



Anser Charter School

ANSER CHARTER SCHOOL CONTINUOUS IMPROVEMENT PLAN

2018-2019

History: When Anser Charter School was granted a charter by the Boise School District in September 1998, the school's founders set their sights on the future. The focus of the school was to open and operate an exemplary school based on Expeditionary Learning-Outward Bound design principles. In its first decade, Anser staff, parents, and Board built a school with a unique curriculum and a reputation for academic success, service to the community, and strong character. With the educational infrastructure firmly in place, the Anser community moved to strengthen the school's financial underpinnings and organizational infrastructure. In 2018-2019 Anser celebrates its 20th year in operation. As we look forward to year 20 and beyond the Anser Community Board and Staff are focused on grounding our work in the Mission and Vision of the school, and developing a strong foundation for future initiatives.

Vision: Anser's vision is to foster learning that imagines a better world and works toward realizing it; set high academic standards; promote creativity, discovery, reflection and balance; embrace diversity; and use developmentally appropriate practices and real-world experiences to educate within a climate of collaboration, community, character, and compassion.

Mission: Anser's mission is to educate the whole child in a collaborative learning community where individuals are inspired to achieve their academic potential, be self-motivated and feel a sense of connection and responsibility to the world.

Continuous Improvement Plan Annual Implementation and Review: The Anser Community Board, made up of parents and community members, develops the Continuous Improvement Plan annually. The plan is shared with the Anser community and the community at large via the Anser website. The Anser Community Board will review the Continuous Improvement Plan monthly and update it annually.



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Anser Charter School Leadership, Goals, and Student Achievement

Anser’s Strategic Direction: The Anser Board, staff, and parents will position the school for long term sustainability. Four major initiatives support this overall objective. The Anser Board is responsible for establishing strategic direction and monitoring progress. Family Council represents the voice of the parent community, communicating needs and suggestions to the Board. The Anser staff provides professional support for the initiatives. This document assists the staff in clarifying organizational priorities.

Anser Charter School 2018-2019 Leadership

Anser Charter School Community Board Members	
President- Lora Breen (Exec, Fin.) Gov)	V. President- Nichoel Baird Spencer (Exec, Gov)
Treasurer- Maridee Lemieux (Exec, Fin)	
Heidi Bauer (Fin) Maggie Chase (CIC) Caitlyn Scales (CIC) Angie Temple (RD)	Christina Bruce Bennion (CIC) Barry Human (CIC) Staci Shaw (CIC) Jeff Tonkin (RD)
	Leslie Brown (Gov) AnnMarie Johnson(RD) Jeremiah Shinn (Gov)
Education Director- Michelle Dunstan Fiscal Manager- Tiffany Keeley	Organization Director- Heather Dennis Teacher Representative- Nancy Tacke

Anser Family Council
President- Camille LaCroix Secretary- Elizabeth Birchmore Family Council Board Representative- Amy York
Members: Deniz Aygen, Katie Blackwell, Nicole Pierce, Leah Reagan, Mishi Sterling, Julia Wood.



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Anser Charter School 2018-2019 Board Initiatives and Goals

Initiative #1 The Anser Community Board will reinforce our foundation and plan for a future that aligns with the Mission and Vision of Anser		
Initiative #2	Initiative #3	Initiative #4
Provide a rigorous curriculum that produces high academic achievement, strong character, and service to others.	Provide the financial resources necessary to sustain Anser and ensure effective use of resources.	Promote the vitality and integrity of the organizational infrastructure, including its culture, community, governance structure and compliance with all applicable laws.

Anser Charter School Community Board Committees				
Executive Committee	Finance Committee	Governance Committee	Continuous Improvement Committee	Resource Development Committee
To facilitate best governance practices by providing structure to Board proceedings, ensuring effective communication channels between school leaders and the Board, and transacting the business of the Board.	To ensure effective financial guidance and oversight of appropriate internal controls, responsible fiscal management and to implement budget processes and communication to the Board.	To ensure that Anser complies with applicable regulations and that the Anser Board serves as a model of school governance with a clear communication structure, processes, protocols, and Board training.	To promote, support and evaluate the school's academic and character goals and ensure Board understanding of the school's performance.	To construct the optimum working relationship between the Board, the school's organizations and the Anser community through support of fundraising efforts and special initiatives identified by the Anser Board.



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Executive Committee	Finance Committee	Governance Committee	Continuous Improvement Committee	Resource Development Committee
<p>Conduct a Board retreat.</p> <p>Develop a Board member communication guide.</p> <p>Incorporate four Board training sessions into the board meeting calendar</p>	<p>Develop and document a compensation structure for school directors.</p> <p>Research alternate revenue generation opportunities to support school initiatives.</p>	<p>Formalize and train the Board regarding Governance structures, regulations and bylaws.</p> <p>Formalize Communication Protocols: Board-staff-families; between board and staff.</p> <p>Establish a leadership pipeline: including addressing on-going board needs and skills.</p> <p>Establish guidelines for the makeup of the board that details the role of Anser families and members of the larger Boise/Garden City community on the board.</p> <p>Formalize and finalize The OD evaluation process with the ED evaluation process completed by the CIC.</p>	<p>Approve and Appropriate Employee Assistance Funds</p> <p>Evaluate the Education Director (E.D.)</p> <p>Work with the E.D. and Family Council to develop a consistent onboarding plan for new families.</p> <p>Support the Visioning process by:</p> <p>Participating in parent visioning committee.</p> <p>Organizing an Alumni Forum</p> <p>Reviving the practice of "exit interviews" for departing teachers and families.</p>	<p>Develop a fundraising support plan to educate the Anser community about the financial needs of the school.</p> <p>Develop internal and external community partnerships to support facility planning.</p> <p>Plan 20th year Board Service Project</p>



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Annual Academic Performance Measures					
Goal	Performance Measure/Indicator	SY 16-17	SY 17-18	16-17 to 17-18 Improvement	Benchmark/Performance Target for SY18-19
All students will be college and career ready at graduation	# and % of learning plans (developed in grade 8)	51	44	48	50
		100%	100%	100%	100%
	# and % of students receiving/participating in college and career advising and mentoring in grade 8	51	44	49	49
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 8 th grade math ISAT	54% out of 50 students	38% out of 45 students	-16ppts	68%
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	68% out of 50 students	68% out of 44 students	+0ppts	85%
All students will be prepared to transition from middle school/Jr. high to high school	# and % of students scoring proficient or advanced on 7 th grade math ISAT	61% out of 51 students	65% out of 51 students	+4ppts	65%
	# and % of students scoring proficient or advanced on the 7 th grade ELA ISAT	69% out of 51 students	85% out of 52 students	+16ppts	85%
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 6 th grade Math ISAT	46% out of 50 students	42% out of 50 students	-4ppts	50%
	# and % of students scoring proficient or advanced on the 6 th grade ELA ISAT	70% out of 50 students	80% out of 50 students	+10ppts	75%
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 5 th grade Math ISAT	68% out of 37 students	50% out of 38 students	-18ppts	55%
	# and % of students scoring proficient or advanced on the 5 th grade ELA ISAT	86% out of 37 students	74% out of 38 students	-12ppts	60%



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All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 4 th grade Math ISAT	63% out of 38 students	47% out of 36 students	-16ppts	70%
	# and % of students scoring proficient or advanced on the 4 th grade ELA ISAT	66% out of 38 students	58% out of 36 students	-8ppts	65%
All students will be prepared to transition from elementary school to middle school/Jr. high school	# and % of students proficient or advanced on the 3rd grade Math ISAT	66% out of 35 students	68% out of 36 students	+2ppts	68%
	# and % of students scoring proficient or advanced on the 3rd grade ELA ISAT	49% out of 35 students	59% out of 36 students	+10ppts	59%
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	88.6% out of 35 students	75.7% out of 37 students	-12.9ppts	76%
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	72.2% out of 37 students	72.2% out of 35 students	0ppts	75%
	# and % of grade 1 students identified as reading at grade level on the Spring IRI	54.2% out of 35 students	55.6% out of 36 students	+1.4ppts	54%
	# and % kindergarten students identified as reading at grade level on the Spring IRI	61.1% out of 37 students	44.4% out of 36 students	-16.7ppts	63%
Support student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage - Elementary K-6 grades	96.34%	95.74	- .60ppts	96.5%
	Student attendance rates as a percentage - Junior High 7th & 8th grades	94.97%	93.55	-1.42ppts	95.5%
	Parent Participation at Student Led Conferences	94%	96%	+2ppts	96%
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	No Change	100%



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Demographic Data

	2017-2018	2018-2019
Male	184	178
Female	187	191
White	88%	87%
Black/African American	1.3%	1.8%
Asian	3.7%	4.0%
Native American	.01%	1.0%
Hispanic/Latino	7%	9.4%
Two or more races	11.7%	13.8%
Qualify for Free/Reduced Lunch	17%	19.5%
Received Special Education (IEP Students)	7.4%	10%