

**MOSCOW CHARTER SCHOOL  
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING  
2016 – 2017**

**Mission:**

Moscow Charter School is a supportive educational community that promotes academic excellence through an integrated Science, Technology, Engineering, Arts and Math (STEAM) focused curriculum.

**Vision:**

Moscow Charter School (MCS) provides a high-quality education in a welcoming and supportive environment with the goals of:

- Encouraging students to achieve their maximum potential and to become caring and successful members of society;
- Developing a lifelong love of learning in each child;
- Familiarizing students with the concepts and practices of Science, Technology, Engineering, Arts and Math (STEAM) through instruction and experiential learning;
- Stimulating the intellectual, emotional and physical development of every student;
- Creating a foundation for learning upon which students can build and maintain successful careers in areas of their own choosing;
- Providing each student with a sense of community through the close-knit environment at Moscow Charter School and through frequent contact and engagement with the local community;
- Engaging students with the arts, literature, music and different cultures.

| Goal  | Performance Measure/Indicator  | SY 2015 | SY 2016 | SY15-SY16 Improvement | Benchmark/ Performance Target |
|---|--|---------|---------|-----------------------|-------------------------------|
| All students will be prepared to transition from middle school to high school       | # and % of students scoring proficient or advanced on 8 <sup>th</sup> grade math ISAT        | 44%     | 80%     |                       | 90%                           |
|   |  | 6       | 14      |                       |                               |
|   | # and % of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT     | 67%     | 95%     |                       | 99%                           |
|   |  | 6       | 17      |                       |                               |
|   | # and % of students scoring proficient or advanced on the 7 <sup>th</sup> grade Science ISAT | 75%     | 85%     |                       | 99%                           |
|   |  | 13      | 15      |                       | 10% increase                  |
| All students will be prepared to transition from elementary school to middle school | # and % of students proficient or advanced on the 6 <sup>th</sup> grade Math ISAT            | 33%     | 94%     |                       | 90%                           |
|   |  | 6       | 17      |                       |                               |
|   | # and % of students scoring proficient or advanced on the 6 <sup>th</sup> grade ELA ISAT     | 67%     | 95%     |                       | 99%                           |
|   |  | 12      | 17      |                       |                               |
|   | # and % of students scoring proficient or advanced on the 5 <sup>th</sup> grade Science ISAT | 90%     | 95%     |                       | 99%                           |
|   |  | 18      | 19      |                       | 10% increase                  |

Reviewed [1/17/17]

Approved [1/17/17]

|   |  |     |     |  |              |
|---|--|-----|-----|--|--------------|
| All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness) | # and % of grade 3 students identified as reading at grade level on the Spring IRI   | 80% | 85% |  | 90%          |
|   |  |     |     |  | 10% increase |
|   | # and % of grade 2 students identified as reading at grade level on the Spring IRI   | 80% | 80% |  | 75%          |
|   |  |     |     |  | 10% increase |
|   | # and % of grade 1 students identified as reading at grade level on the Spring IRI   | 76% | 80% |  | 95%          |
|   |  |     |     |  | 10% increase |
|   | # and % kindergarten students identified as reading at grade level on the Spring IRI | 75% | 80% |  | 55%          |
|   |  |     |     |  | 10% increase |
| Increase student and parent engagement at all grade levels through increased attendance                                   | Student attendance rates as a percentage   | 85% | 95% |  | 99%          |
|   | Parent Participation at parent/teacher conferences                                   | 85% | 95% |  | 99%          |
|   | Parent / family volunteerism (percent of families providing volunteers)              | n/a | n/a |  | 60%          |
| Increase teacher engagement   | Number of hours of job embedded professional development                             | 20  | 40  |  | 80           |
|   |  |     |     |  |              |

*[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.

|   | <b>2015-2016</b> | <b>2016-2017</b> |
|---|------------------|------------------|
| Male                                      | 70%              | 68%              |
| Female                                    | 30%              | 32%              |
| White                                     | 88%              | 89%              |
| Black/African American                    | 1%               | 2%               |
| Asian                                     | 1%               | 2%               |
| Native American                           | 1%               | 2%               |
| Hispanic/Latino                           | 1%               | 2%               |
| Free/Reduced Lunch Program                | 32%              | 25%              |
| Received Special Education (IEP Students) | 8%               | 7%               |

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Approved [1/17/17]

[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](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](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)

Reviewed [1/17/17]

Approved [1/17/17]

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.