addition, students are selected to attend the Inspire to Hire conference in Boise. Students review their four-year learning plan within their advisory class.

Counselors provide classroom lessons and individual guidance to 9th grade students that promote understanding of resources available to them to further their college and career aspirations, and the process needed to realize their academic and career goals.

10th grade

Students are enrolled in an advisory class where they review their four-year learning plans. All students participate in the PSAT and receive instruction regarding the purpose for the exam and how the scores can be helpful to them in their career and academic pursuits. Students have access to many college and military representatives that visit our school. Counselors provide classroom lessons and individual guidance to students to promote understanding of various types of resources available to them and gain an understanding of college and career options.

11th grade

Students will take the PSAT, ASFab and SAT. The PSAT will provide students with current information that will assist them in preparation for the SAT that will be given in the spring. The ASFab provides valuable information to the student regarding strengths as they apply to the world of work. It also can assist in the decision-making process toward career choices they may find enjoyable and be productive. Students are encouraged to participate in college fairs and are provided opportunities to do so. Students will again revisit their four-year plan and assess how that plan fits into what they have thus far learned about careers, individual aspirations, and career goals. Students are encouraged to meet with college representatives as they visit our school. Counselors coordinate college and military visits. They also schedule testing and college

PAYETTE #371 COMBINED DISTRICT PLAN 2018-2019

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

NARRATIVE – TEMPLATE PART1

fair trips. Counselors provide individual guidance and classroom lessons designed to assist students with understanding test results, scholarship opportunities and resources that are available to them for securing post high school goals.

12th grade

Students review their post high school goals. Students are scheduled for college fair experiences where they have opportunity to meet with various college representatives in a single location. Students also attend fall college fairs. They are encouraged to meet with college, military, and other career representatives as they come to our school. Students are encouraged to use scholarship opportunities made available through the counseling office. Students and parents are encouraged to attend parent information meetings that cover college application process, Advanced Opportunities and the FAFSA preparation.

Counselors

Meet with students to review graduation requirements and courses needed to graduate and review their plan for achieving post high school goals. Counselors provide information to students regarding scholarship opportunities and assist in the application process. Counselors coordinate with various stakeholders and provide opportunities for seniors and other students by gathering information that will assist them when preparing for their various career paths. Counselors provide and promote opportunities for students and parents to gain understanding of Advanced Opportunities, FAFSA and College application process through the school day and after school activities.

Summary of Parental Notification of Advising Resources - REQUIRED

Payette School District values parent involvement and strives to include parents in all aspects of their child's education. Regarding College and Career Advising and Mentoring programs, parents receive information in a variety of mediums.

Annual informational meetings are scheduled to coincide with parent conferences at the high school. Counselors plan these meetings to provide parents information on college and career advising, advanced opportunities, timelines for applications and FAFSA as well as grants and scholarships. Informational booths regarding Advanced Opportunities are set up during parent-teacher conferences at the Middle School. Weekly newsletters are sent electronically. These newsletters include links for additional resources for students and families. Advisory mentors communicate with parents on a regular basis via email, text or phone, based on parent declared preference. School Reach App sends text and email notification of 4-year planning and important meetings. School websites and reader boards are also utilized to get information out to parents as well. Counselors maintain an open-door policy to meet with parents and students as requested.

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