

<b>School District</b>	<b>#463</b>	<b>Name: Vision Charter School</b>
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**Mission and Vision -**

**VISION CHARTER SCHOOL  
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING  
2018-2019**

**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.

## Demographic Analysis -

### Analyses of Demographic Data

	2016-2017	2017-2018 9/17/2017	2018-2019 9/25/2018
Male	53%	53%	53%
Female	47%	47%	47%
White	85%	82%	81%
Black/African American	0	0	0
Asian	<1%	<1%	1%
Native American	<1%	<1%	<1%
Hispanic/Latino	12%	12.8%	14%
Free/Reduced Lunch Program	37%	40.5%	36%
Received Special Education (IEP Students)	8%	7%	7.2%

## Community Involvement -

1. The Continuous Improvement Plan is reviewed and discussed in open session at board meetings at least four times a year. Specifically the CIP plan is reviewed in August and September in open session each year. Staff members are involved in the review, creation, and revision of the draft and final Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plans. Parent, student, and staff survey results are considered when developing each plan.
2. Vision Charter School highlights college and career supports, resources, websites, and informational sessions on the counselor's blog & website, in the Counselor Corner highlighted weekly in the school newsletter, in the student weekly video news, on the school facebook site, in daily advisory courses, reader board, Instagram, twitter, and through individual parent emails as applicable.
3. Parent Literacy Nights are held in the Fall yearly to support parents in helping their children learn to read and learn to read well. Parent concerns and feedback were 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.

## **LITERACY INTERVENTION PROGRAM Kindergarten through Third Grade Literacy Program Summary -**

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

Our kindergarten through third grade students receive 1000+ hours of instruction. This far exceeds the state requirements and average for instruction in the K-3<sup>rd</sup> 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, Measures of Academic Progress, and myOn Lexile assessment, and HeadSprout to monitor progress and guide instruction. 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, 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 Aimsweb, Core Phonics, Shurley English, Writing Road to Reading, IXL, myOn, and HeadSprout as applicable.

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 on the Fall IRI; 60 hrs for students who score Below Basic 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.

Extended day 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. After school first grade students will directly receive instruction from a certified teacher two days a week.

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 to two days a week for two to four hours a day throughout the summer break and selected non- school days throughout the school year. Here forward referred to as "off track" intervention. Off track K-3<sup>rd</sup> grade Literacy Intervention is taught by a certified teacher with the assistance of a paraprofessional.

All qualifying students in K-3<sup>rd</sup> 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 include MyOn reading, listening, and comprehension.

## **Comprehensive Literacy Plan Alignment - Kindergarten through Third Grade**

### **Collaborative Leadership:**

Administration, Special Services Director, Vice Principal, the reading teacher, classroom teachers, paraprofessionals, parents, and Literacy Coach worked together to discuss the direction of the Literacy Plan. Primary teachers, all Primary Educational Assistants, Administration, and volunteers 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 Reading Coach, Special Services Coordinator, and our Literacy Intervention Specialist. The ELA Department Head works closely with the K-12<sup>th</sup> grade staff to provide the most up to date professional development. This past year she received training in MyOn and then provided that training to the rest of the staff. Our Special Services Director attended training in administering and overseeing Aims Web Progress Monitoring and Istation and provided training to the K-3<sup>rd</sup> grade staff after completing the training. We also sent multiple staff to training in Istation 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, Measures of Academic Progress, Core Phonics Survey, Dibbles, MyOn Lexile & comprehension assessment, and HeadSprout to monitor progress and guide instruction. Second and Third grade also utilize and Read Naturally and ixl as applicable.

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

	<b>Model Name</b>	<b>Additional Details</b>
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 <sup>th</sup> -12 <sup>th</sup> grade. Specific focused time with all 8 <sup>th</sup> 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	Near Peer Mentoring / Mentoring	Near Peer Mentors/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 -**

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 -12<sup>th</sup> graders receive multiple evening informational sessions from our guidance counselor and Step Ahead Idaho covering the topics of selecting, applying, and affording college.
4. Summary of college and career advising and mentoring used at each grade level

- a. 8<sup>th</sup> grade college and career prep mandatory class taught by teacher who has received college and career professional development, 4 year plans for all 8<sup>th</sup> graders, career guest speakers, In depth Career Information Services use, SOAR Organizational training, multiple parent information nights led by our Guidance Counselor and some nights specifically taught by Step Ahead Idaho. 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.
- b. 9<sup>th</sup> 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.
- c. 10<sup>th</sup> 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.
- d. 11<sup>th</sup> 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 class, Fast forward support, registering for dual credits support, Micron Job Shadowing opportunities, Step Ahead Idaho training in selecting, applying for, and paying for college. Step Ahead Idaho support in 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.
- e. 12<sup>th</sup> grade: transcript and graduation plan review, individual and small group meetings with Guidance Counselor, scholarship support, FAFSA training, Step Ahead Idaho 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”.

5. Every grade level 7<sup>th</sup> -12<sup>th</sup> 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. 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-6<sup>th</sup> 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.



District #	463	District Name:	Vision Charter School
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METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	10	36	13	38	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	27.78%		34.21%		6.43 percentage points	<b>37%</b>
	# of high school students graduating with an associate's degree or a career technical certificate	4		18		Not Required	<b>19</b>
	4-year cohort graduation rate	96.60%		100.00%		3.4 percentage points	<b>100%</b>
Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	100.00%	8	100.00%	0 percentage points	<b>100%</b>
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	<b>100%</b>
		10	100.00%	10	100.00%	0 percentage points	<b>100%</b>
		11	100.00%	11	100.00%	0 percentage points	<b>100%</b>

		12	100.00%	12	100.00%	0 percentage points	<b>100%</b>
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	<b># Enrolled</b>	<b># 2016 cohort</b>	<b># Enrolled</b>	<b># 2017 cohort</b>	Not Required	Not Required
		15	37	11	28		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	40.54%		39.29%		-1.25 percentage points	<b>42%</b>
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	<b># Enrolled</b>	<b># 2015 cohort</b>	<b># Enrolled</b>	<b># 2016 cohort</b>	Not Required	Not Required
		11	20	15	37		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	55.00%		40.54%		-14.46 percentage points	<b>43%</b>
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		38	61	37	58		
	% students who scored proficient on the 8th grade math ISAT	62.30%		63.79%		1.5 percentage points	<b>67%</b>
<b>Goal</b>	<b>Performance Metric</b>	<b>SY 2016-17 (Yr 1)</b>		<b>SY 2017-18 (Yr 2)</b>		<b>Improvement / Change (Yr 2 - Yr 1)</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
	# students who scored proficient on the 8th grade ELA ISAT	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		43	61	39	58		
	% students who scored proficient on the 8th grade ELA ISAT	70.49%		67.24%		-3.25 percentage points	<b>70%</b>
All students will be prepared to	# students who scored proficient on	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required

transition from grade 6 to grade 7	the 6th grade math ISAT	34	64	38	62		
	% students who scored proficient on the 6th grade math ISAT	53.13%		61.29%		8.17 percentage points	<b>64%</b>
	# students who scored proficient on the 6th grade ELA ISAT	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		38	64	42	62		
% students who scored proficient on the 6th grade ELA ISAT	59.38%		67.74%		8.37 percentage points	<b>71%</b>	
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		44	46	42	47		
	% students who scored "proficient" on the Kindergarten Spring IRI	95.65%		89.36%		-6.29 percentage points	<b>92%</b>
	# students who scored "proficient" on the Grade 1 Spring IRI	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		43	51	48	54		
% students who scored "proficient" on the Grade 1 Spring IRI	84.31%		88.89%		4.58 percentage points	<b>92%</b>	
<b>Goal</b>	<b>Performance Metric</b>	<b>SY 2016-17 (Yr 1)</b>		<b>SY 2017-18 (Yr 2)</b>		<b>Improvement / Change (Yr 2 - Yr 1)</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
	# of students who scored "proficient" on the Grade 2 Spring IRI	<b># proficient</b>	<b># tested</b>	<b># proficient</b>	<b># tested</b>	Not Required	Not Required
		46	56	45	55		
	% students who scored "proficient" on the Grade 2 Spring IRI	82.14%		81.82%		-0.32 percentage points	<b>85%</b>

	# students who scored "proficient" on the Grade 3 Spring IRI	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		52	60	45	56		
	% students who scored "proficient" on the Grade 3 Spring IRI	86.67%		80.36%		-6.31 percentage points	<b>83%</b>

**College and Career Advising: LEA Chosen Performance Metrics**

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of 7th -12th grade students participating in one or more advanced opportunity	52%	57%

**Literacy Intervention: LEA Chosen Performance Metrics**

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of 3rd grade students who scored Proficient or Advanced on the ISAT ELA assessment	45%	50%