

Peace Valley Charter School
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2018 – 2019

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.

Goals

1. College and Career Readiness--- N/A

Peace Valley Charter School (PVCS) is a K-6 Public Charter School that began operation with the 2018-2019 School year.

2. High School Preparedness--- N/A

3. Student and Parent Engagement

- A. PVCS will strive to have 95% of all students engaged with the school through daily attendance.
- B. Parents will be made aware of the importance of scheduling appointments after the school day for their children in order to optimize the instructional time each day.
- C. Parents will engage with the school through attendance at conferences, serving on parent council, fundraising committee, policy committee or other opportunities made available throughout the year and summer months. PVCS will strive to have 90% of all parents attend at least one conference this academic year.
- D. Parents will be afforded the opportunity to attend grade level classroom meetings at the start of school in order to better understand the Waldorf Methodology and the values of developing the whole person as is realized through Rudolf Steiner's philosophy.

4. Plan Collaboration

Over the last year, the governing council of PVCS has worked towards setting clear goals for the first year of operation as a Public Charter School in Idaho. We have gathered with parents, educational experts in both Waldorf methodology and Charter School governance as well as key individuals in our community to ensure we had collaborators for this Continuous Improvement Plan. The first year of operation will be focused on bringing together our staff, helping the board move from founder's status to a board of governance and developing the connection to those families, we serve.

We will monitor progress towards these goals at our monthly council meetings. We will be focused on policy development and budget oversight as a new board.

Report of Progress

Goal	Continuous Improvement/Performance Measures	SY 2017-18 (Yr 1)	SY 2018-19 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
			NO data at start of year	Will report in 2019-2020 School year]
All students will be college and career ready	N/A as PVCS is K-6				
All students will be prepared to transition from middle school / Jr. high to high school	N/A as PVCS is K-6				
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT		0%		42%
	# of students who scored proficient or advanced on the 6 th grade math ISAT		0		10
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT		0%		48%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT		0		12
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment		0%		74%
	# of students who scored proficient on the 3 rd grade statewide reading assessment		0		30
	% of students who scored proficient on the 2 nd grade statewide reading assessment		0%		48%
	# of students who scored proficient on the 2 nd grade statewide reading assessment		0		27
	% of students who scored proficient on the 1 st grade statewide reading assessment		0%		45%
	# of students who scored proficient on the 1 st grade statewide reading assessment		0		40
	% of students who scored proficient on the kindergarten statewide reading assessment		0		40%

	# of students who scored proficient on the kindergarten statewide reading assessment		0		25
	Students will understand (at grade level ability) the Code of Conduct --We are kind, we are safe, we are respectful and we are responsible		50%		80%
	Code of conduct understanding will be measured by playground conduct and respect shown in completion of work assigned.		50%		80%
Increase student and parent engagement at all grade levels	Student attendance rates as a percentage		95%	4%	99%
	Parent participation at parent/teacher conferences		75%	Measured fall to spring 18%	93%
	Hold grade level meetings before the start of school to help families connect and build community and understand the Waldorf principals.		50%		75%
	Opening ceremony attended by family and community members at the end of the first week of school		45%		55%
Increase teacher engagement	Number of hours of job embedded professional development		138		100
	Number of subject level multi-grade teacher teams		0		3
	Number of hours available for mentor teachers to mentor or observe/team teach		38		60
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program		75%		100%

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Analyses of Demographic Data

Analyses of demographic data from school district.

	2017-2018	2018-2019
Male	N/A	46%
Female	N/A	54%
White	N/A	77%
Black/African American	N/A	3%
Asian	N/A	4%
Native American	N/A	4%
Hispanic/Latino	N/A	12%
Free/Reduced Lunch Program	N/A	22%
Received Special Education (IEP Students)	N/A	12%

Comprehensive Literacy Plan

School District	LEA 511 Peace Valley Charter School	
Contact	CIP: Jackie Hopper	Phone: 208-205-8818
	Email: j.hopper@boisewaldorf.org	
	Literacy: Lisa Wespiser, Principal/Education Director	
	Email: l.wespiser@boisewaldorf.org	
	Superintendent: Laura Henning	
	Email: l.henning@boisewaldorf.org	

Program Summary

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 of 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 include 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 3-6 in the Spring, and curriculum-based assessments in grades k-6 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 in grades 1-6. 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 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 school calendar, on instruction, at the summer leadership team meeting.

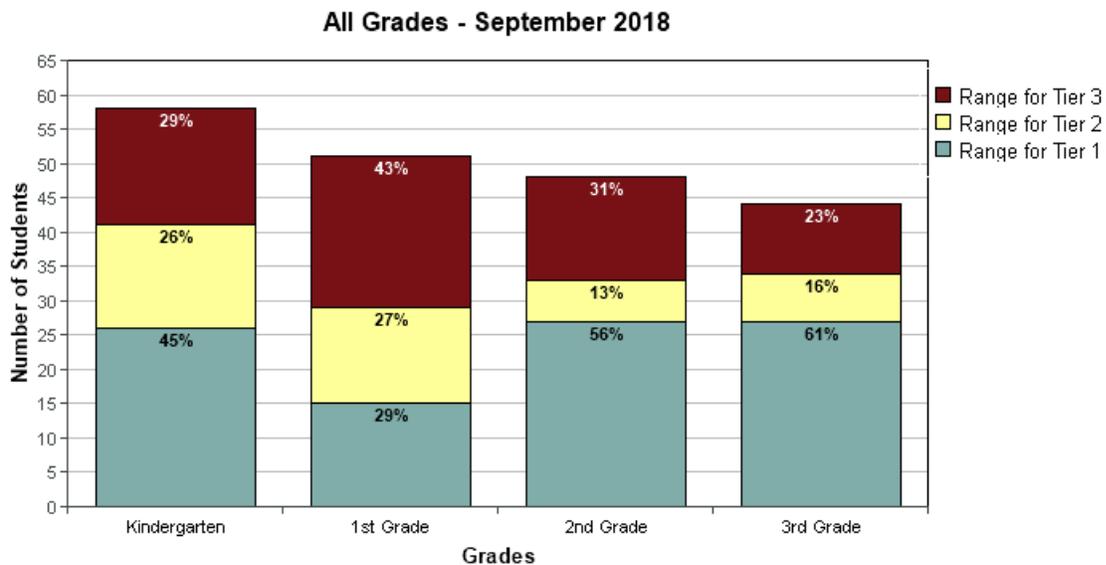
Program Summary

Executive Summary

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 serves approximately 305 students in grades K-6. The school is served by 13 full time staff members, 7 part-time staff members, and an administrative team of 3.5 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.

Our plan for literacy intervention is to provide targeted support, in small group settings, for tier two and tier three students. The table below provides a baseline summary of our K-3 performance on the 2018-2019 IRI.



LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment at PVCS	2 nd Year of Enrollment at PVCS	3 rd Year of Enrollment at PVCS	4 th Year of Enrollment at PVCS
% PROFICIENT (All Grades)	48%	50%	65%	70%

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 2018-2019:

The board and leadership team will implement the following research-based steps designed to accomplish schoolwide 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 schoolwide needs.

Action Plan for the upcoming period:

1. Implement and monitor our literacy plan.
2. Implement our teacher-mentoring program for new and/or struggling teachers with a focus on literacy goals. The Education Director 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, 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 monthly.

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 January.
