



COMBINED DISTRICT PLAN (2020-2021)

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

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Mission and Vision - REQUIRED

Our Mission

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands-on experience, real world application and creative methods. Each student is given the opportunity to achieve his or her full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

Our Vision

The Village Charter School community inspires students to cultivate their individual gifts and abilities, equipping them to discover meaningful value and purpose in the world.



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Community Involvement - REQUIRED

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

The Village Charter School incorporates input from students, parents, and teachers in the development of the TVCS Combined District Plan, which includes our Continuous Improvement Plan, Literacy Intervention Plan, and College and Career Readiness Plan. The timeline below outlines the ways we incorporate stakeholder input.

April-May

- Gather parent input - Parent Survey, Student Survey
- Establish the new draft plan
- Review draft plan with School Leadership Team

June-July

- Present Final Plan to School Board of Trustees

August - December

- Implement Plan
- Gather parent/student input
- Gather data related to plan

January-April

- Gather data related to current plan
- Review and adjust current plan

Parent Notification of College and Career Advising and Mentoring Services

Once a year, TVCS will inform parents on the progress of students on their Step it Up to Thrive results and future career and college opportunities.

Parental Involvement in Students' Individual Reading Plans

The Village Charter School involves parents in the development and review of individual reading plans during three yearly events. Parents and students work together with teachers to develop individualized plans during the Fall Parent Teacher Conferences. Plans and evidence of learning are reviewed and modified during the Spring Student Led Conferences. In addition, students who qualify and receive interventions through Title 1 are notified and invited to participate in further planning and review of progress throughout the school year.



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

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

The Village Charter School has identified several areas of focus to improve K-3 early literacy and K-8 literacy overall. The following actions will improve our literacy outcomes in K-8th grade.

- Providing ongoing professional development, including The Teaching Reading Sourcebook, for educators and paraprofessionals providing literacy instruction.
- Providing training in Istation and ISAT, including assessment literacy.
- Purchase a new targeted curriculum for K-3rd grades to provide explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension (Foundations from Wilson Learning).
- Implement a school-wide system for screening, diagnosing, and monitoring student learning in areas measured by Istation.
- Maintain in our master schedule at least 60 minutes of daily reading instruction for all students, plus additional 30-60 minutes of supplemental instruction for struggling readers.
- Implement grade level band PLCs that include implementing an RTI process for monitoring Istation data, identifying struggling readers, designing targeted interventions, and improving on core literacy instruction.

For 2020-21 and subsequent years, TVCS will be using a large portion of Literacy Funds to allow for a full day Kindergarten class.

Identification:

- Students who score a “below basic” (1) or “basic” (2) on the Fall Istation assessment and/or IRI
- Grade level band PLCs will analyze Istation/IRI data, direct interventions for students, and progress monitor learning for all students scoring “below basic” or “basic”.
- Students identified as “Below Basic” on the Fall IRI will be given 60 hours of additional support for the year, and students identified as “Basic” on the Fall IRI will be given 30 hours of additional support for the year.

Parent Input in Development of Intervention Plan

- In approximately 30 days after the Fall IRI or Istation, parents will be notified via our Fall IRI Letter that includes their student’s IRI score, possible interventions, and process for involvement in the development of an intervention plan. Traditionally, this occurs as part of the Fall Parent Teacher Conferences.



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Resources and Supports Provided

- Supplemental Instruction targeting students identified on Fall IRI/Istation in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - SIPPS: Systematic Instruction in Phonemic Awareness, Phonics, and Sight words.
 - Foundations from Wilson Learning
 - Reading Mastery Series
 - Reading A-Z
 - Imagine Learning
 - Istation assessment for K-8 students
 - Small group and 1:1 intervention
- Professional Development and Texts from CORE Learn - Teaching Reading Sourcebook

Instructional Model

- Interventions will be provided in pull out and push in model based on targeted areas identified by data.
- Interventions will be provided by certified teachers in reading or qualified paraprofessionals.
- Interventions will be based on research, systematic, and explicit for foundational reading skills.
- For Kindergarten's, extended full day instruction will be provided starting in 2020-21.



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

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership:

TVCS utilizes the Professional Learning Communities (PLC) model to provide structured teams and time for collaboration on best literacy practices, providing interventions and support for struggling learners, and embedded professional development. PLCs occur weekly on Fridays when students are not on campus due to our 4 day school week.

Developing Professional Educators:

Professional Development is embedded regularly during PLC time, staff development days, and asynchronously in the area of literacy. TVCS provides ongoing learning and coaching in the Teaching Reading Sourcebook from CORE learn.

Effective Instruction and Intervention:

Instruction and intervention for all students, and directly to struggling readers is provided both in the classroom and in pull out interventions utilizing best practices and research based programs.

Assessment and Data:

K-8, students are monitored in basic reading skills with ISIP from Istation. Students in grades 3-8 will be assessed in their grade level competencies related to literacy on the ELA ISAT and Interim ISAT.



COMBINED DISTRICT PLAN (2020-2021)

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

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	School Counselor	
X	Teacher or paraprofessional as advisor	8th grade teacher(s) and paraprofessional
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Advising Program Summary - REQUIRED

Parent Notification of College and Career Advising and Mentoring Services

The 8th grade teacher(s) provide notification to parents about the Step-It-Up 2 Thrive Program and 7 Habits based Leader in Me program throughout the year. Teachers provide parents information about the readiness of 8th graders to succeed in high school, college, career, and life during Parent Teacher Conferences.

College and Career Advising Model

The Village Charter School utilizes Teachers and Paraprofessionals as Advisors as the model for providing college and career advising for students in 8th grade.

TVCS students completing the 8th grade will demonstrate readiness to succeed in college, career, and life through the following six aspects of leadership. The six aspects of leadership are embedded



COMBINED DISTRICT PLAN (2020-2021)

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

within the 7 Habits Leader in Me Program established at the school and tie in directly with the Step-It-Up 2 Thrive Program that involves students at all grade levels.

Specifically the school/district will be centering efforts around the following areas to augment student preparedness for career and educational advancement:

Creative Problem Solving

The ability for students to creative problem solve will be represented by the following skill sets-

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

Self Awareness, Self Reliance, and Self Discipline

The ability for students to be self aware, self reliant, and exercised self discipline will be represented by the following skill sets-

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals at the next level of their education
- Manages and balances time, resources, and responsibilities

Technical Literacy

The ability for students to be technically literate will be represented by the following skill sets-

- Demonstrates knowledge of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

Community and Collaboration

The ability for students to be involved in community and collaboration will be represented by the following skill sets-

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

Community Engagement

The ability for students to be involved in community engagement will be represented by the following skill sets-

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity



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Other Notes / Comments

Demographics Analysis

Group	2019-2020	2020-2021
Female	50%	47%
Male	50%	53%
Asian	<1%	0%
Black/African American	4%	<1%
Hispanic/Latino	12%	15%
Native American	<1%	<1%
Native Hawaiian or Other Pacific Islander	2%	<1%
White	77%	75%
Free/Reduced Lunch	33%	Data Unavailable
Special Education	14%	14%