

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to plans@osbe.idaho.gov.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 or 2023 sessions. The section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district’s report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year’s improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent’s or charter administrator’s evaluation.

POSTING / SUBMITTING YOUR PLAN

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- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to plans@osbe.idaho.gov in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on idahoschools.org) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

2023-2024 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2). The following templates are available to help you meet the requirements:**

- 2023-24 Continuous Improvement Plan Narrative – Template Part 1
- 2023-24 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Continuous Improvement Plan (CIP) Narrative for 2023-24:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2022-23, or you are continuing a previously granted narrative exemption.

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If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nick.wagner@osbe.idaho.gov; 208-488-7586) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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NARRATIVE - TEMPLATE PART 1

LEA	#495	Name: Alturas International Academy	
Superintendent	Name: Michelle Ball		Phone: 208-522-5145
	E-mail: michelle.ball@alturasacademy.org		
CIP Contact	Name: Reece Drkula		Phone: 208-522-5145
	E-mail: reece.drkula@alturasacademy.org		

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them 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

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - 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

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NARRATIVE - TEMPLATE PART 1

Parent Notification of College and Career Advising and Mentoring Services

Alturas International Academy is now a full K-5 elementary school.

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

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2023-24 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 495	LEA Name: Alturas International Academy
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required): <https://idahoschools.org/schools/1385>

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort	2023 cohort
		NA	NA
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 cohort
		NA	NA
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	NA	NA
	% students who score proficient on the grade 8 Math ISAT	NA	NA
	% students who make adequate growth on the grade 8 Math ISAT	NA	NA
	% students who score proficient on the grade 8 ELA ISAT	NA	NA
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	NA	NA
	% students who score proficient on the grade 6 Math ISAT	NA	NA
	% students who make adequate growth on the grade 6 Math ISAT	NA	NA
	% students who score proficient on the grade 6 ELA ISAT	NA	NA
	% students who make adequate growth on the grade 6 ELA ISAT	NA	NA

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	50.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
NWEA MAP Growth Assessment	60.0%	61.50%	61.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2022-23 Performance Targets <small>(From LEA's 2022-23 CIP)</small>	SY 2022-23 RESULTS <small>(if available)</small>	2023-24 Performance Targets <small>(LEA's Chosen Goals)</small>
NA	NA	NA	NA

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* than those required in Section I, above.

Alturas International Academy (495) is a public K-5 elementary campus. We do not measure college and career advising.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Based on the data we from last year, students at Alturas International Academy were continuing to grow academically, both in English as well as Math. Test scores have continued to remain steady or improve. We believe this is a testament to our model and program here at Alturas. We were excited to see that our data continues to showcase that our model supports student growth at an elementary level.

We administer the NWEA Map Growth assessments (both reading and math) in late January early February as well as at the beginning of the school year. When students took the Map tests in the fall, they received a RIT Growth Goal, this growth goal was based on their overall score and was normed nationally. As students continue to learn on their instructional levels, we have seen growth in their academic growth increase. Our challenge this year will be to continue this growth process we started coming out of Covid and splitting among two campuses. However, with our strong academic program and structure, student data has stayed level after the pandemic and into last year as we met our target goal. The data at AIA was outstanding and is a reflection of the coaching and adherence to the model.

We continue to seek best practices and improve structures within our program. We attend many charter conferences, SDE trainings, and network in other forms to seek out what other programs are doing that are successful. We have also continued to collaborate with our board of directors to evaluate our data at various times throughout the year to seek input and continue to converse on growing opportunities.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2022-23 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2022-23 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target for the % of students in that group who will meet their target in the 2023-24 school year.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS
k	All Subjects	96 students taught at the kindergarten			
1-3	All Subjects	288 Students are taught between grades 1-3. Each classroom is multi-age at Alturas.			
4-5	All Subjects	192 Students are taught between grades 4-5. Each classroom is multi-age at Alturas.			
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool			

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool			

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

ne assessment tool. If

tool, which you should
t group last year, enter
ormance Target (goal)

2023-24 Performance Targets (LEA's Chosen Goals)

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2023-24 Performance Targets (LEA's Chosen Goals)