

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

School District	#795	Name: Idaho Arts Charter School
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Mission and Vision - REQUIRED

Mission: **Engaged Learning Through the Arts**

Vision: **Idaho Arts Charter (1) teaches students to be innovative, (2) integrates core content with the arts, (3) enables students to be college/career ready, and (4) creates an environment where students learn self empowerment through self expression.**

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	38%	37%
Female	62%	63%
White	76%	69%
Black/African American	2%	2%
Asian	1%	2%
Native American	1%	2%
Hispanic/Latino	19%	25%
Free/Reduced Lunch Program	47%	45%
Received Special Education (IEP Students)	5%	7%

Community Involvement - REQUIRED

IACS involves parents through the “Go On” committee and School Improvement Committee. There are parent representatives in both of these groups.

We notify parents through the use of email distribution lists for the Class of 2018 and their parents, as well as the Class of 2019 and their parents. This is how our College and Career Counselor shares information regarding FAFSA night, SAT prep, Scholarships, Admission deadlines, etc. This year we created a Facebook Counselor page, where we share college and career information, as well as highlights from our college visits. In addition, college and career related events are posted in our weekly school newsletter.

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Parents of students who qualify for Literacy Intervention Plans are sent a letter to their home address and are invited to a meeting to review the plan.

LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

A. Students not achieving a proficient score on the IRI will be given a battery of diagnostic reading tests (such as the CORE phonics survey, fluency probes, DIBELS assessments, Istation, iReady, etc.) to find out each student's need in phonemic awareness, decoding, vocabulary, comprehension and fluency. Students in each grade level will be grouped with other students demonstrating similar needs. These students will be given progress monitors on their targeted skill at least 2 times per month to demonstrate growth towards a proficiency benchmark on their skill deficits. To support this learning, we have identified specific supports for our students. Our school is piloting iReady, an online reading intervention program, in grades K-3. This program allows parents to access it at home, which provides an additional layer of support and access to families. In grades K-2 will be using McGraw-Hill's *Wonders* intervention curriculum ensuring instruction in phonemic awareness, decoding, vocabulary, comprehension and fluency is aligned to the core reading program. In grade 3, teachers will use strategies from Teaching Reading Sourcebook by Bill Honig and Linda Diamond, Next Steps in Literacy Instruction: Connecting Assessments to Effective Interventions by Susan Smartt and Deborah Glaser, and adapted materials from the Lucy Calkins curriculum. The combination of these resources allows teachers in grade 3 to provide additional instructional supports in phonemic awareness, decoding, vocabulary, comprehension and fluency as each program provides multiple intervention strategies for each area of reading.

B. In kindergarten, we are using an extra 30 minutes intervention block 2 to 3 days per week, where students come to school early or get picked up later in addition to the supports provided to students in the classroom. In grades 1 and 2, we are using a differentiated workshop model for 30 minutes per day five days per week using *Wonders* curriculum. We will utilize intervention aides during this workshop time to maximize the teacher's time working with the struggling learners. Aides will lead students in small groups and provide opportunities for students to practice skills while teachers instruct small groups on specific skills students need to master. Intervention aides will also pull students to work on specific skills during the day.

In grade 3, students will be provided a 30 minute intervention period five days per week. We will utilize intervention aides during this workshop time to maximize the teacher's time working with the struggling learners. Aides will lead students in small groups and provide opportunities for students to practice skills while teachers instruct small groups on specific skills students need to master. Intervention aides will also pull students to work on specific skills during the day.

C. Interventions will be facilitated during the school day to ensure maximum participation by students. Half-day kindergarten students will also have the opportunity to attend an extra 30 minute intervention class 2-3 times per week outside their normal school day, but during the school's regular in-session hours.

D. Idaho Arts Charter School provides a daily common prep time for teachers to collaborate. The expectation is teachers meet at least weekly to discuss students and their progress in addition to a weekly PLC meeting.

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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

Grade levels in K-3 host a weekly PLC for 60 minutes. The PLC team is made up of the principal, grade level teachers, the technology coach, and the instructional coach. This time is specifically set aside for teachers to discuss students, learning targets, interventions, and the effectiveness of instruction. Included in some sessions is collaboration with grade level teachers to learn more about specific literacy and intervention strategies. Additionally, our school uses systematic, explicit instruction in building foundational reading skills through the adoption of the Wonders curriculum (K-2) and Lucy Calkins reading curriculum (3rd grade). IACS teachers are expected to incorporate writing into math, social studies, and science as well. We have developed a RTI process to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors. Our curriculum outlines strategies for partner and/or group discussions; literacy circles/book talks; debates; and partner or small group collaboration with idea and writing formation. We also use a full comprehensive assessment system to provide meaningful literacy data including screening, diagnostic, progress monitoring, and comprehensive literacy assessments. Our teachers disaggregate and analyze the data to inform instruction during our PLC time. All educators work collaboratively to use data to identify students' needs and develop plans to address them. Our school also continues to work on building our library collection through fundraisers, such as book fairs, and book drives at school events.

The following statements were pulled from the Idaho Comprehensive Literacy Plan to provide a reference for our alignment to the plan:

- District and school leaders should provide release time and structured collaboration time for teachers.
- School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.
- Literacy instruction shall be integrated into all content areas
- Educators shall use systematic, explicit instruction to support students in building foundational reading skills
- District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order apply
- Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible
- Implement a focused, comprehensive process (such as Response to Intervention (RTI) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors

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- District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).
- District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.
- District and school educators should leverage library resources and personnel to supplement literacy instruction and support expansion and renewal of school libraries.
- Utilize the state standards (WIDA Standards) to provide effective literacy development assistance to English language learners
- Teachers should promote student activities surrounding literacy development such as: partner and/or group discussions; literacy circles/book talks; debates; Socratic seminars; and/or partner or small group collaboration with idea and writing formation.
- Classroom teachers should use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.
- Use a full comprehensive assessment system to provide meaningful literacy data, including:
 - Screening – measures the student’s current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.
 - Diagnostics (Formative Assessment) – provides an in-depth measure of a students’ strength and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.
 - Progress Monitoring (Interim Assessment) – demonstrates a student’s knowledge at a point in time and measures the student’s progress towards mastery of the state content standards.
 - Comprehensive Assessment (Summative Assessment) – evaluates a student’s comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
- Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary
- District and school educators should disaggregate and analyze the data to inform instruction.
- All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students’ needs and develop plans to address them.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child’s individual student literacy intervention plan.

Parent Involvement - REQUIRED

Parent Involvement in Developing the Program

Idaho Arts Charter School used a panel of 6 parents of students to review the previous literacy plan and the results of the program. The parents were impressed with the half day kindergarten

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intervention strategy from last year. They reviewed a proposed literacy intervention plan and appreciated the changes in the structure of both the single grade classrooms and having aides assigned to specific classrooms. They also recommended using the menu of strategies we used last year where a parent could select what would work best for them. The parents also are excited to hear we are hosting community nights where we will have sessions to address literacy throughout the year. They had no other suggestions for improvement.

Individual Student Literacy Intervention Plans

After parents have been notified of their student’s reading deficiency, the teachers and parents will create an individual student literacy plan. Parents will be sent a form asking for the following information on the student including strengths, areas of concern, the student’s school history (i.e. are these new concerns, what interventions have been provided in the past), home reading habits, access to libraries, and a space for any additional information the parent feels would be helpful for the school to know about their child. The teachers will provide diagnostic assessments to identify specific areas such as phonemic awareness, phonics, fluency, vocabulary and text comprehension, to strengthen based on the individual student’s needs. The teacher will work with the instructional coach to draft an intervention plan for each student based on the results of the diagnostic assessments and the information provided by the parents. The draft plan will be sent home to the parents along with a menu of specific activities they can do with their students that would help strengthen the areas of concern. The parents will select the activities from the menu and choose to accept the draft as written or contact the school for an in person meeting to further develop the plan.

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	IACS has 3 full time counselors
X	Teacher or paraprofessional as advisor	All students have either a homeroom or advisory teacher to mentor them.
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	

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X	Student Ambassadors	Student ambassadors team up with new students to ensure that those students are successful at IACS.
	HYBRID (please list all models used in Details)	

Advising Program Summary - REQUIRED

IACS currently has a college and career counselor, whose primary role is to assist students in being more “college ready.” Our counselor helps educate students and their families regarding increasing their academic achievement, providing support for SAT and ACT prep, providing support with the FAFSA, developing 4 year plans at the end of 8th grade year, reviewing those plans annually; teaching 2 College Prep. courses to seniors, supporting students in completing college/post-secondary applications, as well as scholarship applications.

We currently have 265 students in 8th through 12th grade. We are using CIS (Career Information Systems) to assist our students in looking at their interests and finding careers that they will enjoy. We host an annual Career Day, where we invite professionals from the community to our school to discuss their careers and the education needed to pursue those careers.

Every year we have juniors complete the ASVAB and participate in the career exploration component of the ASVAB.

We have College Admission Counselors visit our Seniors in the Fall and our Juniors in the Spring. This past year we took students to visit The College of Idaho, Northwest Nazarene University, Lewis Clark State College, and the University of Idaho. We are planning to visit Boise State University, Idaho State University and The University of Utah in the Fall, as well as the same colleges we visited this year.

We have a “Go On Committee,” made up of teachers, and our College and Career Counselor. Our primary objective this year and going forward is to create a bigger and better college culture at IACS. Our other objective is to help students understand the importance of GPA, by having our math teachers explain how GPA works mathematically. We are using our advisory time once a week to provide academic support for those students who have below a 3.0 GPA and we are offering some incentives, like early release lunch, to those students who have a 3.0 GPA or higher.

We have a “College Signing Assembly/Celebration” each year in May to celebrate those students who are going on to college

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Summary of Parental Notification of Advising Resources - REQUIRED

IACS has created distribution lists for the Class of 2018 and their parents, as well as the Class of 2019 and their parents. This is how our College and Career Counselor shares information regarding FAFSA night, SAT prep, Scholarships, Admission deadlines, etc. This year we created a Facebook Counselor page, where we share college and career information, as well as highlights from our college visits.

Other Notes / Comments