

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Kristi Duenas	
	Phone: (626) 375-7555	
Plan Contact	E-mail: : Kristiduenas@pathwaysedu.org	
	Name: Susan Lux	
Plan Contact	Phone: (208) 505- 4800	
	E-mail: Susanlux@pathwaysedu.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

Mission: Pathways In Education Schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

Vision: We create a safe, welcoming, and respectful environment where students are valued, accepted, and challenged. We believe every student can graduate high school and be prepared for post-secondary education and or the workforce.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

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)

Pathways In Education developed the goals within this Continuous Improvement Plan with input from all stakeholders, including students, parents, staff, administration, and chartering district through surveys, discussion, and review of current data. The leadership team has been able to identify our areas of strength and growth to drive our focus and efforts towards improving student outcomes and achievement.

Parent Notification of College and Career Advising and Mentoring Services

All parents are notified of college and career advising services during required orientation upon enrollment. Throughout the year parents are reminded through newsletters, flyers, and during parent information nights.

Parental Involvement in Students' Individual Reading Plans

Parents receive a copy of Renaissance Star testing results 3 times a year. The report includes reading grade level equivalency, Lexile, focus areas, and growth areas. Parents are also provided information and asked to provide input during required parent teacher conferences annually.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

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

Pathways in Education utilizes Achieve3000 as our literacy intervention tool. Results from our internal formative assessments will determine student placement into our Literacy Advancement course. The Literacy Advancement course is a credit bearing class that is facilitated in our Small Group Instruction (SGI) model. This course is designed to support students through Achieve3000, provide enriching instruction and maintain the pace of the course. Each unit makes up 5 article cycles. For completion of the full course, students will read and respond to 25 articles total. Courses A and B combined equate 50 articles total. Research shows 40 is the target goal for students to make the most substantial gains. The SGI course will meet twice a week for 2 hours for 30 weeks (Spring and Summer SGI sessions)

Achieve3000 is a computer adaptive program that is individualized for each student after they take the Level Set test. The Level Set test determines student Lexile level. Each student's passage is differentiated in both Lexile and vocabulary. The lesson structure of the course follows the 5-Step Lesson: Before Reading Poll (accessing prior knowledge), Article (Lexile adjusted for student), Activity (Check for understanding), After Reading Poll (Connection to Intro), Thought Question (Written Response). The program improves decoding skills, academic vocabulary, background knowledge and fluency through the differentiation of text. The program enhances student's comprehension, critical thinking skills, context and inference. By providing students text at their level, they are able to work on skills that may otherwise seem challenging. The program is diagnostic and prescriptive. The teacher monitors student's performance and the program adjusts in rigor to match students as they move forward in Lexile level.

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

COMBINED DISTRICT PLAN (2020-2021)

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

Collaborative Leadership:

Pathways in Education will establish a commitment to literacy.

We will look to develop and implement literacy initiatives that are grounded in research based literacy instructional practices, student engagement, and effective interventions.

Developing Professional Educators:

Pathways in Education utilizes instructional coaches to provide effective professional development.

Pathways in Education provides ongoing professional development for all educators, including for those who struggle and advanced learning and leadership opportunities for those who excel.

Effective Instruction and Interventions:

Literacy instruction shall be integrated into all content areas.

Literacy instruction addresses all aspects of literacy, including all Five Essential Reading Components, writing and verbal communication.

Assessment and Data:

Pathways in Education utilizes Renaissance Star Diagnostic testing to provide an in-depth measure of a student's strength and areas of growth in literacy.

Data from testing will be disaggregated and analyzed to inform instruction.

COMBINED DISTRICT PLAN (2020-2021)

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
X	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

COMBINED DISTRICT PLAN (2020-2021)

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

Pathways In Education Nampa employs a full time post-secondary student services counselor, PSSSC. Graduation plans are developed for each student upon entering the school and are updated each year. Each student sets and revisit post-secondary goals and plans each year with their home room teachers. Teachers then refer students to appropriate opportunities based on goals. Parents are provided a copy of graduation plan along with graduation calculator at annual required conferences and upon request throughout the year. The PSSSC provides updates monthly on programs, colleges, and other opportunities available to students. The PSSSC reviews learning plans for all students in grade 12. Our school utilizes the following programs to assist students with post-secondary plans: SAT Prep, Career Fair, Senior Project Class, guest speakers, military recruiters, CTE, CIS Next Steps Idaho, College Tours, FAFSA workshops, common app, parent information meetings, and one on one meetings.

The PSSSC attended and participates in the following trainings: Advanced Opportunities Training, Shift Training - CTE, Social emotional conferences, Boise Education Association Community Engagement Conference, Gear UP, CIS Road Show.

Parents are notified of these services at mandatory orientation upon enrollment, through newsletters, flyers, and parent information nights.

COMBINED DISTRICT PLAN (2020-2021)

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

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.

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	497	LEA Name:	Pathways In Education Nampa
-------	-----	-----------	-----------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1398/profile
---	---

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)	
		2019 cohort	2020 cohort	2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate		15.7%		25.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)		18.0%		25.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT		N/A		N/A
	% students who score proficient on the 8th grade ELA ISAT		N/A		N/A
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT		N/A		N/A
	% students who score proficient on the 6th grade ELA ISAT		N/A		N/A
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI		N/A		N/A
	% students who score proficient on the Grade 1 Spring IRI		N/A		N/A
	% students who score proficient on the Grade 2 Spring IRI		N/A		N/A
	% students who score proficient on the Grade 3 Spring IRI		N/A		N/A

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		0		1
	% of students with learning plans created and reviewed in 8th grade	8th grade	N/A	8th grade	N/A	N/A
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	0	3	7	35	
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	0	0	0	3	50.0%
	#DIV/0!		0.0%		50.0%	

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	497	LEA Name:	Pathways In Education Nampa
-------	-----	-----------	-----------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1398/profile
--	---

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)	
		2019 cohort	2020 cohort	2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	15.7%	25.0%	15.7%	25.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	18.0%	25.0%	18.0%	25.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	N/A	N/A	N/A	N/A
	% students who score proficient on the 8th grade ELA ISAT	N/A	N/A	N/A	N/A
	% students who score proficient on the 6th grade math ISAT	N/A	N/A	N/A	N/A
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade ELA ISAT	N/A	N/A	N/A	N/A
	% students who score proficient on the Kindergarten Spring IRI	N/A	N/A	N/A	N/A
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Grade 1 Spring IRI	N/A	N/A	N/A	N/A
	% students who score proficient on the Grade 2 Spring IRI	N/A	N/A	N/A	N/A
	% students who score proficient on the Grade 3 Spring IRI	N/A	N/A	N/A	N/A

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

Our 4 year grad cohort graduation rate went down last year by 11% from the previous year. There were obvious challenges due to COVID 19 and although we are still facing the challenges this year we have put additional checks in place to ensure our seniors are staying on track. Due to the fact that we are a credit recovery school, many of our students enroll with us already outside of their graduation cohort, so we also measure and track internally all of our seniors each year. Last year we saw a slight increase in 5 year cohort graduation rate. We also did not get to hold SAT day in the Spring. We offered more SAT prep last year and we were looking forward to measuring the success of those additional classes by an increase in college readiness scores but we were unable to collect that data.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities			
	% CTE track HS students who graduate with an industry-recognized certification			
	% CTE track HS students who pass the CTE-recognized workplace readiness exam			

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		0		1
	% of students with learning plans created and reviewed in 8th grade	8th grade	N/A	8th grade	N/A	N/A
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
		#	#	#	#	#
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	Enrolled	2018 cohort	Enrolled	2019 cohort	Not Required
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	0	3	7	35	50.0%
		0.0%		20.0%		
# students who Go On to some form of postsecondary education within 2 years of HS graduation	#	#	#	#	Not Required	
	Enrolled	2017 cohort	Enrolled	2018 cohort		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	0	0	0	3	50.0%	
	#DIV/0!		0.0%			

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of students that participate in at least one post secondary planning opportunity such as career fair, college tour, next steps, Fafsa night, etc.	20%		40%

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of students that show intervention needed complete Literacy Advancement class.	NA	20.0%	NA	50.0%