

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1 - OPTION A

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1 - OPTION A

School District	#462	Name: Xavier Charter School
Superintendent	Name: Gary Moon	Phone: 208-734-3947
	E-mail: gmoon@xaviercharter.org	
CIP Contact	Name: Gary Moon	Phone: 208-734-3947
	E-mail: gmoon@xaviercharter.org	

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

Mission Statement

Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

Classical Education is defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together. Classical Education weaves the subjects of literature, history, language, art, music, dance, math and science together to formulate a student’s foundation in cultural literacy.

Xavier Charter School’s classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Xavier’s philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.

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Instructions: Per statute, your Continuous Improvement Plan must include an analysis of demographic data. Please provide the data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table.

Demographic Analysis - REQUIRED (see Instructions)

	2017-2018	2018-2019
Male	329	323
Female	380	378
White	651	639
Black/African American	1	4
Asian	10	10
Native American	4	4
Hispanic/Latino	40	39
Free/Reduced Lunch Program	221	187
Received Special Education (IEP Students)	54	54

Instructions: Per statute, Please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Xavier Charter School's continuous improvement plan has six goal areas containing both short and long term goals with corresponding performance measures. (See Attached 5 Year Continuous Improvement Plan 2014-2019)

The Board of Directors annually hold two meetings to review and edit the plan as well as monitor progress towards goals. The meetings are held every September and February. The meetings are advertised on the school calendar, in the weekly bulletin, and posted on the website and front door of the school to ensure that all stakeholders are aware and invited to the meetings.

The meetings are an open forum led by the Chairman of the Board and all in attendance are free to participate. Meetings have traditionally been attended by board members, administrators, teachers, parents, and students.

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Goals

See Attached 5 Year Continuous Improvement Plan
2014-2019

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

See Attached Metrics Document

*5 Year Continuous Improvement Plan 2014-2019 DRAFT

Short Term Goals (To achieve within 1-2 years)

Long Term Goals (To achieve within 3-5 years)

Green Indicates Progress Towards Goal

Philosophy Statement

Xavier's philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.

"...for then our youth shall dwell in a land of health, amid fair sights and sounds, and receive good in everything; and beauty, the effluence of fair works, shall flow into the eye and ear, like a health giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason." ~Plato's *Republic*

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Xavier Charter School's classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

Spirit: Students will develop the self-respect and discipline necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier's uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Strategic Goal 1: Xavier Charter School will recruit, employ, develop and retain a highly qualified workforce which will help achieve the mission and goals of our school.

Short Term Goals:

- 1.1.1 The Organizational structure at Xavier Charter School will be clearly defined with continued communication.
- 1.1.2 Meaningful engagement of the faculty in the Xavier Charter School culture by providing opportunities to serve on committees and ad hoc task forces.
- 1.1.3 The framework of a Professional Development Plan for Certified Staff will be assessed and evaluated annually.
- 1.1.4 The Framework for a Mentor Program for newly hired Certified staff will be in place. Ongoing
- 1.1.5 Prioritize Certified staff salaries during the budget process to target a level above the State of Idaho salary scale.
- 1.1.6 Identify colleges and universities that can offer classically trained/liberal arts teachers and create a presence and relationship with them. Work directly with Department Heads as recruitment contact and attend job fairs.

Teachers will be actively recruited from local teacher fairs as well as institutions that are well versed in Classical Education and/or Liberal Arts Education.

Performance Measures:

- 1.1.1 The following documents are complete as of May 2019: Organizational Chart (including chain of command) and Job Descriptions for new positions for the Business Office. New key role positions will have a current job description.
- 1.1.2a Committee work opportunities presented to Faculty regularly. Ongoing
- 1.1.2b Teacher/Staff Satisfaction and/or Teacher/Staff Engagement surveys completed annually each spring. Baseline surveys completed Spring of 2015. Ongoing
- 1.1.2c Recognition award for faculty made by the Xavier Board based on Xavier Charter School's vision and mission. Monthly
- 1.1.2d Involve at least 50% of the faculty in one of the committee work opportunities.

- 1.1.3 Written Professional Development Plan draft framework complete and presented to faculty for comment. Updated annually. Ongoing
- 1.1.4 Faculty Mentor Program completed for each school. Assessed and updated annually
- 1.1.5a Certified Staff salaries target a level above the Idaho salary scale. Teacher Satisfaction and/of Teacher Retention of at least 85% in Logic and Rhetoric Schools by Fall 2019. 90% Teacher Retention for 2017-18 fiscal year. Ongoing-Hard to fill positions are offered a sign-on bonus.
- 1.1.5b Plan to target certified salaries in developing and planning. Completed
- 1.1.5c Form a Salaries Committee and report before the 2019-2020 Budget season. Spring 2019
- 1.1.6a Reach out to Dartmouth, Hillsdale, and Midwestern State University. Spring 2019
- 1.1.6b Invite our legislators to Xavier Charter School twice a year and hold a feedback session. November 2018/April 2019

Long Term Goals:

- 1.2.2 Prioritize and participate in student teaching programs as reasonably possible based on availability.
- 1.2.3 Increase Certified performing arts positions as enrollment and facilities allow/demand: Dance, Drama and Music positions. Ongoing

Performance Measures:

- 1.2.1 Continue relationships with constant communications; actively pursue as education graduates are available.

Strategic Goal 2: Xavier Charter School will ensure an exemplary education for all students, K-12, by focusing on teaching a Classical Education curriculum, supported by interacting with one another as set out in an Xavier modified version of Great Expectations.

Short Term Goals:

- 2.1.1 Provide an exceptional education, K-12, utilizing a quality Classical Education Curriculum, exemplary instruction and model leadership that complies with all State and Federal education standards.
- 2.1.2 Classical Education Curriculum will be coordinated across grade levels for purposeful understanding. Ongoing
- 2.1.3 Promote opportunities for Character Development within curriculum. Ongoing
- 2.1.4 Determine the role of AP, Honors, and Dual Credit classes in the curriculum at XCS. Ongoing
- 2.1.5 Explore and implement a dedicated process to identify, assist and support struggling students to experience educational success so that they may have a perpetual love of learning. Ongoing
- 2.1.6 Define goals needed to develop a sustainable Rhetoric School within a Classical Education context. Ongoing
- 2.1.7 Explore the benefits and feasibility for all day or extended kindergarten.

Performance Measures:

- 2.1.1a Aggregate score for all grade levels at XCS will be above the state average on the SDE Standardized Test and IRI for K-3. Spring 2018: See attached for the scores for the SDE Standardized Test. The scores for the Spring 2018 IRI testing were a “at benchmark” percentage: K= 80.85%, 1st= 83.93%, 2nd = 81.82%, and 3rd = 89.09%; *No results were posted to the State website.

- 2.1.1b PSAT aggregate scores for all sophomores will be above the state average. Ongoing
- 2.1.1c Graduation rate (defined as number of students who successfully graduated from XCS divided by the number of students who attempted any part of their senior year at XCS that same year) will be at least 90%. Class of 2018 = 100% Ongoing
- 2.1.1d At least 75% of Juniors at XCS will be “college ready” in Evidence Based Reading and Writing and Mathematics on the SAT. College Ready Spring of 2018: Evidence Based Reading and Writing=73% and Math=55% Ongoing
- 2.1.1e Aggregate score on the SAT for Juniors at XCS will be at least 1000. Spring 2018= 1096
- 2.1.1f Successful completion rate on Senior Compendium of at least 90%. Completion Rate: 100%; Ongoing
- 2.1.1g Publish acceptance rates to different colleges. May 2019
- 2.1.1h Develop a Dashboard to show all the data in the Performance Measures goals 2.1.1a-g. May 2019
- 2.1.2a Develop a curriculum map for all core classes for 7th – 12th grades. Met in the Fall 2018
- 2.1.2b Evaluate a curriculum map for core pieces including unit plans, lesson plans, assessments, and primary resources. Fall 2019
- 2.1.3 Present one of the 9 Pillars of Character to the student body once a month. Ongoing
- 2.1.4a AP classes, Dual Credit, and Honors designation for classes will be determined before the Spring lottery. Ongoing
- 2.1.4b Publish the current course offerings on the XCS website. May 2019
- 2.1.5a To track the success of the Literacy Plan with data results. Ongoing
- 2.1.5b Develop a checklist of basic training for Title I paraprofessionals. Ongoing
- 2.1.5c Develop meaningful benchmark for identification of at-risk students in 7-10th grades. Spring 2019
- 2.1.6 Recruit a person to teach a Logic course for 7th -12th grades. Ongoing
- 2.1.7 Research benefits and feasibility for all day or extended kindergarten and present the results to the Board by Fall 2020.

Long Term Goals:

- 2.2.1 *Develop a strategy to incorporate scheduling of more elective classes.*
- 2.2.2 *Develop and implement a plan to sustain current enrollment numbers K-12.*
- 2.2.3 *Develop the feasibility of bringing a STEM curriculum to Xavier Charter School by implementing it into the classical education model. Ongoing*

Performance Measures:

- 2.2.2a *Maintain current enrollment in Logic School (5-8). 100% Fall 2016. Ongoing*
- 2.2.2b *Maintain current enrollment in the Rhetoric School (9-12). Increased 12% from 2015 enrollment. Ongoing*
- 2.2.3 *Charter re-write complete, approved by XCS Board and submitted to PCSC by June 1, 2016. Completed*

Strategic Goal 3: Xavier Charter School will provide responsible stewardship of its financial resources and proactively pursue all resources necessary to meet current and future demands

Short Term Goals:

- 3.1.1 The financial resources that support the educational program at XCS will be managed in accordance with GAAP. Priority will be given to funding programs that align with the mission and vision of XCS. An adequate carryover, sufficient to provide for unexpected circumstances or to provide stability for bond investors, shall be maintained. Ongoing
- 3.1.2 Purposefully seek out and apply for grant opportunities to support the mission and vision of XCS. Ongoing
- 3.1.3 Review contracts and purchasing procedures on a regular basis to ensure best prices for XCS. Ongoing
- 3.1.4 Develop plan for facility funding that will provide long term sustainability for XCS. Ongoing
- 3.1.5a Participate in lobbying at the state level for increased funding for charter schools, increase in teacher base pay to attract more people to the profession.
- 3.1.5b Lobby to allow for highly qualified professionals who are not certified to enter the teaching profession (allows the “best and brightest” to teach in the classroom whether they are certified or not).
- 3.1.5c Lobby to allow for charter schools to participate in receiving funding from local bond levies.
- 3.1.6 Engage in an energy audit of the XCS facility, perhaps through Idaho Power, in order to increase efficiency and cost savings.

Performance Measures:

- 3.1.1a Annual audit of XCS will have no major findings. Completed with an unmodified opinion for fiscal years 2013-14, 2014-15, and 2015-16. Ongoing
- 3.1.1b General Fund carryover will never fall below the amount required by our bonding agency. Ongoing
- 3.1.2 Grant revenue awarded to XCS will be at least \$50,000. June 2018 Grant revenue for 2016-2017 = \$28,160.90
- 3.1.3 Increases in the annual amounts for vendor contracts and purchase of classroom supplies will not exceed 5% from year to year OR commensurate with increases in enrollment.
- 3.1.4a Develop a sustainable plan for expansion and function of space.
- 3.1.4b The Phoenix Fund will operate in achieving the goals of the mission and vision of Xavier Charter School.
- 3.1.4c Hire and fund a Director for the Phoenix Fund. June 2018
- 3.1.5 The Xavier Board will have an annual meeting with its local legislators to discuss education issues. Ongoing
- 3.1.6 Present energy audit report to the Xavier Board. January 2018

Strategic Goal 4: Xavier Charter Schools will effectively communicate the schools' mission and vision and allow stakeholder involvement in an effort to build support in our community

Short Term Goals:

- 4.1.1 Purposefully and effectively articulate the Xavier Charter School Vision and Mission to XCS Faculty/Staff Team, students, stakeholders and community. Ongoing
- 4.1.2 Develop a relationship with Administration and Staff at other charter schools in Idaho and other states that share a common mission, vision, or values with Xavier Charter School. Ongoing
- 4.1.3 Develop and maintain a school-wide social media campaign. Ongoing
- 4.1.4 Develop a more effective parent survey tool that measures stakeholder satisfaction, knowledge of Xavier’s mission and vision, etc. The aggregate findings of this survey will be reported to the Board. Ongoing

Performance Measures and Benchmarks:

- 4.1.1a Present the XCS Mission to our internal community (teachers, staff, students and stakeholders) in our Newsletter, on the school's forms, on our internet website, in teacher blogs, and in our students and faculty handbooks. **Ongoing**
- 4.1.1b Reinstate a community open house that coincides with the lottery by February 2019.
- 4.1.1c Communicate Vision and Mission utilizing Strategic Marketing Plan. **Ongoing**
- 4.1.1d XCS Student Council actively involved in educating peers. Possible venues include school assemblies or the Student Council webpage. **Ongoing**
- 4.1.1e Increased XCS Faculty/Staff Team satisfaction by June 2018 compared to baseline data from May 2015.
Increased XCS student satisfaction by June 2018 compared to baseline data from 2015.
Increased XCS stakeholder satisfaction by June 2018 compared to baseline data from 2015.
Increased community approval by June 2018.
- 4.1.1f Update XCS marketing brochure for visiting parents, students, and community members by Spring 2019.
- 4.1.1g Compare the increased enrollment and Waiting List between May 1, 2016 and May 1, 2018.
- 4.1.2 Annually send XCS Team to other exemplary schools like Renaissance Arts, Victory Schools, and Harbor Method Schools.
- 4.1.3a Increased communications and satisfaction among stakeholders and community. **Ongoing**
- 4.1.3b Add Facebook more administrators in order to keep Facebook updated. **Spring 2018**
- 4.1.3c Create an Xavier Hashtag to allow students and staff to market the school. **Fall 2018**
- 4.1.4a A new survey tool that includes questions regarding parent knowledge of XCS's mission and vision will be developed by the Xavier Administration by the Spring of 2019.
- 4.1.4b The new survey tool will be administered once a year after it has been developed. **Ongoing**

Long Term Goals:

- 4.2.1 *Develop a relationship with Administration and Staff at other charter schools in the United States that share a common mission, vision or values with Xavier Charter School. **Ongoing***

Performance Measures:

- 4.2.1 *Determine school(s) to visit that align with XCS mission and vision. Travel proposal will be presented to the Board by September 2018.*

Strategic Goal 5: Xavier Charter Schools will develop fundraising and marketing strategies that are driven by the mission, vision and values of the school

Short Term Goals:

- 5.1.1 Develop Strategic Marketing Plan that is in alignment with the XCS Vision and Mission.
- 5.1.2 Develop Strategic Fundraising Plan that is in alignment with the XCS Vision and Mission.
- 5.1.3 Maintain the Xavier Charter School Phoenix Fund.

Benchmarks

- 5.1.1a Develop a marketing committee to support the mission and vision of Xavier Charter School.
- 5.1.1b The marketing committee will review the Marketing Plan with XCS Xavier Board twice a year once established.

- 5.1.2a The Phoenix Fund will present a master fundraising plan to XCS Xavier Board by June 2019.
- 5.1.2b The Xavier Fundraising Director will create a fundraising plan and calendar to manage and schedule minor fundraisers for Xavier Charter School. This calendar will be made available to Xavier Stakeholders and it will detail the purposes of the various fundraisers.

Performance Measures:

- 5.1.1a Increased XCS Faculty/Staff Team satisfaction with Marketing by June 2019.
Increased XCS student satisfaction with Marketing by June 2019.
Increased XCS stakeholder satisfaction with Marketing by June 2019.
Increased community approval by June 2019.
- 5.1.1b Maintain enrollment and Waiting List at 80% of capacity. **Completed**
- 5.1.2a Pursue grant opportunities that are in alignment with our charter, educational model and operating needs. Track awarded grants. **Ongoing**
- 5.1.2b Explore the option of hiring a part time or full time executive director for the Xavier Foundation.

Long Term Goals:

- 5.2.1 *Present Phoenix Fund Development Strategic Plan to XCS Xavier Board by Spring 2018.*
- 5.2.2 *Actively seek out a Sponsor to help purchase/build the new classroom space with branding opportunity (i.e. Albertson's Stadium).*

Strategic Goal 6: Xavier Charter School will provide and manage the district's facility in accordance with programmatic needs and best management practices

Short Term Goals:

- 6.1.1 Perform an annual review and make necessary revisions to the comprehensive Safety Plan that promotes a continued safe school environment to be presented annually. **Ongoing**
- 6.1.2 Develop an in-depth, multi-year maintenance plan for the XCS facility that will ensure that the building will provide a safe and appropriate learning environment for students. **Ongoing**
- 6.1.3 Develop Critical Needs Assessment for Expansion and support of the curriculum. **Ongoing**
- 6.1.4 Develop and update a Safety Plan for all facilities annually. **Ongoing**

Performance Measures:

- 6.1.1a Crisis management plan present in every classroom prior to the start of each academic year. **Ongoing**
- 6.1.1b Training for staff and students on utilizing the crisis management plan is done at least once per semester. **Completed and ongoing**
- 6.1.2a Comprehensive maintenance plan/rotation for XCS facilities presented to Board annually.
- 6.1.2b Continue to work with the building contractor to provide space for Xavier Charter School. **Ongoing**
- 6.1.3a Assess enrollment trends and strategically plan for the development of facilities, such as an Auditorium or classroom space, that align with the mission and vision of XCS reviewed annually.
- 6.1.3b Develop conceptual drawings for potential expansion.
- 6.1.3c Assess storage needs for the district and develop a plan to implement. **Fall 2018**
- 6.1.4a Annually review a safety plan for traffic issues that includes stop signs, flashing crosswalks, or traffic lights etc. **Ongoing**

- 6.1.4b Pursue a safety grant by working with the City of Twin Falls and the Transportation Department. Ongoing
- 6.1.4c Investigate safety measures including smoke detectors, property fencing, and installation of additional cameras and develop financial plan to purchase and install. Spring 2019

Long Term Goals:

- 6.1.5 *Review Food Services.*
- 6.2.1 *Continue to explore the possibilities of replication.*

Performance Measures:

- 6.1.5 *Review the source selection, grant selection, and federal funding for food services.*
- 6.2.1 *Reach following thresholds before replicating:*
 - Fully Developed Rhetoric Curriculum*
 - Master Schedule*
 - High Performance across Grammar, Logic, and Rhetoric schools*
 - Standardized Operations Book*
 - Bond 10-year mark (2025)*
 - Access to levies or other funds*
 - Research other charters as to why other charters have not replicated when they have a long waiting list*

CONTINUOUS IMPROVEMENT PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

District # #462

District Name: Xavier Charter School

METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	-	-	-	-	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT) Math/EBRW/Both	62/88/59		55/73/48		-7/-15/-9 Percentage Points	60/70/55
	% students participating in one or more advanced opportunity					0 percentage points	Does Not Align With Charter Or goals
	% CTE track HS students graduating with an industry-recognized certification					0 percentage points	Does Not Align With Charter Or goals
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					0 percentage points	Does Not Align With Charter Or goals
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	Does Not Align With Charter Or goals
	4-year cohort graduation rate	80.00%		TBD		#VALUE!	80%

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Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	89.00%	8	100.00%	11 percentage points	100%
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	100%
		10	92.00%	10	100.00%	8 percentage points	100%
		11	100.00%	11	100.00%	0 percentage points	100%
		12	100.00%	12	100.00%	0 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		16	18	19	24		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	88.89%		79.17%		-9.72 percentage points	80%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		24	27	16	18		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	88.89%		88.89%		0 percentage points	80%	
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		-	-	-	-		
	% students who scored proficient on the 8th grade math ISAT	27.00%		35.00%		8 percentage points	45%

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Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	-	-	-		Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	68.00%		68.00%			
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	-	-			Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	35.00%		77.00%			
	# students who scored proficient on the 6th grade ELA ISAT					Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	47.00%		72.00%			
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	44	48	38	47	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	91.67%		80.85%			
	# students who scored "proficient" on the Grade 1 Spring IRI	36	55	47	56	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	65.45%		83.93%			

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METRICS / PROGRESS REPORT - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	48	56	45	55	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	85.71%		81.82%		-3.9 percentage points	80%
	# students who scored "proficient" on the Grade 3 Spring IRI	37	56	49	55	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	66.07%		89.09%		23.02 percentage points	80%
NOTES:							

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

School District	#462	Name: Becky Baird
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Instructions: The Summary of the Previous Year Program and Results section is optional. We encourage you to use it to reflect back and provide a broad overview of the literacy intervention activities you implemented and their effectiveness

Summary of Previous Year Program and Results (2017-18)

Xavier Charter School implements the Core Knowledge Language Arts curriculum (K-3) by E.D. Hirsch. It is a comprehensive program for teaching reading, writing, and speaking while also building students' vocabulary and knowledge. In the primary grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. Because Xavier's original charter dictates a classical education path, this curriculum will continue to be Xavier's primary source for reading fluency, comprehension and writing for years to come. Classical education holds to the belief that a strong phonetic approach accompanied by deep content knowledge grows all other skill areas including listening and reading comprehension.

Within the context of this curriculum is a supplemental assessment and remediation segment provided to improve reading levels and fill in gaps in phonemic awareness and decoding skills. During the course of the 2017-18 school year, Xavier used the same intervention program for all K-3 classrooms. Interventions were facilitated during the school day as well as through an after-school program. Classroom teachers and paraprofessionals routinely worked with students either independently or in small groups. Classroom performance, Core Knowledge Assessment, Aimsweb, and IRI testing were all used to identify weakness and refer students for remediation.

As is the school's practice, parents of Xavier Charter School students who were identified as having a reading deficiency were notified in writing of their child's deficit. These parents received a letter stating the area(s) of concern and were encouraged to participate in their child's improvement. Parents were also informed of the current services Xavier provides.

As in past years, parents did not actively participate in the development of their child's intervention process except incidentally, but have supported and added to the existing plan through feedback. All parents were asked to be intimately involved in the implementation of the developed plan. Parents of students in need of intervention were required to accomplish an "at home" plan that supported the services the school was providing.

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

Instructions: The 2018-2019 Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on page iii of the guidance provided with this template.

Program Summary - REQUIRED

Xavier Charter School continues to implement the Core Knowledge Language Arts Curriculum (K-3) by E.D. Hirsch. As previously articulated, it is a comprehensive program for teaching reading, writing, and speaking while also building students' vocabulary and knowledge. In the primary grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills.

Within the context of this curriculum Xavier teachers use the supplemental assessment and the remediation segment provided through CKLA to improve reading levels and fill in gaps in phonemic awareness and decoding skills. During the course of the 2018-19 school year, educators also use other supplemental sources for intervention both during and after school.

All parents are encouraged to be intimately involved in the implementation of the developed plan. Parents of students in need of intervention are required to accomplish an "at home" plan that supports the services the school is providing.

Xavier Literacy Intervention aligns with the Idaho Code, Section 33-1616 in that it is a proven, effective research-based intervention that includes phonemic awareness, decoding intervention, vocabulary, listening comprehension, reading comprehension, and fluency. The assessment and remediation arm of the curriculum is designed to identify weaknesses and provide opportunity for ongoing and consistent intervention.

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

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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. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

Comprehensive Literacy Plan Alignment - REQUIRED

COLLABORATIVE LEADERSHIP

Xavier School Board and Head of Schools have established Mondays as an Early Release Day from September through May. During this time, teachers collaborate as teams to discuss and plan for increased effectiveness in the classroom. It is also a time that staff joins in planning specific intervention strategies for struggling students.

Xavier's reading improvement plan for 2018-19 was designed by a Lead Teacher, K-3 teachers, and the Title I Coordinator. This plan includes supplemental instruction during the course of the school day in addition to after-school instruction led by a certified staff member. After-school instruction is provided on a referral basis by the classroom teacher based on collected data.

Xavier parent involvement is high as parents in grades K-3, spend time in the classroom weekly to assist the teacher in general reading practices and fluency. Xavier is accustomed to holding book fairs to provide parents a convenient opportunity to acquire more literature for the home. During book fairs, parents have the opportunity to purchase both fiction and non-fiction books for the school library and classrooms.

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

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DEVELOPING PROFESSIONAL EDUCATORS

Throughout Xavier's annual two week August teacher training, which paraprofessionals also attend, a concentrated professional development opportunity is offered. At times the school brings in outside trainers. On other occasions, a few staff are sent to trainings and return with expertise to share with the teachers. Staff is expected to have a working knowledge of classical education, the school character/classroom management model, and math and reading curriculums. In addition to this yearly training, Xavier teachers meet during the summer to consistently align established curriculum in order to expand effectiveness in the classroom.

Xavier provides release time each Monday during the course of the school year for structured collaboration.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Xavier Charter School is a language-based school that values the importance of the written word which includes grammar, reading comprehension and writing. Exposition and research are predominantly practiced in keeping with the classical model of instruction. In the primary grades capitalization, punctuation, and sentence structure, including the use of complete sentences, are taught. Through fact-based learning and proper writing skills, Xavier students are prepared to take part in expanded Socratic discussion as they grow in maturity at a K-12 school. Primary students are instructed in the program, *Excellence in Writing*, by Andrew Pudewa.

Supplemental instruction is provided for students who score basic or below basic on reading screening in Kindergarten through grade 3, taking into consideration and implementing suggested hours as put forth in the 2018-19 Literacy Intervention Program Guidelines. Classroom performance, Core Knowledge Assessment, Aimsweb, and IRI testing are all used to identify weakness and refer students for remediation.

In addition to the Core Knowledge Supplemental program which all teachers use, other sources are implemented:

Kindergarten – Decode It If You Can

1st grade – Decodable readers from Saxon Publishers (leveled readers), Houghton-Mifflin (leveled readers), and the Read Naturally program, teacher-created resources

2nd grade – Read Naturally and reading passages from *readworks.org*, teacher-created resources

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

3rd grade – Read Naturally, Houghton-Mifflin (leveled readers), teacher-created resources, various non-fiction sources for comprehension

Hours logged for intervention –

School Day Hours: Basic 1 intensive-20 minutes per day

Basic 2 strategic-10 minutes per day

This time is spent with a paraprofessional or a certified teacher, alternately.

After School Hours: Basic 1 intensive-45 minutes, twice a week

Basic 2 strategic-45 minutes, once a week

This time is spent solely with a certified teacher. Phonics for Reading by Anita Archer is used as well as teacher-created resources and phonics activities.

After-school Instructor and Paraprofessionals:

A certified teacher is the instructor for after-school literacy intervention. Certified teachers also work alternately with paraprofessionals assisting with strategic and intensive reading intervention during the school day.

Paraprofessionals are utilized daily to augment regular classroom time spent with the teacher. These aides meet daily with the certified teacher to both review the previous day's student progress and to plan for the day ahead.

ASSESSMENT AND DATA

Classroom performance, Core Knowledge Assessment, Aimsweb, IRI testing and the state SBAC is utilized to assess each student's progress. Through the use of this data, teachers are able to identify student needs and develop plans necessary for their improvement.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

Instructions: In the Parent Involvement section, provide an explanation of both: **1)** how the LEA involved parent input in developing the LEA/district Literacy Intervention Program Plan; and **2)** how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

Parent Involvement - REQUIRED

During conferences this year (2018-19) teachers are meeting with parents of students needing intervention, offering them an opportunity to be involved in designing their students' structure of assistance, especially at home. They are also given opportunity and ideas from a teacher perspective to learn how they might further their child's success outside of school. Parents and teachers also communicate via phone, email and letter.

During Xavier's November Title I meeting which includes administration, teachers and parents, the parents are invited to provide input as to what current intervention for both math and reading might serve our population's most immediate needs. It has been decided that Xavier stakeholders will be surveyed again this year at Parent/Teacher Conferences. Because of an established after-school intervention program currently in place for reading, it has been decided to produce a Winter Math Night again this year. Through parent meetings and parent surveys, we are able to determine and plan for both reading, math and handwriting support to meet our student population's needs.

Other Notes / Comments

Please proceed to the Literacy Program 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 **2018-19 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Literacy Plan Proposed 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.

INSTRUCTIONS & EXAMPLES

How to Complete the "Reading Readiness Performance Metrics" table:

1. All data entry should happen in the METRICS tab of this spreadsheet.
2. At the top of the METRICS tab, please enter your school district/LEA number (Example: 431) and District Name (Example: Weiser School District).
3. Enter the # of students proficient and the # of students tested on the Spring IRI for each grade and testing year.
4. The % proficient and Improvement/Change rates will automatically calculate.
5. Set the 2018-19 Benchmarks (performance targets) for the % of students you want to have proficient on the Spring IRI for each grade.

Reading Readiness Performance Metrics (required)

Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# proficient	# tested	# proficient	# tested		
# of students who scored "proficient" on the Kindergarten Spring IRI	70	105	88	107	Not Required	Not Required
% of students who scored "proficient" on the Kindergarten Spring IRI	66.67%		82.24%		15.58 percentage points	84%
# of students who scored "proficient" on the Grade 1 Spring IRI	59	98	61	104	Not Required	Not Required
% of students who scored "proficient" on the Grade 1 Spring IRI	60.20%		58.65%		-1.55 percentage points	61%
# of students who scored "proficient" on the Grade 2 Spring IRI	62	93	63	98	Not Required	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	66.67%		64.29%		-2.38 percentage points	67%

Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# proficient	# tested	# proficient	# tested		
# of students who scored "proficient" on the Grade 2 Spring IRI	66	91	70	95	Not Required	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	72.53%		73.68%		1.16 percentage points	75%

How to Complete the "Literacy Intervention: LEA Chosen Performance Metrics" table:

1. Identify the data you want to track and report about your students / literacy program. Please note that the LEA chosen metric *must* be different than the reading readiness metrics. Some examples are provided in the table below.
2. Provide at least one year of previous performance data (SY 2017-18 Results). The only exception is if your metric is based on a new assessment (your district is in the first year of implementation). If that is the case, indicate that in the notes below the table (available in the METRICS tab).
3. Set the 2018-19 Benchmarks (performance targets) for any metrics you have created for the 2018-19 school year.

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	28%	35%
% of students who scored proficient or advanced on the Grade 3 ELA ISAT	39%	42%
% of kindergarten students who scored proficient on the Spring [district-specific assessment]	60%	62%

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2

District # #462	District Name: Xavier Charter School
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METRICS

Reading Readiness Performance Metrics (required)

Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# proficient	# tested	# proficient	# tested		
# of students who scored "proficient" on the Kindergarten Spring IRI	44	48	38	47	Not Required	Not Required
% of students who scored "proficient" on the Kindergarten Spring IRI	91.67%		80.85%		-10.82 percentage points	39/48=81.25% (at benchmark)
# of students who scored "proficient" on the Grade 1 Spring IRI	36	55	47	56	Not Required	Not Required
% of students who scored "proficient" on the Grade 1 Spring IRI	65.45%		83.93%		18.47 percentage points	45/56=80.36% (at benchmark)
# of students who scored "proficient" on the Grade 2 Spring IRI	48	56	45	55	1	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	85.71%		81.82%		-3.9 percentage points	45/56=80.36% (at benchmark)
# of students who scored "proficient" on the Grade 3 Spring IRI	37	56	49	55	Not Required	Not Required
% of students who scored "proficient" on the Grade 3 Spring IRI	66.07%		89.09%		23.02 percentage points	45/56=80.36% (at benchmark)

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of K-3 students who scored Below Basic and Basic on the Fall IRI and proficient on the Spring IRI	30/64 = 46.87%	25%