



SAGE INTERNATIONAL SCHOOL OF BOISE CONTINUOUS IMPROVEMENT PLAN & ANNUAL REPORTING 2017 – 2018

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.

GOALS

1. College and Career Readiness

Note: The International Baccalaureate Organization (IBO) has authorized Sage International School as an IB World School for both of the IBO's high school curriculum programs, the IB Diploma Programme (DP), and the IB Career Related Programme (CP), both for 11th and 12th grades. The IB Diploma Programme is globally recognized as a leading college preparatory curriculum.

A. Goal: All students will be college/career ready at graduation.

B. Performance Measures

- i. Measure: The number and percentage of students meeting the composite college ready benchmark on a college entrance exam.
 - 60% of students will meet the benchmark
 - 33 students will meet the benchmark
- ii. Measure: The increase in the number of students who met the college ready benchmark from the previous year.
 - 3% increase over the previous year.
- iii. Measure: The percentage of students participating in one or more IB Exams.
 - 75% of students will participate in one or more IB Exam.

2. High School Preparedness

A. Goal: All students will be prepared to transition from middle school to high school.

B. Performance Measure: Number and percentage of students scoring proficient or advanced on the 8th grade mathematics and English Language Arts ISAT.

- 81% of 6th grade students will score proficient or advanced on the ISAT ELA.
- 51% of 6th grade students will score proficient or advanced on the ISAT Math.
- 81% of 8th grade students will score proficient or advanced on the ISAT ELA.
- 70% of 8th grade students will score proficient or advanced on the ISAT Math.

3. Student and Parent Engagement

- A. Increase student and parent engagement through increased attendance at all grade levels.
- B. Increase in student attendance rates as a percentage of total instructional days.
- C. Students will attend at least 97% of instructional days in a given school year.

Report of Progress

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement /Change (Yr 2 – Yr 1)	Benchmark/ Performance Target
All students will be college/ career ready at graduation.	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	54%	57%	+3%	60%
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	15/28	30/53	n/a	33
	% of career-technical track high school students graduating with an industry recognized certification	n/a	n/a	n/a	34%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	n/a	n/a	n/a	34%
	# of high school students graduating with an associate's degree or a career technical certificate	Does not apply to Sage International School as our IB Programme has the CP/DP Programmes.			
	4-year cohort graduation rate	81%	84%	+3%	85%
	% of learning plans review annually in grade 9	0	0	0	+100%
	% of learning plans review annually in grade 10	0	0	0	+100%
	% of learning plans review annually in grade 11	0	0	0	+100%
	% of learning plans review annually in grade 12	0	0	0	+100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	10/13	21/29	+11	43 (we have 54 seniors currently enrolled)
	% of students who go on to some form of postsecondary education within one year of graduation from high school	77%	72%	-5%	80%
	# of students who go on to some form of postsecondary	10/13	n/a	n/a	23 (2015-2016 was our first

	education within two years of graduation from high school				graduating class)
	% of students who go on to some form of postsecondary education within two years of graduation from high school	77%	n/a	n/a	82%
	% of students graduating meeting ELA benchmarks on the college entrance exam (SAT/ACT)	82%	91%	+9%	95%
	# of students graduating meeting ELA benchmarks on the college entrance exam (SAT/ACT)	23/28	48/53	n/a	52
	% of students graduating meeting Math benchmarks on the college entrance exam (SAT/ACT)	54%	57%	+3%	60%
	# of students graduating meeting Math benchmarks on the college entrance exam (SAT/ACT)	15/28	30/53	n/a	33
	% of students graduating who attempted the full IB Diploma	54%	38%	-16%	33%
	# of students graduating who attempted the full IB Diploma	7/13	11/29	+4	18
	% of students graduating who completed the full IB Diploma	71%	55%	-16%	60%
	# of students graduating who completed the full IB Diploma	5	6	+1	11
	% of students graduating who took at least one IB Exam	77%	72%	-5%	75%
	# of students graduating who took at least one IB Exam	10	21	+11	41
	Total number of IB Exams attempted	51	63	+12	120
	Total number of Course Certificates earned, not including full diploma	13	35	+22	40
	% of graduating students attempting full CP certificate	n/a	n/a	n/a	27%
	# of graduating students attempting full CP certificate	n/a	n/a	n/a	15
All students will be prepared to transition from middle school to high school.	% of students who scored proficient or advanced on the 8 th grade math ISAT	78%	66%	-12%	70%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	70	59	+3	63
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	81%	79%	-2%	81%

	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	64	70	+6	73
	% of students who scored proficient or advanced on the 6 th grade math ISAT	59%	48%	-11%	51%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	53	43	-10	46
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	75%	74%	-1%	77%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	67	68	+1%	70
	% of students who scored proficient on the 3 rd grade statewide reading assessment	Data is provided in Appendix A			
	# of students who scored proficient on the 3 rd grade statewide reading assessment				
	% of students who scored proficient on the 2 nd grade statewide reading assessment				
	# of students who scored proficient on the 2 nd grade statewide reading assessment				
	% of students who scored proficient on the 1 st grade statewide reading assessment				
	# of students who scored proficient on the 1 st grade statewide reading assessment				
	% of students who scored proficient on the kindergarten statewide reading assessment				
	# of students who scored proficient on the kindergarten statewide reading assessment				
Increase student and parent engagement through increased attendance at all grade levels.	Student attendance rates as a percentage	95%	96%	+1%	97%
	Number of hours of job embedded professional development per year	76	114	+38	114
	Number of hours available for mentor teachers to mentor or observe/team teach per year	n/a	n/a	n/a	20
	% of new teachers (within first 3 years) assigned a mentor	67	75	+8%	100%

1. How does Sage International School engage the community (and other stakeholders) in the development of the Continuous Improvement Plan?

Sage International engages stakeholders in development of the CIP by reviewing the CIP during an open and publicly notified Board Meeting. At this meeting administration shares the proposed CIP, the Board reviews and comments on the CIP and community members have the opportunity to provide input and/or comment on the CIP. Administration will modify and resubmit the CIP, if needed, based on this input.

Analyses of Demographic Data

Analyses of demographic data from school district.

	2016-2017	2017-2018
Male	50%	50%
Female	50%	50%
White	94%	94%
Black/African American	2%	2%
Asian	4%	4%
Native American	3%	3%
Hispanic/Latino	8%	8%
Free/Reduced Lunch Program	18%	27%
Received Special Education (IEP Students)	6.5%	6.6%
Received English Language Services	1.6%	1.9%

Appendix A: Literacy Intervention Plan

OVERVIEW OF STATUTORY REQUIREMENTS

Please note, pursuant to [Idaho Code §33-1616](#) your Literacy Intervention Program Plan must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. You may submit your Literacy Intervention Plan as stand-alone document or appendix to your Continuous Improvement Plan. If your school district/charter school is including your Literacy Intervention Plan as part of your Continuous Improvement Plan, the complete plan must be submitted to the Office of the State Board of Education. Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** (IDAPA 08.02.01.801) and should be submitted to plans@osbe.idaho.gov.

[Idaho Code §33-1616](#) summary:

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including:
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension and Fluency
 - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- D. Supplemental instruction (may be embedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA's literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

- A. Projected literacy plan budget for the current school year;
- B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
- C. Performance on metrics for at a minimum the previous academic year.

Please also note, pursuant to [Idaho Code §33-1615](#), school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. Reports are due by October 1 of each year.

ADDITIONAL GUIDANCE FOR USING THIS TEMPLATE

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

District vs. School Plans

Per statute, your Literacy Intervention Plan is a district/LEA plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

Program Summary

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
 - Include current performance on these metrics if they are available
 - If current information is not available for a metric then the plan must include a note indicating the information is not available and when it will be available.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). Consider including information about the following:

- A. Does your district plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools in your districts options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?
- B. Will you use the same intervention strategies and/or curricula for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
- F. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA's Literacy Intervention Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, districts complete this section in one of three ways (any of these approaches are acceptable):

- 1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.
- 2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA's plan and practices align to each of those Essential Elements, in paragraph format.
- 3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

Performance Metrics Table

- All of the Metrics and Benchmarks in the purple-shaded section are required. If you edit this template or choose to provide your plan in another format, you will still be required to provide this data.
- Benchmarks are your LEA-specific performance targets for Spring 2018 performance on the Idaho Reading Indicator (IRI). Each Benchmark should be directly aligned to the measure / data you are providing in that row. For example, for metrics where you provide the % of students who scored proficient for a given grade, your Benchmark is your target Spring 2018 proficiency rate for that grade.
- When appropriate, use negative numbers in the table. If you are reporting fewer students proficient or a lower proficiency rate in Year 2 than Year 1, your number for the Change / Improvement will be negative.
- You may show the Improvement / Change for metrics that begin with “Percentage of students who scored proficient” using one of two mathematical approaches (either of these is acceptable):
 - To show the number of percentage points your proficiency rate increased / decreased from Year 1 to Year 2:
 - STEP 1: $\text{Yr 2 Proficiency Rate} - \text{Yr 1 Proficiency Rate} = \text{Percentage Point Change}$
(Example: $80\% - 60\% = 20$ percentage points)
 - To show the percentage increase/decrease from Year 1 to Year 2:
 - STEP 1: $\text{Yr 2 Proficiency Rate} - \text{Yr 1 Proficiency Rate} = \text{Percentage Point Change}$
(Example: $80\% - 60\% = 20$ percentage points)
 - STEP 2: $\text{Percentage Point Change} / \text{Year 1}$
(Example: $20/80 = 0.25$)
 - STEP 3: Multiply by 100
(Example: $0.25 \times 100 = 25\%$)

School District	#475	Name: Sage International School of Boise	
Superintendent	Name: Keith Donahue		Phone: 208 343 7243
	E-mail: keith.donahue@sageinternationalschool.org		
Literacy Plan Contact	Name: Dani Zwolfer		Phone: 208 343 7243
	E-mail: dani.zwolfer@sageinternationalschool.org		
Literacy Plan Contact	Name: Stephanie Old		Phone: 208 343 7243
	E-mail: Stephanie.old@sageinternationalschool.org		

Instructions: The Program Summary (2016-2017) section is optional. However, we encourage you to use it to reflect back and provide an overview of the literacy intervention activities you implemented in the 2016-2017 school year and their effectiveness.

Program Summary (2016-2017)

A. We have the same programs available to us as we did last year (see above). In addition, we have incorporated the iStation program into all grade levels (K-5) in varying degrees. All K-3 students participate in a 55-minute iStation specials rotation once per week with a reading specialist. The reading specialist pulls students who have been identified in need of reading intervention support to work with her for about half the class period. The intervention students are using the online iStation program to practice their reading skills for the remainder of the time. Our 4th and 5th grade classes utilize iStation as a monthly progress monitoring tool, as well as a rotation during reading workshop. Providing effective research based substantial interventions (SIPPS and iStation) that include: phonemic awareness, decoding intervention, vocabulary, comprehension and fluency. We use other intervention programs/materials as deemed necessary for individual students who may not be making progress with SIPPS and/or iStation.

B. Supplementing instruction into our school day:

Grade Level	iStation (Minutes per week)	Intervention (Minutes per week)	Weeks in school year	TOTAL Minutes (hours):
K (below basic on IRI)	55	45	38	3800 (63.3)
K (basic on IRI)	55	45	38	3800 (63.3)
1 st (below basic on IRI)	55	60	38	4370 (72.8)
1 (basic on IRI)	55	30	38	3230 (53.8)
2 nd (below basic on IRI)	55	60	38	4370 (72.8)
2 nd (basic on IRI)	55	60	38	4370 (72.8)
3 rd (below basic on IRI)	55	60	38	4370 (72.8)
3 rd (basic on IRI)	55	30	38	3230 (53.8)

Idaho State Guidelines: a minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment

AND a minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment. Quarterly data meetings are held with grade level teachers and intervention staff to review/determine the need for additional support. Each students' hours are tracked by the intervention team to ensure compliance with state standards.

C. In addition to iStation, all K-3 students who receive a 1 or 2 on the fall IRI participate in a reading intervention group. Students who have been identified as in need of reading intervention participate in an intervention group twice per week for 30 minutes each session. Additional time may be added for students who need it. We use a combination of benchmark, diagnostic, and program placement assessments to inform us of what intervention program may be necessary for each student. Assessment data along with teacher input guides our decision making. Our kindergarten and first grade students (in the fall) receive an intervention that is focused more on phonological awareness and language building, as well as working on letter name and sound fluency. Whereas our first grade (in the winter/spring), second grade, and third grade students have interventions that are focused on phonological awareness as well as decoding, sight word building, fluency, and comprehension.

D. Interventions are facilitated throughout the school day during independent reading time or 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. 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. This occurs in push-in and pull-out settings based upon the level of support necessary for student groupings.

E. Our district supports the implementation of the literacy intervention program by offering common planning time during the school day as well as time to collaborate on Fridays. In addition, our entire elementary staff has received Word Study training from Da Patchen (Boise State University). She led workshops, observed classroom instruction and provided feedback on it. In addition, two of our teachers led a Guided Reading professional development which was geared toward improving first best instruction in reading. Because of this professional development, we've had teachers observe each other and apply their new learning to meeting the needs of the students in the classroom.

F. Including parent input by informing parents about their child's eligibility to receive reading intervention and inviting their participation in developing a plan.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Instructions: The Program Summary (2017-2018) section is required. Please provide information regarding your planned 2017-2018 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on page ii of the directions provided with this template.

Program Summary (2017-2018) - 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. Kinder through 3rd grade students participate in a 50-minute iStation specials rotation once per week. 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	IRI iStation	Harcourt Phonemic Awareness Spelling Inventory (WTW) MONDO Oral Language	Letter Name (easyCBM) Letter Sound (easyCBM) iStation ISIP	My Sidewalks FCRR.org student activities for phonemic awareness and letter name/sound ZooPhonics (Phonics) iStation Intervention lessons
1	IRI iStation SIPPS Placement (for 1s and 2s)	Harcourt Phonemic Awareness Spelling Inventory (WTW) MONDO Oral Language CORE Phonics Assessment	Letter Sound (easyCBM) Oral Reading (easyCBM) iStation ISIP	SIPPS iStation Intervention lessons
2	IRI iStation easyCBM comprehension SIPPS Placement (for 1s and 2s)	Spelling Inventory (WTW) CORE Phonics Assessment	Oral Reading and Comprehension (easyCBM) iStation ISIP	SIPPS iStation Intervention lessons
3	IRI iStation easyCBM comprehension	Spelling Inventory (WTW) CORE Phonics Assessment	Oral Reading and Comprehension (easyCBM) iStation ISIP	iStation Intervention lessons ReadWorks.org digital lessons

Intervention Programs:

My Sidewalks (KG): Phonological and phonemic awareness, letter names and sounds, blending regular short-vowel words, sentence reading

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

SIPPS: Phonological awareness, phonics and decodable words, sight words, guided spelling and segmentation, fluency and comprehension

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.

ReadWorks.org: fiction and non-fiction text organized by Lexile level used for building fluency, vocabulary, and comprehension.

- 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. 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. Interventions occur in pull-out settings provided for students who received a score of 1 or 2 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.
- E.

Intervention Time Table:

Grade Level	iStation (Minutes week)	per	Intervention (Minutes week)	per	Weeks in school year	TOTAL Minutes (hours):
K (below basic on IRI)	50		60		35	3850 (64.2)
K (basic on IRI)	50		30		35	2800 (46.7)
1 st (below basic on IRI)	50		60		35	3850 (64.2)
1 (basic on IRI)	50		60		35	3850 (64.2)
2 nd (below basic on IRI)	50		60		35	3850 (64.2)
2 nd (basic on IRI)	50		60		35	3850 (64.2)
3 rd (below basic on IRI)	50		60		35	3850 (64.2)
3 rd (basic 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 below basic on the reading screening assessment AND a minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

- F. All K-3 students who receive a 1 or 2 on the fall IRI participate in a reading intervention group (3-6 students) twice 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 50 minutes per week.
- G. 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.

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 guidance provided on pages ii-iii of the directions provided with this template.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

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

Collaborative Leadership:

- A. As stated in our Continuous Improvement Plan, our first mission specific goal is to meet the standard of 80-94% of 3rd grade students achieving benchmark proficiency by the spring IRI.
- 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. Host literacy events for students/families. Sage will host two book fair sales in 2017-18. Part of that schedule will be "Read with the Principal" functions with students as well as evening meetings with parents.
- E. Parent/Teacher/Student conferences to set academic goals and reflect on learning three times per year.

Developing Professional Educators:

- A. Several of our teachers continue leading Guided Reading professional development which is focused on improving first best instruction in reading.
- B. We have a four-day Monday-Thursday school week. Fridays are dedicated to developing professional educators.
- C. During dedicated time on Fridays, all staff participate in self-guided inquiry circles to address elements of the Idaho Framework for Teaching.

- D. Provide coverage to allow teachers to observe each other and apply their new learning to meeting the needs of the students in the classroom.
- E. Assign new teachers a grade band/level mentor to assist them with literacy planning for the school year.
- F. Host BSU literacy course to provide laboratory setting for pre-service training/mentoring.
- G. Sage hosts several BSU interns and teaching candidates. One Sage classroom teacher serves as a liaison to BSU students.
- H. We are members of the Idaho Middle Level Association (IMLA), International Baccalaureate Organization (IBO), and the Northwest IB Association (NIBA). These organizations provide professional development opportunities in literacy for our staff and opportunities to connect to a broader learning community.
- I. 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.

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.
- C. Our EL Support Specialist provides targeted intervention for language learners through push-in support 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.

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 Letters are distributed to families within a week after the test window closes.

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

Parents are notified about their child's IRI score by letter each benchmark period (fall, winter, and spring). In addition, children who score basic or below basic on the IRI qualify for reading intervention. A letter is sent home for parents to accept or deny 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 November our school hosted an ELA Content Strategy 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. This will provide parents an opportunity to be involved with their child's literacy intervention plan by seeking clarification, providing feedback, and making connections to home.

Instructions: In the Performance Metrics table below, please provide metrics that will be used for each grade level (K-3) to show the effectiveness of your Literacy Plan. Shaded metrics are required to be reported in your Continuous Improvement Plan. The unshaded (white) section is available for you to identify and provide data on district-specific metrics (we have provided examples of the types of data you may want to include). For additional guidance regarding how to complete the required section of this table correctly, please see the information provided on page iii of the directions provided with this template.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015- 16 (Yr 1)	SY 2016- 17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored “proficient” on the Kindergarten Spring IRI	52/66	67/81	15	70/80
% of students who scored “proficient” on the Kindergarten Spring IRI	78.8%	82.7%	3.9 pp	87.5%
# of students who scored “proficient” on the Grade 1 Spring IRI	45/65	48/75	3	64/80
% of students who scored “proficient” on the Grade 1 Spring IRI	69.2%	64.0%	-5.2 pp	80.0%
# of students who scored “proficient” on the Grade 2 Spring IRI	58/72	56/72	-2	58/72
% of students who scored “proficient” on the Grade 2 Spring IRI	80.6%	77.8%	-2.8 pp	80%
# of students who scored “proficient” on the Grade 3 Spring IRI	69/75	64/70	-5	67/72
% of students who scored “proficient” on the Grade 3 Spring IRI	92.0%	91.4%	-0.6 pp	92%

OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)				
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)				
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)				
(Example: % of students who transitioned off the reading intervention plan)				(ex. 5% Increase Annually)
(Example: Professional Development hours ...)				
(Example: Proficiency or progress on a local / district assessment...)				

Performance Metrics Notes

Metric for 2017-18 Literacy Plan

	Previous Year Performance (2016-17)	Benchmark/ Performance Target for Spring 2018
Kindergarten	45%	50%
First Grade	42%	47%
Second Grade	41%	46%
Third Grade	63%	68%

Our goal for 2017-18 is to have 50% of kindergarten, 47% of first grade, 46% of second grade and 68% of third grade students who score Basic or Below Basic on the Fall IRI make at least a 1 performance category improvement on the Spring IRI. In 2016-17, 45% (kinder), 42% (1st), 41% (2nd), and 63% (3rd) of struggling students made that gain, so we believe this goal is both aspirational and attainable.

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

Other Notes / Comments

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