

**COMBINED PUBLIC CHARTER IMPROVEMENT PLAN  
(2021-2022)  
WHITE PINE CHARTER SCHOOLS, AMMON ID**

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**Mission and Vision**

Efforts to ensure “success for every student”, the White Pine motto, will be supported by the following broad descriptors of pedagogy of both White Pine Elementary School and White Pine STEM Academy.

With an eye toward better than adequate student preparation at the elementary school, White Pine utilizes the Core Knowledge system as the groundwork necessary for matriculation to secondary education.

With an eye toward better than adequate preparation, at the STEM Academy, for both college and career, White Pine intends to continue developing and maintaining the partnerships necessary in providing a rich STEM experience that may include; advanced opportunities, dual credit classes, internships, etc.

**Mission: Success for Every Student**

White Pine Charter Schools utilizes a Core Knowledge framework (K-6) and a STEM foundational framework for the expanding middle/high school (7-11).

We believe that effective learning is both traditional and hands-on - where students are taught to be critical thinkers, planners, goal setters, and life-long learners, as well as formative - where students learn to be responsible and respectful contributors to society.

The White Pine Mission/Vision intends to:

- Provide a strong foundation in reading, writing, mathematics, science, social studies and technological skills with enrichment experiences that include but are not limited to; art, music, clubs, organizations, activities, etc.
- Provide a technology-rich environment, encouraging the effective and appropriate use of technology as tools necessary in both college and careers.
- Lead students to develop formative characteristics - accountable, honest, courageous, respectful, conscientious, cooperative, and helpful.

**Vision:**

The White Pine Charter Schools, through our Elementary and STEM Academy, are dedicated to being the schools of choice for discerning parents and motivated students in grades K through 12 (by 2022).

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Our vision is:

- To offer a dynamic and challenging educational experience with high academic and formative standards, providing students with opportunities to develop into engaged learners and positively contributing community members.
- To utilize best practices to provide a comprehensive learning environment that considers and supports individual student achievement.
- To provide a positive, safe, and compassionate teaching environment intended to maximize education, formation, and citizenship.

## Community Involvement

White Pine Charter Schools maintain community involvement in several ways and will proceed to imagine additional ways in which to involve its stakeholders.

Currently:

There is a regularly scheduled open board meeting as well as a process for public inquiry, commentary, and feedback.

Surveys are used at various times and for various purposes to garner stakeholder input as well as retrieving relevant data.

The differing administrative levels use various means to engage in both unidirectional as well as bidirectional communication.

Both regularly scheduled and spontaneous opportunities are utilized and manifest in the forms of events, meetings, forums, newsletters, bulletins, etc.

Using, at least, these means of involvement allows for stakeholder input and opinion to the various efforts and needs of the school as well as include feedback on the schools efforts to stay true to charter expectations and vision/mission philosophy. The aforementioned modes of involvement also provide the schools with opportunities to provide data and relevant information pertinent to student achievement and success. Additionally, providing various modes of involvement is central to cultivating the culture necessary for supporting “success for every student”.

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**Continuous Improvement Plan Metrics**

LEA #	464	LEA Name:	White Pine Charter School
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**METRICS**

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/schools/2514">https://idahoschools.org/schools/2514</a>
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**Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)**

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate		n/a
	5-year cohort graduation rate (optional metric)	2019 cohort Not required	2020 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
All students will be prepared to transition from	% students who score proficient on the grade 8 Math ISAT	60%	50%
	% students who make adequate growth on the grade 8 Math ISAT	n/a	20%
	% students who score proficient on the grade 8 ELA ISAT	68.0%	56%
	% students who make adequate growth on the grade 8 ELA ISAT	n/a	18.0%

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middle school / junior high to high school			
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	55.0%	<b>59%</b>
	% students who make adequate growth on the grade 6 Math ISAT	n/a	<b>17.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	63.0%	<b>70%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	n/a	<b>14%</b>

**Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)**

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	n/a	<b>75.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	n/a	<b>75.0%</b>

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**Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)** Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

**Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)**

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)

**Section III.B: Narrative on Measuring Literacy Progress** Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

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## Strategies

- At the district level, we will ensure that the elementary principals are trained on the various pieces of the reading curriculum and assessments, as well as the embedded strategies and skills needed to support pre-emergent to established readers.
- The Director of Schools, Elementary Principals, and Federal Programs Director will have a firm understanding of best practices and instructional strategies in order to support our K-3 teachers and the students they are teaching.
- Participate and share the learning associated with the State Systemic Improvement Plan, targeted at improving literacy outcomes for students with disabilities, K-3. The focus of these trainings is the foundational reading skills, data literacy, and inclusive practices effective for all students.
- The Elementary school will have a Response to Intervention team, ensuring that students are progress monitored throughout the intervention cycle of six-weeks and school year.
- The Elementary school will ensure that students have time, weekly, to visit the school library and check out books. This time may also include story time by the school librarian.
- Schools will engage stakeholders (parents) in the literacy process by providing activities and information that can be practiced at home, encouraging oral language, reading, and writing skills. In addition, when available and appropriate, information will be shared about activities that support literacy development occurring in the schools. This could include, but is not limited to, book fairs, family reading nights, and core knowledge demonstration night.

## Developing Professional Educators

### Strategies

- Provide ongoing professional development opportunities to teachers and staff.
- For new teachers to the district, in order to ensure consistent expectations from teachers and students, there is a need to understand the district adopted curriculum, assessments, and where students are with regard to grade level literacy expectations.
- For established teachers, in order to ensure consistent expectations from teachers and students, there is a need to review the district adopted curriculum, assessments, and where students are with regard to grade level literacy expectations.
- There is a need for all staff members to understand how to utilize student data to guide instruction.
- Provide opportunities for staff to complete a needs assessment survey, with regard to training needs.
- Provide opportunities for attendees of professional development to share feedback. It is the intention of the district to offer high quality, purposeful professional development opportunities, targeted on the needs of participants, and when participants' needs are not met, we must make adjustments, as needed.
- New teachers will be mentored by established grade level teams. If grade levels have more than one new teacher, a member of the leadership team will be assigned as a mentor.
- Participate and share the learning associated with the State Systemic Improvement Plan, targeted at improving literacy outcomes for students with disabilities, K-3. The focus of these trainings is the foundational reading skills, data literacy, and inclusive practices effective for all students.

## Effective Instruction and Intervention

### Strategies

- Provide a curriculum that is research based and provides embedded and effective teaching and active learning strategies.
- Core Knowledge Language Arts is utilized K-5.
- Aligned to the Idaho Core Standards.

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- Addresses the Five Essential Reading Components.
- The materials for K-2 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction. The texts included with the materials are rich and rigorous, offering students a balance of informational and literary reading over the course of the school year. Materials provide many opportunities for students to complete questions and tasks in reading, writing, speaking, and listening that are grounded in evidence.
- Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. The scope & sequence/pacing charts delineate the lesson sequences that guide individual instruction, resulting in targeted instruction that is both fully differentiated and informed by assessment.
- Hands-on phonics materials Multisensory phonics and foundational skills resources give students the opportunity to practice key skills using diverse, fun approaches that build independence.
- Big Books
- Large and Small Letter Cards
- Spelling Cards
- Vowel and Consonant Code Flip Books
- Chaining Folders
- Teachers are supported by lesson plans that model focused teaching, with clear comprehension focuses and teacher language.
- The comprehensive baseline data generates formative data that enables teachers to establish diagnostic profiles and provide personalized instruction for all students.
- Each CKLA grade-level program is built on a scope & sequence that spirals instruction through a continual loop of new and reviewed comprehension strategies.
- In addition, the integration of literacy can also be found in other content areas-- mathematics, science, and social studies. Reading and writing are integrated throughout the day for K-3 students.

## Assessment and Data Strategies

- Utilize a comprehensive assessment system to provide meaningful literacy data.
- IRI (Fall and Spring)
- ISAT for Grade 3
- I-Ready (Three diagnostic tests each year)
  
- Core Knowledge Language Arts Curriculum Assessments
- K-3
- Decoding
- Encoding
- Phonemic Awareness

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- Sound Letter Patterns
- Grammar
- Handwriting
- Writing Process
- Building Background Knowledge
- Vocabulary
  
- Teachers and staff disaggregate and analyze the data to inform instruction and adjust students through flexible groups.
  
- Principals disaggregate and analyze the data to determine trends, confirm or deny results from other assessments, and inform instruction.
  
- Inform parents of a student’s progress in a variety of ways.
- Formal scores from ISAT and IRI
- Feedback throughout the trimester(s) as to learning
- Feedback as to learning via report card

**Section IV: College and Career Advising and Mentoring Performance Metrics  
(Section IV data is required)**

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)	
		Target	Result	Target	Result	Target	Result
	# of HS students who graduate with an associate's degree or a CTE certificate	n/a	n/a	n/a	n/a	n/a	n/a
All students will be college and career ready	% of students with learning plans created and reviewed in 8th grade	8th grade 100%		8th grade			
	% of students whose learning plans are reviewed annually by grade level	9th grade 100%		9th grade			
		10th grade 100%		10th grade			



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	11th grade	n/a	11th grade		
	12th grade	n/a	12th grade		
# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
	n/a	n/a	n/a	n/a	
% students who Go On to a form of postsecondary education within 1 year of HS graduation	#VALUE!	#VALUE!			
# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
	n/a	n/a	n/a	n/a	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	#VALUE!	#VALUE!			

**Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)** Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

**Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)**

Performance Metric	2020-21 Performance Targets (previously)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)

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	chosen by LEA)		
Participation Rate in Career Advising activities by attendance and 4 year plan	80%		

**Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress**  
**Instructions:** If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

**Section VI: Report of Progress Narrative (required)** **Instructions:** In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

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The global health crisis closed schools down in spring 2020 so we do not have 2019-2020 data to report. Based on the fall 2020 numbers we did not hit the targeted goals set for spring 2021. We know students are still recovering from potential learning loss so we are putting multiple strategies together to help increase the literacy numbers.

**Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)**

NOTES: