

LEA	# 488	Name: Syringa Mountain School
Superintendent	Name: Nigel Whittington	Phone: 208-806-2880
	E-mail: nwhittington@syringamountainschool.org	
Plan Contact	Name: Kristin Funk	Phone: 208-806-2880
	E-mail: kfunk@syringamountainschool.org	

Mission and Vision - REQUIRED

Syringa Mountain K-8 Charter School Mission:

Syringa Mountain School provides a rigorous, arts-integrated educational experience as a public school guided by the Core Principles of Waldorf Educations and aims to develop students who are compassionate, eco-literate, critical thinkers prepared to meet the demands of their world.

Syringa Mountain K-8 Charter School Vision:

Children will emerge from Syringa Mountain School with a life-long passion for learning, well prepared for the transition into other academic programs, as creative thinkers, engaged citizens with a strong work ethic, and prepared to become stewards of the earth and its many diverse communities.

As a result of attending Syringa Mountain School, students will demonstrate:

- *Reverence and stewardship for self, others and the earth*
- *Creative, flexible and imaginative thinking*
- *Critical thinking and good judgment*
- *Literacy Proficiency*
- *Responsibility and self-reliance*
- *Lifelong learning*

Community Involvement - REQUIRED

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

Syringa Mountain School is holding curriculum nights per grade level for parents due to COVID. Those meetings are being held from September 30-Oct. 15, 2020.

Parents will be involved in developing the literacy program by having the teacher liaison to the parent council discuss past year intervention instruction within the classrooms and asking for parent feedback. After the plan is developed, the teacher liaison will give copies to the parent council to disseminate to the parent body.

Syringa Mountain School also holds a curriculum night at the beginning of each school year to inform parents about curriculum and CIP. During that evening, parents are encouraged in an open form to give feedback and create discussion on CIP topics.

Parent Notification of College and Career Advising and Mentoring Services

During the end of the 1st quarter parent-teacher conference, each parent will be introduced to their child’s individual 4-year learning plan by their classroom teacher. They are also given an outline of topics that will be discussed during the 8th grade class meetings that help introduce students to high school metrics, dual credit and career exploration. Parents are also invited to accompany the classroom on field trips to explore high school campuses across the Wood River Valley in the spring.

Parental Involvement in Students’ Individual Reading Plans

Syringa Mountain School uses the school's first parent teacher conference in October to present the parent with data collected from state testing and teacher assessments at the beginning of the year. Teachers provide the state benchmarks for "proficient" on those assessments and then inform the parents if their child has qualified for an Individual Reading Plan. Parents and teachers then create goals for students based on areas needing improvement. These goals are revisited between parent, teacher and student at least 3 more times during the year.

LITERACY INTERVENTION PROGRAM
Literacy Program Summary - REQUIRED

During the SY 2020-2021, Syringa Mountain School will continue to provide four extended reading workshop sessions per week for 45 minutes for 30 weeks within each grade level 1st-8th grade during the school day. These student groups are identified using the data collected from the Idaho Reading Indicator as a benchmark as they scored below their peer standard in WCPM as well as a Tier 3 performance on the Fall iStation. Students in Kindergarten who scored “1 Below Proficient” used play-based literacy interventions in small groups to strength phonemic awareness and letter name as well

as sound fluency. Students in 4th-6th grade were identified using the data collected by ELA ISAT scores from the year prior as a benchmark if they scored "Basic". Literacy intervention activities within grades 1st-8th included initial testing with the DRA (Developmental Reading Assessment) or SLOSSEN Reading to correctly identify the areas of reading support needed specific to each student. After collecting the reading data, teachers in each grade level create skill-based groups to address during their reading workshops. Each teacher collects data within an Intervention binder and presents parents with progress reports at 4 times during the school year: (fall parent teacher conference, Winter semester, Spring parent teacher conference, end of school year) Teachers also use Reading A-Z online program to correctly deliver leveled reading material to their "below proficient and Basic" students along with the programs vocabulary, comprehension and fluency support. Teachers also keep an Evidence of Growth binder to keep track of progress and student groups by skill level. Teachers also decide by looking at this data if the student needs to be put into the CARE team process in conjunction with the Special Education teacher.

Teachers at Syringa Mountain School also provide daily main lesson instruction five days a week for 2 hours that is aligned with Waldorf Curriculum standards. This instruction includes oral storytelling to increase and expand vocabulary, phonemic awareness, and comprehension. It also includes daily writing to support phonemic awareness, decoding, comprehension and fluency. Syringa's focus to deliver developmental instruction presents itself in a different way by leading children from writing into reading. The Lucy Caulkins writing program strategies are now being implemented in grades 2-8.

As an increase from last year's plan, students who are identified as needing more instruction as per the IRI and ELA ISAT are placed into small groups (3-5 students) and given additional literacy support by a qualified paraprofessional or RTI teacher. Also, the research-based program, Read Naturally, is being piloted and administered for 3-30min sessions to students in 4th-8th grade who were still below grade level on the previous year's IRI or who are one year below grade level. The benefits of this program are vocabulary development, comprehension and fluency of nonfiction text.

In addition to these programs, Syringa Mountain School is also in its second year with a new school library. Classes K-8th have Library Science once a week for 45 minutes. We also hold a bi-annual book fair in this location, have writing essay competitions, and author visits.

Comprehensive Literacy Plan Alignment - REQUIRED

Essential Elements:

As an overarching plan that includes our Comprehensive Literacy, Syringa Mountain School is undergoing a transformation from a pyramid type infrastructure to a Four Pillars model. In years past with the turnover of administration, the teachers and school board found it difficult to follow a consistent path when the leadership model was changing from year to year. Therefore, this transfer to a equitable leadership model (Four Pillars: teachers, administration, school board, parents) will create a transparency throughout the school so that all of the shareholders will have a voice in the progress, development, academic vision, and processes needed to create a successful home for our students.

1. **Collaborative Leadership-** Within the Four Pillars model of leadership, the teachers, administration, parents and school board are decision makers of how the school is being moved forward.

a. This involves discussions during school board meetings on the progress of every grade level by a teacher liaison. This liaison also brings information and questions to the board from the teaching staff.

- b. There is also a teacher liaison that takes information from the teaching staff to parent council meetings held once a month.
- c. The school administration also shares with the board, parents and teachers a monthly "State of Syringa" during monthly board meetings.
- d. Several committees have also been formed this year: Finance, Development, Legislative and Fundraising committees meet once a month that include members from each of the Four Pillars to lead the school in a collective direction rather than from one singular vision.
- e. Involvement of our community in our continuous improvement plan was on September 23, 2019. We invited all our parents as well as community members to tour our school, review our curriculum, and make request, comments, and feedback on the plans we discussed.

2. **Developing Professional Educators-** Since Syringa Mountain School is also a charter school that follows the core principles of Waldorf Education, the teachers must also go beyond the state curriculum requirements and infuse Waldorf standards as well.

- a. Teachers keep current teaching certificates which include state mandated classes.
- b. Teachers attend a grade level specific training at a Waldorf Certified program each year.
- c. Teachers bring small workshops to weekly faculty meeting on successful literacy lessons.
- d. A collective team is created among the pillars, so a first-year teacher has the opportunity to have weekly discussions with a group of mentors, not only one. These mentors include the special education teacher, classroom teacher, administration and academic assistant.

3. **Effective Instruction and Interventions-** Syringa Mountain school uses researched based intervention programs and values the classroom teacher's educational experience and continuing education to provide effective instruction and invention.

- a. The administration provides weekly walk through into each classroom.
- b. The administration provides state mandated evaluations for each staff member.
- c. Teachers look at data during professional development days and discuss if the current literacy plan within the school and classroom meet the needs revealed within the data.
- d. Grants are sought after to help Syringa acquire research-based intervention programs and workshops for teacher to attend

4. **Assessment and Data-** The Four Pillars of Syringa Mountain School will continue to look at all available statewide, school wide and classroom data to provide students with effective instruction.

- a. Main lesson instruction 5 days a week for 2 hours that includes grade appropriate literacy lessons including phonemic awareness, decoding, vocabulary development, and comprehension.
- b. Four extended reading workshop sessions per week for 45 minutes for 30 weeks within each grade level 1st-8th grade to support below grade level students. Kindergarten students receive 30 minutes daily of small group stations each relating to literacy components.
- c. Professional development days in August, October and February designated to school wide discussion of data.

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

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

Advising Program Summary - REQUIRED

Syringa Mountain School has embarked teaching 8th grade for the 2020-2021 school year. Our charter school’s population for this 8th grade class is 6 which makes the classroom teacher a substantial role model as well as advisor for students moving into high school for the next school year. Along with a small classroom, Syringa Mountain School provides teachers with the possibility of moving up each year with their class. This opportunity provides a bond of trust to develop between teacher and student within the 8th grade class because students have an educator that has seen their academic growth and interests develop over a 2 year (at the minimum) and can guide students into areas of continued education that pair with the student’s strengths. This bond allows the teacher to fill an advising role throughout the school day and not just during a bi-yearly conference. Syringa’s Advising Program is three-fold inviting participation from teacher, student and parent.

The first step in the Advising Program is during the first quarter. The 8th grade teacher will have the students fill out an interest inventory to let students set goals for their academic future and write down areas of interest. After the inventories are filled out, the teacher will schedule a 15-minute block of time during lunch to review the student’s goals and interests. This inventory will also be provided to the parents during Syringa Mountain School’s Curriculum Night. The teacher will use this information to create the curriculum for the weekly classroom meetings. The teacher will also use this information to begin each student’s individual 4-year Learning Plan.

As a second step to incorporate the interest inventory, Syringa Mountain School’s 8th grade class will have weekly meetings encouraging and engaging students in upper level opportunities seen in 9th-12th grades and provide guest speakers related to individual student interests. Topics covered but not limited to will be dual credit, career pathways, 2 year-4year-vocational school opportunities, high school graduation requirements and different types of scholarships. The class teacher will also have field trip opportunities in the spring of 2020 for students to visit various campuses in the valley that are 9th-12th grade schools. The class will visit each of these school as a group and the teacher will also give parents individual contact information within several classroom newsletters starting in February.

These upper school opportunities include:

The Sage School- 1451 Aviation Dr., Hailey, ID (208-788-0120)

Wood River High School- 1250 Fox Acres Dr., Hailey, ID (208-578-5020)

Sun Valley Community School- 1 Community School Dr., Sun Valley, ID (208-622-3955)

Idaho Digital Learning Alliance- idahodigitalllearning.org

Along with student interest inventories and weekly classroom meetings and guest speakers, the 8th grade classroom teacher will also visit with parents and students during the bi-yearly parent teacher conferences to find out what upper educational goals the parents have for their child and discuss each child's 4-Year Learning Plan. The teacher will also show parents high school graduation requirements for Idaho and give them online resources (i.e. nextsteps.idaho.gov). This communication regarding future goals is vital for the door to be opened between parent and student. It gives the teacher the opportunity to be a liaison and guide the parents and student to create a successful path of preparedness.

Other Notes / Comments

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.