

Reviewed: September 2015

Approved:

Connor Academy Charter School Strategic Plan 2015-2016

Focus: Re-establish baseline to better measure improvement of student performance

Collaboration: The board of trustees and the administrator shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The Strategic Plan shall:

- Be data driven, specifically in student outcomes, and shall include, but not be limited to analyses of: IRI
 - demographic data,
 - student achievement and growth data,
- Set clear and measurable targets based on student outcomes;
- Include a clearly developed and articulated vision and mission; and
- Include key indicators for monitoring performance.

Reviews & Updates: The strategic plan must be reviewed and up-dated annually no later than August 1 every year thereafter.

- 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 administrator.
- The strategic plan must be made available to the public and shall be posted on the school website.

Student Data

- Demographic Data
- Student Achievement/Growth Data

Measurable Student Educational Standards I.C. 33-5205 (3)(b)

Our goal is for 100% of our students to meet or exceed the minimum requirements for all state-mandated testing. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

Grade Level	Threshold	Score	Assessment
K-3 rd Grade	90%	3 (at grade level)	Idaho Reading Indicator (IRI)
3 rd -8 th Grade	90%	Proficient or Advanced	Idaho Standards Achievement Test

Standardized Tests I.C. 33-5205(3)(d) The Academy Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

- *Idaho Reading Indicator (IRI)*-The IRI is an assessment of early reading skills. It is administered to grades k-3 in the fall, winter and spring.
- *The Idaho Standards Achievement Tests*. Spring scores are used to determine AYP for the Academy Charter School.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, Academy students in grades 4 and 8 will participate in the National Assessment of Educational Progress (NAEP). NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does *not* provide scores for individual students or schools. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment. These grades and ages were chosen because they represent critical junctures in academic achievement (<http://nces.ed.gov/nationsreportcard/about/>).

The Academy Public Charter School uses the Response to Intervention (RTI) process for benchmarking and progress monitoring student achievement. The data gathered is used formatively to monitor and adjust classroom instruction, design interventions for students who miss the target scores as well and monitor and adjust those interventions. The following assessments are used for the RTI process.

Grade Level	Threshold	Assessment
Kindergarten	50 th percentile	AIMSweb (Number Identification Measure) NIM AIMSweb (Letter Name Fluency) LNF AIMSweb Letter Sound Fluency) LSF
	Benchmark	CORE Phonics Survey
1 st grade	50 th percentile	AIMSweb Reading – Curriculum Based Measure R-CBM

		AIMSweb Math Computation (M-COMP) Spalding Spelling Assessment
	Benchmark	CORE Phonics Survey
2 nd – 4 th grade	50 th percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb Math Application (M-CAP) CORE Phonics Survey Spalding Spelling Assessment
5 th - 8 th grade	50 th percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb M-CAP Spalding Spelling Assessment

- *AIMSweb (Number Identification Measure) NIM* – Number Identification (NIM) assesses early math skills. It is administered to all Kindergarten students in the fall, winter and spring. The NIM is administered weekly to students who miss the target and are receiving interventions.
- *AIMSweb (Letter Name Fluency) LNF* - Letter Naming (LNF) assesses early reading skills. It is administered to all Kindergarten students in the fall, winter and spring. The LNF is administered weekly to students who miss the target and are receiving interventions.
- *AIMSweb (Letter Sound Fluency) LSF* - Letter Sound (LSF) assesses early reading skills. It is administered to all Kindergarten and 1st grade students in the fall. It is administered to Kindergarten students in the winter and spring. The LNF is administered weekly to Kindergarten students who miss the target and are receiving interventions.
- *AIMSweb (R- CBM) Reading* – Curriculum Based Measure (R-CBM) assesses reading fluency skills. It is administered to all 1st-8th grade students in the fall, winter and spring. The R-CBM is administered weekly to students who miss the target and are receiving interventions.
- *CORE Phonics Survey* – The CORE Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Applicable sections are administered until mastery has been achieved to all Kindergarten – 4th grade students in the fall, winter and spring.
- *Spalding Spelling Assessment* – The Spalding Spelling Assessment aides the classroom teacher in analyzing each student’s grade status and progress. The Spalding Spelling Assessment is administered as both a summative and formative assessment to 1st – 8th grade students monthly.
- *AIMSweb Mathematics Computation (M-COMP)* - Mathematics Computation (M-COMP) assesses elements of computation in the typical math curriculum for 1st – 8th grade students. It is administered to all 1st - 8th grade students in the fall, winter and spring. The M-COMP is administered weekly to students who miss the target and are receiving interventions.
- *Mathematics Concepts and Applications (M-CAP)* is a brief, standardized test of elements of application in the typical math curriculum for 2nd – 8th grade. It is administered to all 2nd – 8th grade students in the fall, winter and spring. The M-CAP is administered weekly to students who miss the target and are receiving interventions.

Vision

The vision of The Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

Mission

The mission of The Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

Key Indicators for Monitoring Performance

1. Rates of Participation
2. Student Retention
3. Student Achievement in Literacy
4. Student Achievement in Numeracy