

VICTORY CHARTER SCHOOL #451
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018

Mission: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

Vision: Victory students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

Philosophy: Grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Victory Public Charter School setting. The founders believe that a “kind” environment should be extended through the potentially tumultuous junior high/middle school years.

Continuous Improvement Plan Overview: As a public charter school, under the authorization of the Idaho Public Charter Commission, Victory Charter School is required to operate with an approved charter document, and an approved Performance Certificate and Performance Framework, which encompasses the provisions upon which the Performance Certificate is based. To ensure consistency between Victory’s Performance Framework and the CIP, links to the Framework’s annual reports are included in this Continuous Improvement Plan. The Performance Certificate/Framework has a 5-year term. The school’s governing board and administrators have collaborated and approved this Continuous Improvement Plan/Performance Framework as documented in governing board minutes, and stakeholders have been engaged in the process as noted on the school’s website. Added to the CIP are Appendix A: College & Career Advising & Mentoring Plan, and Appendix B: Literacy Intervention Plan.

School Information and Demographics: Victory Charter School opened in 2004 as Nampa’s second Harbor Method charter school. It offers a K-12 education. For 14 years, Victory has seen increased interest in its school by parents and stakeholders, with a current waiting list hovering at ~1,900 students. The student body makeup ranges as follows: 84-88% White, 5-8% Hispanic; 2-3% Black; 2-4% Asian, 0% American Indian, 2-7% Special Education, 0% LEP, and 35-48% Free & Reduced. Victory is a schoolwide Title IA school. Victory students have done exceptionally well academically by exceeding state targets on all state-mandated testing. Victory has consistently graduated 100% of its seniors. Victory is fully accredited by AdvancEd. In addition to its strong academic program, Victory offers a variety of competitive sports, music & drama opportunities, travel-abroad experiences, and a comprehensive high school internship and apprenticeship program.

Analyses of Demographic Data

Analyses of demographic data from school district.

	2016-2017	2017-2018
Male	50%	51%
Female	50%	49%
White	86%	84%
Black/African American	3%	3%
Asian	4%	4%
Native American	<1%	<1%
Hispanic/Latino	5%	7%
Free/Reduced Lunch Program	36%	35%
Received Special Education (IEP Students)	2%	2%

Victory’s Continuous Improvement Plan, as well as Performance Framework, have been developed to ensure that the mission and vision on which the school is founded, and the charter upon which the school is based, remain strongly intact by ensuring that all of the measures and outcomes demonstrate adherence to them.

While the Continuous Improvement Plan includes all, required measures, reporting outcomes, and benchmarks/performance targets, the Performance Certificate/Framework adds an additional layer of reporting for public charter schools by covering other aspects in reporting academics, financial and operational oversight. We believe both documents incorporated together fully provide a thorough and complete plan for all aspects of the school’s short-term and future goals as they pertain to student growth and achievement, financial stability and operational strength.

The Continuous Improvement Plan will be monitored and reported on annually. Progress and outcomes will be included in the evaluation of the charter school’s administrators as appropriate.

Progress and Outcomes:

1. Continuous Improvement Plan –

[Continuous Improvement Measures in blue are required “Statewide Continuous Improvement Measures” Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
<i>[Goal Statement - Goal is a planning element that</i>	<i>[Key performance indications/performance measures of</i>			<i>[Year over year improvement for</i>	<i>[Annual Performance</i>

<i>describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA's direct their efforts. A goal addresses issues by stating policy intention.]</i>	<i>how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]</i>			<i>those indicators that requirement improvement reporting]</i>	<i>Target set by the LEA]</i>
All students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	48%	46%	-2 percentage points	60%
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	13	12	-1	18 (30 class size)
	% of students participating in one or more advanced opportunity	62%	88%	+26 percentage points	65%
	% of career-technical track high school students graduating with an industry recognized certification	NA	NA	NA	NA - Victory does not offer career-tech track
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	NA	NA	NA	NA - Victory does not offer career-tech track
	# of high school students graduating with an associate's degree or a career technical certificate	██████████ ██████████ 83 completed advanced opps/college concurrent credit	██████████ ██████████ 112 completing advanced opps/college concurrent credit	██████████	65% or greater will complete advanced opps/CCC
	4-year cohort graduation rate	100%	100%	Same	100%
	% of learning plans reviewed annually in grade 9	100%	100%	Same	100%
	% of learning plans reviewed annually in grade 10	100%	100%	Same	100%

	% of learning plans reviewed annually in grade 11	100%	100%	Same	100%
	% of learning plans reviewed annually in grade 12	100%	100%	Same	100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	*14	*15	+1	15 If < or > enrollment of 28, then at least 55% of senior class enrollment #
	% of students who go on to some form of postsecondary education within one year of graduation from high school	*41%	*58%	+17%	65% 3% above state avg
	# of students who go on to some form of postsecondary education within two years of graduation from high school	*17	*15	-2	15 If < or > enrollment of 28, then at least 55% of senior class enrollment #
	% of students who go on to some form of postsecondary education within two years of graduation from high school	*50%	*58%	+8%	68% 2% above state avg
*Go-on Rates do not allow reporting those graduates who either choose to enter the military or serve a church mission, the #s from which can affect Victory's Go-On Rates. For instance, in 2017, seven students, or 20% of graduating class, deferred post-secondary education for one of these other routes.					
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	64%	88%	+24 percentage points	75%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	18	30	+12	23 (30 class size)
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	79%	94%	+15 percentage points	80%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	22	32	+10	24 (30 class size)
All students will be prepared to transition from grade 6 to grade 7	% of students who scored proficient or advanced on the 6 th grade math ISAT	73%	66%	-7 percentage points	70%

	# of students who scored proficient or advanced on the 6 th grade math ISAT	24	22	-2	24 (32 class size)
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	76%	72%	-4 percentage points	70%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	25	24	-1	24 (32 class size)
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	90%	90%	No change	90%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	27	27	No change	27 (30 class size)
	% of students who scored proficient on the 2 nd grade statewide reading assessment	90%	90%	No change	90%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	27	27	No change	27 (30 class size)
	% of students who scored proficient on the 1 st grade statewide reading assessment	81%	92%	+11 percentage points	85%
	# of students who scored proficient on the 1 st grade statewide reading assessment	22	26	+4	24 (28 class size)
	% of students who scored proficient on the kindergarten statewide reading assessment	87%	66%	-21 percentage points	85%
	# of students who scored proficient on the kindergarten statewide reading assessment	21	16	-5	20 (24 class size)

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

2. Victory Performance Certificate Annual Reports –

Progress and outcomes for Victory’s first review under its Performance Certificate and Framework (2013-2014) with its authorizer showed the school achieving “Honor” Standing (highest) in all three areas reviewed – Operations, Financial, and Academic/Mission. Operations and Financial received 100% of the points possible. For 2014-2015, the results were equally impressive – 100% of all points possible in the areas reviewed. In 2015-2016, Victory again achieved “Honor” standing in the areas reviewed. The Draft 2016-2017 Performance Certificate and Framework show Victory achieving at this same high bar once again. The final report should be out in January 2018. It should also be noted that beginning in 2014-2015 the reports included bar charts whereby Victory is placed with its students performing 25-30 points higher than the State averages in % of students proficient/advanced in ELA and Math, and either first or second in these outcomes among Nampa-area traditional public and public charter schools.

When finalized, the 2016-2017 Commission Performance Certificate/Annual Report outcomes can be found at:

https://chartercommission.idaho.gov/Performance%20Certificate/Performance_Certificate.asp - 2016-2017 Reports

The 2015-2016 Performance Certificate/Annual Report can be found at:

<https://chartercommission.idaho.gov/Performance%20Certificate/documents/2015-2016/Victory%202016%20Annual%20Report.pdf>

The 2014-2015 Performance Certificate/Annual Report can be found at:

<https://chartercommission.idaho.gov/Performance%20Certificate/documents/2014-2015/VICTORY%20CHARTER%20SCHOOL.pdf>

The 2013-2014 Performance Certificate report can be found at:

<http://chartercommission.idaho.gov/performance%20certificate/documents/Victory%20Annual%20Report%202013-14%20FINAL.pdf>

3. Additional Progress & Outcomes Data –

Additionally, Victory underwent re-accreditation with AdvancEd during the 2016-2017 school year, as well as a federal programs review. Both reviews were very successful. Below are Victory’s overall scores in the areas reviewed by the AdvancEd team:

	*External Review IEQ Score	AdvancEd Network Average
Overall Score	306.41	278.94
Teaching and Learning Impact	301.19	268.48
Leadership Capacity	340.91	293.71
Resource Utilization	267.86	286.27

Quoted from Victory’s AdvancEd External Report: “The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning. The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff). ...The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network.”

In its written comments, the AdvancEd external review team noted in the report:

“Victory Charter is an extremely high functioning school supported by truly committed stakeholders. Parents and students are extremely satisfied with the educational and behavioral programs at Victory. Students feel safe and respected by the school staff. The staff is very content and feel valued and respected by parents, students, the co-administrators and the governing board. ...The overwhelming emphasis of Victory Charter is clearly focused on educating children to be capable and caring graduates ready for the next level of their education. The staff at Victory intentionally designs every aspect of school to provide clear and consistent expectations for students. The entire staff is focused on preparing all students for success after graduation.”

Victory received only one improvement priority in this report, mutually determined and agreed upon by the school and accreditation team, which was to put in place, *“A more formalized process for ensuring that pertinent information about college and career planning, available to all students, can be easily implemented and integrated into an already very successful curriculum.”* This is already in process.

Victory Charter School – Federal Programs Review Outcomes for 2016-2017

The federal programs review was equally complimentary. In the final report for this review, the team shared:

*Taken from the section of the report entitled: **SDE Team Recommendations or overall comments after conducting the monitoring review***

“Victory Charter School’s school wide program is a model program for imbedded integration and differentiation for all students. The instructional model allows teachers to assess the students’ academic needs on a continual basis and provide appropriate interventions. The Educational Assistants are an integral part of the instructional model and are fully engaged in academic instruction of the students. Academic data is the basis for academic decisions and teachers commented they felt comfortable and competent when working with the data. The professional development (PD) is based on the teachers needs and is truly school based, with the teachers serving as the instructors or leaders of the training. Intervention strategies are included with all of the PD. Parents commented that they feel well-informed and supported with regard to their students’ academic progress and needs. In fact one parent said, “you would have to live under a rock to not know what is going on here.”

Appendix A: College and Career Advising Mentoring Plan – submitted 9-30-2017

Appendix B: Literacy Intervention Plan, submitted 9-30-2017