

Palouse Prairie Charter School #472
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018

Mission:

The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

Vision:

Palouse Prairie Charter School will provide an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

Plan:

A Visioning Session (called Post-its and Popcorn) was held to seek input from families. A separate forum was held with teachers and leadership team where data was analyzed and identification of areas of improvement were identified. All student data and information was reviewed at a Board Meeting. During the meeting, the Board of Directors in collaboration with the Executive Director set Benchmark Performance Targets.

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	31%	46%	15 percentage points	80%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	13	13	0	16
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	62%	77%	15 percentage points	89%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	13	13	0	17
All students will be prepared to 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	65%	53%	-12 percentage points	80%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	20	17	-3	22
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	70%	88%	18 percentage points	90%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	20	17	-3	19

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	76.92%	83.33%	6.41 percentage points	91%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	10	20	20	22
	% of students who scored proficient on the 2 nd grade statewide reading assessment	90.91%	82.6%	-8.31 percentage points	91%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	20	19	-1	21
	% of students who scored proficient on the 1 st grade statewide reading assessment	89.47%	63.63%	-25.84 percentage points	91%
	# of students who scored proficient on the 1 st grade statewide reading assessment	17	14	-3	22
	% of students who scored proficient on the kindergarten statewide reading assessment	50%	95%	45 percentage points	100%
	# of students who scored proficient on the kindergarten statewide reading assessment	10	19	9	24
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94.43%	95.3%	.87 percentage points	98%
	Parent attendance at student led conferences and passage presentations	n/a	94%		100%
Increase teacher retention	% of new teachers assigned a mentor / participated in district mentor program	100%	100%	0 percentage points	100%

Analyses of Demographic Data

Analyses of demographic data from school district.

	2016-2017	2017-2018
Male	56%	54%
Female	44%	46%
White	78%	79%
Black/African American	4%	6%
Asian	3%	2%
Native American	8%	7%
Hispanic/Latino	6%	5%
Native Hawaiian or Pacific Islander	1%	1%
Free/Reduced Lunch Program	34%	30%
Received Special Education (IEP Students)	9%	6%

[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.