

# SAGE INTERNATIONAL SCHOOL OF BOISE

## CONTINUOUS IMPROVEMENT PLAN (2018-2019)

<b>School District</b>	<b>#475</b>	<b>Name: Sage International School of Boise</b>	
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**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

### Mission and Vision - REQUIRED

**Mission:**

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

**Vision:**

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

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**Instructions:** Per statute, your Continuous Improvement Plan must include an analysis of demographic data. Please provide the data using the table below. We encourage you 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 below the table.

### Demographic Analysis - REQUIRED (see Instructions)

	2017-18	2018-19	CHANGE
<b>Female</b>	50%	50%	0%
<b>Male</b>	50%	50%	0%
<b>White (one race only)</b>	94%	78.4%	-15.6%
<b>Black/African American</b>	2%	3.8%	1.8%
<b>Asian</b>	4%	8.1%	4.1%
<b>Native American</b>	3%	4%	1%
<b>Hispanic/Latino</b>	8%	6.1%	-1.9%
<b>Multi-Race (included in figures above)</b>	No Data	14.1%	No Data
<b>Free/Reduced Lunch Program</b>	27%	23.4%	-3.6%
<b>Received Special Education (IEP Students)</b>	6.6%	7.4%	0.8%
<b>Received English Language Services</b>	1.9%	1.7%	-0.2%

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**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

Review and discussion of the 2018-19 CIP was included as an agenda item for the Board's regularly scheduled September Board meeting (September 17, 2018). Board meetings are posted on the Sage website and at the entry of our school buildings. Board meetings are open to the public and our community had the opportunity to review the CIP at the meeting, during the Board review/discussion. Following the meeting, the Board approved administration to post the CIP on the Sage website, making it available to the public for review/comment. Administration and the Board will consider any public input received during the Board meeting and/or via the CIP posted on the website and will make any appropriate changes based on this input prior to submitting a final CIP on or before October 1, 2018.

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

Performance Metrics Instructions:

Metrics begin on next page.



Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
			SY 2015-16	Cohort Years	SY 2106-17	Cohort Years		
	4-year cohort graduation rate	X	81.00%		84.00%		3.00	<b>87%</b>
			SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade		8	0.00%	8	0.00%		
	% of learning plans reviewed annual by grade level		9	0.00%	9	0.00%	0 percentage points	<b>100%</b>
			10	0.00%	10	0.00%	0 percentage points	<b>100%</b>
			11	0.00%	11	0.00%	0 percentage points	<b>100%</b>
			12	0.00%	12	0.00%	0 percentage points	<b>100%</b>
	# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	26	<b>44 of 50 graduates</b>
			21	29	47	55		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	X	72.00%		87.00%		15.00	<b>88% (Idaho Go On Rate is 46%)</b>

	# students who Go On to some form of postsecondary education within 2 years of HS graduation		# Enrolled	# 2015 Tested	# Enrolled	# 2016 Tested	NA	44 of 50 graduates
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	X	NA		72.00%		NA	88%
<b>Goal</b>	<b>Performance Metric</b>		<b>SY 2016-17 (Yr 1)</b>		<b>SY 2017-18 (Yr 2)</b>		<b>Improvement / Change (Yr 2 - Yr 1)</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
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	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
			57	86	39	82		
	% students who scored proficient on the 8th grade math ISAT	X	66%		48.00%		-18.00	55% (Idaho proficiency rate is 40%)
	# students who scored proficient on the 8th grade ELA ISAT	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
			67	86	53	81		
	% students who scored proficient on the 8th grade ELA ISAT	X	78.00%		65.00%		-13.00	72% (Idaho proficiency rate is 54%)
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
			44	91	42	85		
	% students who scored proficient on the 6th grade math ISAT	X	48.00%		49.00%		1.00	55% (Idaho proficiency rate is 42%)
	# students who scored proficient on the 6th grade ELA ISAT	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
			68	92	50	88		

	% students who scored proficient on the 6th grade ELA ISAT	X	74.00%	57.00%	-17.00	65% (Idaho proficiency rate is 52%)		
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	X	82.50%	82.50%	0 percentage points	85% (Idaho proficiency rate is 80%)		
	# students who scored "proficient" on the Grade 1 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	X	62.00%	76.00%	14.00%	80% (Idaho proficiency rate is 67%)		
	# of students who scored "proficient" on the Grade 2 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	X	78.00%	83.00%	5.00%	85% (Idaho proficiency rate is 70%)		
	# students who scored "proficient" on the Grade 3 Spring IRI	X	# proficient	# tested	# proficient	# tested	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	X	91.00%	82.00%	-9.00%	86% (Idaho proficiency rate is 75%)		