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**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.

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| **Mission and Vision - REQUIRED**  |

**Mission Statement**

Through the Expeditionary Learning model, Pocatello Community Charter School creates a learning environment for students to develop a love of learning, think at a high level, work hard to overcome difficult challenges with no excuses, persist to achieve their personal best relative to previous performance, seek to improve the world around them, and treat others with kindness and respect. Our teachers, parents and community are empowered to enable students to meet these expectations.

Vision Statement

Pocatello Community Charter School: Together as crew, we seek excellence, leadership, and environmental stewardship, and to become involved citizens committed to equality, safety, and justice in an ever-changing and increasingly technological world.

**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.

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| **Community Involvement - REQUIRED** |

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

A parent survey is sent out in the spring. An advisory committee made up of parents, teachers, and administration meets in the spring to review the survey results.  The budget is reviewed and plans are made for the following school year based on that information.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of available resources and programs through newsletters from the school counselor and from the teachers, and information about these programs is posted on the school website on the School Counselor's teacher page. Parent workshop trainings for the Advanced Opportunities Fast Forward program will be provided in the spring.

Parental Involvement in Students’ Individual Reading Plans

PCCS leadership and Rti teams are responsible for developing the Literacy Intervention Program Plan.  Information from past parent surveys or from comments or concerns shared with teachers was taken into consideration. Once teams have met and students have been identified as needing additional literacy support, parents are notified and encouraged to give feedback.  If students qualify for 30 or 60 hours of intervention, an Individual Literacy Plan is written for each student.  Possible interventions are all listed on the plan and a recommendation is made from the Rti team. Parent feedback from the first notification is added to the plan.  The plan is then shared with parents and they are encouraged to give feedback to their child’s plan.  Parents are welcome to share their feedback through email, letter or in person.  If requested, a parent/teacher conference will be held.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 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 in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/).

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| **LITERACY INTERVENTION PROGRAM** |
| **Literacy Program Summary - REQUIRED** |

The 2020-2021 program will look similar in regards to our Response to Intervention model. PCCS is fully implemented over to a school-wide Title I program.  The school has purchased a school-wide license for Fast Forward and Reading Assistant.  Both programs will be considered for in school interventions but families are encouraged to use the programs at home as well.  IStation will replace the STAR assessment in all grades K-8.

PCCS is an EL Education school that builds on literacy skills as students learn about the world through the deep study of specific topics through cross curricular units called expeditions.  Additional literacy resources are used for explicit instruction in the primary grades. For example, K-4 is currently implementing the EL Literacy Skills Blocks.  Books related to expeditions were added as well as scholastic magazines and a subscription to Reading A-Z for K-2 were also purchased. Letter cards with wood pieces will be used in Kindergarten to help promote the core literacy program. A Smart Board is being added to the Library and will help promote literacy in several different capacities. The after school reading program will use it in conjunction with Reading A-Z, the librarian will use it during library reading activities, and it will also be used to facilitate staff professional development.

Intervention strategies are developed and used through grade level collaboration. PCCS provides several research-based intervention curriculums and each grade level team is encouraged to develop their interventions using these resources.

·         Kindergarten interventions take place during the school day.  The classroom teacher, Title I team, special education teacher, and the classroom paraprofessionals work as a team to determine and provide interventions based on student needs. IPads will be purchased for the classroom to be used for IStation, Fast ForWord, and Reading A-Z.

·         1st - 8th grade teams consist of grade level teachers, Special Education teacher, and the Intervention & Assessment Coordinator.  Interventions are provided during the day as a push-in model and there are after school options as well. Students 1st-4th are offered an after school reading program three days a week for 1.25 hours per day.  Other grade levels are offered a time after school to work in the lab using Fast Forward.  Parent input is critical in order to establish the best results with attendance and fidelity of the intervention and/or program.

In order to assure students receive the required hours of literacy intervention, it is documented on the Individual Literacy Plan along with the specific intervention program.  The plan will also include intervention specifics such as length of time, days per week, facilitator, and targeted skills. If a student is on an IEP for literacy, those hours are considered first.  If additional hours are needed, the student is also given an Individual Literacy Plan and placed accordingly.

Due do the current situation with Covid, interventions will be developed based on what phase the school is in. Phase 1 (students in school fulltime) will continue as per our regular plan. Phase 2 (Hybrid model) will be a combination of in school and virtual interventions. Phase 3 (homebound model) will provide virtual interventions. This will be accomplished by using Fast ForWord, IStation cycles, and IStation intervention packets using zoom or google hangout.

Interventions:

·         In-class support – facilitated by classroom teacher and/or paraprofessional. Intervention of targeted skills are based on assessment data (IStation, ISAT interim, spelling inventory) and is administered as a one-on-one or small group setting depending on the needs within the classroom.  PCCS purchased a school-wide online reading intervention program called Reading Assistant.  The program targets fluency, comprehension, and language patterns. This, with other research based interventions is available as a resource within the classroom

·         Title I Program – The Title I team consists of the Intervention & Assessment Coordinator and three paraprofessionals. After benchmark assessments are given, grade level Rti teams meet and determine intervention groups. Title I paraprofessionals, under the support of the Intervention Coordinator, push into the classroom during literacy centers and offer specific research-based interventions.   Curriculum includes the Wilson Reading System, which focuses on phonemic awareness and decoding/phonics. It uses visual, auditory, kinesthetic, and tactile senses to make connections between sounds and words. Read Naturally is also used and it targets fluency and comprehension. Reading A-Z (RAZ plus & Writing) is an online guided reading curriculum.  Daily writing, as well as many other resources are also used from the online program. Voyager Passport focuses on word attack through phonics and decoding, building vocabulary, and spelling.  Fluency and comprehension are also included with each lesson.

·         Extended Reading Program – This program is offered for a total of 60+ hours each year for students in 1st – 4rd grade.  It meets after school three days a week for 1.25 hours per day. The Intervention coordinator and two Title I paraprofessionals will facilitate this program. An online reading intervention, Reading A-Z (RAZ plus & Writing), is used as the primary intervention.  The online program includes phonics, decoding, fluency, and comprehension. The writing offers daily writing practice, graphic organizers, and creative writing.  The Fast Forward program will also be used in the after school reading program.

·         Fast Forward – facilitated by an Americorp worker, classroom teacher and/or paraprofessionals.  Students meet 4-5 days per week for an hour to an hour and a half each day.  This program is offered during the school day, after school, and in the summer.  This program is designed to improve cognitive skills including memory, attention, and processing speed.  This targets reading fluency and comprehension.

Riding for Focus - offered to students in 5th-8th grade and facilitated by the Adventurer Coordinator and Americorp member.  The program was piloted at PCCS and continues to be an intervention used to help students that have difficulty staying on task and focusing.  Students meet for a minimum of 30 minutes three times per week first thing in the morning for at 8 weeks in the fall and 9 weeks in the spring.   The program aims to show how cycling will help increase attendance and academic performance and improve social-behavior skills.  RFF is collecting data to back up the theory of the benefits of physical activity to help students be successful in the classroom.

Students are progress monitored through IStation.  Title I and the extended reading program also use curriculum assessments to monitor student growth.

PCCS will support the implementation of the literacy intervention program through collaborative team meetings.  Feedback from staff and parents will be reviewed for future changes.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

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| **Comprehensive Literacy Plan Alignment - REQUIRED**  |

**Assessment and Data**

RTi literacy assessments for fall, winter, and spring are as follows:

          Kindergarten: IStation, EL Skills Block Assessment

          1st/2nd Grade – IStation, EL Skills Block Assessment

          3rd/4th Grade – IStation, Words Their Way Spelling Inventory, Correct Writing Sequence

          5th-8th Grade – IStation, Words Their Way Spelling Inventory, Correct Writing Sequence

In addition to the Rti assessments, grades 3rd – 8th will continue to use the ISAT interim assessment blocks.

**Collaborative Leadership**

Data was compiled from fall benchmarks.  Rti teams (including SPED and Title I) met to determine eligibility, parent involvement, and intervention strategies. Grade level teams meet and suggest which intervention program may best suite each student based on their need for 30 or 60 hours of intervention.

The team will review and analyze data from fall, winter and spring benchmark testing.

Grades 4-8 follow the Response to Intervention model: Benchmark assessments given three times a year and students that are not performing at grade level are given extra support, as appropriate, and progress monitored.

Grade level teams continue to meet throughout the year to analyze data, review interventions and student progress.

**Effective Instruction and Interventions**

Title I – push-in, small groups with all K-8 classes for 3-4 days/week for 30 minutes/day.

* Materials: Voyager Passport, Wilson Reading System, Read Naturally, Reading A-Z, instructed by Intervention Coordinator and paraprofessionals.
* Wilson Reading – phonemic awareness, decoding and phonics.
* Read Naturally – fluency and comprehension
* Reading & Writing A-Z – online guided reading and writing program, fluency, comprehension, phonics (iPads used to access books and writing tools).
* IStation intervention – online cycles that are differentiated at individual student literacy levels as well as intervention packets. Both will be used for in school and virtual instruction.

Extended Reading Program – Extended day 3 days/week for 1.25 hours/day for 1st-4rd grade.

* Materials:  Learning A-Z (Guided reading, online assessments), A-Z Writing (online intervention that pairs with Learning A-Z), and Voyager Passport.  Instructed by Literacy Coordinator and paraprofessionals.
* Learning A-Z  – phonics, decoding, fluency, comprehension (iPads used to access online books)
* Writing A-Z – Daily writing support
* Voyager – phonics, decoding, vocabulary, spelling, fluency, and comprehension
* Fast Forward – Online reading intervention, school-wide licenses available for students in K-8.

                      Fluency and comprehension

* Reading Assistant – Online reading intervention for any student reading 25 wpm or more.

                              Schoolwide license and is used in the classroom at teacher or Rti team

                              discretion. Monitored by classroom teacher or classroom

                                  paraprofessional. Fluency, comprehension, and language pattern

Small group Para-led targeted skills – In class one on one or small group instruction from

                            classroom paraprofessional.  Skills needed are determined by assessment data.

* Materials: Words Their Way word sorts, Read Naturally, Wilson Reading System
* Word sorts – phonics, vocabulary, and spelling
* Read Naturally – fluency and comprehension
* Wilson – phonics, decoding

Parents are informed of their child’s K-3 IRI IStation scores at PEP Conferences.  After the Rti teams meet, recommendations are added to an Individual Literacy Plan for student’s that scored below grade level.  The plan is shared with parents within 14 days and their input is encouraged. Communication can be electronic, hard copy, phone call, or with a parent conference.

Parents were informed of Title I School-wide plan at back to school night. There will be several different activities during the school year to encourage parent involvement.  The activities help bridge literacy activities between school and home.

Classroom teachers will also use the ISAT interim assessment blocks to further instruct individual or small group interventions.

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.

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

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|  | **Model Name** | **Additional Details**  |
| X | 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) |  |

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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.

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| **Advising Program Summary - REQUIRED** |

Advising Program Summary

2020/2021 school year:

6th grade students and parents are informed of the Advanced Opportunities program in the spring so they can enroll in summer courses as soon as they are eligible to access their Fast Forward funds.  Parent Advanced Opportunities workshops will be provided in the spring to all current 6th – 8th grade students and their parents.  All interested 7th-8th grade students are enrolled in IDLA overload high school courses using their Fast Forward funds throughout the year and during summer break.

All 7th and 8thgrade students take a required grade level college/career elective class with the school counselor using the NextSteps Idaho program to explore their interests, occupational options, and college/training requirements.  The school counselor assists the 8th grade students in registering for high school and starting their 4-year-plan.  If available, the 7th and 8th grade students will attend the ISU College of Technology Tech Expo in the spring (depending on COVID-19 conditions/restrictions). The 8th grade students will attend a virtual or in-person campus tour of BSU and/or CSI in the spring (depending on COVID-19 conditions/restrictions).

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| **Other Notes / Comments** |

The School Counselor, Laura Whaley, will attend the Idaho College and Career Readiness Summit in September, and the IDLA Site Coordinator Conference in September.

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| **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 **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. 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 **2020-21 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.