

**FORREST M. BIRD CHARTER SCHOOL
CONTINUOUS IMPROVEMENT PLAN (2021-2022)**

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Narrative: Mission and Vision

Mission: We create innovative learning opportunities by fostering community, individuality, and imagination.

Vision:

- ◆ Limit our community to approximately 50 students at each of the middle and high school grade levels, 6-12 (prospective enrollment of 350 students, not to exceed 400 total). (Actual grade level enrollments may vary) Provide each student with at least one positive adult adviser/advocate to support student success.
- ◆ Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.
- ◆ Facilitate a positive and safe community culture by fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- ◆ Focus on student-family-teacher relationships.
- ◆ Embrace the needs of the student body as the primary focus of our school; therefore, encouraging individuality.
- ◆ Work in collaborative relationships within and outside of the school to promote leadership and mentoring partnerships, and service the greater community.
- ◆ Actively encourage creativity and fun within our school.

Narrative: Community Involvement in Plan Development

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Forrest M. Bird Charter School (FBCS) is committed to having community, family, and staff involvement in the development of the plan. In order to have community, family and staff involvement, FBCS had developed a Planning Committee, which addresses the needs of the school while offering solutions to issues presented. The Planning Committee makes recommendations to the Board of Trustees.

Parent Notification of College and Career Advising and Mentoring Services

FBCS has an Academic Advisor to aide in College and Career Advising and Mentoring. The Academic Advisor provides information on the district website and school Canvas page, emails and

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mails families information, provides information during Back to School and Orientation nights, Parent Class Meetings, Family Summit, Parent/ Teacher Conference, and more.

In addition to the Academic Advisor providing families and students with information, our advocacy and advisory coaches provide information to students and families. Advocacy and advisory classes meet each morning during the school year.

Parental Involvement in Students' Individual Reading Plans

FBCS is a 6-12 grade level Charter School, so Individual Reading Plans are not required

Continuous Improvement Plan Metrics

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2021-22 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1365		
Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)			
Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort 87.3%	2021 cohort 87.0%
	5-year cohort graduation rate (optional metric)	2019 cohort Not required	2020 cohort 85.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	20.0%	20.0%
All students will be prepared to transition from middle school /	% students who score proficient on the grade 8 Math ISAT	33.0%	31.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	75.0%

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junior high to high school	% students who score proficient on the grade 8 ELA ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	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	45.0%	30.0%
	% students who make adequate growth on the grade 6 Math ISAT	N/A	75.0%
	% students who score proficient on the grade 6 ELA ISAT	57.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	75.0%

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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	N/A	N/A
	% students who score proficient on the Grade 1 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 2 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 3 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 4 ELA ISAT	N/A	N/A
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	N/A

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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)

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Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
FBCS is a 6-12 school; thus, this matrix is not available for the school.			

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 measurements that are distinctly *different* than those required in Sections I and II, above.

FBCS grade levels are 6-12; thus, this is not available for the school.

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			5		
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%

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% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
	10th grade	100.0%	10th grade	100.0%	100.0%
	11th grade	100.0%	11th grade	100.0%	100.0%
	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	# 2019 cohort	# Enrolled	# 2020 cohort	Not Required
	20	41	17	38	
% students who Go On to a form of postsecondary education within 1 year of HS graduation	48.8%		44.7%		
# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
	20	41	12	39	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	48.8%		30.8%		

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.

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)

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% of high school seniors that have had one-to-one meetings with an advisor	100.0%	95.0%	100.0%
% of high school students who complete resumes	80.0%	80.0%	90.0%
% of advanced opporutnites advising plans completed	100.0%	95.0%	100.0%

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.

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.

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During the 2019-20 school year, we fell short of all of our targets by 3% or more. This school year, FBCS began in a hybrid set up, went to online from November to December, went back to hybrid from Jan. through April, then finished the year in full-time in the building status due to COVID. Approximately 40 students elected to be online for the school year, and many students went to online instruction for at least two additional weeks due to testing positive for COVID or to quarantines. Face to face instruction is the best way for our students to learn, so having the verity of schedules decreased the overall testing performance of our students. Another possible reason for the not reaching our targeted goals this year was we had to deviate from our Problem Based Learning (PBL) philosophy due to being online. One of the reasons many of our students choose this school is the PBL philosophy. This trend can also be seen state-wide. Our graduation rate also did not meet the target. With students either being out of school or families electing students not be in the school buildings, several of our seniors decided to not graduate and begin working full-time. For this year, we are hoping to be in school more, which will help greatly for each student's education. We are also providing additional focus on student mental health with providing positive student interactions and activities. Each department of the school is dedicated to providing the best educational experience this year with the following goals: 1) Creating healthy civil discourse among students; 2) determining the each student's "starting point" in Math and English in order to work individually with students on where they are and move them forward from that point. 3) Increase reading speed and comprehension. We are also planning to return to our Project Based Learning philosophy this year as we plan to be full-time face-to-face instruction.

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets (Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
9-12	All subjects	90% of the students showed measurable student growth	Pre-Post Tests	90.0%	90.0%
6-8	All subjects	75% of the students showed measurable student growth	Pre-Post Tests	75.0%	80.0%
6-13	All subjects	83% of the students showed measurable student growth	Teacher Constructed Assessments	83.0%	87.0%