**OVERVIEW OF STATUTORY REQUIREMENTS**

**Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website no later than October 1 each year.**

Please note: your Continuous Improvement Plan (CIP) must include the minimum requirements as outlined in the law. It may include additional information or be combined with a broader strategic planning process.

[Section 33-320](https://legislature.idaho.gov/idstat/Title33/T33CH3SECT33-320.htm), Idaho Code, in part states:

“continuous improvement plans AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2)  (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

(i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;

(ii) Set clear and measurable targets based on student outcomes;

(iii) Include a clearly developed and articulated vision and mission;

(iv) Include key indicators for monitoring performance;

(v) Include, at a minimum, the statewide student readiness and student improvement metrics; and

(vi) Include a report of progress toward the previous year’s improvement goals…”

The statewide student readiness and student improvement metrics are specified in [IDAPA 08.02.01.801, subsection 04](https://adminrules.idaho.gov/rules/current/08/0201.pdf).

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

**GENERAL GUIDANCE FOR USING THE CONTINUOUS IMPROVEMENT PLAN TEMPLATES**

**Templates for the 2018-19 Continuous Improvement Plan**

1. Districts and charter schools (or Local Education Agencies – LEAs) are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
2. This template is designed to allow you create and submit a stand-alone Continuous Improvement Plan. If you are interested in providing your Continuous Improvement Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan), we recommend you use the 2018-19 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using our format, you need to complete both pieces**:

* 2018-19 Continuous Improvement Plan Narrative – Template Part 1 (Option A or B)
* 2018-19 Continuous Improvement Plan Metrics – Template Part 2 (Option A or B)

You may post / submit your Continuous Improvement Plan as two separate documents (Word and Excel) or combine them into a single PDF.

**Posting / Submitting Your Plan**

* If your Continuous Improvement Plan is a stand-alone document (and does not include the Advising Plan or Literacy Plan), **you must** **post it to your website by October 1**. To aid the Office of the State Board of Education in our review process and to allow us to confirm that your CIP was posted by the deadline, **please send an e-mail to** **plans@osbe.idaho.gov** **by October 1st including a hyperlink** to the section of your website where the plan is posted. You are welcome to include the plan as an attachment on the e-mail, but please also send us a link.
* If your Continuous Improvement Plan is a Combined District Plan (including the Advising Plan and Literacy Plan), **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to **plans@osbe.idaho.gov**. Please also provide a hyperlink to the section of your website where the plan is posted.

**Substantial Revisions vs. Plan Update**

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**FUNDS FOR TRAINING**

Up to $6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**ADDITIONAL RESOURCES**

Additional templates, recorded webinars, exemplary plans, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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| **School District**  | **#0639** | **Name: ARTEC RPTCS** |
| Superintendent | Name: Andy Wiseman | Phone: 208-308-6512 |
| E-mail: wiseman@csi.edu |
| CIP Contact | Name: Andy Wiseman | Phone: 208-308-6512 |
| E-mail: wiseman@csi.edu |

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

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| **Mission and Vision - REQUIRED** |

 ARTEC Mission/Vision Statements

Advanced professional-technical education preparing today’s students for success.

VISION STATEMENT

 Our vision is that ARTEC Regional Professional Technical Charter School (RPTCS) students will complete their high school education with: • Strong self-esteem and high personal expectation through a mastery of skills -- linguistic, mathematical, scientific, technical, artistic, physical and social, • Tolerance, honesty, integrity, good judgment and respect for others, and • An appreciation of the work ethic and the free enterprise system. ARTEC RPTCS will help students build a foundation of post-secondary credit and/or industry certifications that will motivate them to complete a post-secondary program leading to a successful and responsible life style and employment.

MISSION STATEMENT

ARTEC Charter School is committed to providing high-end professional-technical programs to high school students in the Magic and Wood River Valleys that enables them to succeed in their chosen professional-technical career.

**Instructions:** Per statute, your Continuous Improvement Plan must include an analysis of demographic data. Please provide be data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table.

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| **Demographic Analysis - REQUIRED (see Instructions)** |

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| --- | --- | --- |
|  | **2017-2018** | **2018-2019** |
| Male | 145 | 138 |
| Female | 60 | 67 |
| White | 155 | 152 |
| Black/African American | 0 | 0 |
| Asian | 3 | 5 |
| Native American | 0 | 0 |
| Hispanic/Latino | 48 | 58 |
| Free/Reduced Lunch Program | 135 | 142 |
| Received Special Education (IEP Students) | 6 | 6 |

**Instructions:** Per statute, Please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

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| **Community Involvement in Plan Development - REQUIRED** |

I would like to share a description of our charter school for a helpful base understanding of how we are setup and operate.

ARTEC RPTCS is a charter school with a CTE focus that established in 1995 and has operated through 2017 in and serving 8 different school districts in region 4 (Buhl, Gooding, Jerome, Dietrich, Kimberly, Twin Falls, Minidoka and Cassia). ARTEC RPTCS serves students in grades 9-12. Beginning in the fall of 2018 we have expanded into 2 additional districts—Murtaugh and Hagerman. Our board is composed of: 3 business leaders (with interest in CTE), 5 school superintendents, and 2 representatives from the College of Southern Idaho. Our sponsoring entity for the charter school is the Minidoka School District, and thus our board policy is the Minidoka School District Board Policy.

ARTEC RPTCS operates with each district involved via MOU’s that are revised, written and signed yearly. The MOU’s list the responsibilities for each school district and ARTEC RPTCS. The MOU’s are written and agreed to each year with each district. For example, the MOU states that it will be each districts responsibility to provide special education services to students at their districts according to their policy and procedures. A copy of these MOU’s are available for review if requested.

Additionally, each year ARTEC RPTCS completes “Performance Frameworks” and the data compiled is shared with the Minidoka District School Board as stipulated in our charter. Every five years our charter is up for renewal and the Minidoka School Board has the authority to revise, renew, or terminate the charter. The Minidoka School District renewed our charter in January 2016. The performance framework document is available for review if requested. Additionally, each program completes a portfolio annually which is used in making determination if the program is functioning at the program standards expected.

Remember on the metric spreadsheet we have not completed the items listed that are specific to grade levels K-8, as we do not serve students in those grade levels. In the metrics worksheet several items are marked with an \* indicating that this is an average for the 8 districts we serve as currently this data is not gathered for ARTEC but is addressed in the MOU’s as each of the 8 districts responsibilities.

**Community Involvement**

\*We ask in the MOU that each district includes an opportunity for parents, students and patrons to participate in provide feedback and input specific to ARTEC when conducting surveys.

\*We ask our teachers survey their students at the completion of the course.

\*We ask each school to inform students and parents regarding their enrollment and participation in the ARTEC RPTCS (a CTE Charter School)

\*As we are accredited via AdvancEd we have access to the surveys within that system to collect data from parents, staff, students and patrons.

\*One of the expectations found in the program portfolio is a community service project.

This information is shared with our board who use this information when considering the development and approval of the budget, professional development and programs to offer, expand, or revise.

**Community Involvement in Plan Development - REQUIRED**

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| **Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.** |

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.