

**WHITE PINE CHARTER SCHOOL
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018**

Mission:

Success for every student.

Vision:

- To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

[Continuous Improvement Measures in blue are required “Statewide Continuous Improvement Measures” Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
<i>[Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA's direct their efforts. A goal addresses issues by stating policy intention.]</i>	<i>[Key performance indications/performance measures of how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]</i>			<i>[Year over year improvement for those indicators that requirement improvement reporting]</i>	<i>[Annual Performance Target set by the LEA]</i>
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	22%	59%	37 percentage point	65%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	6	19	13	13
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	59%	72%	13 percentage points	70%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	16	25	9	14
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	56%	65%	9 percentage points	65%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	28	31	3	36
	% of students who scored	77%	69%	-8 percentage	70%

	proficient or advanced on the 6 th grade ELA ISAT			points	
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	38	33	-5	38
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	74%	80%	6 percentage points	80%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	36	39	3	42
	% of students who scored proficient on the 2 nd grade statewide reading assessment	67%	70%	3 percentage points	80%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	31	34	3	57
	% of students who scored proficient on the 1 st grade statewide reading assessment	65%	67%	2 percentage points	80%
	# of students who scored proficient on the 1 st grade statewide reading assessment	30	47	17	56
	% of students who scored proficient on the kindergarten statewide reading assessment	73%	45%	-28 percentage points	80%
	# of students who scored proficient on the kindergarten statewide reading assessment	48	29	19	69
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	97%	97%		95%
Increase teacher engagement	Number of hours of job embedded professional development	40	35		40
	Number of hours available for mentor teachers to mentor or observe/team teach	15	15		20
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%		100%

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

	2016-2017	2017-2018
Male	52%	51.4%
Female	48%	48.6%
White	86.2%	85%
Black/African American	<1%	0.2%
Asian	3%	3.8%
Native American	<1%	0.4%
Hispanic/Latino	9.4%	10.1%
Free/Reduced Lunch Program	30.8%	31.2%
Received Special Education (IEP Students)	9.6%	9.1%

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Section 33-320, Idaho Code, in part states:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

- (i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- (ii) Set clear and measurable targets based on student outcomes;
- (iii) Include a clearly developed and articulated vision and mission;
- (iv) Include key indicators for monitoring performance;
- (v) Include, at a minimum, the statewide student readiness and student improvement metrics; and
- (vi) Include a report of progress toward the previous year’s improvement goals...”

The statewide student readiness and student improvement metrics are specified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plant requirements specified in Section 33-320, Idaho, Section 33-1212A, Idaho Code (College and Career Advising and Mentoring) and Section 33-1616, Idaho (Literacy Intervention) include requirements that are tied to the annual Continuous Improvement Plan reporting requirements. School Districts and Charter Schools may meet these requirements through the submittal and reporting of a consolidated plan and annual report that meets all of the requirements or each plan and report may be submitted as separate documents.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1616, Idaho Code](#).

Administrative Code may be found in [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#).

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1212A, Idaho Code](#).

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1 each year**. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) plans must be submitted to the Office of the State Board of Education by October 1. If you

incorporate your literacy and advising plans into your Continuous Improvement Plan the consolidated plan must be submitted to the Office of the State Board of Education by the October 1 deadline.

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, to be used toward training for school districts superintendents and boards of trustees and public charter school administrators and boards of directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.