

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 482	LEA Name: American Heritage Charter School
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### METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/schools/1346">https://idahoschools.org/schools/1346</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

All students will be college and career ready	4-year cohort graduation rate	<b>2020 cohort</b>	<b>2021 cohort</b>
		88.0%	<b>88.0%</b>
	5-year cohort graduation rate (optional metric)	<b>2019 cohort</b>	<b>2020 cohort</b>
		N/A	<b>88.0%</b>
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	<b>43.0%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	60.0%	<b>60.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	N/A	<b>65.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	60.0%	<b>70.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	<b>75.0%</b>
All students will be	% students who score proficient on the grade 6 Math ISAT	70.0%	<b>70.0%</b>

prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	<b>75.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	75.0%	<b>77.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	<b>75.0%</b>

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### Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	<b>88.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	70.0%	<b>75.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	70.0%	<b>75.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	75.0%	<b>78.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	<b>70.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	<b>72.0%</b>

## CONTINUOUS IMPROVEMENT PLAN (2021-2022)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

**Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)** Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to

measure progress through a short narrative.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of K-3 students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	37.0%	49.00%	<b>55.0%</b>
% of students who score proficient or advanced on the Grade 3 ELA ISAT	40.0%	60.00%	<b>65.0%</b>
% of Kindergarten students who score proficient on the Spring MAP assessment	61.0%	65.00%	<b>70.0%</b>
<p><b>Section III.B: Narrative on Measuring Literacy Progress</b></p> <p>Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly <i>different</i> than those required in Sections I and II, above.</p>			
<p><b>Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics found in III.A.</b></p>			

## **CONTINUOUS IMPROVEMENT PLAN (2021-2022)**

### **METRICS AND DEMOGRAPHICS - TEMPLATE PART 2**

**Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)**

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)	
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	12		0		1	
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	75.0%	100.0%	
		9th grade	100.0%	9th grade	75.0%	100.0%	
		10th grade	100.0%	10th grade	100.0%	100.0%	
		11th grade	100.0%	11th grade	100.0%	100.0%	
	% of students with learning plans created and reviewed in 8th grade	12th grade	100.0%	12th grade	100.0%	100.0%	
		# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
			3	10	3	10	
		% students who Go On to a form of postsecondary education within 1 year of HS graduation	30.0%		30.0%		40.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required	
NA		NA	1	6			
% students who Go On to a form of postsecondary education within 2 years of HS graduation	50%		16.7%		30.0%		

**CONTINUOUS IMPROVEMENT PLAN (2021-2022)**

**Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)**

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

<b>Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of high school students who applied to at least 1 post secondary institute, military, or completed a written career plan.	89.0%	89.0%	<b>100.0%</b>

**Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress**  
 Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

**American Heritage Charter School has chosen to use Section V.A. to report on our college and career advising and mentoring program.**

**Section VI: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

American Heritage Charter School worked hard to ensure our students were provided instruction during the 2020/2021 school year. The teachers worked hard in preparing both face-to-face instruction as well as online instruction due to the disruptions Covid 19 caused in the field of education. Even with the disruptions that occurred due to Covid, our school had some success in meeting our performance targets. One area that AHCS met their performance targets was literacy. We were able to exceed the goals we set in this area. AHCS has set their 2021 year benchmarks higher in this area to continue to ensure more students reach their proficiency goals. AHCS is also participating in the SMART project and the training provided by the state will help our teachers know how to help students who were below proficiency in reading. An area AHCS would like to continue to work on is the percent of students in grades eighth and ninth or met and went over their learning plans with an academic coach. AHCS has hired a full time counselor this year to help us reach the goal of having all students in eighth and ninth grade annually met with discuss their learning plans. Another area that AHCS will continue to work towards is providing more opportunities for students to take dual credits and work towards earning an associates degree. AHCS has participated in the Advanced Opportunities Program and for the past few years had students take dual credit courses through CEI or other colleges within the area. We have increased the number of students taking dual credit courses, and are working hard to help students be successful in taking these college courses and/or CTE courses. AHCS will also continue to strive to improve our percent of students who are proficient in the area of mathematics. We have built into our strategic plan goals where we will continue to map out our instruction, identify the essential math skills students need to have mastered before moving onto the next level, and find ways to spiral these essential math skills. AHCS also is working on creating student friendly rubrics that will give a clearer picture on how students are doing on mathematical standards in grades sixth through twelfth.

**Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)**

NOTES: