

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	# 511	Name: Peace Valley Charter School	
Superintendent	Name: Andrew Ross		Phone: (208) 205-8818
	E-mail: a.ross@boisewaldorf.org		
Plan Contact	Name: Andrew Ross		Phone: (208) 205-8818
	E-mail: a.ross@boisewaldorf.org		

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section.

Mission and Vision - REQUIRED

Mission: Peace Valley Charter School educates K-8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting. Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

Vision: Peace Valley Charter is guided by the Principles of Public Waldorf Education. It provides a comprehensive education that integrates academics, arts, movement, nature, and social responsibility into everyday learning. Through a holistic approach, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and their communities.

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Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) 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.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

PVCS received feedback from the parents and community through various forums including parent conferences, town hall meetings and family council.

Parent Notification of College and Career Advising and Mentoring Services

This does not apply to PVCS as it currently serves grades K-7.

Parental Involvement in Students' Individual Reading Plans

Parents will be notified via email correspondence that their child has qualified for literacy intervention following the Fall IRI assessment. Parents will then be given the opportunity to be involved in the development of their child's individual reading plan with their student's classroom teacher and the Student Support Team.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Peace Valley is a new Charter School that opened its doors in September 2018. Our literacy program is based in Waldorf Methods supported by the Common Core State Standards. All teachers develop and implement the scope and sequence and lesson plans for their grade level or specialty subject, utilizing Waldorf teacher resources and curriculum as well as supplemental resources and curriculum. The Waldorf methods are developmentally based and the lessons are rich in opportunities for differentiation and differing learning styles. By focusing on quality instruction and intervention, Peace Valley will provide a sound instructional program and prepare students to have the skills and knowledge necessary to succeed in all content areas.

PVCS will collect data through the use of formative and summative assessments, which includes primarily Star Renaissance Suite, as well as the Easy CBM for literacy and math, San Diego Quick, and Words Their Way Spelling Inventory in grades 1-6. The Idaho Reading Indicator will be administered in grades K-3 in the Fall and Spring, the ISAT in grades 3-7 in the Spring, and curriculum-based assessments in grades K-7 on an ongoing basis. The leadership team will use data to drive decisions regarding increasing instructional time (through revising the master schedule for all grades) and adopting a strong, research based intervention program developed by the Student Support Team/Response to Intervention committee. The class teachers utilize the RTI approach to support individual student needs and plan for specific interventions designed to address gaps in mastery.

Our leadership team, along with the Support Team/Response to Intervention committee, will work closely with teachers to create a strong, research based intervention program in reading. The master schedule maximizes core instruction time in both reading and math. Teachers will receive ongoing mentoring and professional development in effective strategies to address all components of effective reading instruction. The PVCS leadership team will make adjustments to increase instructional time and rigor, should the need be identified. In addition, the leadership team will evaluate the impact of the current master schedule and school calendar, on instruction, at the summer leadership team meeting.

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NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

Peace Valley Charter is a unique charter school of choice that utilizes Waldorf methods to educate the whole child. The school opened in September 2018 and now serves approximately 320 students in grades K-7. The school is served by 19 full time staff members, 5 part-time staff members, and an administrative team of 3.0 members.

Our literacy plan, like our teaching approach, progresses from the whole to the part. Our teachers deliver language rich, thematic lessons in the morning block of instruction and then target specific literacy goals in the practice lessons that take place mid-morning and in the afternoon. All of our periods outside of the main lesson block are 45-minute periods.

Our plan for literacy intervention is to provide targeted support, in small group settings, for tier two and tier three students. This will be accomplished through targeted strategies tailored for various literacy domains such as phonemic awareness, decoding, vocabulary, comprehension and fluency. The Student Support Team/Response to Intervention committee will provide support for the implementation of these strategies on the classroom/grade level. Beginning by the second week of October, students who scored Below Basic on the fall IRI will receive a minimum of two-hours of intervention for the remainder of the school year (30 weeks). Beginning by the second week of October, students who scored Basic on the fall IRI will receive a minimum of one-hour of intervention for the remainder of the school year (30 weeks). This will be accomplished in various small group settings by classroom teachers and other staffing support during practice periods outside of the main lesson block.

Our plan is to provide effective literacy instruction for all students, supplemented by targeted intervention to our tier two and tier three students. Our approach will result in steady growth, so by year four we will have increased proficiency by 22% for students who have had continuous enrollment at PVCS.

The Proposed Plan for 2019-2020:

The leadership team will implement the following research-based steps designed to accomplish school-wide goals and proficiency in all areas (academic, mission-specific, operational, fiscal):

1. Implement an extensive data collection, analysis, action, review and adjustment system for all areas.
2. Implement strong core curriculum and intervention programs
3. Increase core instruction time and make data-driven adjustments as necessary.
4. Implement stakeholder communication and parent involvement systems
5. Hire support staff with experience, education and expertise in areas of need.
6. Invest in additional supplemental, research-based curriculum for intervention program.
7. Provide comprehensive professional development to address school-wide needs.

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Action Plan for the upcoming period:

1. Implement and monitor our literacy intervention plan.
2. Implement our teacher-mentoring program for new and/or struggling teachers with a focus on literacy goals. The leadership team alongside the Student Support Team/Response to Intervention committee will assist teachers and paraprofessionals in strengthening core reading instruction and intervention programs.
3. Implement a targeted assistance program to provide intensive intervention based upon data analysis (from comprehensive assessment and progress-monitoring systems).
4. The certificated staff members currently teaching at PVCS will utilize current PVCS assessment and intervention programs to provide intervention for students identified as tier two or tier three. The assessment programs that we will utilize include the Idaho Reading Indicator, Star Renaissance, the ISAT, Easy CBM, San Diego Quick, and Words Their Way Spelling Inventory. Intervention curriculum programs include Read Naturally and Reading A-Z.
5. Student progress in our intervention program will be monitored every 4 to 6 weeks depending upon the tier grouping and progression of the student.
6. Parents are vital members of the student support team and will be included in the intervention plan. Parents of targeted students will be notified in writing per state requirements and a follow-up parent teacher conference will occur within 30 days of notification and again in the spring.

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

This section of the Combine District Plan is not applicable to PVCS that serves students K-7.

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Instructions: The 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

This section of the Combine District Plan is not applicable to PVCS that serves students K-7.

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NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

The College and Career Advising Plan does not apply to PVCS that serves students K-7.

**Please proceed to the Combined District Plan Metrics – Template Part 2
AND the Literacy Plan Proposed Budget – Template Part 3.**

Performance Metrics Instructions:

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

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 511	District Name: Peace Valley Charter School
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METRICS

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

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/511
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	*
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	*
	% students who scored proficient on the 8th grade ELA ISAT	*
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	19%
	% students who scored proficient on the 6th grade ELA ISAT	45%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	23%
	% students who scored "proficient" on the Grade 1 Spring IRI	30%
	% students who scored "proficient" on the Grade 2 Spring IRI	51%
	% students who scored "proficient" on the Grade 3 Spring IRI	63%

NOTES: PVCS currently serves grades K-7 for the 2019-2020 school year.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 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)					Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)			#DIV/0!	#DIV/0!	#DIV/0!	
	% students participating in one or more advanced opportunities					Not Required	
	% CTE track HS students graduating with an industry-recognized certification					Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					Not Required	
NOTES: PVCS currently serves grades K-7 for the 2019-2020 school year.							

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)								
		8th grade	9th grade	10th grade	11th grade		12th grade	8th grade	9th grade	10th grade	11th grade	12th grade		
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate													
	% of students with learning plan created and reviewed in 8th grade													
	% of learning plans reviewed annual by grade level													
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort					Not Required
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!						
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort					Not Required
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!						

NOTES: PVCS currently serves grades K-7 for the 2019-2020 school year.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
NOTES: PVCS currently serves grades K-7 for the 2019-2020 school year.		

Section V: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% increase of 2nd grade students scoring proficient from Fall IRI to Spring IRI	-5.10%	5%
% increase of 3rd grade students scoring proficient from Fall IRI to Spring IRI	1.90%	5%
NOTES:		

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 511	District Name: Peace Valley Charter School
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	54.0%	49.6%
Male	46.0%	50.4%
Asian	4.0%	2.0%
Black / African American	3.0%	3.0%
Hispanic / Latino	12.0%	13.0%
Native American	4.0%	4.0%
White	77.0%	78.0%
Free / Reduced Lunch Program	22.0%	19.9%
Received Special Education (IEP Students)	12.0%	10..2%
NOTES:		

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Number and Name:		511 Peace Valley Charter School				
Estimated Total Literacy Funding for 2019-2020 :		\$16,425.00				
PERSONNEL COSTS		Details	FTE	Cost Per FTE	Total Cost	Proposed Budget
Position / Item					Amount from Literacy Funds	Amount from Other Funds
Literacy paraprofessional support		1 paraprofessional, 15 hours per week x 12 per hour	0.4	24,960.00	9,360.00	0.00
Benefits						0.00
						0.00
		Personnel Subtotal			9,360.00	0.00
PROGRAMS / CURRICULA COSTS		Details	# Items	Cost Per Item	Total Cost	Proposed Budget
Item					Amount from Literacy Funds	Amount from Other Funds
Star Renaissance program		Subscriptions/set up fees for students who need interventions	73	37.03	5,949.75	3,246.70
						0.00
						0.00
		Programs / Curricula Subtotal			5,949.75	3,246.70
TRANSPORTATION COSTS		(NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)				
Item		Details	# Students	Cost Per Student	Total Cost	Proposed Budget
						Amount from Other Funds
						Amount from Other Funds
						Amount from Other Funds
		Transportation Subtotal			0.00	0.00
OTHER COSTS		Details	# Items	Cost Per Item	Total Cost	Proposed Budget
Item					Amount from Literacy Funds	Amount from Other Funds
Chromebooks and charge cart		computers to be utilized by eligible students for benchmark assessments and other literacy programs.	30	335.00	10,050.00	5,688.05
						0.00
		Other Costs Subtotal			10,050.00	5,688.05
TOTAL COSTS & BUDGET					\$25,359.75	\$8,934.75