

COMBINED DISTRICT PLAN (2018-2019)

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

School District	#	Name:
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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. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision -

Mission:

Another Choice Virtual Charter School seeks to provide a safe, individualized standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format.

Another Choice Virtual Charter School is built on

- Academic achievement,
- Development of social competence,
- Post-secondary preparedness,
- And the development and advancement of student's technological skills.

Vision:

Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.

Educational Philosophy:

Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence and independent thinking skills.

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Demographic Analysis -

	2017-2018	2018-2019
Male	49%	49%
Female	51%	51%
White	71%	72%
Black/African American	.8%	1%
Asian	.6%	1.3%
Native American	.8%	1.3%
Hispanic/Latino	22%	24%
Free/Reduced Lunch Program	55%	56%
Received Special Education (IEP Students)	38%	39%

Community Involvement -

ACVS uses a variety of communication methods for all our parents and students. We have worked very diligently to make sure communication is consistent throughout. We communicate via the following methods:

- In person via face to face contacts.
- Annual surveys to all students and parents that are provided in the spring and used to gather feedback in the development of our plans and policies.
- Parent focus groups to develop our annual needs assessment and Title One needs.
- In person via meetings including elementary meetings, 6th Grade transition meetings, 8th grade transition meetings, senior meetings, and ongoing parent teacher meetings which are held minimally three times a year.
- Virtually via email and Google Chat.
- Pamphlets offered on site at our learning labs.
- Each month parents and community members are invited to provide input at our board meetings.
- ACVS web site.

Last spring parents and students were surveyed in the hopes of receiving input in the development of our plans and policies. This information was reviewed and incorporated into our plan and our policies as appropriate. Additionally, parents are invited to provide input minimally four times per year during the annual spring and fall all school parent nights for title one and during our parent teacher conferences. Our continuous improvement team incorporates the parents and students as well. Parents are specifically notified about the college and career advising and mentoring services and resources available to their children via email communications, the ACVS web site, which includes an updated monthly informational college / career link specific for our school, and through a weekly "Go-On Club".

When a student is identified as having a reading deficit through the IRI, parents are notified in writing. The notice explains how we currently provide their child's reading and provides parents with known strategies they could use to assist their child in developing their reading skills. At that time parents

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are invited to work with the teacher in developing their child's individual literacy plan by meeting with their student's teacher and developing the plan. We communicate to the family that the plan must be developed within thirty days, therefore after approximately fifteen days, if we are not able to set up a time to meet with the family, we will provide a plan to the parent for review. Every effort is made to have the plan be developed with the parent, however, since the school must have the written plan within thirty days of identification of a reading deficit we will move forward after fifteen days. This plan is kept in the student's educational file and can be modified as needed with parental input. A copy is provided to the parent. Every fall a training for families on how to develop their students reading skills is offered to parents of students who scored less than a 3 on the fall IRIs.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary -

All students in grades K through 3 attending Another Choice Virtual Charter School, ACVS, are given two tests (the IRI and the MAP test) to ensure that students with reading deficits are identified and a plan incorporated for students as needed within the first months of the school year. Certified Elementary Teachers for grades K through 3 review and analyze those tests and work with the families of those students to determine a plan of reading instruction to assist their students to become fluid readers. All students in K through 3 receive 90 minutes of core instruction in reading and language arts instruction. All students in grades K through 3 scoring a 1 on their IRI are required to have an additional 25 minutes of reading instruction daily over the course of the year embedded within their regular school day. All students in grades K through 3 scoring a 2 on their IRI are required to have an additional 15 minutes of reading instruction daily over the course of the year in addition to their regular school day. This is done by incorporating face-to-face small group instruction, concentrated and targeted online instruction in deficit areas, and additional consumable workbooks if needed for students.

ACVS uses proven effective research-based interventions for our students. We utilize a variety of programs in order to ensure students are instructed in phonemic awareness, decoding intervention, vocabulary, comprehension and fluency. The programs that we utilize are Compass, SuccessMaker, Acellus, SmartyAnts, and Lexia. In the 2017.2018 year, we added more comprehension and fluency activities into our assignments and activities based on our teacher's analysis of student's needs. These programs are provided to students with a single sign on mechanism through our learning management system. Data is generated in order to review the continual growth of students. Therefore, data is taken in each of those programs as well as overall in systems such as EasyCBMs. Additionally, we review annual growth data for our students by providing a MAP test that measures their reading level at the start of the school year, or at the start of their time with our school, and then we provide the assessment again at the end of the year to monitor overall growth in their reading level over the course of a year.

When a student is identified as having a reading deficit through the IRI, parents are notified in writing. The notice explains how we currently provide their child's reading and provides parents with known strategies they could use to assist their child in developing their reading skills. At that time parents are invited to work with the teacher in developing their child's individual literacy plan by meeting with their student's teacher and developing the plan. We communicate to the family that the plan must be developed within thirty days, therefore after approximately fifteen days, if we are not able to set up a time to meet with the family, we will provide a plan to the parent for review and at such time the parent's input is taken and the plan revised as needed. Every effort is made to have the plan be

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developed with the parent, however, since the school must have the written plan within thirty days of identification of a reading deficit we will move forward after fifteen days. This plan is kept in the student's educational file and can be modified as needed with parental input. A copy is provided to the parent. In fall a training for families on how to develop their students reading skills is offered to parents of students who scored less than a 3 on the fall IRIs. ACVS gathers input from families through our annual survey process and also through our regular meetings to ensure that their opinions are heard, addressed, and incorporated into our plans and policies as much as possible.

Additionally, ACVS offers what we call a Jump Start program every summer three weeks prior to the start of school. The program includes 2 hours of literacy instruction by a certified elementary teacher per day for three weeks.

Comprehensive Literacy Plan Alignment -

Linking with the Essential Elements of the Idaho Comprehensive Literacy Plan

Collaborative Leadership – The ACVS literacy plan was developed with input from teachers and parents and the administration. ACVS teachers work very closely with their students and their families. This strong relationship allows them to be able to have an on-going collaborative relationship that serves our students well. Parents and teachers work together continually to develop all our programs.

Developing Professional Educators – Developing the skills of our staff is very important to ACVS. Each week there is professional development that is incorporated in our work week. Additionally, teachers very often attend conferences that will develop their skills. 100% of the certified staff for students in K through 3 have attended a professional development conference over the past 12 months. ACVS will ensure that 100% of the K through 3 staff have professional development in the area of reading instruction annually, whether it be in an outside conference or within our professional development plan.

Effective Instruction and Interventions - ACVS uses proven effective research-based interventions for our students. We utilize a variety of programs in order to ensure students are instructed in phonemic awareness, decoding intervention, vocabulary, comprehension and fluency. However, all are aligned with national standards.

Assessment and Data - As part of our Instructional program, ACVS conducts regular assessments to collect the data needed to support our decisions. Data is generated in order to review the continual growth of students. Therefore, data is taken in each of our programs as well as overall in systems such as EasyCBMs that allow us to review specific areas of learning for our students. Additionally, we review annual growth data for our students by providing a MAP test that measures their reading level at the start of the school year, or at the start of their time with our school, and then we provide the assessment again at the end of the year to monitor overall growth in their reading level over the course of a year. This way the entire elementary participates in MAP Testing 2 times a year. This not only gives us an idea of initial curriculum placement but also allows us to see the growth of each student compared to the time they spend in the programs. The second assessment we utilize is our EasyCBM's. This monthly assessment is used for students who have been identified for our intervention program. The teacher reviews the monthly data and instruction adjusted as needed. Every Friday at ACVS is Data Day. Data Day is a weekly day set aside for all staff to review data, collaborate, and improve instruction.

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

	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)	<p>The model we will be using is a hybrid between the High Contact model using our school counselor(s) and the virtual coach/ mentor model.</p> <p>The high contact model will include our college counselor setting up college meetings, participating in college fairs/ Higher Education Tours, and college awareness weeks, meeting with students one on one in our Nampa lab location, organizing FAFSA nights, and attending college readiness conferences (IACRAO, Advanced Opportunities, as well as PSAT/SAT trainings). Our guidance/career/college counselors meet with every student that enters our secondary programs from 7th grade through 12th grade to discuss course offerings and to review the needs of the students entering our program in order for them to achieve their post-secondary goals.</p> <p>The mentoring model will be used to reach all students in grades 7-12. Students in grade 8 will create a 4-year plan with their mentor and parent and share this document with the high school counselor. Virtual and or face to face mentoring will be provided to each student through their advisory teacher and through their guidance counselor. The advisory teacher receives training as well as information throughout the school year to share with students. In mentoring students, the advisor will share college visit dates, college planning information, and other college readiness information. This same information will be shared</p>

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		with parents through email, updates on the Another Choice Charter School website, and through a variety of school announcements.
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Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary -

ACVS will continue to provide professional development activities to our guidance, college, and career counselors as well as have instruction and professional development provided to staff to help them provide college and or career guidance, suggestions, and support. Next Steps Idaho will be used as a tool to assist in the guidance process. Events will be organized and scheduled throughout the year to expand student exposure in college and career development. Events will include but are not limited to: College Meetings, Scholarship Nights, FAFSA Nights, Job Shadows and or Internships.

Grades 7-8

- Advanced Opportunities Information will be shared with parents in the fall and spring of each year. This will be done via face to face meetings, announcements, and videos that can be shared with parents.
- Students take the equivalent of a semester “Careers” class where the 4-year plan developed. All students are required to complete a 4-year plan with their parents and advisors/mentors prior to promoting from 8th grade.
- Middle school students are welcome to join in on our “Go-On” club that meets weekly.

Grade 9-12

- Advanced Opportunities Information will be shared with parents in the fall and spring of each year. This will be done via face to face meetings, announcements, and videos that can be shared with parents. Mentoring will be provided if needed to ensure parents understand the opportunities that are available to them.
- ACVS offers College 101 as an elective to high school students. This class includes information for students in grades 9-12 and connects as a continuation of the Careers class students are offered in middle school. In the College 101 class, students will be introduced to college terminology, what types of colleges and trade schools are available, they will understand financial aid, look at scholarships and learn how to apply for scholarships. They will look at numerous college websites to investigate their career choices for their future. This class will be taught by the college counselor.
- Our college counselor will keep students aware of upcoming dates to meet with colleges.
- Senior High school students will have a College Day Event annually.

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- Students are offered a variety of CTE classes directly through ACVS and through our collaboration with IDLA.
 - ACVS offers classes in Business and Business Administration and Technology. Currently we are seeking state certification for many of our CTE Programs.
- Dual Credit is currently offered for Spanish 3. ACVS continues to develop our offerings in this area.

Grade 10

- ACVS provides mentor contact through the advisor to prepare for PSAT. Our college counselor will get the appropriate information to advisors.
- The college counselor will facilitate a time to go over results of the PSAT with students and parents either directly or through the advisor. All parents will receive the results.

Grade 11

- ACVS provides mentor contact through the advisor to prepare for SAT. Our college counselor will get the appropriate information to advisors.
 - If applicable ACVS provides Mentor contact through the advisor to prepare for the Accuplacer. Our college counselor, and or their designee, will get the appropriate information to advisors.
- The college counselor will facilitate a time to help the family create a collegboard account and to go over results of the SAT, or Accuplacer if appropriate, with students and parents either directly or through the advisor. All parents will receive the results of their tests.
- ACVS will create a video that explains the redesigned SAT, Idaho Legislation for taking the SAT. This video will be shared with parents and students through their advisor.

Grade 12

- A Senior Night will be provided to include mentor contact to help with graduation information and FAFSA completion.
- Students will participate in Idaho College Application week through advisor contact.
- College fair information will be made available to students through flyers emailed to them by their advisor. Our college counselor will get the appropriate information to advisors.