

# **\*5 Year Continuous Improvement Plan 2014-2019 DRAFT**

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

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

Green Indicates Progress Towards Goal

## **Philosophy Statement**

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

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

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

## **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 achievement of the mission and goals of XCS will be encouraged 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 drafted. Ongoing
- 1.1.5 Prioritize Certified staff salaries during the budget process to target a level above the State of Idaho salary scale. (Choose to bonus rather than increase salaries until career ladder is set and proven. Offer a total compensation package that either matches or exceeds the salaries within Twin Falls School District.)

**Performance Measures:**

- 1.1.1 The following documents are complete as of May 2015: Organizational Chart (including chain of command), and Job Descriptions for HOS, Lead Teachers, Business Manager, Registrar, Board Clerk, IT Systems Manager, and ISEE and Testing Coordinator. New key role positions will have a current job description.
- 1.1.2a Committee work opportunities presented to Faculty. Ongoing
- 1.1.2b Teacher/Staff Satisfaction and/or Teacher/Staff Engagement surveys completed annually each spring. Baseline surveys completed Spring of 2015. Ongoing
- 1.1.3 Written Professional Development Plan draft framework complete and presented to faculty for comment by Fall 2014. Updated annually. Ongoing
- 1.1.4 Faculty Mentor Program completed for each school. Assessed and updated annually.

- 1.1.5 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 2016. Ongoing-Hard to fill positions are offered a sign-on bonus
- 1.1.6 A recruitment video will be produced to recruit teachers and it will be posted to the Xavier Charter School website.

**Long Term Goals:**

- 1.2.1 *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.*

- 1.2.2 *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.
- 2.1.2a 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. Establish Performance Certificate Mission Specific Goals by June 30, 2019 when current Performance Certificate expires. Ongoing
- 2.1.8 Address concerns caused by enrollment jumps from 3<sup>rd</sup> Grade class size to 4<sup>th</sup> Grade class size.
- 2.1.9 Explore the benefits and feasibility for 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 2016: The scores for the SDE Standardized Test were above average in all areas with the exception of 7<sup>th</sup> grade math which was at state average. The scores for the IRI testing were a “at benchmark” percentage: K= 89.6%, 1<sup>st</sup>= 90.9%, 2<sup>nd</sup> = 66.1%, and 3<sup>rd</sup> = 82.1%
- 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 2016 = 100% Ongoing
- 2.1.1d At least 75% of Juniors at XCS will be “college ready” in critical reading, mathematics, and writing skills on the SAT. College Ready Spring of 2015: Evidence based Reading and Writing=76% and Math=40% Ongoing
- 2.1.1e Aggregate score on the SAT for Juniors at XCS will be at least 1000. Spring 2016= 1047
- 2.1.1f Successful completion rate on Senior Compendium of at least 90%. Ongoing
- 2.1.2a Plan for curriculum coordination will be presented to the XCS Board by Spring 2015 with implementation beginning Summer 2016. Ongoing
- 2.1.3a Report baseline data for Fellowship Programs from FY15 by November 2015 and then annually each Fall. Ongoing
- 2.1.3b Participation in school-wide Pay-It-Forward summer program will be at least 75% (all grades K-12).
- 2.1.3c Calculate Pay it Forward Participation and have one student per month report to the board regarding their Pay it Forward Project. Lead teachers to report upon participation rate/hours of service after surveying teachers.
- 2.1.4. AP classes, Dual Credit, and Honors designation for classes will be determined before the Spring lottery. Ongoing
- 2.1.5.a To track the success of the Literacy Plan with data results. Ongoing
- 2.1.5.b Implement mechanisms for ongoing training for Title I paraprofessionals.
- 2.1.6 Maintain a building committee to assist in furthering the needs of the Xavier School. Ongoing
- 2.1.7 Mission Specific Goals must be measurable, tested and refined before May 2017. To be evaluated in October of 2017
- 2.1.8 Assess financial options of the impact of adjusting the numbers for enrollment.
- 2.1.9 Research benefits and feasibility for kindergarten and present the results to the Board by fall 2019.

## Long Term Goals:

- 2.2.2 *Develop and implement a plan to sustain current enrollment numbers K-12.*
- 2.2.3 *Thoroughly review current Charter and re-write/revise as is needed to maintain consistency with XCS’s Vision, Mission and Values. Completed*

## Performance Measures:

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

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

**Short Term Goals:**

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

**Performance Measures:**

- 3.1.1a Annual audit of XCS will have no major findings. Completed with an unmodified opinion for fiscal years 2013-14, 2014-15, and 2015-16. Ongoing
- 3.1.1b General Fund carryover will never fall below the amount required by our bonding agency. Ongoing
- 3.1.2 Grant revenue awarded to XCS will be at least \$50,000 by June 2017.
- 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.
- 3.1.5 The Xavier Board will have an annual meeting with its local legislators to discuss education issues. Ongoing
- 3.1.5c Submit an ISBA resolution on allowing charters access to levies.
- 3.1.6 Decrease in energy costs of 5% by June 30, 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.
- 4.1.2 Develop a relationship with Administration and Staff at other charter schools in Idaho and other states that share a common mission, vision, or values with Xavier Charter School. Ongoing

- 4.1.3 Develop and maintain a school-wide social media campaign. **Ongoing**
- 4.1.4 Develop a more effective parent survey tool that measures stakeholder satisfaction, knowledge of Xavier's mission and vision, etc. The aggregate findings of this survey will be reported to the Board. **Ongoing**

**Performance Measures and Benchmarks:**

- 4.1.1a Present the XCS Mission to our internal community (teachers, staff, students and stakeholders) in our Newsletter, on the school's forms, on our internet website, in teacher blogs, and in our students and faculty handbooks. **Ongoing**
- 4.1.1b Communicate Vision and Mission utilizing Strategic Marketing Plan. **Ongoing**
- 4.1.1c XCS Student Council actively involved in educating peers. Possible venues include school assemblies or the Student Council webpage. **Ongoing**
- 4.1.1d Increased XCS Faculty/Staff Team satisfaction by June 2017 compared to baseline data from May 2015.  
Increased XCS student satisfaction by June 2017 compared to baseline data from 2015.  
Increased XCS stakeholder satisfaction by June 2017 compared to baseline data from 2015.  
Increased community approval by June 2017.
- 4.1.1e Create marketing XCS brochure for visiting parents, students, and community members. **Completed**
- 4.1.1f Increased enrollment and Waiting List by June 2015. **Completed**
- 4.1.2 Annually send XCS Team to other exemplary schools like Renaissance Arts and Sage International Schools.
- 4.1.3 Increased communications and satisfaction among stakeholders and community. **Ongoing**
- 4.1.4a A new survey tool will be developed by the Xavier Administration by the Spring of 2017.
- 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 *Send XCS Team to Ridgeview Charter School in Colorado. Travel proposal will be presented to the Board by May 2018.*

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

**Short Term Goals:**

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

**Benchmarks**

- 5.1.1a Develop a marketing committee to support the mission and vision of Xavier Charter School.

- 5.1.1b The marketing committee will review the Marketing Plan with XCS School Board twice a year once established.
- 5.1.2a The Phoenix Fund will present a master fundraising plan to XCS School Board by June 2017.
- 5.1.2b The Xavier Administration will create a fundraising plan and calendar to manage and schedule minor fundraisers for Xavier Charter School. This calendar will be made available to Xavier Stakeholders and it will detail the purposes of the various fundraisers.

Performance Measures:

- 5.1.1a Increased XCS Faculty/Staff Team satisfaction with Marketing by June 2017.  
Increased XCS student satisfaction with Marketing by June 2017.  
Increased XCS stakeholder satisfaction with Marketing by June 2017.  
Increased community approval by June 2017.
- 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 Pursue grant opportunities that will subsidize our performing arts and extracurricular clubs. Track awarded grants. **Ongoing**
- 5.1.2c Explore the option of hiring a part time or full time executive director for the Xavier Foundation.

**Long Term Goals:**

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

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

**Short Term Goals:**

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

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**
- 6.1.2 Comprehensive maintenance plan/rotation for XCS facilities presented to Board annually.
- 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. **Ongoing**
- 6.1.3b Develop a functioning library that is enclosed. **Ongoing**

- 6.1.4a Annually review a safety plan for traffic issues that includes stop signs, flashing crosswalks, or traffic lights etc. Ongoing
- 6.1.4b Pursue a safety grant by working with the City of Twin Falls and the Transportation Department. Ongoing
- 6.1.5 Review the source selection, grant selection, and federal funding for food services by Fall 2017.

**Long Term Goals:**

6.2.1 *Continue to explore the possibilities of replication.*

*Performance Measures:*

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*



# LITERACY INTERVENTION PROGRAM XAVIER CHARTER SCHOOL (2016-2017)

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA's literacy intervention program.

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 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:
  - Phonemic awareness
  - Decoding intervention
  - Vocabulary
  - Comprehension and Fluency
    - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- D. Supplemental instruction (may be imbedded 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.

Please also note, pursuant to Idaho Code §33-1615, school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the

State Board of Education. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

School District	Xavier Charter School #462	
Contact	Name: Gary Moon	Phone: 208-734-3947
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The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

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, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies 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 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.

**Program Summary (2015-2016)**

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.

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. Xavier uses the same intervention program for all classrooms K-3. Interventions are facilitated during the school day as well as through an after-school program. Classroom performance, Core Knowledge Assessment, and IRI testing are routinely used to identify weakness and refer students for remediation.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

### **Comprehensive Literacy Plan Alignment**

Core Knowledge Curriculum aligns to the Idaho Comprehensive Literacy Plan 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.

Xavier's reading improvement plan has been designed by a Lead Teacher, K-3 teachers, and the Title I Coordinator. This plan includes supplemental instruction during the course of the school day in addition to after-school instruction led by a certified staff member. After-school instruction is provided on a referral basis by the classroom teacher based on collected data. Supplemental instruction for students who score basic or below basic on reading screening in Kindergarten through grade 3 is offered, taking into consideration and implementing suggested hours as put forth in the 2016-017 Literacy Intervention Program Guidelines.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

### **Parent Involvement**

Parents of Xavier Charter School students who have been identified as having a reading deficiency are notified in writing of their child's deficit. These parents receive a letter stating the area(s) of concern and are encouraged to participate in their child's improvement. Parents are also informed of the current services Xavier provides.

In past years, parents have not actively participated in the development of their child's intervention process except incidentally, but do support and add to the existing plan through feedback. All parents are asked 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.

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education’s research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

<b>Performance Metric (Chosen by LEA)</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>	<b>Benchmark (Chosen by LEA)</b>
# of students who scored “proficient” on the Kindergarten Spring IRI	48	43	At or above state average
% of students who scored “proficient” on the Kindergarten Spring IRI	100%	89.58%	At or above state average
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI	15	9	From Fall IRI
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI	31.3%	18.8%	From Fall IRI
# of students who scored “proficient” on the Grade 1 Spring IRI	38	50	At or above state average
% of students who scored “proficient” on the Grade 1 Spring IRI	67.86%	90.91%	At or above state average
Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI	1	4	From Fall IRI
Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI	1.7%	7.1%	From Fall IRI
# of students who scored “proficient” on the Grade 2 Spring IRI	44	37	At or above state average
% of students who scored “proficient” on the Grade 2 Spring IRI	78.57%	66.07%	At or above state average
Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI	0	5	From Fall IRI
Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI	0%	8.9%	From Fall IRI
# of students who scored “proficient” on the Grade 3 Spring IRI	49	46	At or above state average
% of students who scored “proficient” on the Grade 3 Spring IRI	87.50%	82.14%	At or above state average
Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI	-3	4	From Fall IRI
Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI	0%	7.1%	From Fall IRI
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	73%	68%	At or above state average
% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	42%	70%	At or above state average
% of students who transitioned off the reading intervention plan	Not tracked	Not Tracked	Establish baseline data (16-17) Increase 10% annually 17-18 and beyond
Number of student hours participating in program	Not Tracked	Not Tracked	**60 hours for students scoring 1 on Fall IRI **30 hours for students scoring 2 on Fall IRI
Increase in student reading comprehension by grade level	Not Tracked	Not Tracked	75% of students scoring 1 or 2 on Fall IRI will score 3 on Spring IRI

Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.

**Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2**

**Notes/Comments**

## Xavier Charter School ISAT Percent Proficient

### English/Language Arts (ELA)

Class of	Grade (Spring 2015)	2015 Idaho	2015 Xavier	Idaho Comparison	Grade (Spring 2016)	2016 Idaho	2016 Xavier	Idaho Comparison
2018	9	52	70	+18	10	62	87	+25
2019	8	52	68	+16	9	54	75	+21
2020	7	51	75	+24	8	53	74	+21
2021	6	49	65	+16	7	53	70	+17
2022	5	52	61	+9	6	50	67	+17
2023	4	46	42	-4	5	53	65	+8
2024	3	48	73	+25	4	49	70	+21
2025					3	49	68	+19

### Math

Class of	Grade (Spring 2015)	2015 Idaho	2015 Xavier	Idaho Comparison	Grade (Spring 2016)	2016 Idaho	2016 Xavier	Idaho Comparison
2018	9	28	38	+10	10	31	55	+24
2019	8	37	32	-5	9	29	35	+6
2020	7	38	53	+15	8	38	46	+8
2021	6	36	41	+5	7	42	42	0
2022	5	38	53	+15	6	40	56	+16
2023	4	43	39	-4	5	39	41	+2
2024	3	50	68	+18	4	46	70	+24
2025					3	51	73	+21