

**IDAHO ARTS CHARTER SCHOOL
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018**

Mission: Engaged Learning Through the Arts

Vision: Idaho Arts Charter (1) teaches students to be innovative, (2) integrates core content with the arts, (3) enables students to be college/career ready, and (4) creates an environment where students learn self empowerment through self expression.

Goal	Performance Measure/Indicator	SY 2016	SY 2017	SY15-SY16 Improvement	Benchmark/ Performance Target	
All students will be college and career ready at graduation	# and % of students meeting college ready benchmark in math on the SAT	26%	43%	+17%	53% (10% annual improvement)	
		12	17	+5	23/40	
	# and % of students meeting college ready benchmark in reading and writing on the SAT	72%	80%	+8%	85% (5% annual improvement)	
		34	32	--	34/40	
	# of learning plans (developed in grade 8) reviewed by grade level	42/42	41/41	--	100%	
		47/47	45/45	--	100%	
		60/60	60/60	--	100%	
		60/60	60/60	--	100%	
	# and % of students who go on to some form of postsecondary education 1yr after graduation	66%	80%	+14%	85% (5% annual improvement)	
		31/47	33/41	+1	34/41	
	# and % of students who go on to some form of postsecondary education 2yr after graduation	34%	51%	+17%	56% (5% annual improvement)	
		15/44	24/47	+9	26/47	
	# of students receiving/participating in college and career advising and mentoring by grade level	12	42	41	--	100%
		11	47	45	--	100%
		10	60	60	--	100%
		9	60	60	--	100%
		8	60	60	--	100%
	% of high schools students graduating with an associate's degree	0%	0%	--	2% (2% annual improvement)	
	% of high school students graduating with an industry recognized certification	0%	0%	--	5%	

All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 th grade math ISAT	40%	37%	--	80% (20% annual improvement)
		25	22	--	80% (48)
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	60%	82%	+22%	85% (3% annual improvement)
		37/61	51/62	+14	53/62
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6 th grade Math ISAT	38%	45%	+7%	80%
		23/60	27/60	+4	48/60
	# and % of students scoring proficient or advanced on the 6 th grade ELA ISAT	59%	67%	+8%	80%
		36/61	41/61	+5	49/61
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	75%	82%	+7%	85%
		46/61	98/120	--	102/120
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	77%	73%	--	80%
		47/61	88/120	--	96/120
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	73%	69%	--	80%
		44	83	--	96/120
	# and % kindergarten students identified as reading at grade level on the Spring IRI	92%	78%	--	90%
		55/60	94/120	--	108/120
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	95.5%	96%	+0.5%	97%
	Parent Participation at parent/teacher conferences	95%	95%	--	98%
Increase teacher engagement	Number of hours of job embedded professional development	60	60	--	80
	Number of subject level multi-grade teacher teams	6	8	1	10
	Number of hours available for mentor teachers to mentor or observe/team teach	5	5	5	10
	% of new teachers (within first three years) assigned a mentor/participate 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.

	2016-17	2017-18
Male	38%	38%
Female	62%	62%
White	72%	71%
Black/African American	1%	2%
Asian	2%	1%
Native American	1%	1%
Hispanic/Latino	19%	19%
Other (unknown)	5%	6%
Free/Reduced Lunch Program	47%	46%
Received Special Education (IEP Students)	5%	5%

Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan:

Idaho Arts Charter School has an active school improvement team, comprised of parents, students, community members and staff that meets monthly to review school data (assessments, schoolwide surveys, etc...) and review goals and progress toward goals. The school improvement team has reviewed and made suggestions to this continuous improvement plan.

[REFERENCE PAGE]
 CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

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.

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.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates

- ✓ College and career readiness
 - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
 3. Include a clearly developed and articulated vision and mission (statement)
 4. Include key indicators for monitoring performance
 5. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04](#).
 6. Include a report of progress toward the previous year's improvement goals.

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

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located:

https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1616, Idaho Code may be reference here: [33-1616](#)

Administrative Code: [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 our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](#)

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 they may be submitted as a single plan to the Office of the State Board of Education.

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.