

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

School District	#475	Name: Sage International School of Boise	
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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:

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.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

Community Involvement - REQUIRED

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

Review and discussion of the 2019-20 Combined District Plan was included as an agenda item for the Board's regularly scheduled September Board meeting on Monday, September 16, 2019. Board meetings are posted on the Sage website and at the entry to our school buildings. Board meetings are open to the public and our community had the opportunity to review the CIP and Literacy Plan at the meeting, during the Board review/discussion. Following the meeting, the board approved administration to post the Combined District Plan on the Sage website, making it available for the public to review/comment. Administration and the Board will consider any public input received during the Board meeting and/or via the Combined District Plan posted on the website and will make any appropriate changes based on this input prior to submitting a final Combined District Plan on or before October 1, 2019. During the community-wide College and Family Engagement Night on September 5, 2019, the ELA Intervention team shared intervention practices for the school year and accepted feedback from parents. Additionally, there will be presentations regarding scholarships and college admissions, along with several colleges, universities, and the Idaho National Guard.

During the month of September our school hosted a schoolwide Family Engagement and College Night, where elementary classroom teachers shared literacy strategies with families in repeated grade level sessions. Reading and Math interventionists held specific sessions regarding strategies to use at home, solicit parent feedback in literacy interventions, and provide a question and answer time.

Parent Notification of College and Career Advising and Mentoring Services

Our College and Career Advisor notifies parents of our post-secondary resources in the following ways:

- Continuous email contact regarding all college visits on and off the Sage campus.
- An invitation to attend our annual college night where we have presentations about the college admissions process, Next Steps, and available scholarships, as well as a college fair with multiple state colleges and universities represented. This invitation is extended to all high school families.
- A helpful packet of college admission and application materials that parents can utilize to aid in the process.
- Parents are welcomed and encouraged to reach out to Sage's College and Career Advisor at any time and schedule an appointment during office hours.

Parental Involvement in Students' Individual Reading Plans

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

Parents are notified about their child's IRI score each benchmark period (fall, winter, and spring). In addition, children who score Tier 2 or 3 on the IRI qualify for reading intervention. A letter is sent home for parents to accept or decline the extra help, as well as we solicit parent feedback in developing their child's Literacy Intervention Plan. We are available to meet and discuss individual concerns about content and length of time. We follow up with parents who do not return the intervention permission slip to ensure we have made a home-school connection. During fall, winter, and spring conferences, teachers update parents on their child's data. Interventionists are available to participate in these conferences.

During the month of October, families of Tier 2 and 3 students are invited to meet with the literacy interventionists to discuss and provide feedback on their child's intervention plan. This will give parents an opportunity to be involved with their child's literacy intervention plan by seeking clarification, providing feedback, and making connections to home.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

LITERACY INTERVENTION PROGRAM
Literacy Program Summary - REQUIRED

- A. The following table shows the varied intervention programs, materials, and resources used for each grade level. The iStation program is incorporated into all grade levels (K-5) in varying degrees. Kindergarten through 3rd grade students participate in a 50-minute iStation session in the literacy lab once per week. Additional time for iStation practice is available in the grade-level classroom. Our 4th and 5th grade classes utilize iStation as a monthly progress monitoring tool, as well as a rotation during reading workshop.
- B. Table of Intervention Curriculum

Grade Level	Screener	Other Assessments	Monthly Progress Monitoring	Intervention(s)
K	iStation – ISIP Dibels Universal Screeners (LNF, PSF, NWF, WRF)	Spelling Inventory (WTW) MONDO Oral Language CORE Phonics Assessment Harcourt Phonemic Awareness	iStation ISIP Dibels progress monitoring	FCRR.org student activities for phonemic awareness and letter name/sound ZooPhonics (Phonics) iStation Intervention lessons
1	iStation – ISIP Dibels Universal Screeners (LNF, PSF, NWF, WRF, ORF)	Spelling Inventory (WTW) MONDO Oral Language Harcourt Phonemic Awareness CORE Phonics Assessment	iStation ISIP Dibels progress monitoring	iStation Intervention lessons Phonics BLAST
2	iStation - ISIP easyCBM comprehension Dibels Universal Screeners (NWF, WRF, ORF, Maze)	Spelling Inventory (WTW) CORE Phonics Assessment Bader running record Emergent Readers - MAP growth benchmark for K2: reading	Comprehension (easyCBM) iStation ISIP Dibels progress monitoring	iStation Intervention lessons Phonics BLAST

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

		Established Readers - MAP growth benchmark for 2-8: reading and language		
3	iStation - ISIP easyCBM comprehension Dibels Universal Screeners (NWF, WRF, ORF, MAZE)	Spelling Inventory (WTW) CORE Phonics Assessment Bader running record MAP growth benchmark for 2-8: reading and language	Comprehension (easyCBM) iStation ISIP Dibels progress monitoring	iStation Intervention lessons Phonics BLAST HD-Word

Intervention Programs:

ZooPhonics: Multisensory program that focuses on phonics, phonemic awareness, and vocabulary

iStation: Phonemic Awareness, text fluency, letter knowledge, alphabetic decoding, vocabulary, spelling, and comprehension

FCRR.org: (Florida Center for Reading Research) Materials/activities developed for teachers to use that focus on all aspects of reading.

Phonics BLAST – is designed for emerging readers in grades **K-2** and is a phonics and phonemic awareness supplemental program with hands-on multi-sensory and manipulative based instruction.

HD-Word - is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students’ skills in other areas of reading, such as fluency and comprehension.

DIBELS 8th Edition: is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade.

- Letter Naming Fluency (LNF) now accounts for how frequently letters appear in both upper- and lower-case forms.
- Phonemic Segmentation Fluency (PSF) now accounts for both word frequency and the number of phonemes in a word.
- Nonsense Word Fluency (NWF) now accounts for the frequency of spelling patterns.
- Word Reading Fluency (WRF) is now part of the DIBELS assessment system.
- Oral Reading Fluency (ORF) only requires one passage per benchmark period and passages are now written by experienced authors.
- Maze passages are now written by experienced authors and include several other improvements.

C. Interventions are facilitated throughout the school day during independent reading time and reading workshop time. If students are missing part of their reading workshop time we ensure they are not missing their teacher time when being pulled for an intervention group.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

We realize the importance of intervention students needing a “double dip” of targeted reading practice. Student progress is measured through progress monitoring and discussed during monthly data meetings with grade-level teachers and the RtI team. Interventions occur in pull-out settings provided for students who scored in Tier 2 or 3 on the Fall IRI, to meet the required supplemental instruction time. Support is determined by various screening measures, teacher recommendation, and parent feedback. Screening measures are outlined in the table above.

- D. Interventionists record intervention time with students to ensure they are receiving at least the minimum required hours. Istation software records the amount of time students spend using the program. Grade level teachers will record classroom intervention time.

Intervention Time Table:

Grade Level	iStation (Minutes per week)	Intervention (Minutes per week)	Weeks in school year	TOTAL Minutes (hours):
K (Tier 3 on IRI)	50	60	35	3850 (64.2)
K (Tier 2 on IRI)	50	60	35	3850 (64.2)
1 st (Tier 3 on IRI)	50	60	35	3850 (64.2)
1 st (Tier 2 on IRI)	50	60	35	3850 (64.2)
2 nd (Tier 3 on IRI)	50	60	35	3850 (64.2)
2 nd (Tier 2 on IRI)	50	60	35	3850 (64.2)
3 rd (Tier 3 on IRI)	50	60	35	3850 (64.2)
3 rd (Tier 2 on IRI)	50	60	35	3850 (64.2)

Idaho State Guidelines: a minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score Tier 3 on the IRI AND a minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score Tier 2 on the IRI.

- E. Tier 3 kindergarten students and all Grades 1-3 students who receive a Tier 2 or 3 score on the fall IRI participate in a reading intervention group (3-6 students) twice per week for 30 minutes with a reading specialist. Tier 2 kindergarten students participate in a reading intervention group (3-6 students) once per week for 30 minutes with a reading specialist. Additional time may be added for students who are not reaching benchmark goals. We use a combination of benchmark, diagnostic, and program placement assessments to inform us of which intervention program is necessary for each student. Assessment data, teacher input, and parent feedback guide our decision making. Additionally, students are engaged in the iStation literacy program for at least 50 minutes per week.
- F. Our district supports the implementation of the literacy intervention program by offering common grade-level planning time during the school day, collaboration on Fridays, and monthly data meetings with the intervention team. The reading specialist positions are funded yearly through the Literacy Intervention Program and Title One funds.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

Comprehensive Literacy Plan Alignment - REQUIRED

We are in alignment with the Comprehensive Literacy Plan, by:

Collaborative Leadership:

- A. As stated in the performance metrics: 73% of 3rd grade students scoring proficient or advanced on the ELA ISAT for 2019-20.
- B. Friday Schedule provides framework for weekly collaboration and professional development.
- C. Continued partnership with Boise State University to provide ongoing literacy professional development and learning opportunities. Sage hosts students from a BSU undergraduate literacy course, providing classroom teachers opportunity to serve as mentors to pre-service teachers.
- D. Teachers and staff will host a family engagement night with literacy activities for students/families. Sage plans to host two book fair sales in 2019-20.
- E. Parent/Teacher/Student conferences to set academic goals and reflect on learning three times per year.

Developing Professional Educators:

- A. We have a four-day Monday-Thursday school week. Fridays are dedicated to developing professional educators. All staff is currently completing a book study of Differentiation and the Brain by Sousa and Tomlinson for continuing education credit.
- B. During dedicated time on Fridays, all staff participate in self-guided inquiry circles to address elements of the Idaho Framework for Teaching.
- C. Provide coverage to allow teachers to observe each other and apply their new learning to meeting the needs of the students in the classroom.
- D. Assign new teachers a grade mentor teacher to guide and support them with literacy planning for the school year.
- E. Host BSU literacy and special education students for field work in literacy time.
- F. Sage hosts several BSU interns and teaching candidates at the elementary level.
- G. We are members of the International Baccalaureate Organization (IBO), Northwest IB Association (NIBA), Boise Metro Chamber of Commerce, Idaho School Boards Association (ISBA), and Idaho Charter School Network. These organizations provide professional development opportunities in literacy for our staff and opportunities to connect to a broader learning community.
- H. Sage received feedback from our 2017 Primary Years Programme (PYP) Reauthorization visit. We are taking steps toward improvement in teaching methods and other areas through our PYP Action Plan.
- I. Sage has a dedicated literacy curriculum and instruction coach.

Effective Instruction and Interventions:

- A. The PYP Transdisciplinary Framework and inquiry-based learning support the integration of literacy instruction in all content areas.
- B. Sage budget has been dedicated to expanding the school library and purchasing research-based Fountas and Pinnell phonics, spelling, and word spelling and guided reading curriculum.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

- C. Our EL Support Specialist provides targeted intervention for language learners and is available to meet with families as needed.
- D. Teachers use screening measures to provide differentiated instruction in the Five Essential Reading Components, writing and verbal communication.
- E. Students have opportunities for both free and facilitated reading.
- F. Teachers implement a variety of literacy strategies in their classroom such as partner reads, group reads, literacy circles, debates, Socratic seminars, and partner or small group collaboration with idea and writing formation.
- G. Teachers systematically collect CBM measures to gauge progress. This data is used to make decisions on intervention referral as well as formatively guiding workshop-based instruction within the classroom.
- H. Utilize in-class support from intervention staff in addition to scheduled pull-out interventions. This is done in addition to standard literacy instruction within the classroom to give a double exposure of literacy development.
- I. Literacy coach assists with lesson planning, models lessons, provides instructional feedback and guides the curriculum implementation process.

Assessment and Data:

- A. Develop a full assessment strategy to screen, diagnose, benchmark, and summatively track student progress.
- B. RTI team will lead this effort to discuss the various measures to improve Assessment Literacy with staff by providing and administering additional assessments.
- C. Monthly Data Meetings with grade level staff and intervention team to discuss student results and make formative decisions about student instructional/intervention needs.
- D. Three times per year IRI data will be shared with families within a week after the test window closes.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

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

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
x	HYBRID (please list all models used in Details)	

Description of the hybrid counseling model:

We have one full time Secondary Counselor and one College and Career Advisor who is also the Personal and Professional Skills instructor at Sage. Between the two of them, all high school students are covered in terms of academic counseling and advising. In order to create effective systems, the counselor and advisor have been delegated the following roles and responsibilities:

Counselor:

- Keeps records of all student graduation requirements ensuring that all students are on track to graduate.
- Enrolls and counsels students in IDLA and proctors exams.
- Submits all funding requests to Advanced Opportunities.
- Creates student schedules in order to ensure all requirements are being met for graduation.
- Is available for any needed counseling to students and serves as the resident expert at Sage in academic advising, coaching the College and Career Advisor as needed.

Advisor:

- Serves as the PSAT/SAT Coordinator and SSD Coordinator, managing exam days and student accommodations.
- Keeps office hours to meet with students to discuss and plan for post-secondary opportunities.
- Writes letters of recommendation for students applying to college.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

- Completes data uploads and recommendations for student college application websites such as the Common App.
- Aids in student transcript requests if needed.
- Schedules and plans all college/university visits to Sage and the off-campus, local college fair.
- Hosts our annual College Night, partnering with the State Board and Next Steps Idaho.
- Constantly provides resources and information to students regarding the college admissions process and opportunities.

Advising Program Summary - REQUIRED

Summary of the advising program:

This program is still in its infancy. The goal is to work with Next Steps Idaho and adopt their curriculum for grades 8-12. In the meantime, the College and Career Advisor meets with students during office hours and completes the tasks listed in the summary of their role. In addition to advising 8-12th graders, Sage has a goal to expand our college culture K-12 and will be implementing a team across grade levels to build the framework for this system so that we can support all students with their post-secondary goals and opportunities.

SAGE INTERNATIONAL SCHOOL COMBINED DISTRICT PLAN (2019-2020)

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

Other Notes / Comments

(none)

**Please proceed to the Combined District Plan Metrics – Template Part 2
AND the Literacy Plan Proposed Budget – Template Part 3.**

[Performance Metrics](#)

[Literacy Plan Proposed Budget](#)