

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS

LEA # 487	LEA Name: Sandpoint Charter School/ Forrest M. Bird Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://forrestbirdcharterschool.org/school-report-card/
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort	2025 cohort
		87.0%	87.0%
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	35.0%	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	40.0%	40.0%
	% students who score proficient on the grade 8 ELA ISAT	55.0%	40.0%
	% students who make adequate growth on the grade 8 ELA ISAT	55.0%	40.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	35.0%	35.0%
	% students who make adequate growth on the grade 6 Math ISAT	35.0%	35.0%
	% students who score proficient on the grade 6 ELA ISAT	40.0%	40.0%
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	40.0%

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

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Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	NA	NA
	% students who score proficient on the Grade 1 Spring IRI	NA	NA
	% students who score proficient on the Grade 2 Spring IRI	NA	NA
	% students who score proficient on the Grade 3 Spring IRI	NA	NA
	% students who score proficient on the Grade 4 ELA ISAT	NA	NA
	% students who make adequate growth on the Grade 4 ELA ISAT	NA	NA

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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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
FBCS does not have literacy goals and targets as we are a 6-12 school.	NA	NA	NA

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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

FBCS has grades 6-12; thus, FBCS does not have IRI testing.

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

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

“Increase students’ awareness of their post-high school college and career planning resources over the academic year. This will be achieved partly by developing and publishing an academic advising resource page within the school’s LMS. The success in meeting this goal will be measured through a self-report pre and post-survey distributed near the beginning and again near the end of the academic year. The target is for students to report, on a scale from 1 to 5, at least a 2-point overall improvement/increase in their familiarity with post-high school planning resources.”

Progress toward meeting last year’s goal: A comprehensive academic advising resource page was developed, published, shared, and accessible to all high school students through Canvas, the school’s primary LMS. The page includes many resources and links to a wide spectrum of high school and college and career planning topics ranging from graduation requirements; employment, internship, and independent elective resources; scholarship planning and financial aid resources; Advanced Opportunity awareness; Next Steps Idaho links and activities; college planning and applications; and much more. This Canvas resource also serves as a venue for communicating announcements and soliciting involvement from students. A survey was developed and distributed at the beginning of the academic year to gauge students’ awareness of the CCR resources; due to a minimal response rate to the voluntary survey, a pre- and post- comparison would not have been statistically significant, and the post-survey was eliminated. Anecdotal observations, primary through student interactions and inquiries with the Academic Advisor throughout the year, did suggest that the goals of heightening students’ awareness of planning resources were achieved. However, no measurable performance metric was obtained.

Due to a restructuring of Advisory classes into grade-level groups this academic year, there is an opportunity to more effectively address students’ CCR development through a progressive model. The 2025-26 performance goal will capitalize on this opportunity by utilizing the Next Steps Idaho program. To measure progress toward its college and career advising and mentoring goals, Forrest Bird Charter School will integrate Next Steps Idaho programming into our 11th grade Advisory class. This structured integration will ensure that all juniors engage in activities focused on career exploration, postsecondary planning, and goal setting. Each semester, students complete key components of the Next Steps Idaho toolkit, including interest inventories, career cluster exploration, and creation of a postsecondary plan. These activities are tracked through a shared student portfolio system and monitored by Advisory teachers and the Academic Advisor.

A primary performance metric used to evaluate success is the percentage of 11th grade students who complete the assigned “bundles” within the Next Steps Idaho platform by the end of the academic year. The performance target will be that 90% of 11th grade students will complete their assigned bundles by May 29, 2026.

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Section V: Report of Progress Narrative

Successes

Forrest M. Bird Charter School was successful in meeting our Performance Targets for the 2024-25 school year in the areas of 6th and 8th grade Math proficiency, 6th grade ELA proficiency, and 8th grade math growth.

2024-2025 Performance Targets Met

Math:

The 2024-25 Performance Targets for both 6th-grade math and 8th-grade math proficiency were set at 35%. Students exceeded expectations in proficiency. Forty-one percent of 6th-grade students were at or above proficiency. Forty-two percent of 8th-grade students were at or above proficiency.

The 2024-25 Performance Targets for 6th-grade ELA were set at 45%. Fifty-three percent of 6th-grade students were at or above proficiency. Planned Strategies to address Areas of 2024-15 Challenge.

FBCS performance target for 8th-grade ELA proficiency was not met. The 2024-25 target was set at fifty-five percent. Fifty-three percent of the 8th-grade students were at or above proficient. Growth performance targets were not met in 8th-grade math, 6th-grade ELA, and 8th-grade ELA.

The challenge FBCS faced in the 2024-25 school year was the increased number of students with disabilities, which was at 30% for the 2024-25 school year. The percentage in 2023-24 was 26% and in 2022-23 was 21%. The increase in students has impacted the overall ISAT scores averages.

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

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Special Notes:

1) FBCS is a 6-12 school. With 6th-grade students being new to FBCS, FBCS had not been involved in the students' academic growth or academic achievement until their 6th-grade year.

2) FBCS had the following school-wide participation rates for the 2024-25 ISAT year: Math – 95.8%; ELA – 98.6%; Science – 97.1%

Plans to build on our success and/or address challenges .

Plan 1: With our 2024-25 school year enrollment, we have seen an increase of special education students to 30% of our student population. Continued professional development will help staff provide the appropriate accommodations.

Plan 2: Chronic Absenteeism: Due to the increased chronic absenteeism, FBCS revised and piloted the attendance policy for the 2023-24 school year, which includes specific family tiered interventions in which the school and family work together to increase student attendance as well as defined interventions and consequences due to absenteeism. With a clearly defined attendance policy with family interventions in place, FBCS saw an increase in overall attendance by a decrease of chronically absent students by 12.8%. The 2023-24 school year chronic absence attendance rate was at 20.7%. During the 2024-25 school year, the chronic absenteeism rate increased to 27.8%. For the 2025-26 school year, the academic policy will remain, and FBCS will have a campaign towards families and students regarding the importance of regular school attendance.

Plan 3: Academic Intervention Program: FBCS Academic Intervention Program, which works directly with families to identify struggling students early in the school year and to develop strategies in which students and families may experience academic successes. This program includes individual student meetings, family meetings with staff, and a school board meeting with families.

Plan 4: Middle School Math Tiers: In the 2024-25 school year, FBCS revamped the grade-level math classes to have tiered math levels and piloted the program. With Tiered math levels, students are placed in the tiered math class that meets their academic needs. Grade 6, 7, and 8 students test into Tier 1, 2, or 3 and are placed in the appropriate tier. In these tiers, students will work through the tiers after mastering a tier. Because of the success found during the pilot year, the middle school math tier system will remain in place for the 2025-26 school year.

Plan 5: Additional professional development will be provided in three areas: (1) Project-based learning, (2) Trauma-informed education, and (3) Advocacy education. All-school professional development will increase the consistency of programs and implementation in order to help with overall student educational success.

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Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

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