

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1



ALTURAS
INTERNATIONAL ACADEMY

151 N Ridge Avenue
Idaho Falls, ID 83402

COMBINED DISTRICT PLAN (2019-2020)

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NARRATIVE - PART 1

School District	# 495	Name: Alturas International Academy	
Superintendent	Name: Michelle Ball		Phone: 208-522-5145
	E-mail:michelle.ball@alturasacademy.org		
Plan Contact	Name: Brian Bingham		Phone: 208-522-5145
	E-mail:brian.bingham@alturasacademy.org		

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: Alturas International Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

Vision: The Academy seeks to support, educate, and inspire every student to think critically and collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an International Baccalaureate (IB) World School, we inspire students to be life-long learners, critical thinkers, and global citizens.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

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.

Community Involvement - REQUIRED

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

In order to receive input from parents/guardians, a survey was sent home to gather information. Using the information obtained via the parental survey, the administration team identified areas of strength, and areas in which they could focus. Parents indicated they had many opportunities to discuss with the school leaders or their student's teachers, their student's progress or concerns they had. The administration team maintains an open door policy to further help parents discuss any concerns or questions they may have about happenings in the classroom or school in general.

Parent Notification of College and Career Advising and Mentoring Services

The school counselor systematically reaches out to all parents/guardians of 8th graders to help them develop an 8th grade plan as they transition to their freshmen year of high school. Throughout the year, counselor is in contact with parents/guardians providing assistance and direction as questions arise. The school counselor maintains an open door policy for any questions parents/guardians may have regarding different opportunities for students to gain additional support or guidance in preparation for their future college or career.

Parental Involvement in Students' Individual Reading Plans

All parents/guardians receive consistent communication from their child's teacher. When a student is struggling in class, a parent meeting is set up in the first week or two and a letter is sent home stating that their child is qualified to receive additional support, whether it be the extra 30 or 60 hours of intervention time. During that conference, parents/guardians are able to meet and discuss issues their child is having in/out of class and in ways the administration team and teacher can support them. In the meeting, a plan is established on ways parents are able to support their children at home. Most times, the school provides materials for students to read or work on at home with the help of the parent. Alturas maintains an expectation of open collaboration as teachers and parents/guardians work to best support and create individual reading plans. Consistent contact after the initial meeting allows parents/guardians and teachers to further adapt the plan when necessary.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 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 and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Alturas International Academy is committed to ensuring that all of our students learn to read. A student's success in reading enhances learning in all subject areas, helps create a love of learning, and paves the way for success in life. Teachers, school administration and parents all play an important part in a student's success in this process. Competent, caring, and committed teachers create the environment for learning to read. Teachers have the foundational knowledge about literacy and apply that knowledge with understanding and skill in their classroom each day. Administrations role is to assure that teachers have knowledge of current literacy best practices and access to the tools and resources needed to incorporate them. The administration needs to ensure high quality instruction supported by strong literacy frameworks. This includes the opportunity for mentoring and classroom interaction. Parents and caregivers play a major role in early literacy as well. Three kinds of parental involvement at home are consistently associated with higher student achievement: actively organizing and monitoring a child's time, helping with homework and discussing school matters. The earlier parent involvement begins in a child's educational process, the more powerful the effects. Positive results of parental involvement include: improved student achievement, reduced absenteeism, improved behavior, and restored confidence among parents in the children's schooling.

Literacy Goals

The goal of the Alturas International Academy's Literacy Plan to implement the developmental, accelerated, and preventive reading program requirements that will help ensure that students can read on grade level when entering Grade 3, as indicated by the Idaho Reading Indicator (IRI) Test, and to diagnose and accelerate the reading performance of all students in all grades. The goals of the literacy plan are to enable teachers to:

1. Align instruction to the needs of the student.
2. Collaborate from class to class, grade to grade, and home to school.
3. Engage students and allow time on tasks that are critical to literacy development.
4. Teach reading in a manner which reflects research-based best teaching practices.
5. Assess students regularly to ensure progress toward mastering standards.
6. Ensure that students read fluently at grade level.
7. Offer appropriate intervention and remediation services as needed.
8. Teach strategies for reading complex content and text.
9. Improve performance in reading on district, state, and federally mandated tests.
10. Implement the writing process in the classroom, emphasizing applications and conventions.

Alturas International Academy's teachers and administrator collaborate on the effectiveness of curriculum and instruction on a weekly basis. The purpose of this collaboration is to provide proactive and reflective leadership around curriculum and instruction for the betterment of our students. We will

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

create, maintain and improve the curriculum in all its forms, written and delivered. We will increase the effectiveness of instruction in every classroom. Our students will demonstrate high levels of literacy, skills and knowledge in academics and work ethic. It is through clarity, teamwork, reflection, proactivity, and integrity that a well-balanced reading curriculum will ensure our students achieve success.

Classroom Instruction

Reading instruction is for 90 minutes every day. The curriculum is divided into handwriting, skills-based adaptive learning through the use of online content, standards-based core curriculum and the accelerated reading program. The skills-based adaptive learning through online content focuses on phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency.

Students work in groups of approximately 6-8 students, as determined by the teacher and administration. While the primary model of learning has students working as partners, any student will also be able to rely on members of their instructional group for support. Students will be taught to be responsible for the well-being and success of everyone in their group.

Teachers prepare lessons to be delivered to the entire level group, after which students will work with their partners to complete assignments pertaining to the lessons. A given group may have only two or three teacher-presented lessons per week; the rest of the time will be spent working independently, with support from the teacher.

Interventions

Alturas' entire instructional model is based on the best practice of differentiated learning, or students learning on their instructional level. All students at Alturas are placed in a small group according to their instructional level, and students stay at the level for the duration of the time allotted for reading or math. This approach to learning coupled together with the state's requirements allows students an opportunity to be challenged and receive the remedial support they need.

Testing and Assessment

Standardized testing, while not a complete measure of a student's character or abilities, is an important part of tracking both student progress, and our progress as a school. Test data is reviewed by various groups of Alturas stakeholders, and used as a basis for various determinations that affect many aspects of the school. Therefore, it is important to set a positive, balanced climate and expectations for testing.

Alturas International Academy administers the following standardized tests:

STAR: Standardized Test for the Assessment of Reading

The testing system is used to measure current levels for student achievement in reading and math. Teachers administer STAR tests every six weeks. Results are sent home to parents. Many teachers also maintain an ongoing STAR score chart for each student, that can serve as a basis for student-teacher collaboration and goal setting.

MAPS: Measures of Academic Progress

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

The testing system used by Alturas to measure student growth. MAP testing is administered twice each year.

ISAT: Idaho Standards Achievement Test

Each year, students in grades 3-8 and once in high school take the Idaho Standards Achievement Test (ISAT) to determine whether they have achieved the standards for their grade level in English Language Arts/Literacy and Mathematics. The ISAT is administered during the last 8 weeks of the school year.

Special Learner Groups

Special learner groups include students who participate in special education, gifted education and advanced learners and English Language Learners. Each group will participate in the same instruction as all other students.

The Director of Special Education and the School Counselor will coordinate with school personnel to ensure that special needs students will receive services in reading, writing and language according to their Individual Education Plans. In addition, administrators, teachers and support staff will collaborate to maximize impact of services and resources available for special needs students.

Students are taught at instructional level, not grade level. Curriculum will be accelerated and enriched as needed for advanced students. Modification will be made through curriculum units, lesson plans, pacing and acceptable evidence of learning.

English Language Learners services are available to students in need.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

Essential Elements of the Idaho Comprehensive Literacy Plan

1. Collaborative Leadership: Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.

- The standards are consistently being evaluated and aligned with the ELA curriculum.
- Alturas' program is rigorous and sets high expectations and encourages risk taking.
- Alturas' program is student driven and engages students in challenging learning experiences.
- Students are active learners and highly engaged in the learning process.
- Core Knowledge and Perspectives are rated one of the highest programs by Ed Reports to support the Common Core Standards.

2. Developing Professional Educators: Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.

- Professional development encompasses learning opportunities in formal coursework, conferences, and learning opportunities. With a four-day work week, teachers collaborate consistently every Friday and have opportunities to reflect on their teaching and student learning in order to achieve optimum learning practices.
- New teachers have a mentor teacher who supports them daily.
- Teachers evaluate student data on a consistent basis, this is crucial to help teachers become motivated by their students' achievement as well as ways they can better support their students' learning.
- The Executive Director and Principal are consistently in the classroom to support best practices and the mission of the charter.
- Teachers are given a detailed handbook of the charter's mission and vision. This comprehensive guide gives teachers the tools to implement the literacy program effectively.
- New teachers are guided and supported with strong support in a program that is rigorous and innovative to provide learning that is student-driven and at instructional levels.
- Being an International Baccalaureate School, Professional Development is continuous and focused on consistently improving and reflecting on inquiry-based learning.

3. Effective Instruction and Interventions: Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

- With the innovative approach to teach at instructional levels, all students, including English Language Learners, receive a rigorous education.
- Students' growth is higher due to the fact students are taught in small group instruction at instructional levels. Students are not frustrated and enjoy the learning process. They understand the importance of perseverance as they see all students experiencing the need to struggle.
- All classrooms are multi-age classrooms and this gives teachers the opportunity to provide differentiated instruction at high levels. Alturas believes in inclusion and the students feel they are part of a strong community that supports their learning. Students are able to advance more quickly because they are being taught at their instructional level the entire ELA period.
- The state standards are the foundation of instruction and aligned with the curriculum. The standards help us measure student progress throughout the year and encourage the highest achievement at the instructional level of every student.
- Engaging all students in critical and analytical instruction in small group instruction ensures every student is reaching their potential and gaining the knowledge, concepts, and skills they should acquire to continually progress and become life-long learners.

4. Assessment and Data: Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support.

- The NWEA Data is an excellent tool to help understand a student's instructional level so teachers can differentiate instruction to individual needs. All students should be growing and this is why teaching at instructional levels, not grade levels, is a requirement of the program.
- The NWEA Data is also a strong metric to measure teacher effectiveness.
- Star Reading Data is collected every six weeks to provide teachers information about their students' growth. Teachers study growth, weaknesses, strengths, and target skills that need interventions.
- Progress Reports from Star Data are sent home frequently so parents have communication on their child's growth.
- The NWEA and Star Tests help prepare students for the ISATS.
- These assessments inform teachers of the effectiveness of instruction and if students are thinking more critically, and applying their learning to the real world.

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

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.

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

	Model Name	Additional Details
X	School Counselor	Class Lessons utilizing CIS Idaho as a resource
	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)	

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - PART 1

Instructions: The 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 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.

Advising Program Summary - REQUIRED

The school counselor will provide class lessons once every three weeks to all students in grade 6-8. Activities will be focused on social/emotional health, career exploration, and academic success. Each student will have access to and utilize Career Information Systems (CIS) Idaho-Junior create an individual portfolio where they will have access to their individualized interests and personal learning plans. 8th grade students will complete a four year high school plan after identifying courses available from their high school of choice. 7th and 8th grade students and their families will be educated about Fast Forward funds and Idaho Distant Learning Academy via class lessons, email, and a parent meeting held in the fall.

Other Notes / Comments

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 **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. 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 **2019-20 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.

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - PART 2

District # 495	District Name: Alturas International Academy
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/schools/1385
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	N/A
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	60%
	% students who scored proficient on the 8th grade ELA ISAT	60%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	60%
	% students who scored proficient on the 6th grade ELA ISAT	60%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	80%
	% students who scored "proficient" on the Grade 1 Spring IRI	85%
	% students who scored "proficient" on the Grade 2 Spring IRI	85%
	% students who scored "proficient" on the Grade 3 Spring IRI	90%

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - PART 2

NOTES:

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)					Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	#DIV/0!		#DIV/0!		#DIV/0!	
	% students participating in one or more advanced opportunities					Not Required	
	% CTE track HS students graduating with an industry-recognized certification					Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					Not Required	

NOTES: Only K-8 is offered at Alturas International Academy.

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - PART 2

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	N/A		N/A		N/A	
	% of students with learning plan created and reviewed in 8th grade	8th grade	0.00%	8th grade	100.00%	100%	
	% of learning plans reviewed annual by grade level	9th grade	N/A		9th grade	N/A	
		10th grade	N/A		10th grade	N/A	
		11th grade	N/A		11th grade	N/A	
		12th grade	N/A		12th grade	N/A	
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required	
		N/A	N/A	N/A	N/A		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	#VALUE!		#VALUE!			
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	
N/A		N/A	N/A	N/A			
% students who Go On to some form of postsecondary education within 2 years of HS graduation	#VALUE!		#VALUE!				

NOTES: NOTES: Only K-8 is offered at Alturas International Academy.

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - PART 2

Section IV: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of Middle School Students who successfully completed overload credits through IDLA	5%	10%
NOTES:		

Section V: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
Percentage of students who meet/exceed RIT Growth Goal for NWEA Reading from Fall-Spring	64%	60%
NOTES:		

COMBINED DISTRICT PLAN (2019-2020)

METRICS AND DEMOGRAPHICS - PART 2

District # 495	District Name: Alturas International Academy
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	51.0%	49.0%
Male	49.0%	51.0%
Asian	1.0%	1.0%
Black / African American	0.0%	3.0%
Hispanic / Latino	9.0%	8.0%
Native American	1.0%	1.0%
White	89.0%	87.0%
Free / Reduced Lunch Program	27.0%	30.0%
Received Special Education (IEP Students)	12.0%	11.0%

NOTES:

COMBINED DISTRICT PLAN (2019-2020)

PROPOSED LITERACY BUDGET - PART 3

District Number and Name:	495 - Alturas International Academy
Estimated Total Literacy Funding for 2019-2020 :	\$52,650.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Paraprofessionals	10 Literacy Paraprofessionals, 2.5 hour per day x 140 days at an average rate of 13.50/hr			47,250.00	41,477.00	5,773.00
				0.00		0.00
Benefits				3,614.63	3,173.00	441.62
Personnel Subtotal				50,864.63	44,650.00	6,214.62
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Read Naturally Curriculum	Licenses for all students who need literacy			8,000.00	8,000.00	0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				8,000.00	8,000.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$58,864.63	\$52,650.00	\$6,214.62