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Continuous Improvement Plan 2017-2018

Alturas International Academy District No. 495

Goal 1: The Academy will become a fully accredited IB School within the first three years of operation. During the first year, the Academy began the candidacy phase in the IB Organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the candidacy phase in the IB Middle Years Programme (MYP). As part of the accreditation process, all educators will participate in IB training provided by certified trainers. Teachers will be evaluated formally and informally on their knowledge and abilities to implement the IB curriculum. The PYP and MYP programmes being a transdisciplinary approach to teaching and learning will demand the best from both students and teachers. Alturas International Academy will aim to produce a common curriculum that will suit all learning communities.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> 1. Create leadership team including lead teacher, administrator, and IB coordinator / August 2017 2. Leadership team attends training / December 2017 3. IB MYP coordinator submits all necessary forms and fees in regards to IB accreditation / April 2018 4. Create IB teacher professional development (PD) calendar for 2017-18 school year and ongoing leadership team training / October 2017 5. Begin PD process August 2017 – June 2018 6. Reflect and review and if necessary revise training efforts quarterly with leadership team / 2017-18 school year and every subsequent year 7. Report progress to Board of Directors monthly – 2017-18 school year and every subsequent year 8. Create IB teacher PD calendar for 2017-18 school year/ May 2017 9. Continue PD process June 2017-June 2018 10. Apply for accreditation in the MYP/ April 2018 11. The Leadership team will be involved daily in the instruction of these small groups to provide mentoring and support to the classroom structure in academic learning. 	<ul style="list-style-type: none"> • Professional development calendar for each school year (2016-2020) • Monthly Board of Directors report • Quarterly leadership agenda and minutes • Periodic reports of progress from the International Baccalaureate Organization • Records of teacher training/ spreadsheet detailing training levels, dates etc. for each teacher • Evaluations of teachers’ IB knowledge, skills and implementation of the IB curriculum and methods • Walk through observation data 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

<p>12. The IB programme is built on the foundation that everyone is involved in the school and it is a community of learners and leaders. It is the responsibility of each individual at The Academy to empower one other to think critically, self-reflect, and continuously improve. Throughout the accreditation process this will be an essential tool to ensure continual success in these goals.</p>		
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Goal 2: The Academy will instruct students in a multi-age, student-centered classroom that uses flexible grouping and differentiated instruction according to each student’s needs without distinguishing students by grade level. As a result, all Academy teachers will be trained in researched-based teaching methods that utilize flexible grouping and small group instruction. The teachers and leadership team will collaborate and write curriculum to ensure optimum growth at instructional levels.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
<p>1. Research best practices and researched based teaching methods that utilize differentiated instruction, flexible grouping and small group instruction. / July 2017</p> <p>2. Create professional development calendar for the 2017-18 school year. Leadership team (Executive Director, Administrator and IB coordinator) plan and create professional development plan based on the calendar / February 2017</p> <p>3. Purchase books and other resources necessary for professional development / July 2017</p> <p>4. Deliver first professional development/ August 2017</p> <p>5. Continue with professional development every Friday as per calendar/ September 2017 – June 2018</p> <p>6. Review and reflect on professional development monthly. Teachers will be the facilitator of learning. The staff will develop curriculum that supports student-driven learning. The leadership team will support this instruction by</p>	<ul style="list-style-type: none"> • Professional development calendar 2017-18 • Informal observation data • Star Reading and Math benchmark data (ensuring students are making adequate growth – see assessment plan) • Student assessment data – formative common assessments (ensuring students are placed in correct instructional groups and that they are making adequate growth) •NWEA Map Growth assessments • Professional development calendar 2018-2019 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

<p>creating collaborative groups to write instruction. The leadership team will be in the classroom on a regular basis working with students and supporting and encouraging teachers. / 2017-18 school year</p> <p>7. The teachers and leadership will reflect continuously on student achievement through small group instruction and analyze data to ensure academic growth. / 2017-18 school year</p> <p>8. Complete needs assessment and professional development calendar for 2018-19 school year / May 2018</p> <p>Researched Based Evidence: Theexpeditionsschool.com Kidsource.com cu-portland.edu</p>		
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Goal 3: Working as collaborative teaching teams is essential to the structure of the Academy. Collaborative teams must know and understand achievement levels of students in order to form appropriate instructional groups within their classes. As a result, the Academy will implement the Professional Learning Community (PLC) process with all instructional staff members beginning the first year of operation and continuing every year thereafter. Instructional staff will meet at least one day a week to collaborate about student learning. The analysis of Star Math, Star Reading and NWEA Map Growth data along with formative and summative assessments will be the foundation of organizing and changing instructional levels and groups as the year progresses. This will be necessary so that each student can continually work to reach their academic growth potential.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
<p>1. Provide initial professional development and guidelines for working within a PLC / August 2017</p> <p>2. PLC meetings / Weekly throughout the 2017-18 school year</p> <p>3. Develop team growth and proficiency goals related to student achievement in reading, writing, and mathematics</p> <p>4. Create units of instruction including common formative and summative assessments and differentiated lesson plans / ongoing 2017-18</p>	<ul style="list-style-type: none"> • PLC meeting notes • PLC implementation self-assessment and reflection data • Unit plans • Common formative and summative assessment data 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

5. Review assessment data / ongoing 2017-18		
6. Reflect on PLC practice and provide ongoing professional development and guidance as necessary / Monthly throughout the 2017-18 school year		

Education Thoroughness Standards

1. A safe environment conducive to learning is provided.

Goal: Maintain a safe teaching, working and learning environment that promotes positive and productive learning. Students will be respectful of themselves and others.

To achieve this goal, the Academy will:

- Develop guidelines for physical safety. These guidelines will include, but are not limited to, the procedures for fire and evacuation drills, reporting unsafe equipment, methods for checking students in and out of school, notification of school closures and emergency information and staff monitoring and supervision of student activity during the school day.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, gangs, use or sale of alcohol and drugs or any illegal activities.
- Establish a school-wide Positive Behavior Interventions and Support (PBIS) system that is comprised of behavioral intervention practices and organizational systems for establishing the social culture, learning, and teaching environment and individual behavior supports needed to achieve academic and social success for all students.

2. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment where students are responsible, respectful, and highly engaged in learning.

To achieve this goal, the Academy will:

- Train teachers in and use “CHAMPS: A Proactive and Positive Approach to Classroom Management,” by Randy Sprick, Ph.D. as a resource of how to make effective decisions about classroom management. CHAMPS, “Setting Limits in the Classroom” and “The First days of School” are resources we will use and are based on the following principles or beliefs:
 - Structure the classroom for success, including the physical setting, schedule, routines and procedures.

- Teach behavioral expectations to students; direct instruction on how to behave responsibly and respectfully in all classroom situations.
- Observe and supervise; monitor student behavior by physically circulating and visually scanning all parts of the classroom.
- Interact positively with students; when students are behaving responsibly and respectfully, they receive attention and feedback on their behavior, giving the students a high ratio of positive to negative interactions.
- Correct fluently; teachers pre-plan their responses to misbehavior to ensure they respond in a brief, calm and consistent manner.

3. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in correlation with the overall educational program.

To achieve this goal, the Academy will:

- Utilize the general philosophy of the IB Programme to instill basic values.
- Emphasize the importance of adults and older students modeling important values at school.
- Support students in their efforts to build personal bonds and carry out responsibilities within the learning community.
- Develop a sense of community and service within the school and between the school and larger community.
- Instill a sense of individual, social, and civic responsibility that enables students to use newly found knowledge to solve community problems.

4. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st Century using the IB Programme and Idaho Core Standards.

To achieve this goal, the Academy will:

- Emphasize meaningful language experiences in English Language Arts instruction through reading, writing, speaking, and listening, which is enhanced by dramatization and memorization.
- Provide access to computers and other technology. Teach technology skills and appropriate communication through technology.
- Provide instruction in a foreign language. Next to English, Spanish is the second most spoken language in the United States. There are approximately 52 million people who speak Spanish as a first or second language in the United States. Some projections indicate that the United States could even surpass Mexico by 2050 and become the world's largest Spanish-speaking country. Learning Spanish will enable students to live more effectively in a global community and is

essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

5. A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

Goal: Develop international citizens equipped with a solid foundation in reading, writing, mathematics, science, technology, language, and social studies that will enhance their ability to positively contribute to a global society in the 21st Century.

To achieve this goal, the Academy will:

- Provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum
- Develop and implement a complete Response to Intervention (RTI) system consisting of three tiers of instructional processes that include regular universal benchmark screening of basic language arts and mathematics skills (three times a year), increasing levels of instructional support and intervention, and careful monitoring of progress for students identified for additional support.
 - ♣ Tier 1: All students receive instruction within an evidence-based, scientifically researched core program aligned with the Idaho Core Standards and the IB framework with the intent to deliver high-quality instruction in language arts and mathematics.
 - ♣ Tier 2: Students who fall below the expected levels of accomplishment (10th–24th percentile), according to the school-wide benchmark screenings, receive interventions and instructional programs focused on their specific needs.
 - ♣ Tier 3: Students who fall well-below the 10th percentile on the benchmark universal screeners are at high risk for academic failure and will receive intensive interventions and instruction to meet their individual needs.
- Provide foreign language instruction.
- Physical fitness instruction will focus on basic health, fitness (flexibility, strength, and endurance) and lifetime sports.
- Frequent opportunities will be provided for students to participate in outdoor activities, such as snowshoeing, hiking, biking, running, skiing, tennis, golfing, and fishing.
- Music and art will be integrated into the interdisciplinary thematic units of instruction.
- Delineate a set of expected best teaching practices, methods, and materials that teachers will employ within their classrooms.
- Provide ongoing professional development in best teaching practices, methods, and materials that are expected to be used within the classroom.
- Monitor teacher performance and implementation of curriculum and best practices through frequent classroom walkthroughs by teaching peers and administration and through the implementation of a research-based evaluation system, Charlotte Danielson’s “Framework for Teaching.” “Framework for Teaching” is a research-based set of components of instruction,

aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: 1. Planning and preparation 2. Classroom environment 3. Instruction 4. Professional responsibilities

6. The skills necessary for students to enter the workforce are taught.

Goal: Provide students with academic and social skills that prepare them for future employment in the 21st Century. Students will not only possess solid academic skills in reading, writing, and mathematics, but they will be able to work cooperatively and collaboratively. They will be able to think critically and problem-solve.

To achieve this goal, the Academy will:

- Provide a strong foundation in reading, writing, problem-solving, math concepts, science, technology, and social studies.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st Century.
- Enable students to develop the following intellectual habits important in the workplace: Adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically; and making informed judgments.
- Enable students to develop the following personal habits important in the workplace: Accepting responsibility for personal decisions and actions; acting with honesty, courage, and integrity; maintaining a healthy lifestyle; showing empathy, courtesy, and respect for differences among people and ideas; displaying self-confidence; practicing concentration and perseverance; implementing effective time management; and working cooperatively with others to reach group consensus or to complete a task.

7. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, personal electronic devices, scientific equipment, and networks linked to local and nationwide resources.

To achieve this goal, the Academy will:

- Provide technology to facilitate and enhance learning. Students will be able to access technology to communicate, research information, complete assignments, compute, keep records, analyze and store data, and for assessment purposes.
- Use interactive technology as a tool in an integrated educational program rather than as a primary instructional delivery system.

- Students will be taught and expected to proficiently keyboard and use word processing, spreadsheet, and presentation software.

8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills, attributes and attitudes necessary to become global citizens in their chosen careers or fields of work and communities in the 21st Century.

To achieve this goal, the Academy will:

- Provide service-learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.