

COMBINED DISTRICT PLAN (2020-2021)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

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School District	# 463	Name: Vision Charter School
Superintendent	Name: Wendy Oldenkamp	Phone: 208-455-9220 ext 301
	E-mail: wendyoldenkamp@visioncsd.org	
Plan Contact	Name: Wendy Oldenkamp	Phone: 208-455-9220 ext 301
	E-mail: wendyoldenkamp@visioncsd.org	

Mission and Vision - REQUIRED

School Mission: To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.

Grades Served: The School serves students in Kindergarten through twelfth grade.

Vision/Design Elements: Vision Charter School shall implement and maintain the following essential design elements of its educational program:

Arts and Sciences – Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.

Character and Leadership Development - Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child’s innate need to know boundaries while protecting his/her dignity.

Small School Environment - The school will provide a small, safe educational setting in which students and faculty know each other personally.

Music Training - Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language - Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.

An Enriched Curriculum For All Students - An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.

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Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan

The Combined District Plan is reviewed and discussed in open session at board meetings at least four times a year. Specifically, elements of the CDP plan are reviewed in August and the full document in September in open session each year. Staff members are involved in the review, creation, and revision of the draft and final Combined District Plan, which includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan. Parent, student, and staff survey results are considered when developing each plan.

Parent Notification of College and Career Advising and Mentoring Services

Vision Charter School highlights college and career supports, resources, websites, and informational sessions on the counselor's blog & website, informational flyers around the school, in the Counselor Corner highlighted weekly in the school newsletter, on the school social media sites, in daily advisory courses, reader board, and through individual parent emails as applicable.

Parental Involvement in Students' Individual Reading Plans

Parent Literacy Nights are held in October/November yearly to support parents in helping their children learn to read and learn to read well. Parent concerns and feedback are gathered and considered when developing the plan. Parents are invited back for additional literacy intervention training and feedback in November. Parents are informed that their child has qualified for literacy intervention via an informational letter and permission slip. On this permission slip the parents are able to review the recommendations of the teacher and administrator and select from multiple options the pathway that best fits their family and child's needs. They are also encouraged to provide feedback, questions, or concerns about the plan to the Charter Administrator via email. In the event that the form is not returned, a follow up call and additional letter are sent home in addition to an email.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Vision Charter School offers a FREE full day five day a week kindergarten to all students.

Our kindergarten through third grade students receive 992 hours of instruction. This far exceeds the state requirements and average for instruction in the K-3rd grade levels.

We offer the additional hours to be able to enrich and accelerate all students with the integration of science, art, character development, music, Spanish, and social studies throughout the grade levels. This is also an opportunity to provide intervention and remediation during the school day.

Kindergarten through third grade students who receive a 1 or 2 in the fall on the IRI will receive multiple options for interventions including

1. During the day intervention which will offer additional reading time in addition to the regular classroom reading instruction.
2. Extended day intervention
3. Intervention during days that are not normally student contact days
4. Summer intervention
5. The interventions offered will be based on the need of the student as determined through review of the IRI results, multiple data points, teacher recommendation, and parent preference.

Vision Charter School Kindergarten through third grade use the IRI, Spalding Phonogram Assessments, Sight Word assessment, Aims Web Progress Monitoring, and myOn Lexile assessment, and istation benchmark assessments. Second and Third grade also utilize STAR assessments, Accelerated Reader, and Read Naturally.

Students and parents will be notified via letter and permission slip in addition to a phone call as needed and invitation to a parent meeting for interested parents.

Students will work with staff to strengthen phonemic awareness, phonics, fluency, vocabulary, spelling, and text comprehension as it relates to their skill level, memorize the high frequency sight words and phonograms. In small group and one on one student will work on activating prior knowledge, predicting, blending, repeated reading, fluency, and graphing their wpm from cold to hot reads. Instruction is differentiated based on the student's strengths and weaknesses to ensure they are meeting their growth goals. Students use their STAR reading zone of proximal development or Lexile score to ensure they are reading within their optimal range to increase vocabulary, fluency, and comprehension at the optimal rate. Students partner read, pair read, complete guided reading activities, participate in repeated readings, and are highly motivated to read using Accelerated Reader programs. Students are taught to use predicting, retelling, graphic organizers, self-questioning, and activating prior knowledge. Certified staff will utilize istation, Aimsweb, Core Phonics, Shurley English, Writing Road to Reading, IXL, and myOn.

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Attendance at interventions will be submitted weekly to the Charter School Administrator or designee. The Charter School Administrator or designee will track hours to ensure students receive the minimum intervention hours, as required by law (30 hrs for students who score Basic/2 on the Fall IRI; 60 hrs for students who score Below Basic/1 on the Fall IRI).

Interventions during the school day will be push in or pull out as needed and appropriate for the particular group of student's specific needs as determined based on triangulated data, teacher recommendation, and parent input as outlined on their Literacy Intervention Plans. Most students will be served through a push- in model. Most interventions during the day will be provided in small groups ranging from three to five students. The Charter Administrator will work with the intervention team to ensure that the Literacy Intervention Plans are being implemented successfully. All curricula and programs will be used for all interventions as applicable to the group of students.

After school, before school, summer school, and off track intervention will be provided in small groups with paraprofessionals under the direction of a certified teacher. All curricula/programs will be used for all interventions as applicable to student needs.

Vision Charter School will make every effort to support students getting to grade level in fluency and completing their 30/60 applicable intervention hours prior to summer school.

Summer and vacation reading intervention will be one day a week for approximately two hours a day throughout the summer break and during non- school days throughout the school year. Here forward referred to as "off track" intervention.

All qualifying students in K-3rd grade may either use MyOn for reading, listening, journal, comprehension assignments at home OR take home weekly fluency folders. During "off track" time qualifying students also take home a bag of practice Fluency Practice Passages, Take home Practice Books, High Frequency Word Lists, Comprehension Passages, Phonics Worksheets, Handwriting Practice (K only), Sentence Building Pages (K only).

"Off Track" curricula/programs used will include: Spalding Reading Lessons: tracking, blending, rhyming, vocabulary, segmenting, onset and rime, sound isolation, syllabication, phonics, decoding, one to one letter correspondence, long and short vowel sounds, spelling patterns, word analysis, irregularly spelled words, and phonograms, Repeated Readings: fluency, decoding, tracking, blending, phonics skills, sight words, word analysis skills, reading with expression, rereading, accuracy and reading speed

Phonics: blending, rhyming, vocabulary, segmenting, onset and rime, sound isolation, syllabication, phonics, decoding, one to one letter correspondence, long and short vowel sounds, spelling patterns, word analysis, handwriting, sentence structure

Comprehension Passages: understanding written text, gain knowledge through oral reading, reading for information, order of story events, and fluency practice

Phonogram Games: practice of unknown phonograms, identifying phonograms with similar sounds, phonogram recognition

High Frequency Words: repeated reading of the next year's list, sight word Bingo, and flash cards. Additional Resource includes MyOn reading, listening, and comprehension.

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Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership:

Administration, Special Services Director, Lead Reading Teacher, classroom teachers, paraprofessionals, parents, and Literacy Coach worked together to discuss the direction of the Literacy Plan. Primary teachers, all K-3rd grade Educational Assistants, and Administration were trained. Collaboration was effective in ensuring school wide alignment in the area of teaching learning to read and reading to learn.

Developing Professional Educators

All paraprofessionals and teachers working with kindergarten through third grade students received professional development in the imperative elements of teaching reading as aligned to the Comprehensive Literacy Plan and Spalding Writing Road to Reading. Staff received training in methods for providing support with teaching phonemic awareness, Spalding Phonograms, Spelling & dictation rules, fluency, comprehension, sight word mastery, phonograms, and comprehension.

In Kindergarten through Third Grade our teachers receive additional professional development in the area of teaching reading from our Lead Reading Teacher, Special Services Coordinator, and our Literacy Intervention Specialist. The ELA Department works closely with the K-12th grade staff to provide the most up to date professional development. Our Literacy Leadership team has received training and then facilitated training with the staff in the areas of using Aims Web Progress Monitoring, iStation, myOn, and Orton Gillingham.

Staff members receive a paid mentor for the first two years at Vision Charter School AND the first two years at a new grade level to ensure teacher and student success.

Effective Instruction and Interventions:

Spalding Writing Road to Reading provides a strong unified approach to teaching reading and meeting and exceeding the literacy standards. Providing full day kindergarten and significantly more time on task reading with instruction and interventions outlined in the program summary above.

Assessment and Data:

Identifying and using reliable measures of tracking and monitoring student progress is imperative to screening progress, monitoring, diagnosing, and providing individualized reading plans.

Vision Charter School Kindergarten through third grade use the iStation assessment and progress monitoring, Spalding Phonogram Assessments, Sight Word assessment, Aims Web Progress Monitoring, Core Phonics Survey, Dibbles, MyOn Lexile & comprehension assessment to monitor progress and guide instruction. Second and Third grade also utilize and Accelerated Reader STAR assessment, Read Naturally, and ixl as applicable.

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COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
x	School Counselor	Focused on Guidance Counseling & College & Career Supports – The Guidance Counselor goes into every advisory classroom once every other week for 30 minutes in 7 th -12 th grade. Specific focused time with all 8 th graders in their College Prep Required Course.
x	Teacher or paraprofessional as advisor	Teacher in every advisory with an additional paraprofessional/ near peer/ or mentor to reduce the student to teacher ratio for support
x	Mentoring	Mentors are available during advisory, before school, after school, and during all of the student’s transitions and class periods for support.

Advising Program Summary - REQUIRED

1. The type of College and Career Advising and Mentoring model used is a High Contact Person/ Guidance Counselor.
2. Guidance counselor focused on college and career advising for .8FTE
3. 8th -12th graders receive multiple evening informational sessions from our guidance counselor covering the topics of selecting, applying, and affording college.
4. Summary of college and career advising and mentoring used at each grade level
 - a. 8th grade college and career prep mandatory class taught by teacher and guidance counselor, 4 year plans for all 8th graders, career guest speakers, in depth Career Information Services use, SOAR Organizational training, multiple parent information nights led by our Guidance Counselor. Parents and students are able to receive one-on-one sessions about the Associate of Arts program and various high school, college, and career pathways, Dual Credits, Fast Forward, and Advanced Opportunities. Starting in eighth grade students create an Education Career Action Plan on a google sheet that is reviewed yearly by parent and the counselor and includes Learning Style Inventory, Career Cluster Inventory, Reality Check, Skills select, Interest Profiler, Workplace Employability Skills, Future Finder, and College Research in addition to the four to six year plan tracker.

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- b. 9th grade: 3 year plan review, Guidance Counseling support with advanced opportunities, dual credit registration support, Associate of Arts advising and pathway support, college textbook purchases, Fast Forward support, thirty minutes of Guidance Counselor support per week during advisory. CIS use and exploration to determine strengths and interests, and explore possible career and colleges. Next Steps Idaho and Step Ahead Idaho exposure and training. SAT prep begins. ECAP support and guidance.
- c. 10th grade: 2 year plan review, PSAT/SAT prep in English and Math class, support registering for dual credit courses, fast forward, textbook purchases, scholarships, College Visits, and Recruiters. Thirty minutes a week of Guidance Counselor support during advisory class. CIS guidance and use to explore potential colleges and careers. Reality checks with future career earnings and college costs. Step Ahead Idaho and Next Steps Idaho training and guidance. College Board and Big Future Exposure. ECAP support and guidance.
- d. 11th grade 1 year plan reviews, Free College App week, PSAT result review and SAT prep guidance, registration for College Board SAT prep, college application support, college and career & armed forces recruiters, college fair visits, support with writing scholarship and college applications, CWI on campus college courses, after school SAT prep course, internship support, Fast forward support, registering for dual credits support, Micron Job Shadowing opportunities, support and guidance in selecting, applying for, and paying for college. Support with essay writing. FAFSA discussions, resume, cover letter, interview training, Alumni presentations about college pathways. Training in requesting transcripts, developing the “brag sheet”, and securing recommendations. Weekly thirty minute support from Guidance Counselor in advisory class. ECAP support and guidance.
- e. 12th grade: transcript and graduation plan review, individual and small group meetings with Guidance Counselor, scholarship support, FAFSA training, training in affording college, choosing a college, essay writing, etc. senior project research and job shadow of future career, internship in the area of future career, college visits, college and military recruiter presentations, interview training, application training, resume training, up to \$50 college application paid by Vision, Higher Ed days, SAT/ACT registration, college week, coordination of college advising with CWI and BSU, alumni presentations about college pathways. Weekly thirty minute support in Advisory with Guidance Counselor. Senior Going On calendar with timelines and due dates, Advisor and Guidance Counselor support with college applications, fast forward, essay writing, requesting transcripts, developing the “brag sheet”. ECAP support and guidance.

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5. Every grade level 7th -12th grade has a thirty-minute advisory class daily that has a Teacher as a College & Career Advisor and a Near Peer or Paraprofessional who has received staff development in College and Career Advising. In addition, once every other week every advisory class has the Guidance Counselor available in their advisory class for specific support in College and Career Prep. Near Peers, Teachers, and Paraprofessionals have received training in College Boards College and Career Prep curriculum, Fast Forward, Advanced Opportunities, STEP Ahead Idaho, College and Career Advising specific to Vision Charter School, CWI, registering students for dual credits, high school graduation requirements, AA pathways, Fast Forward, and financial aid. The counselor organizes college and career guest speakers, college fair visits, Career Information System exploration, parents and student involvement in course selections, college application week activities, multiple parent information nights and one on one sessions about the AA program and Advanced Opportunities, Dual Credit registration support, and Advanced Opportunities registration and access support, goal setting, and Military recruiter visits. ECAP guidance and support for all. The College and Career Counselor also provides digital resources through her website which contains scholarships, college and career information, financial aid, and links to state resources. We also do "College Week" with the whole K-6th grade, too. In addition, our seventh graders create six year plans and begin working through CIS career exploration and goal setting in a mandatory study skills class and daily advisory course.