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Continuous Improvement Plan 2018-2019

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 began 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. Enroll teachers in an Online IB Training for the month of October (July 18) 2. Leadership team attends Curriculum and Exhibition training for the International Baccalaureate (September 2018) 3. All teachers new to Alturas will participate in an Online Training for their curriculum. (October 2018) 4. Create IB teacher professional development (PD) calendar for 2018-19 school year and ongoing leadership team training / October 2018 5. Begin PD process August 2018 – June 2019 6. Reflect and review and if necessary revise training efforts quarterly with leadership team / 2018-19 school year and every subsequent year 7. Report progress to Board of Directors monthly – 2018-19 school year and every subsequent year 8. Create IB teacher PD calendar for 2019-20 school year/ May 2019 9. Continue PD process June 2018-June 2019 10. 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. 11. 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 	<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 • Receive accreditation in the PYP/ April 2018 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

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.		
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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
<ol style="list-style-type: none"> 1. Create professional development calendar for the first week of school for teachers for the 2018-19 school year. (July 2018) 2. Provide induction training for all staff regarding the Academy’s Charter as well as International Baccalaureate Curriculum 3. Purchase books and other resources necessary for professional development (October 2018) 4. Continue with professional development every Friday as per calendar/ September 2018 – June 2019 5. Meet with teachers on a monthly basis to review progress made towards their IPLP and student achievement 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 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. (2018-19 school year) 7. The teachers and leadership will reflect continuously on student achievement through small group instruction and analyze data to ensure academic growth. (2018-19 school year) 	<ul style="list-style-type: none"> • Professional development calendar 2018-19 • 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 2019-2020 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

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
<ol style="list-style-type: none"> 1. Provide initial professional development and guidelines for working within a PLC (August 2018) 2. PLC meetings (Weekly throughout the 2018-19 school year) 3. Develop team growth and proficiency goals related to student achievement in reading, writing, and mathematics 4. Create units of instruction including common formative and summative assessments and differentiated lesson plans (2018-19) 5. Review assessment data (2018-19) 6. Reflect on PLC practice and provide ongoing professional development and guidance as necessary (2018-19) 	<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

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:

- 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.

- Music, PE, and art will taught by full-time teachers.

- 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.

Alturas International Academy

Literacy Plan

Mission and Vision

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.

Alturas promotes a love for learning and marked academic growth among its students. Students are in multi-age/multi-grade classrooms, a structure proven to grow students from their academic level, and not just their grade level. Students have the opportunity to model and learn from their peers as they collaborate to solve real-life problems. Relationships are formed through mentoring. Classrooms are a community that supports, encourages, and discovers together. They are engaged in learning and continually challenged. Students learn in small groups at their instructional levels regardless of age or designated grade. Teachers practice diversification in the classroom by utilizing a variety of methods and tools to ensure that each student has measurable academic growth each year.

International Baccalaureate Program

Alturas International Academy is in candidacy to become an International Baccalaureate (IB) school. International Baccalaureate (IB) is an educational philosophy that sets high standards and emphasizing creative and critical thinking. IB students are responsible for their own learning, choosing topics and devising their own projects, while teachers act more as supervisors or mentors than sources of facts. IB emphasizes research and encourages students to learn from their peers, with students actively critiquing one another's work. Beyond preparing students for critical thinking and college-level work, the full IB program calls for students to express themselves through writing, requires community service, and aims "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

Commitment to Literacy

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 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.

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.

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

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.

Family Engagement

Family involvement has been shown time and again to be key to developing successful readers, writers, and learners. Communication with parents is frequent. A weekly group email is sent to parents with schedule information, general news about the class, reminders Alturas International Academy holds three project presentation nights as part of the curriculum. These are important for a number of reasons: it allows students to demonstrate

and present what they have learned; it helps develop public speaking and presentation skills; and it builds community as students and parents share the evening.

Professional Development

The teaching staff and administrators of Alturas International Academy are continually attending in-person trainings, online webinars, classes and given mentoring opportunities so that they are implementing current best practices in the classroom.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2018-2019)

Pursuant to Idaho Code §33-1212A your school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. College and Career Advising and Mentoring Plan (Plan) must be submitted by October 1st of each year by emailing the plan to <mailto:Plans@osbe.idaho.gov>.

Plans may be submitted as a:

- Consolidated plan combined with your school district Continuous Improvement Plan (incorporated within the plan or as an appendix to the plan) – When combining plans the consolidated plan must meet all of the requirements of each of the plans; or
- Standalone College and Career Advising and Mentoring plan

Pursuant to Idaho Code §33-1212A, school districts and charter schools:

- May employ non-certificated staff to serve in the role of college and career advisors and student mentors.
- Appropriate alternative forms of advising and mentoring must be research-based and may include the following:
 1. High contact programs such as:
 - a. Near peer or college student mentors; and
 - b. Counselor, teacher or paraprofessional as advisor or mentor;
 2. Collaborative programs such as:
 - a. Student ambassadors; and
 - b. Cooperative agreements with other school districts or postsecondary institutions; and
 3. Virtual coach or mentor programs
- Must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.
- Must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.
- Must report annually on the effectiveness of their college and career advising programs as part of their annual continuous improvement plan.

Pursuant to Idaho Administrative Code, IDAPA 08.02.02.801, the following metrics must be included as part of the College and Career Advising and Mentoring Plans:

- Percent of learning plans reviewed annually by grade level in grades 9 through 12
- Number and percent of students who go on to some form of postsecondary education one and two years after graduation (this information may be obtained from the State Board of Education Office)
- Number of students graduating high school with a career technical certificate or an associate's degree.
- One or more additional metrics chosen by the school district or charter school to determine the effectiveness of the College and Career Advising and Mentoring plan

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College and Career Advising Model used by the LEA (if using research based model not identified in Section 33-1212A, Idaho Code, site research used):

The school counselor will serve as the advisor or the mentor creating collaborative programs for 8th grade students.

Description of college and career advising and or mentoring plan, break out plan by grade level (if variable by grade):

Students will be placed in contact with neighboring high schools and their counselors in order to prepare them to be high school ready. The Academy's counselor will serve as the main point of contact to further facilitate students' transition.

Summary of method used to notify parents of available resources:

The Academy will designate a night for students to meet with the counselor and their parents where students will be able to gain more knowledge regarding the transition to high school. Families will be invited to participate as local high schools' counselors come and impart information regarding available programs offered at their specific school.