

CONTINUOUS IMPROVEMENT PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1 - OPTION A

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website no later than October 1 each year.

Please note: your Continuous Improvement Plan (CIP) must include the minimum requirements as outlined in the law. It may include additional information or be combined with a broader strategic planning process.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2019 legislative session; changes are effective July 1, 2019. The amended section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

- (i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- (ii) Set clear and measurable targets based on student outcomes;
- (iii) Include a clearly developed and articulated vision and mission;
- (iv) Include key indicators for monitoring performance;
- (v) Include, at a minimum, the student achievement and growth metrics reported on each school and district's report card as required by the state board of education and published by the state department of education; and
- (vi) Include a report of progress toward the previous year's improvement goals...”

The college and career readiness metric required as a Continuous Improvement Plan measure is clarified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

POSTING / SUBMITTING YOUR PLAN

- If your Continuous Improvement Plan is a stand-alone document (and does not include the Advising Plan or Literacy Plan), **you must post it to your website by October 1**. To aid the Office of the State Board of Education in our review process and to assure we are accessing the correct document, **please send an e-mail to plans@osbe.idaho.gov by October 1st including a hyperlink** to the section of your website where the plan is posted. You are welcome to include the plan as an attachment on the e-mail, but please also send us a link.

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- If your Continuous Improvement Plan is a Combined District Plan (including the Advising Plan and Literacy Plan), **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to plans@osbe.idaho.gov. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Continuous Improvement Plan, including a link to the charter school's report card, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan.

2019-2020 Templates for the Continuous Improvement Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow you create and submit a stand-alone Continuous Improvement Plan. If you are interested in providing your Continuous Improvement Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

- 2019-20 Continuous Improvement Plan Narrative – Template Part 1 (Option A or B)
- 2019-20 Continuous Improvement Plan Metrics – Template Part 2

You may post / submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your mission, vision, or community involvement processes, you need to submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Continuous Improvement Plan (CIP) Narrative for 2019-20:

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- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative; and
- Your LEA had a fully compliant CIP Narrative in 2018-19.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

Please note: The Metrics and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called “Determining which Templates to Use” on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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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.

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, 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 XCS Continuous Improvement Plan)

The Board of Directors annually holds two meetings to review and edit the plan as well as monitor progress towards goals. The meetings are held every September and February. The latest meeting was held on September 12, 2019. 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.

Please see attached XCS Continuous Improvement Plan that includes goal areas, short term, goals, and long term goals.

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

Performance Metrics and Demographics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Continuous Improvement Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 462 District Name: Xavier Charter School

METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:

<https://xaviercharter.org/school-performance/>

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	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	45%
	% students who scored proficient on the 8th grade ELA ISAT	60%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	60%
	% students who scored proficient on the 6th grade ELA ISAT	60%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	80%
	% students who scored "proficient" on the Grade 1 Spring IRI	80%
	% students who scored "proficient" on the Grade 2 Spring IRI	80%
	% students who scored "proficient" on the Grade 3 Spring IRI	80%

NOTES:

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

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CONTINUOUS IMPROVEMENT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District #	462	District Name:	Xavier Charter School
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INSTRUCTIONS: An annual demographics update is a required part of the Continuous Improvement Plan. Please provide demographics data using the table below. We encourage you to use the Notes section 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 in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	54.0%	55.0%
Male	46.0%	45.0%
Asian	1.0%	2.0%
Black / African American	1.0%	1.0%
Hispanic / Latino	6.0%	5.0%
Native American	1.0%	1.0%
White	92.0%	92.0%
Free / Reduced Lunch Program	31.0%	33.0%
Received Special Education (IEP Students)	8.0%	9.0%

NOTES: Fall Enrollment Data

***5 Year Continuous Improvement Plan 2015-2020 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*

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.

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
- 2.1.1i Percentage of secondary students enrolled in a Fine Arts class for the school year. 37.7% of secondary students enrolled in 2019-2020 School Year
- 2.1.1j Percentage of elementary students enrolled in the Fine Arts classes for the school year, which includes Dance, Music, Drama, and Art. 100% of elementary students enrolled in 2019-2020 School Year
- 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
- 3.1.1c Days of cash-on-hand will be calculated annually at the end of the fiscal year. 270 days of cash-on-hand was calculated by the auditor as of September 2019
- 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 Develop a vertical response form to our newsletter.
- 4.1.1b 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
- 4.1.1c Reinstate a community open house that coincides with the lottery by November 2020.
- 4.1.1d Communicate Vision and Mission utilizing Strategic Marketing Plan. Ongoing
- 4.1.1e XCS Student Council actively involved in educating peers. Possible venues include school assemblies or the Student Council webpage. Ongoing
- 4.1.1f 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.
- 4.1.1g Update XCS marketing brochure for visiting parents, students, and community members by Spring 2019.
- 4.1.1h Compare the Rhetoric School enrollment, retention, and Waiting List beginning May 1, 2019.
- 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 social media mechanism for submitting pictures and add more administrators in order to keep Facebook updated. January 2020
- 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 2020.
- 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.*

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.

Develop a marketing plan for new students.

Develop a marketing plan that includes objectives, organization, and a master plan.

5.1.1b The marketing committee will review the Marketing Plan with XCS Xavier Board twice a year once established.

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 Set up a focus group table at the Parent Teacher Conference and talk with people by Fall 2019.

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**

6.1.2c Develop a list of prioritized capital projects every year. **Ongoing**

- 6.1.2d Report capital dollars spent at the end of the budget year. Ongoing
- 6.1.2e Develop a spreadsheet of scheduled maintenance items needed to be performed.
- 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.
- 6.1.4a Annually review a safety plan for traffic issues that includes stop signs, flashing crosswalks, or traffic lights etc. Ongoing
- 6.1.4b Investigate safety measures including smoke detectors, property fencing, and installation of additional cameras and develop financial plan to purchase and install. Spring 2020

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*

Last Reviewed: 02/06/2020
Board Approved: 03/19/2020

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to [Section 33-1616, Idaho Code](#), districts and charter schools (Local Education Agencies or LEAs) must review, update, and submit a Literacy Intervention Program Plan (Literacy Plan) to the State Board of Education annually by **October 1**. You may submit your Literacy Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Program Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** and should be **submitted to plans@osbe.idaho.gov**.

Please also note, pursuant to [Idaho Code §33-1615](#), school districts must still report IRI scores to the State Department of Education.

[Idaho Code §33-1616](#) summary:

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including the following (as applicable to the student based identification of weaknesses):
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension
 - Fluency
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input
- D. Must be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- E. Supplemental instruction (may be embedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA's literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

- A. Projected literacy plan budget for the current school year;
- B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
- C. Performance on metrics for at a minimum the previous academic year.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Literacy Intervention Program Plan, including a link to the charter school's report card (for reading readiness data), may submit their performance certificate in lieu of part or all of the Literacy Intervention Program Plan.

Templates for the 2019-20 Literacy Intervention Program Plan

- 1) LEAs are not required to submit your Literacy Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide a stand-alone Literacy Plan. If you are interested in providing your Literacy Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Proposed Budget (Part 3).** The following templates are available to help you meet the requirements:

- 2019-20 Literacy Plan Narrative – Template Part 1
- 2019-20 Literacy Plan Metrics – Template Part 2
- 2019-20 Literacy Plan Proposed Budget – Template Part 3

You may submit your Literacy Plan as three separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), you need to submit a new Narrative. Based on the expansion of literacy funding in 2019-2020, we anticipate that most districts and charter schools will need to submit a new narrative this year. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Literacy Intervention Program Plan Narrative for 2019-20:

- Your district / charter school has *not* made changes to the literacy program activities or implementation or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Literacy Plan Narrative; and
- Your district / charter school had a fully compliant Literacy Plan Narrative in 2018-19.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Literacy Intervention Program Plan Narrative.

Please note: The Literacy Plan Metrics spreadsheet (Template Part 2) and Proposed Literacy Plan Budget (Template Part 3) must be updated with new data and submitted annually.

District vs. School Plans

Per statute, your Literacy Intervention Program Plan is a LEA level plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

GUIDANCE FOR COMPLETING THE LITERACY PLAN NARRATIVE TEMPLATE

Brief instructions are provided prior to each of the sections of the Literacy Plan Narrative Template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

Program Summary

The Literacy Plan Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the LEA is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency, as applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget). Consider including information about the following:

- A. Does your LEA plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools within your district options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

there is some consistency in the level and quality of interventions a student receives between programs at individual schools?

- B. Will you use the same intervention strategies and/or curricula for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
- F. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA's Literacy Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, LEAs complete this section in one of three ways (any of these approaches are acceptable):

- 1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.
- 2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA's plan and practices align to each of those Essential Elements, in paragraph format.
- 3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Literacy Plan Review Checklist are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

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

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 (2018-19)

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 continues as Xavier's primary source for reading fluency, comprehension and writing. 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 2018-19 school year, Xavier used the same intervention program for all K-3 classrooms. Interventions were facilitated during the school day. Classroom teachers and paraprofessionals routinely worked with students either independently or in small groups. Classroom performance, Core Knowledge Assessment, AimsWeb, and iStation 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. During the course of

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

the school year, the IStation computer intervention program was added at Xavier which allowed families and guardians 24-7 access to supplemental home instruction where they could monitor progress outside the traditional school setting. Some families took advantage of this opportunity.

Instructions: The 2019-2020 Program Summary section is required. Please provide information regarding your planned 2019-2020 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 pages iii-iv 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 2019-20 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. As stated previously, during the course of the 2018-19 school year, the IStation computer intervention program was added at Xavier which allows families and guardians 24-7 access to supplemental home instruction where they can monitor progress outside the traditional school setting.

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 (2019-2020)

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

Comprehensive Literacy Plan Alignment - REQUIRED

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 2019-20 was coordinated 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 opportunity for at-home intervention through the iStation computer driven reading and math program.

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.

DEVELOPING PROFESSIONAL EDUCATORS

Throughout Xavier's annual two-week August teacher training, which paraprofessionals also in part 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 align established curriculum in order to expand effectiveness in the classroom.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

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, Shurley Grammar and English, which includes a complete writing program.

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 2019-20 Literacy Intervention Program Guidelines. Classroom performance, Core Knowledge Assessment, Aimsweb, and IStation 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, IStation

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

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

3rd grade – Read Naturally, Houghton-Mifflin (leveled readers), teacher-created resources, IStation, and various curriculum content-related 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.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

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. IStation is currently used for the after-school program. It offers layered scaffolding with differentiation and supports increasing complexity. Explicit and direct instruction connects lessons and activities to help increase understanding and engagement.

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, IStation 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.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

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's Literacy Plan; and
- 2) 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.

Parent Involvement - REQUIRED

During conferences this year (2019-20) 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. This year Xavier will hold an initial September Parent Night to educate families on expectations for their child's grade level; a Parent/Student Math Night; and a Parent/Student Reading Night. 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

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

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 **2019-20 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 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.

LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

METRICS - TEMPLATE PART 2

District #	462 District Name: Xavier Charter School
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METRICS

Section I: Reading Readiness Performance Metrics (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://xaviercharter.org/school-performance/
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Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of students who scored "proficient" on the Kindergarten Spring IRI	80% at benchmark
% of students who scored "proficient" on the Grade 1 Spring IRI	80% at benchmark
% of students who scored "proficient" on the Grade 2 Spring IRI	80% at benchmark
% of students who scored "proficient" on the Grade 3 Spring IRI	80% at benchmark

Section II: 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)
% of K-3 students who scored Below Basic and Basic on the Fall IRI and proficient on the Spring IRI	21.0%	25.0%