

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 508	LEA Name: Hayden Canyon Charter
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1411
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort	2023 cohort
		N/A	
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	76.0%	76.0%
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	78.0%
	% students who score proficient on the grade 8 ELA ISAT	81.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	76.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	75.0%

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

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	75.0%	85.0%
	% students who score proficient on the Grade 1 Spring IRI	77.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	85.0%
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	76.0%	78.0%

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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.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the September IStation assessment who gained at least 1 performance category on the May, IStation	65.0%	25.00%	70.0%
% of kindergarten students who scored proficient on the May, IStation assessment.	80.0%	78.00%	82.0%
% of 3rd grade students who scored proficient on the May, IStation assessment.	90.0%	48.00%	65.0%

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 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

The achievement results from this past year are mixed. 78% of HCC's kindergarten students were proficient on the end of year IStation assessment for the 2021/2022 school year and the same percentage are proficiency in the 2022/2023 school year. In comparison, during the 2021/2022 school year, 85% of third graders were proficient on the end of year IStation assessment while only 48% of third graders were proficient in the 2022/2023 school year. First and second grades have similar results as third grade this past year. After examining the data and evaluating our systems, the following changes are in place for the 2023/2024 school year. The contracts of underperforming staff were not renewed and highly qualified staff replaced the staff that left. HCC did not have common assessments or curriculum for the 2022/2023 school year. Tier I core instruction looked different in each classroom and student results varried greatly in each classroom. This year HCC adopted a common ELA and math curriculum along with common assessments. Grade level PLCs (Professional Learning Communities) were developed and each grade level team and grade band team work collaboratively to provide consistant, rigorous instruction. HCC also applied for and was accepted into the Cultivating Readers grant for the 2023-2027 school years. This grant provides a foundation for

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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.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students with learning plans created and reviewed in the 8th grade.	100.0%	100.0%	100.0%

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 2023-24, 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 portfolio is a record of all work accomplished while at HCC. In our fourth year of operation, student porfolios contain 6th, 7th, and 8th grade work. Students presented their portfolios to their peers and to the community in a learning exhibition demonstrating creativity, public speaking, presentation skills and student created articles and evidence demonstrating high school readiness.

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Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 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.

This was a year of change for Hayden Canyon Charter. In our third year of operation, a new administrator was hired, the Vice Principal resigned in the first month of school, the contract was ended for a primary teacher in January and HCC was under major building construction adding additional classrooms for most of the year. Adding to these challenges, there was no common ELA or Math curriculum and the school had a huge influx of students creating an atmosphere where academic success was a challenge. The staff has worked hard to overcome these challenges. This spring and summer, HCC hired a Vice Principal, adopted a common ELA and Math curriculum, created a master schedule and developed PLCs to collaboratively design coherent instruction. This year HCC applied for and was awarded a Cultivating Readers grant which offers training in providing evidence-based core instruction for all primary students. This grant also aids HCC in creating a robust MTSS-R program which will identify then provide interventions for students who require additional help to meet core standards. Rigorous instruction is difficult without a strong behavior management program. HCC applied for and was awarded a grant to work with SESTA (Special Education Support and Technical Assistance) to develop a PBIS (Positive Behavioral Interventions and Supports) program which supports students who make good choices and redirects the behavior for those who struggle. With these positive changes, it is our belief we will see a substantial increase in the number of students who score proficient or better on local and state assessments this school year.

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

NOTES: The 2022/2023 school year was Hayden Canyon Charter's third year in operation with substantial attendance growth each year. Also notable is a change in school administration each of the three years HCC has been in operation. This tremendous growth in such a short period of time coupled with inconsistent leadership, creates the continual and constant need for flexibility, adaptation and responsiveness to change. As struggles, challenges and difficulties arise, quick decisions and immediate changes are required. The challenges of the last three years interfere with prescriptive planning, collaborative goal setting and systems analysis. This spring and summer the staff and administration at HCC had the benefit of consistency and time;