

Combined District Plan Review Checklist

DISTRICT / LEA #	DISTRICT / LEA NAME	DATE OF REVIEW

COMBINED PLAN NARRATIVE

2020-2021 Narrative Update Exemptions

Did the district / charter school provide an updated 2020-21 Combined Plan Narrative?

YES

NO

➤ If Yes, proceed to Narrative Review Checklist

➤ If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:

– District / charter school has indicated that they are not providing a 2020-21 Combined Plan Narrative because they have *not* made any substantial changes to the programs (or info) described in their previous Combined District Plan Narrative

YES

NO

– District / charter school had a fully compliant 2019-20 Combined District Plan Narrative (or is continuing a previously-granted narrative exemption)

YES

NO

Is district / charter school exempt from providing an updated 2020-21 Combined Plan Narrative?

YES

NO

REVIEW KEY (for the "Included" column)

X = Fully Addressed

/ = Partially Addressed

Blank = Not Addressed

NARRATIVE REVIEW**Section: Mission and Vision**

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
	District/LEA mission and vision statements.	

Section: Community Involvement

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
	Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan (or Combined District Plan).	
College and Career Advising and Mentoring Plan – Narrative Requirements		
Included	Required Item	Notes
	Information indicating how parents are notified that college and career advising and mentoring services and resources are available to their children.	
Literacy Intervention Plan – Narrative Requirements		
Included	Included	Included
	Clear information indicating how parent input was considered in creating the district/LEA Literacy Intervention Plan (or Combined District Plan).	
	Clear information regarding how parents are offered the opportunity to participate in the development of their individual child's reading intervention plan.	

Section: Literacy Intervention Program (including all sub-sections)

Literacy Intervention Plan – Narrative Requirements		
Included	Required Item	Notes
	<p>Description of research-based substantial literacy interventions.</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> ➤ Description includes enough detail for readers to understand what the interventions are and how they will be facilitated. ➤ IF the district/LEA intends to use different intervention strategies for different schools, grades, and/or groups of students; the differences in interventions are clearly described. ➤ IF the district/LEA plans to use a highly individualized approach to interventions (providing interventions to individual students based on their specific needs based on RTI process, individual literacy plans, etc.), the plan indicates the process the district/LEA (or schools) are using to determine the appropriate interventions AND describes the types of interventions that are generally being used. 	
	<p>Clear information demonstrating how the intervention strategies address students' needs related to phonemic awareness, decoding, vocabulary, comprehension, and fluency.</p>	
	<p>Clear information regarding how the district/school(s) will ensure students receive the minimum hours of intervention required by law (60 hrs for students who score Below Basic on Fall IRI; 30 hrs for students who score Basic)</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> ➤ Clear information regarding the hours of intervention provided to groups of students, demonstrating that provided hours are adequate for students to receive the minimum required intervention hours; OR IF plan uses highly individualized interventions (through RTI, etc.); information regarding how individual students' hours will be tracked to ensure they meet the minimum required intervention hours. ➤ IF the district/school plans to use data to exit students prior to completing their minimum required hours, clear information regarding the process the district will use to determine that a students has demonstrated grade-level proficiency prior to exiting 	
	<p>Clear demonstration (either integrated into the program description or in a stand-alone section) that the district/LEA Literacy Intervention Plan is aligned to the State Board of Education approved Idaho Comprehensive Literacy Plan.</p>	

Section: College and Career Advising and Mentoring Program (including all sub-sections)

College and Career Advising and Mentoring Plan – Narrative Requirements		
Included	Included	Included
	Clear indication of the college and career advising model used.	
	Description of the Advising Program that provides details about the college and career advising and mentoring services being provided to students in grades 8-12.	

METRICS AND DEMOGRAPHICS REVIEW

Section: Introductory Information

Continuous Improvement Plan & Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
	Link to the district / charter school report card (as publicly released by the State Department of Education) is provided to address previous year(s) of data and LEA demographics.	

Section I: Continuous Improvement Measures – Current & Previous Year Benchmarks

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
	2019-20 Benchmarks for all Section I Continuous Improvement Measures (blue-shaded metrics), as previously set in the LEA’s 2019-20 Combined Plan or CIP.	
	2020-21 Benchmarks (performance targets) are set for all Section I Continuous Improvement Measure (blue-shaded metrics).	
Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
	2019-20 Benchmarks for all Section I Reading Readiness metrics (yellow-shaded metrics), as previously set in the LEA’s 2019-20 Combined Plan or Literacy Plan.	
	2020-21 Benchmarks (performance targets) are set for all Section I Reading Readiness metrics (yellow-shaded metrics).	

Section II: Report of Progress Narrative

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
	Narrative is provided describing the progress the LEA made during the 2019-20 school year towards the Continuous Improvement Measures Benchmarks (performance targets) the LEA set in its 2019-20 plan (as provided in Section I).	
Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
	Narrative includes information regarding how the LEA’s 2019-20 results reflect the effectiveness of the LEA’s Literacy Intervention Plan.	

Section IV: College and Career Advising Performance Metrics

College and Career Advising and Mentoring Plan – Metrics Requirements		
Included	Required Item	Notes
	<p>Previous year data is provided for all required College and Career Advising and Mentoring Plan effectiveness metrics in Section IV.</p> <ul style="list-style-type: none"> ➤ Where required, both the number and percentage of students who hit the established target; AND 	
	2020-21 Benchmarks (performance targets) are set for all College and Career Advising and Mentoring Plan effectiveness metrics in Section IV.	

Section V: College and Career Advising – LEA Chosen Performance Metric(s)

College and Career Advising and Mentoring Plan – Metrics Requirements		
Included	Required Item	Notes
	At least one (1) metric created by the LEA to determine effectiveness of the Advising Program. Metric(s) is distinctly different from any metrics in the previous sections.	
	At least 1 prior year of data is included for each LEA-chosen metric. If the metric(s) do not have previous data available, LEA has indicated that in the Metrics Notes.	
	2020-21 Benchmark(s) are set for each LEA-chosen metric.	

Section VI: Literacy Intervention – LEA Chosen Performance Metric(s)

Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
	At least one (1) metric created by the LEA to determine effectiveness of the Literacy Program. Metric(s) is distinctly different from any metrics in the previous sections.	
	At least 1 prior year of data is included for each LEA-chosen metric. If the metric(s) do not have previous data available, LEA has indicated that in the Metrics Notes.	
	2020-21 Benchmark(s) are set for each LEA-chosen metric.	

LITERACY BUDGET REVIEW

Literacy Intervention Plan – Other Requirements		
Included	Required Item	Notes
	<p>Projected 2020-21 Budget is included and clearly outlines how Literacy Funds will be spent.</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <p>➤ Proposed expenses paid for using Literacy Funds are appropriately aligned to the district/LEA Literacy Intervention Plan (there is a clear connection between the information in the narrative and the costs in the budget)</p>	