

MEASURABLE STUDENT EDUCATION STANDARDS

White Pine Charter School will have high expectations for student achievement on the ISAT (to be replaced with the SBAC in 2014-15), IELA, and NAEP. Additional assessments will also give parents and the school a broad perspective on students' abilities and personal academic habits. Performance will be assessed relative to state standards. Student growth, measured relative to previous performance, will be an important component for measuring success. Specific goals for White Pine Charter School students will be measured using the following expectations:

1. White Pine Charter School will achieve and maintain a 4-star rating.
2. 88% of continuously enrolled students will be proficient in reading on the state standardized test.
3. 86% of continuously enrolled students will be proficient in math on the state standardized test.
4. 80% of continuously enrolled students will be proficient in language arts on the state standardized test.
5. 84% of continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentiles in math, reading and language arts.

White Pine Charter School defines a continuously enrolled student as one with 90% attendance during the school year in which the standardized test is completed.

White Pine Charter School's education plan was developed with an emphasis placed on a broad well-rounded curriculum. Our CORE Knowledge curriculum requires teachers instruct students in all areas; we believe that students should be proficient in math and reading, but the effort to reach this goal should not be at the expense of social studies, the arts, and all areas of science. The content of these subjects builds strong background knowledge for students to draw upon as they further their education.

Based on the type of test (national, state or local), student assessment data will be reported annually to the parents, WPCS Board of Directors, and the Idaho Public Charter School Commission. The information will consist of:

1. A comparison of annual results with baseline scores and longitudinal data including but not limited to state tests;
2. Grade-level and school composite scores;
3. A graph of annual results showing year-to-year change;
4. A graph of school scores relative to district and state scores; and
5. Disaggregated analysis to identify areas for improvement.

The annual report of student progress will be made to the parents, and WPCS Board of Directors, no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state and charter.

White Pine will also provide an opportunity for students to self assess their own effort and learning. Students, beginning in kindergarten, will be asked to evaluate their own work; they will develop skills at determining their own strengths and weaknesses. They will understand their own accomplishments and be able to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

STUDENT EDUCATIONAL STANDARDS

Student Assessment

White Pine Charter School will hold a high standard in academics. The school will complete all required state testing as well as other performance tests designed by the faculty. The assessment processes will provide for parents and teachers a good understanding of a student's abilities and level of education. The school will have student-led conferences performed twice a year and report cards will be sent on a trimester basis. Parents may inquire at any point in time about a student's progress. White Pine Charter School's student data system will give parents access to continuous information about their child's progress.

White Pine wants its students to not only be proficient, but we want them to make exceptional growth on standardized testing. We believe this can be accomplished through a rigorous curriculum, dedicated staff, and varied teaching strategies. ISAT scores of which we can be proud of are cause for celebration, but we desire so much more than this for our students. As we have expressed in our educational standards we want our children to have a broad education beyond the basics; rich with science, social studies and literature to become life long learners.

Student Educational Standards

White Pine Charter School will ensure that the State Achievement Standards are taught and all mandated testing is given. White Pine Charter School will be sure that all curriculum used is aligned with state standards, and encourages students to develop:

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.

Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Formative and summative evaluations are the basis of valid and reliable assessment. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year.

Performance will be assessed on at least three levels:

1. Performance will be assessed relative to state-developed standards including any adopted testing
2. Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
3. Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

Self-assessment will provide a unique learning opportunity for White Pine Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. Students will also be asked to become evaluators of their strengths and weaknesses as they prepare for their own student/ parent conference. At conference time students are required to demonstrate to their parents their progress and identify their goals for future learning.

STANDARDIZED TESTING

White Pine Charter School will have high expectations for student achievement on ISAT (to be replaced with SBAC in 2014-2015), IELA, and NAEP. Dates of administration are to be determined by the Idaho Department of Education and Board of Education. Individual students and school baseline scores will be established the first year of testing, and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

ACCREDITATION

White Pine Charter School will obtain accreditation in accordance with Idaho Code 33-5205 (3)(e) and IDAPA 08.02.02. An accreditation committee appointed by the Administrator and Board of Directors will choose the appropriate accreditation standard and oversee the accreditation process. The Administrator will submit annual accreditation reports to the Idaho State Department of Education and the ACE. The accreditation standard will be chosen from among the adopted state accreditation requirements including; Idaho Elementary/Secondary Accreditation Standards or Northwest Accreditation standards.

CORRECTIVE ACTION

Should White Pine Charter School be identified as a school needing improvement, an appropriate action plan shall be developed using the following process:

1. Form a team to identify the specific areas of concern that includes the Administrator, Business manager, teachers and parents.
2. Develop an action plan that would address the specific needs in identified areas that includes:
 - a. Areas of needs
 - b. Assessment tools
 - c. Curriculum limitations
 - d. Resources necessary to change the direction of concern; including materials, people, and space
 - e. Teacher training necessary to address areas of need.
3. Implement the corrective action plan with on-going assessment

The following year's growth would indicate the success of the intervention plan. If White Pine Charter School were to continue to be identified as a school needing improvement for year two, the team would be reconvened and the process would continue as outlined.