

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Gary Moon	
	Phone: 208-734-3947	
CIP Contact	E-mail: gmoon@xaviercharter.org	
	Name: Gary Moon	
CIP Contact	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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NARRATIVE - TEMPLATE PART 1

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/October and February. The latest meeting was held on September 19th, 2022, and the next meeting is scheduled for February of 2023. 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 – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # #462 LEA Name: Xavier Charter School

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required): <https://xaviercharter.org/school-performance/>

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		90.0%	90.0%
		2020 cohort	2021 cohort
	5-year cohort graduation rate (optional metric)	90.0%	90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	60.0%	60.0%
		80.0%	80.0%
		60.0%	60.0%
		80.0%	80.0%
		80.0%	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 6 Math ISAT	80.0%	80.0%
	% students who score proficient on the grade 6 ELA ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	80.0%	80.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	60.0%	60.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

The following measures are in place to monitor literacy progress. In grade K-3 student IRI progress in monitored form Fall to Spring during each year. Student progress (individually and as a whole class) is also monitored from Spring to the following Fall as well as Fall to Fall and Spring to Spring where applicable. Each student's literacy progress is also monitored monthly throughout the year using IStation. In grades 4-6, ISAT ELA data is monitored (individually and as a cohort) form Spring to Spring each year to examine overall performance and growth. IStation reading is also completed each month for each student to monitor literacy progress during the school year. ISAT ELA data is used in a similar fashion for grades 7-10. In addition to the standardized testing mentioned, teachers use a multitude of formal and informal classroom assessments to continuously monitor student progress throughout the year. The EBRW metric and the associated detail provided by the College Board (for each student and the cohort) in the SAT results is also examined each Spring to make modifications to our Language Instruction as necessary.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen

Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of students whose learning plans are reviewed annually in grades 9-12	95.0%	100.0%	95.0%
% of 8th grade students with a 4-year plan by the end of the school year	NA	NA	95.0%

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

The counselor at Xavier Charter School prepares students for college and career readiness by helping them explore their academic interests, identify additional resources, and develop academic learning plans for each year. The goal of advising is to assist students in their growth and development in order to create an educational plan that meets their future life goals. Students receive regular communication from the counselor about scholarships, college information, and career guidance. Our program encourages successful completion of degree requirements. The counselor again met with 100% of the 8th grade class to create 4 year learning plans and 100% of seniors that attended school received 1:1 advising.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

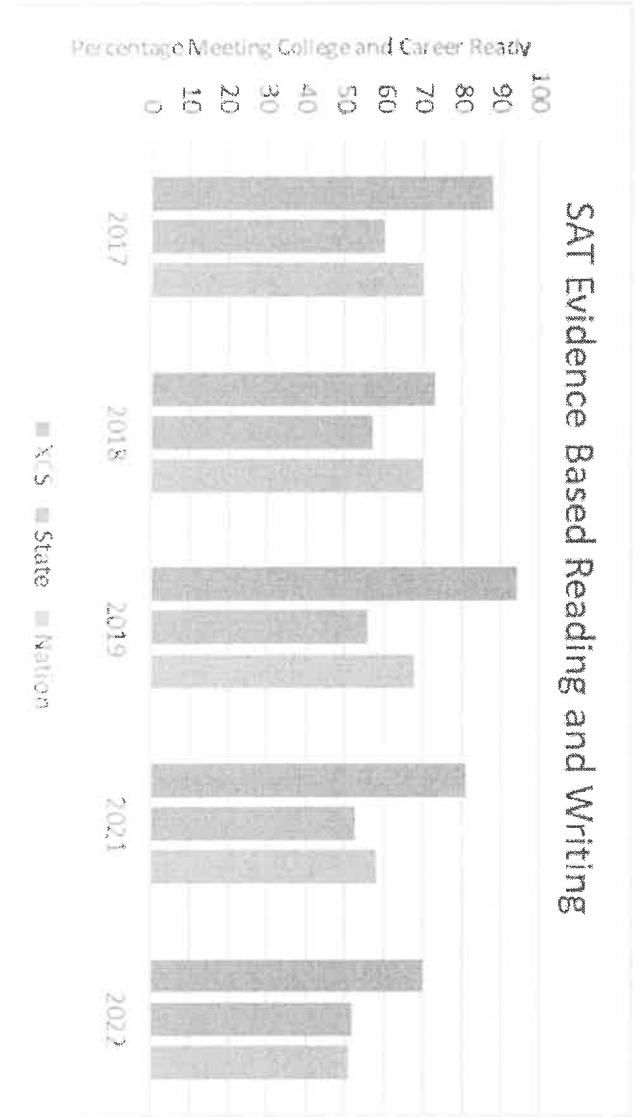
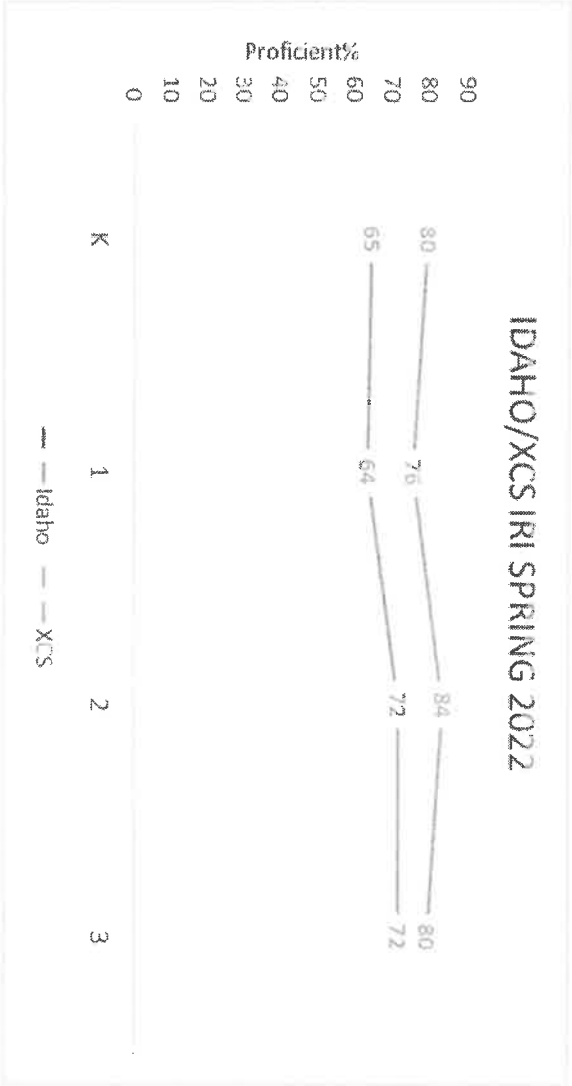
Please see the graphs attached at the end end of this document related to IRI, ISAT, and SAT EBRW. Our goal on the IRI is for all grades to meet 80% proficiency on the Spring IRI. As you can see we met our goals in all grades with the exception of 1st grade where the proficiency level is 76%. One area of improvement and a big success for our school is that this year's 3rd grade class met the goal of 80% proficient after not meeting the goal last year. While we continually monitor our data to make necessary modifications to improve instruction, there will be no major changes to our programs. Our ISAT testing goal is 60% for each grade on the ELA test. We missed this goal in grades 4 and 8. We have reviewed and introduced supplementary curricular materials to address deficiencies. We have also hired additional paraprofessionals to provide learning support to address learning gaps caused by the pandemic. Our students showed great success on the 2022 SAT test with 70% of our students meeting the college and career readiness mark.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

Please see attached data graphs related to IRI, ISAT, and SAT EBRW.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2



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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Xavier Charter School ISAT Percent Proficient 2018-2022

English/Language Arts (ELA)													
Class of	Grade	2018	2018	Idaho	Grade	2019	2019	Idaho	Grade	2020	2020	Idaho	Idaho
(Spring	(Spring	Idaho	Xavier	Comparison	(Spring	Idaho	Xavier	Comparison	(Spring	Idaho	Xavier	Comparison	Comparison
2018)	2018)				2019)				2020)				
2019													
2020	10	59	59	+30									
2021	9	57	86	+29	10	59	86	27					
2022	8	54	68	+14	9	56	86	30	10				
2023	7	54	53	-1	8	54	66	12	9				
2024	6	54	72	+18	7	58	81	23	8				
2025	5	55	73	+18	6	55	61	6	7				
2026	4	50	73	+23	5	57	74	17	6				
2027	3	50	63	13	4	52	56	4	5				
2028					3	51	64	13	4				
2029													
2030													
2031													

ISAT not taken spring 2020

* Not reported

+12

5 Year Continuous Improvement Plan (Updated September 19, 2022)

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

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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.

- 1.1.7 Staff Satisfaction will be surveyed periodically to discover ways to improve staff engagement and to provide needed resources to support their efforts in delivering exemplary education to the students at Xavier Charter School.

Performance Measures:

- 1.1.1a 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.
- 1.1.1b Solicit input from staff on their recommendations for refining and restructuring the Xavier Charter School Leadership Team.

- 1.1.1c Present revised Xavier Charter School Leadership Team structure to the Board by the Spring 2023 with the recommendation to adopt and explanation of how the new structure supports the charter, mission, and vision.
- 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/or 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
- 1.1.7a From Staff Survey Spring 2022 (Resource support): Hire additional Special Education Teacher and/or Director.
- 1.1.7b Offer incentive bonus to paraprofessionals who complete the entire school year with at least 90% attendance.
- 1.1.7c From Staff Survey Spring 2022: Gather data on the number of students on IEPs and 540 plans for Elementary and Secondary students in order to use this data during the FY24 Budget cycle.
- 1.1.7d Perform comparison analysis of paraprofessional pay rates in the surrounding Magic Valley school districts in order to attract and hire qualified paraprofessionals.

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.
- 2.1.8 Explore options in retaining students in the 7th – 12th grades.

Performance Measures:

- 2.1.1a Xavier Charter School Leadership will present student outcomes data to the Board monthly. The Lead Team may include input from teachers in the Grammar, Logic and Rhetoric school to help explain results and to propose an action plan to address gaps.
- 2.1.1b 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.
- 2.1.1c PSAT aggregate scores for all sophomores will be above the state average. Ongoing
- 2.1.1d 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
- 2.1.1e 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
- 2.1.1f Aggregate score on the SAT for Juniors at XCS will be at least 1000. Spring 2018= 1096
- 2.1.1g Successful completion rate on Senior Compendium of at least 90%. Completion Rate: 100%; Ongoing
- 2.1.1h Publish acceptance rates to different colleges. May 2019
- 2.1.1i Develop a Dashboard to show all the data in the Performance Measures goals 2.1.1a-g. May 2019
- 2.1.1j 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
- 2.1.1k 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
- 2.1.1l Develop a program for the new students coming at the beginning and the middle of the 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
- 2.1.2c To have 90% of our 5th – 12th grade teachers participate in the training by Andrew Zwerneman by February 2022.
- 2.1.3a Present one of the 9 Pillars of Character to the student body once a month. Ongoing
- 2.1.3b Develop a plan to have students have a role in participating in meaningful leadership and service projects.
- 2.1.3c Publish the percentage of students involved as mentors.

- 2.1.3d Publish the percentage of students involved in service projects.
- 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
- 2.1.5d Research and purchase a designated and set Special Education curriculum (Reading, Math, etc.) that aligns with a classical approach and meets the needs of XCS students who use these services.
- 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.
- 2.1.8a Engage in continuous conversation with the Lead Team on how to retain students in the 7th – 12th grades.
- 2.1.8b Lower the percentage of students leaving after 8th and into the 9th grade year to 15-16%.

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**
- 5.1.1c Develop a systematic way in every grade to have a program to show the good the students have completed during the year.
- 5.1.1d Make a brochure (Course Catalog and/or Literature) for 9th-12th available on the website and in paper form.
- 5.1.1e Participate in marketing on social media.
- 5.1.1f Develop a program that provides the 6th graders with a day spent with the upper level students.
- 5.1.1g Communicate with new students/parents what to expect once they are drawn in the lottery.
- 5.1.1h Develop a community event in the next year to bring people who normally would not come.
- 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**
- 6.1.5 Develop a list of upgrades/remodels to the current facility to support programmatic needs.

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, including a rotation schedule for replacement of furniture, classroom furnishings, paint, etc.
- 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**
- 6.1.5a Create a committee to assess and prioritize the needs of classrooms, offices, modular buildings, and additions to current buildings that support the current and future needs of the educational program at XCS. This committee assumes that a new building may not be built for 5-7 years. The committee will present their ideas to the Board by Spring 2023.
- 6.1.5b Build or create an area at the entrance of the school that is “Beautiful” with classical, quality art, and documents that represent XCS’s mission and vision.
- 6.1.5c Create a plan to remodel classrooms to make them “Beautiful” which may include quality furnishings, furniture, paint, built-in bookcases, classical art, etc. Present the plan to the Board by Spring 2023.

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: 09/19/2022

Pending Board Approval: 10/20/2022

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA Xavier Charter School	#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 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

Xavier Charter School implements the Core Knowledge Language Arts (CKLA) 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 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 2019-20 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

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

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 the 2018-19 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. This program continued for the 2019/2020, 2020/2021, and 2021/2022 school years with slightly better family participation, and will continue for the 2022/2023 school year.

Instructions: The Program Summary section is essential, as it is the section where you should description your Literacy Intervention Program. Please focus on how your Literacy Intervention Program 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

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 2022-23 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 (2022-2023)

NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved Idaho Comprehensive Literacy Plan, as updated in December 2020. 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

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 2021-22 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 has traditionally been high. Parents with students in grades K-3 spend time in the classroom weekly to assist the teacher in general reading practices and fluency. We anticipate this continuing as we move farther away from the pandemic. In addition parental involvement will include close communication between parents and school. Communication is a key factor this year as we work to continue developing the literacy skills of our students. Book fairs, math nights and associated after school gatherings will be conducted.

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 training and return with expertise to share with the teachers. Staff are 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. 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 grade's 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

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

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 2020-21 Literacy Intervention Program Guidelines. Classroom performance, Core Knowledge Assessment, 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 teachercreated 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-25 minutes per day

Basic 2 strategic-20 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. IStation is currently used for the afterschool 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.

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

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, IStation testing and the state ISAT 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 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

Community Involvement in the development of the LEA's Literacy Plan

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. Since Covid restrictions were not a factor 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 have been also been added back to the schedule now that restrictions are no longer in place. The family events are typically conducted one per semester to encourage family involvement. 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.

Parental Involvement in Students' Individual Reading Plans

During conferences this year (2022-23) 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.

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

Please proceed to the Literacy Plan Proposed Budget – Template Part 2. Please complete your literacy metrics within your LEA's 2022-2023 Continuous Improvement Plan Metrics.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2022-23 Literacy Plan Proposed Budget – Template Part 2**. Please note that the budget template includes two (2) tabs: Instructions, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. Please review the Instructions and Examples before entering your data into the Metrics tab.