

# COMBINED DISTRICT PLAN (2020-2021)

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

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b>#508</b>	<b>Name: Hayden Canyon Charter</b>	
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Plan Contact	Name: Cynthia Lamb		Phone: (208) 477-1812
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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.

### Mission and Vision - REQUIRED

#### **Mission:**

Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning-utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.

#### **Vision:**

Hayden Canyon Charter is focused on elevating student achievement through projects based and investigative learning that tackles real-world challenges and develops servant-leader character and habits of mind for inquiry, creative, critical, and innovative thinking through arts and sciences.

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### Community Involvement - REQUIRED

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

Upon the founding of Hayden Canyon Charter, the Founding Board put together an advisory committee of experienced educators from the community as well as parents. This committee contributed input into the development of the curriculum and student academic goals. Additionally, during the month of June, Hayden Canyon Charter held multiple parent meetings in which curriculum and student assessment criteria was discussed and commented upon.

#### Parent Notification of College and Career Advising and Mentoring Services

Hayden Canyon Charter will send out letters to all parents of Middle School students describing the College and Career Advising and Mentoring services available during the first week of school.

#### Parental Involvement in Students' Individual Reading Plans

As part of HCC's EL Education ELA program, students are assessed each week during Skills Block to determine their level of phonetics mastery. Students keep track of progress in their portfolios which are shared with parents. Each parent will not only know which level their student is on at any given time, students IRI scores and reading improvement plan will be gone over with parents at our student led conferences at the end of each quarter.

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### LITERACY INTERVENTION PROGRAM

#### Literacy Program Summary - REQUIRED

Hayden Canyon Charter School will provide a research-based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments. The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level and will be implemented through a push-in model utilizing our Reading Specialist. Students identified as

The Charter School will monitor the reading progress of each student's reading skills throughout the school year through the use of weekly EL Education's Skills Block assessments, MAP testing, IRI as well as other assessments that may include:

- Benchmark assessments used to monitor progress toward long term learning targets and inform instruction such as Observational Survey of Early Literacy (K-1)—if developmentally appropriate,
- Running Records (K-5)—Reading fluency, accuracy and comprehension,
- Core Phonics assessments, Phonological Awareness Literacy Screening (PALS) assessments, (University of Virginia)
- Math assessments—grade-level curriculum based,
- Writing Assessment based on the Northwest Regional Labs rubric for Traits of Writing,
- Content-specific unit assessments in the areas of Science and Social Studies, and Surveys.

Kindergarten students scoring 2 or 3 on the fall IRI are divided into fluid groups for 30-minutes of additional instruction. Students in grades 1-3 scoring basic or below basic (2 or 3) on the fall IRI were divided into fluid groups for 45-minutes of additional intervention instruction. These daily interventions in addition to core instruction, provides the minimum State expectation of 60 hours in 80 days

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Certified teachers, general and Title I, along with the reading specialist will work with students that are designated as intensive or strategic. The EL Education differentiated literacy program will be used to provide intervention along with research-based materials approved by the State Department of Education.

During our literacy block students in K-3 will participate in an hour long EL Education Skills Block, in which there are 125 individual skill levels to be completed by the end of 3<sup>rd</sup> grade. Students are assessed weekly to identify individual skill levels, then are placed in leveled groups for strategic instruction. During this time students will meet in small identified groups with the teacher for direct

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instruction and will then rotate through skills practice centers, assisted by the Title I paraprofessional and Reading Specialist. Students will keep track of their individual progress on a game board to increase engagement and ownership of progress. Parents will be made aware of student progress during our student led conferences.

Hayden Canyon Charter has hired a fulltime Reading Specialist for the 2020-2021 school year. He will coach teachers, assist with assessments and small group instruction, and will collaborate with teachers to improve our EL Education Literacy Program. He will meet weekly during our PLC meetings with grade level teams to plan literacy instruction.

Hayden Canyon Charter teaching staff will be using mastery-based instruction and grading rubrics to target learning and track mastery allowing for teachers to effectively group and determine powerful instructional practices. Teachers have identified key standards towards which they measure progress and reteach to mastery for all.

Parents are notified in writing about literacy skill level and interventions available within 30 days following discovery of the deficit. Quarterly literacy progress reports are sent home with report cards. The Charter offers events for parents to train on use of specific programs. For example, Literacy Night is a fun evening to share literacy activities and education for parents and students.

The Charter's Data Team will meet monthly to review data and progress towards goals. Parents, administrator and teachers are involved in these meetings, guiding goals and actions to improve learning across the District and grade levels.

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### Comprehensive Literacy Plan Alignment - REQUIRED

The Hayden Canyon Charter's (HCC) Comprehensive Literacy Plan aligns to the essential elements as required in Idaho Code and State Board Rule.

#### Collaborative Leadership:

- This Literacy Plan is directly aligned to the Hayden Canyon Charter Strategic Plan, and the Charter's performance certificate. This plan was written with input from the Education Director, Reading Specialist, Curriculum and Instruction Mentor Specialist, teachers, parents, and community stakeholders.
- Hayden Canyon Charter holds weekly PLC's on Fridays wherein weekly student data is reviewed by classroom teachers, Reading Specialist, Curriculum and Instruction Mentor Specialist and the Education Director to determine the effectiveness of our intervention plan and guide instruction.
- Grade level PLC's occur each Friday where teachers collaborate on instructional strategies, weekly lessons, and parent input.
- This plan is discussed with parents during the 1<sup>st</sup> quarter parent conferences.

#### Developing Professional Leadership:

- HCC's Education Director is certified as an evaluator with Charlotte Danielson Evaluation Framework
- HCC's Reading Specialist and Curriculum and Instruction Mentor Specialist will attend State trainings to keep current with programs and data, as well as EL Education Conferences. These trainings are to include iStation training, IRI data analysis, MAP testing data analysis, and EL Education's skills block training. They will meet regularly with the principal to communicate needs and progress towards goals.
- The Principal, Reading Specialist, Curriculum and Instruction Mentor Specialist, Special Education Coordinator, and grade band teacher leaders serve on the Charter Data Team, as well as contributing to the Instructional Data Teams during weekly collaboration.

#### Developing Professional Educators:

- New teachers work with HCC's Mentor Specialist who observe, provide feedback and demonstrate effective literacy instruction. The Reading Specialist is pushed into classrooms to support learning to identified students.
- HCC's curriculum maps and Friday grade level lesson planning serves to promote professional growth as teachers strive to improve student academic achievement. During these Friday PLC's teachers focus on grade level standards and individual student needs, rather than a one size fits all method of teaching.
- The Education Director and Curriculum and Instruction Mentor Specialist provide weekly in-service sessions to ensure consistency in the use of best practices, mastery based learning, and literacy strategies. Trainings and book studies include Learning the Lasts, Leaders of Their Own Learning, and EL Education ELA Curriculum Companion.
- The Charter provided intensive training for all primary school teachers in EL Education's ELA Skills Block and All Block to ensure that all teachers in the early grades know how to teach reading based on scientific research, with a deep understanding of how children learn to read, and how to effectively assess student progress towards mastery.

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### Effective Instruction:

- Research proved programs and activities are used during core instruction and literacy intervention time. All staff is trained in proper use of intervention programs to ensure alignment with research parameters.
- Mastery based learning aids in teachers breaking down standards, design common assessments and measure student mastery of standards. Mastery based rubrics are used by all teachers to assess student's progress towards mastery.
- Weekly review of student data at Friday PLC's guide instruction for more effective teaching and differentiation of instruction.

### Parent Involvement:

- Parents are included on the Data Team, which are commissioned to monitor data and progress, inform goal development and determine necessary professional development.
- Parents will be surveyed annually to inform school goals and provide feedback on practices.
- Literacy training is provided for parents during quarterly conferences and resources are given to assist their child(ren).
- All parents will receive a copy of the Literacy Plan. Parents will be informed in writing if their child exhibits a deficiency in reading at any time throughout the year, and will be informed of intervention options available. Parents will be invited to meet with the teacher to help create their child's individual literacy plan. Additionally, parents will receive quarterly reports of literacy progress including notification of the Skills Block level their child is at along with the child's report card.
- Literacy Night events will provide parents with literacy training, training on interpreting assessment data, information on available interventions and how they can support literacy at home.
- If a child is reviewed by the RTI team, parents are notified and included in the process.
- Parents are strongly encouraged to volunteer at school.

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

	<b>Model Name</b>	<b>Additional Details</b>
X	School Counselor	Directs students to complete their CIS portfolio and develop their 4-year plan.
X	Teacher or paraprofessional as advisor	Middle School Homeroom teachers will advise students and provide students opportunities to explore careers and colleges.
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

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### **8th grade**

All students in 6th -8th grade work with teachers under the direction of the School Counselor and the Curriculum and Instruction Mentor Specialist to complete their CIS portfolio and develop their 4-year plan. Parents are asked to be involved and assist their child with the creation of this plan. 8th graders will complete their plan by the spring of their 8th grade year. Communication for this happens in the fall by email and through the school website. Meetings addressing Advanced Opportunities are scheduled and advertised using the School Messenger application, Class Dojo, and Education Director's newsletter, for parents and students to address Advanced Opportunities. A college night, where the Education Director, school Counselor and Curriculum and Instruction Mentor Specialist, address 8th grade families about post-secondary pathways, is also hosted. Throughout the year, professionals from a variety of disciplines work with students in authentic field experiences, and relate their personal career pathway to increase student understanding of career opportunities and fields of study. The school Counselor and Curriculum and Instruction Mentor Specialist host an Advanced Opportunities information booth during fall and spring parent-teacher conferences. College visits to local and regional campuses will increase student The school counselor(s), leadership team and registrar work together in late spring to provide information for transition between schools. Expectations, course scheduling and opportunities are highlighted.