

**Chief Tahgee Elementary Academy #483  
 Combined District Plan Narratives  
 Continuous Improvement Plan and Annual Reporting  
 College and Career Advising and Mentoring  
 Literacy Intervention Program Plan  
 2018-2019**

**FOCUS:** Heritage language immersion that includes: Language, music, and culture  
**GOAL:** Our children will be intellectually, physically, and socially excellent.

. . . educating our children through language and culture

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## Mission and Vision

### Vision and Mission

Chief Taghee Elementary Academy (CTEA) will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape and life-long learning. The mission of CTEA’s heritage language immersion program is to provide a positive environment in which all students ultimately will be educated in the Shoshoni and English languages.

In order to better prepare our children academically, socially, and culturally to meet the future challenges of a global society. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment.

### Key Design Elements

- Provision of Shoshoni language immersion program
- Provision of instruction in Shoshone-Bannock culture
- Emphasis on a thematic approach to instruction

### Philosophy:

To provide every student the *Power of Two*: The ability to speak, read, write and think in both the English and the Shoshoni languages. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: enhanced cognitive skills, greater success in cross-cultural communication, more career opportunities, enhanced problem-solving skills, and preparation for the global economy. In our one-way language immersion program, students who already speak English will be *immersed* in their Native language.

## Demographic Data

	2017-2018	2018-2019
Male	57%	60%
Female	43%	40%
White	1%	1%
Black/African American	0%	0%
Asian	0%	0%
Native American	99%	99%
Hispanic/Latino	0%	0%
Free/Reduced Lunch Program	82% - Reduced 12% - Free	100%
Received Special Education (IEP Students)	30%	25%

## Community Involvement in Plan Development

### Long-term Strategic Planning

CTEA has engaged in an 18-month strategic planning process. Within that time frame information has been gathered from various stakeholders, including the community, while at the same time working with administrators, teachers, and staff regarding literacy, language acquisition, capacity building for the school and training for the school board. The process started in February 2017 and is ongoing.

A needs assessment has been developed, as has a comprehensive strategic plan in terms of articulated goals with specific objectives and activities to address identified needs. The next step in finalizing the plan will be the development of an implementation timeline with an indicators checklist to support each of the actions identified in CTEA's Strategic Plan.

### 2017-2018 Activities to Support the Strategic Planning/CIP Processes

During the 2017-2018 school year, activities/issues that informed the strategic planning process included the following:

- Issues identified by the Shoshoni Language Acquisition and Support Group during the Spring, 2018 semester. Participation included teachers, administration, and representatives from the Shoshone-Bannock Tribe's Language and Culture Department. Some of the participants are also parents or family members of students at school.
- Discussions with teachers participating in the CTEA/ISU Professional Development Course: Literacy Development Through the Power of Reading. As teachers and instructional staff worked together in this course, they identified and addressed learning and achievement issues they were experiencing with their students. Strategies for addressing these issues were addressed from a short-term as well as a long-term perspective.
- Discussions at monthly Board meetings, Board trainings, and Board work sessions. These included input from other individuals within the system, within the community, as well as other attendees who have attended and participated in Board meetings.
- Regularly scheduled parent conference meetings scheduled at school.

- Input from the principal and others as they interact on a one-on-one basis with parents and family members who come to the school or call to address specific concerns or needs.

### **Needs Assessment**

Based on gathered input, a chart was developed with three categories: 1) Students, 2) Instruction, and 3) Capacity Building. Five threads to be embedded through all aspects of planning were also identified:

- Culturally responsive and enriching practices
- Deniwape (Lifeways of the people)
- Effective communication: internally and externally
- Family-school-community relationships (Supportive of Vision, Mission, and ABC's)
- Proactive vs. reactive approach to changes, improvements, and progress.

### **Goals**

Based on the needs assessment, three goals were developed with accompanying objectives and actions:

**GOAL #1: STUDENTS** - CTEA students will demonstrate: 1) Academic excellence, 2) Bilingualism: Shoshoni/English, and 3) The impact of cultural enrichment embedded in school curriculum.

**GOAL #2: INSTRUCTION** - By the end of the 2022-2023 school year, CTEA will have reached full capacity for instruction in Shoshoni Language Immersion, grades K through 8 through the following:

1. Targeted immersion: Instruction in and through Shoshoni language immersion will be structured according to time frame guidelines established for each grade level on a weekly basis.
2. Comprehensive Shoshoni Curriculum; CTEA will have developed, implemented, and revised a rigorous, detailed, comprehensive, and culturally relevant Shoshoni curriculum plan for grades K through 8 that will align with the following criteria: 1) Shoshoni Language Standards, 2) Shoshone-Bannock Global Themes, 3) Idaho Common Core Standards, 4) Established Cultural Standards, and 5) Deniwape.

**GOAL #3: CAPACITY BUILDING** - By the end of the 2022-2023 school year, CTEA will have in place the capacity to support Academic Excellence, Bilingualism, and Cultural Enrichment through the following components:

1. Academic excellence – Shoshoni and English.
2. Bilingualism: 1) Instructional and support staff and 2) students.
3. Cultural Enrichment - Cultural enrichment through culturally responsive place-based learning.
4. Governance: Highly engaged, effective school board governance and leadership supporting CTEA vision, mission, and goals.

5. Facility - A new school building and grounds that encompasses, supports, and nurtures a culturally responsive, bilingual heritage language immersion environment.
6. Operational Support: Building a five-year master plan that:
  - Integrates plans for each topic listed below with the Vision, Mission, and Goals of CTEA.
  - Incorporates culturally responsive approaches within the implementation of the master plan.
  - Addresses each of the areas below individually while also connecting them with each other
    - Effective communication: Internally and externally,
    - Highly engaged parents/family and community support,
    - Highly qualified teachers,
    - Maintenance plan,
    - Maximum student enrollment,
    - Professional development activities and resources aligned to CTEA's goals, and
    - Technology hardware that: 1) fully supports curriculum, instruction, and assessment, 2) supports school operations; and 3) is used effectively.
7. School Safety: Implementation of effective school safety measures and practices.

## 2018-2019 Goals

### College and Career Readiness

As a kindergarten through 7<sup>th</sup> grade charter school with plans to expand to 8<sup>th</sup> grade, Chief Tahgee Elementary Academy does not have a college and career advising and mentoring plan.

CTEA's Long-Term Strategic Plan, however, includes exploring the feasibility of developing a career and technical education plan suitable for 7<sup>th</sup> and 8<sup>th</sup> grades.

### Middle School Preparedness

All CTEA students will be prepared to transition from elementary school to middle/Jr. high school.

In the 2017-2018 school-year, the percentage and number of 6<sup>th</sup> grade students who tested proficient on the English Language Arts (ELA) and Math ISAT increased from 0% (0/5) to 17% (1 of 6), an increase of 17 percentage points.

In the 2018-2019 school year, a minimum of 25% of 6<sup>th</sup> grade students will score proficient or advanced on the ELA and Math ISAT, an increase of 8 percentage points.

### Reading Readiness

All students will demonstrate the reading readiness needed to transition to the next grade.

In the 2017-2018 school-year, the percentage and number of students who scored proficient on the IRI were:

55% (10/18) of Kindergarten students scored proficient on the IRI.

14% (2/14) of Grade 1 students scored proficient on the IRI.

18% (3/17) of Grade 2 students scored proficient on the IRI.

27% (3/11) of Grade 3 students scored proficient on the IRI.

In the 2018-2019 school-year, the percentage of students who will score proficient on the IRI are:

60% of Kindergarten students will score proficient on the IRI, an increase of 5 percentage points.

20% of Grade 1 students will score proficient on the IRI, an increase of 6 percentage points.

23% of Grade 2 students will score proficient on the IRI, an increase of 5 percentage points.

33% of Grade 3 students will score proficient on the IRI, an increase of 5 percentage points.

### **Student & Parent Engagement**

Chief Tahgee Academy will increase student and parent engagement at all grades level through increase student attendance rates. Attendance rates will be a percentage of total instructional days, average daily attendance, and annual net enrollment. CTEA will also increase engagement through attendance at parent/teacher conferences.

In the 2017-2018 school-year, CTEA student had an average daily attendance of 83 student per day for a net enrollment of 92 students, a 90% average daily attendance rate.

In the 2018-2019 school-year, CTEA students will have a 93% attendance rate, an increase of 3 percentage points.

## LITERACY PLAN (2018-2019)

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CTEA continues to use Istation as the primary curriculum for English Language arts. CTEA also implements in the classroom Istation for intervention lessons and monthly assessments in all grades. Additionally, *Literacy by Design*, Journeys, ABCMouse (Kinder and First), and Reading A-Z are used to supplement Istation curriculum.

All students who scored below benchmark on the Fall Idaho Reading Indicator (August ISIP) are enrolled in the CTEA Literacy Intervention Program. Students who scored Intensive (Red) receive 30 minutes 4 days per week from 2:30 – 3:00 for a total of 60 hours per school year. An intervention teacher and a blended learning specialist (computer lab paraprofessional) provide intervention in the intervention classroom and computer labs respectively. When needed, the intervention teacher also pulls students in small groups in 30-minute segments for 1.5 hours daily. Students who scored strategic (yellow) receive 30 minutes twice per week from 2:00 – 2:30 for a total of 30 hours per school year. Students who score strategic receive both individual and small group interventions in the intervention classroom and the computer lab.

CTEA’s Literacy Intervention Program focuses on five essential reading components:

- 1) Phonemic awareness – the ability to hear, identify, and manipulate individual sounds (phonemes in spoken words).
- 2) Phonics – Instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- 3) Fluency – the ability to read a text accurately, quickly, and with expression.
- 4) Vocabulary – the words needed to communicate effectively, both orally and in writing.
- 5) Text comprehension – the ability to understand what is read.

Both formative and summative assessments are used to monitor student progress. Teachers conduct frequent formative assessment data and classroom observation to document student progress. Monthly, Istation ISIP curriculum-based assessments are conducted. Student progress is monitored through Istation progress data charts.

CTEA also initiated a 15-minute sustained silent reading each day in the classroom. To further student choice in selecting reading materials, CTEA is collaborating with the Portneuf Library to allow students to check-out books once per month for a daily 15-minute sustained silent reading program. Students are bused to the library to pick out free choice books every other Friday (K-2 one Friday and 3-7 another Friday) on non-in-service days.

Regular professional development is scheduled throughout the year (every other Friday) to improve teachers' literacy knowledge, skills, and strategies in order to achieve students' literacy goals.

CTEA has a rich culture of collaborative leadership between staff and administration. Particular strategies include building teachers' understanding of best practices in reading instruction, supporting teachers' use of resources, and providing on-going guidance in developing a literacy-rich environment in the classrooms. CTEA is committed to providing time for teachers to have opportunities to collaborate.

In order to provide effective instruction and interventions, literacy funds will be allocated to actively engage students and provide individualized explicit reading instruction to all students, especially to students who are not at benchmark in the Fall IRI each year.

CTEA conducts regular monthly screenings, formative assessments, and summative assessments to truly understand the individual needs of our students.

## Comprehensive Literacy Plan Alignment

Note 1. CTEA provides an extended day for grades K-3 and Kindergarten is full-day 8:30 am – 3:20 pm.

Note 2. Grades K-3 are bilingual classrooms with the majority of the day in Shoshoni language immersion. These students are expected to trail slightly in ELA acquisition until third grade because they are learning a second language. Grades 4-5 spend 50% of the day in Shoshoni language. Grades 6-7 receive 1 hour of Shoshoni daily.

Note 3. CTEA has two computer labs that are blended learning labs. Classrooms are split into ability groups and students receive small group sessions with the classroom teachers while the other students are in the computer lab receiving instruction and/or interventions.

### **Proven effective research-based substantial intervention including:**

Kindergarten through third grade – CTEA utilizes a blended learning model of instruction with student grouped according to ability. As stated above, CTEA's primary ELA curriculum is Istation. Students are automatically assessed monthly (more often if necessary). Istation ISIP monthly assessments provides in-depth data and progress monitoring in the following categories:

**Kindergarten** – overall reading; listening comprehension, phonemic awareness (letter name and sound), and vocabulary.

**First Grade** – overall reading, phonemic awareness (letter sound), vocabulary, alphabetic decoding, comprehension, and spelling.

**Second Grade** – overall reading, phonemic awareness, text fluency, vocabulary, alphabetic decoding, comprehension and spelling.

**Third Grade** – overall reading, text fluency, comprehension and spelling.

K-3 students who scored Intensive (Red) on the Fall 2018 IRI assessment are immediately enrolled in the CTEA Literacy Intervention Program and will receive both Istation interventions and small group tutoring for 60 hours during SY 2018-2019 in addition to regular classroom instruction. Students who scored strategic (yellow) on the Fall 2018 IRI assessment are immediately enrolled in the CTEA Literacy Intervention Program and will receive Istation interventions and small group tutoring for 30 hours during SY 2018-2019.

Additional literacy interventions include 44 one-on-one tutoring, leveled reading from Reading A to Z, and other reading exposure strategies such as sustained silent reading, self-selected reading, rich print environment, reported pleasure reading, and reading out loud to improve comprehension, vocabulary, writing, and grammatical development.

The following guidelines (bolded) from the Idaho Comprehensive Literacy Plan are cited and followed with an explanation of how CTEA literacy instruction procedures are aligned:

- **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.**

CTEA schedules a combined planning and in-service day for all staff twice monthly. Grades K-3 and 4-7 hold PLC meetings for 90 minutes on these scheduled days. The PLC teams are made up of the principal, grade level teachers, blended learning technician, and other trainers as scheduled. Vertical alignment is achieved through collaboration between grade levels. This time is specifically set aside for teachers to discuss students, learning targets, interventions, and the effectiveness of instruction.

- **Literacy instruction shall be integrated into all content areas.**
- **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.**

CTEA teachers are expected to incorporate writing into math, social studies, and science and were trained Fall 2017 in the Pesky writing system. All new CTEA staff members will be trained by mentor teachers who have already been trained in the Pesky writing system. Additionally, in collaboration with Idaho State University professors and students, Grades 4-5 are receiving creative writing instruction one day per week during Fall 2018 Semester.

All CTEA students are assessed monthly (more often when necessary or upon parent request) with Istation ISIP. Istation supplies data on the progress of each student along with comprehensive data on each student's strengths and weaknesses. All K-3 students now take the Istation IRI Fall and Spring. Teachers and parents are trained to check their student's scores.

Parents are able to view student progress daily, if desired. Additionally, teachers receive ongoing training on tracking formative data and how to use the data to inform and adjust instruction.

## Parent Involvement

### **Parent Involvement in Developing the Program:**

CTEA's Parent Advisory Committee (PAC) was organized for the purpose of increasing parent input in all aspects of school programming. Each year the CTEA PAC reviews the prior year literacy program and supporting data on student progress. Parents suggested last year that students receive more one-on-one pull-outs. This school year CTEA has an additional intervention teacher to meet this need. CTEA, also at parent request, collaborates with the Shoshone-Bannock Tribes Tribal Youth Ed After School Program on student homework and tutoring needs for those CTEA students who attend their program.

### **Individual Student Literacy Intervention Plans:**

All CTEA students who score intensive or strategic on the Fall IRI are immediately scheduled for interventions in the computer lab, small group sessions, or one-on-one pull outs. Together, teachers, parents, and the principal craft an individual student literacy plan based on the diagnostic data provided by Istation ISIP and classroom assessments.

## CONTINUOUS IMPROVEMENT PLAN (2018-2019)

District #	483	District Name:	Chief Tahgee Elementary Academy
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### METRICS

#### Continuous Improvement Measures (all shaded metrics are required)

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)
		# proficient	# tested	# proficient	# tested		
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	0	5	1	6	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	0.00%		16.67%		16.67 percentage points	20%
	# students who scored proficient on the 6th grade ELA ISAT	0	5	1	6	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	0.00%		16.67%		16.67 percentage points	20%
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	6	19	10	18	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	31.58%		55.56%		23.98 percentage points	60%
	# students who scored "proficient" on the Grade 1 Spring IRI	1	19	2	14	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	5.26%		14.29%		9.02 percentage points	20%
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)
	# of students who scored "proficient" on the Grade 2 Spring IRI	2	15	3	17	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	13.33%		17.65%		4.31 percentage points	23%
	# students who scored "proficient" on the Grade 3 Spring IRI	6	17	3	11	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	35.29%		27.27%		-8.02 percentage points	33%

NOTES: CTEA will not have an 8th grade until the 2019-2020 School Year

#### Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Percent of Kindergarten students who scored proficient May Istation ISIP	17%	20%

NOTES: