

Another Choice VIRTUAL SCHOOL

Another Choice Virtual Charter School CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2017 – 2018

Mission:

Another Choice Virtual Charter School seeks to provide a safe, individualized standard’s based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format.

Another Choice Virtual Charter School is built on

- Academic achievement,
- Development of social competence,
- Post-secondary preparedness,
- And the development and advancement of student’s technological skills.

Vision:

Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho’s model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho’s future citizens for career and/or college readiness.

Educational Philosophy:

Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence and independent thinking skills.

[Continuous Improvement Measures in blue are required “Statewide Continuous Improvement Measures”

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
<i>[Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA’s direct their efforts. A goal addresses issues by stating policy intention.]</i>	<i>[Key performance indications/performance measures of how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]</i>			<i>[Year over year improvement for those indicators that requirement improvement reporting]</i>	<i>[Annual Performance Target set by the LEA]</i>

Another Choice

VIRTUAL SCHOOL

Students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	10%	36%	26 percentage points	36% (10% annual improvement)
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	4	22	18	20 (10% increase)
	% of students participating in one or more advanced opportunity	5%	10%		20% (10% annual improvement)
	% of career-technical track high school students graduating with an industry recognized certification	0%	0%	0 percentage points	5%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0%	0%	0 percentage points	5%
	# of high school students graduating with an associate's degree or a career technical certificate	0%	0%	0 percentage points	5%
	4-year cohort graduation rate	33.80%	34.10%		38%
	% of learning plans review annually in grade 9 - 12	100%	100%		100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	10	20		35
	% of students who go on to some form of postsecondary education within one year of graduation from high school	10%	25%		35%
	# of students who go on to some form of postsecondary education within two years of graduation from high school	10	20		35
	% of students who go on to some form of postsecondary education within two years of graduation from high school	10%	25%		35%
All students will be prepared to transition from middle school to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	14.9%	6.4%	-8.5 percentage point	15%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	87% Total tested in 8 th : 45	96.9% Total tested in 8 th : 59	9.9 PP	98%

Another Choice

VIRTUAL SCHOOL

	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	31.2%	35.59%	4.3 percentage points	40%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	88.9% Total tested in 8 th : 45	96.9% Total tested in 8 th : 59	8 PP	98%
All students 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	9.6%	12.1%	2.5 percentage points	15%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	95.5% Total tested in 6 th : 19	97.1% Total tested in 6 th : 30	1.6 PP	98%
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	14.3%	15.6%	1.3 percentage points	18%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	95.5% Total tested in 6 th : 19	97% Total tested in 6 th : 30	1.5 PP	98%
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	43%	50%	7 PP	54%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	3/7	2/4	-1 PP	6/11
	% of students who scored proficient on the 2 nd grade statewide reading assessment	18%	35%	17 PP	50%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	2/11	5/14	3 PP	7/14
	% of students who scored proficient on the 1 st grade statewide reading assessment	22%	0%	-22 PP	57%
	# of students who scored proficient on the 1 st grade statewide reading assessment	2/9	0/9	-2 PP	4/7
	% of students who scored proficient on the kindergarten statewide reading assessment	0%	50%	50 PP	57%
	# of students who scored proficient on the kindergarten statewide reading assessment	0/5	1/2	1 PP	4/7
Student Achievement	ACVS provides pre and post curriculum based assessments for all students attending our school. For the	21/22 students showed at least one	19/24 students showed at least one	-2	95%

Another Choice

VIRTUAL SCHOOL

	purposes of this measure data was reviewed specifically for students in grades K – 3 with a 90% overall attendance rate.	year's growth this was 95% of student's K - 3	year's growth this was 79% of student's K - 3		
	90%-100% to 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit course prior to graduation.	16/20 students, totaling 80%	20/21 students, totaling 95%	15% PP	98%
	7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.	149 Students reviewed with an average of 74% course completion rate	222 Students reviewed with an average of 83.59% course completion rate	9.5% PP	90%
	% of new teachers (within first 3 years) assigned a mentor / participated 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.

	2016-2017	2017-2018
Male	50%	49%
Female	50%	51%
White	77%	71%
Black/African American	1.5%	.8%
Asian	.2%	.6%
Native American	1%	.8%
Hispanic/Latino	16%	22%
Free/Reduced Lunch Program	53%	55%
Received Special Education (IEP Students only)	35%	38%

Another Choice

VIRTUAL SCHOOL

[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

Another Choice

VIRTUAL SCHOOL

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.