**Syringa Mountain Charter School**

**CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2018-2019**

**Syringa Mountain K-7 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-7 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*

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| --- | --- | --- | --- | --- | --- |
| **Goal** | **Continuous Improvement/Performance Measures** | **SY 2016-2017 (Yr 2)** | **SY 2017-2018 (Yr 3)** | **Improvement / Change (Yr 3 – Yr 2)** | **Benchmark / Performance Target** |
| 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 6th grade math ISAT | 38% | 13% | -25 percentage points | 50% |
|  | # of students who scored "proficient" or advanced on the 6th grade math ISAT | 6/16 | 2/16 | -4 | 8/16 |
|  | % of students who scored "proficient" or advanced on the 6th grade ELA ISAT | 69% | 38% | -31 percentage points | 50% |
|  | # of students who scored "proficient" or advanced on the 6th grade ELA ISAT | 11/16 | 2/16 | -9 | 8/16 |
| All students will demonstrate the reading readiness needed to transition to the next grade | % of students who scored "proficient" on the 3rd grade Spring IRI | 15.4% | 50% | 34.6 percentage points | 50% |
|  | # of students who scored "proficient" on the 3rd grade Spring IRI  | 2/13 | 13/26 | 11 | 15 |
|  | % of students who scored "proficient" on the 2nd grade Spring IRI  | 25% | 61% | 36 percentage points | 50 |
|  | # of students who scored "proficient" on the 2nd grade Spring IRI  | 6/24 | 8/13 | 2 | 7 |
|  | % of students who scored "proficient" on the 1st grade Spring IRI  | 28.5% | 18% | -10.5 percentage points | 25% |
|  |  |  |  |  |  |
|  | # of students who scored "proficient" on the 1st grade Spring IRI  | 4/14 | 3/17 | -1 | 4 |
|  | % of students who scored "proficient" on the kindergarten Spring IRI  | 5.2% | 31% | 25.8 percentage points | 25% |
|  | # of students who scored "proficient" on the kindergarten Spring IRI  | 1/19 | 5/16 | 4 | 4 |
|  | % of k-3 classrooms who scored Tier 1 Overall Performance on iStation Spring  | Start 2018-2019 |  |  | 50% |
| **Goal** | **Continuous Improvement/Performance Measures** | **SY 2017-2018 (Yr 3)** | **SY 2018-2019 (Yr 4)** | **Improvement / Change (Yr 3 – Yr 2** | **Benchmark / Performance Target** |
| Increase student and parent engagement at all grade levels through increased attendance  | Student attendance rates as a percentage | 92% |  |  | 95% |
|  | Parent participation at parent/teacher conferences | 90% |  |  | 95% |
|  | Parent attendance at Parent Education Evenings  | 20% |  |  | 75% |
| Increase teacher engagement | Professional development hours specific to Waldorf Curriculum  | 40 |  |  | 60% |
|  |  |  |  |  |  |

**Analyses of Demographic Data**

Analyses of demographic data from school district.

|  |  |  |
| --- | --- | --- |
|  | **2017-2018** | **2018-2019** |
| Male | 57% | 52% |
| Female | 43% | 48% |
| White | 91% | 77% |
| Black/African American | 1% | 3% |
| Asian | 0% | 3% |
| Native American | 1% | 2% |
| Hispanic/Latino | 7% | 15% |
| Free/Reduced Lunch Program | 34% | 51% |
| Received Special Education (IEP Students) | 15% | 7% |

[REFERENCE PAGE]

CONTINUOUS IMPROVEMENT PLAN

[Section 33-320](https://legislature.idaho.gov/idstat/Title33/T33CH3SECT33-320.htm), 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](https://adminrules.idaho.gov/rules/current/08/0201.pdf).

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](https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/) of our website

Statutory requirements are specified in [Section 33-1616, Idaho Code](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/).

Administrative Code may be found in [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](https://adminrules.idaho.gov/rules/current/08/0201.pdf).

 Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the [School District / Charter School Planning and Training page](https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/) of our website

Statutory requirements are specified in [Section 33-1212A, Idaho Code](https://legislature.idaho.gov/idstat/Title33/T33CH12SECT33-1212A.htm).

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan.](https://adminrules.idaho.gov/rules/current/08/0201.pdf)

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.