

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 508	LEA Name: Hayden Canyon Charter
-----------	---------------------------------

### METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/schools/1411">https://idahoschools.org/schools/1411</a>
------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		N/A	
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
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	73.0%	<b>76.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	72.0%	<b>75.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	78.0%	<b>81.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	72.0%	<b>75.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	72.0%	<b>75.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	72.0%	<b>75.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	73.0%	<b>76.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	72.0%	<b>75.0%</b>

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	<b>75.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	73.0%	<b>77.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	72.0%	<b>80.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	78.0%	<b>85.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	72.0%	<b>75.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	73.0%	<b>76.0%</b>

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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>2021-22 Performance Targets (From LEA's 2021-22 CIP)</b>	<b>SY 2021-22 RESULTS (if available)</b>	<b>2022-23 Performance Targets (LEA's Chosen Goals)</b>
% of K-3 students who scored below proficient on the Fall IRI who gain at least 1 performance category on the Spring IRI.	60.0%	N/A	<b>65.0%</b>
% of kindergarten students who scored proficient on the Spring IRI	55.0%	78.00%	<b>80.0%</b>
% of 3rd grade students who scored proficient on the Spring IRI	70.0%	85.00%	<b>90.0%</b>

### Section III.B: Narrative on Measuring Literacy Progress

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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

## CONTINUOUS IMPROVEMENT PLAN (2022-2023)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

This past year significant progress was made to meet and exceed our performance targets. Our 21/22 performance target for our kindergarten students to meet proficiency was 55%. 78% of our kindergarteners are proficient on the 21/22 IRI far exceeding our target. Likewise, our target for 3rd grade proficiency was 70% and 85% of our third graders are proficient. Numerous factors contribute to this achievement. Having academic rigor to our EL curriculum while supplementing ELA instruction with Heggerty, Istation, Secret Stories and ABCya offered the foundational skills necessary for students to be successful. Also, implementing Title I services offered interventions for students who need prescriptive interventions.

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

<b>Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2021-22 Performance Targets (From LEA's 2021-22 CIP)</b>	<b>SY 2021-22 RESULTS (if available)</b>	<b>2022-23 Performance Targets (LEA's Chosen Goals)</b>
% of students with learning plans created and reviewed in 8th grade	100.0%	100.0%	<b>100.0%</b>

**Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress**  
 Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

100% of our 8th graders completed their Passage portfolios demonstrating rediness for high school. This porfolio is a record of all work accomplished while at HCC. In our third year of operation, student portfolios contain 7-8th grade work. Students presented their portolios to their peers and to the community demonstrating creativity, public speaking, presentation skills and students offered articles and evidence demonstrating high school rediness.

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP 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.

Last year was our second year as a school and tremendous growth is noted in our ISAT and IRI results. We far exceeded our performance targets due to a strong focus on rigorous instruction and fidelity to our curriculum. Also, the adoption of a targeted Title I program ensures students who struggle are not being left behind. Last year, HCC continued to struggle with the results of the COVID pandemic. Numerous staff members and students were affected by the virus and missed an above average number of school days. This added undue stress on the staff and families of HCC. Even with these stressors, students succeeded. This year additional support is added to ensure our students can achieve to a high degree. HCC hired an Operational Director who oversees all aspects of the school to include finances, instructional practices, curriculum design, professional development, hiring practices, and staff management. This position operates as the Superintendent and as the school Principal. The school also invested in an Educational Director who focuses on the day to day operation of the school. These two additions ensure there is a constant and continual focus on school improvement. Another vital hire to the HCC staff is a Special Education Director/MTSS Coordinator. The person in this position is designing a MTSS process to formalize the way we benchmark, progress monitor, offer interventions and refer students for special services. This work is vital when ensuring every student receives an education that is challenging and rigorous. We set high performance targets for the 2022/2023 school year expecting additional and continual growth from our students. We are also going through a curriculum review of all curricula to ensure we provide the most engaging, rigorous, and evidence-based instruction available.

### Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

**NOTES:** This is our third year in operation and we are growing. This year we added 150 students to HCC. A new addition to our building slated to be complete December 15, will add an additional 200 students to our school next year. This growth demands that we have a strong focus on all aspects of learning. Setting high standards and achieving these goals is important. We are creating a focused, purposeful, predictable education setting so all students achieve to a high degree. Also worth noting, outdoor learning and expeditionary learning is paramount to our work. Students learn best when engaged and excited to be at school. Expeditionary Learning offers every student an opportunity to discover their passion creating life-long learners.