

## **Heritage Academy Strategic Plan 2017-18**

### VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

### MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

### **Belief Statements**

We believe:

- In creating a positive learning environment
- In empowering students and all Heritage Academy community members
- That all students can learn
- That Heritage Academy is a safe and caring place
- In serving and respecting others
- That learning should apply to the real world
- In creating opportunities for exploration
- That all members of our school community can be problem solvers
- That we are always growing, changing and adapting
- That all Heritage Academy community members will act with integrity and good character
- That all Heritage Academy community members are life-long learners

### **2017 – 18 STRATEGIC PLAN GOALS**

- **Data-Driven planning, instruction and intervention:**
  - 100% of teachers will administer benchmark, progress monitoring and curriculum-based assessments to all students
    - Aimsweb Plus, Core Phonics, CKLA, EngageNY
    - Administered by designated staff member and completed prior to identified deadlines
  - 100% of teachers will utilize data to plan instruction and intervention, and make adjustments when necessary
    - Attend data meetings
    - Review student data
    - Tie lesson plans, instructional strategies and intervention to needs identified in data
- **Instructional strategies and curriculum implementation**
  - 100% of teachers will implement CKLA, Engage NY or other district-approved (for science, etc.) curriculum, with fidelity.
    - No special programs or added resources without admin approval
    - Each teacher will have a pacing guide and use lesson plans and materials provided in the curriculum

- 100% of staff members will follow the master schedule and maximize instruction time
  - Teach “on your feet”
  - Be on time for each transition
  - Look for ways to speed up transitions and maximize every minute
- 100% of teachers will utilize effective instructional strategies
  - Utilize a variety of strategies (best practices)
  - Strategies tied to the needs identified through data analysis
- **Culture and community (7 Mindsets; Restorative Practices; Behavior Expectations)**
  - 100% of staff members will be exposed to, and receive training in 7 Mindsets, Circles, Restorative Practices and our character expectations. 100% of staff members will utilize elements of these things in their interactions with students.
    - Middle school teachers will facilitate advisory groups, daily
    - Elementary teachers will implement 7 Mindsets weekly
    - All staff members will use restorative approaches to behavior issues
  - 100% of staff members will set and maintain high behavioral expectation for their classrooms or programs
    - Utilize the techniques in Teach Like a Champion
    - Monitor and address student behavior 100% of the time
    - Take duty assignments seriously and don’t arrive late
    - Make this a priority – even if something comes up that seems important

*\*For previous years’ goals, see Appendix A*

#### **HA TEACHER EXPECTATIONS**

- Instruction
  - ✓ Teachers are “on their feet” and engaged 100% of instruction time, as defined in the master schedule
  - ✓ Teachers focus on core and do not implement extras or favorites until data show students are proficient in reading, language arts, math, science, social studies and technology (for 5<sup>th</sup> – 8<sup>th</sup> grade)
  - ✓ Core instruction in reading and math is uninterrupted and the full time allotted is rigorous math/reading instruction
  - ✓ Teachers utilize a variety of research-based whole group, small group and individual instructional strategies identified as best practices
  - ✓ Teachers utilize a variety of research-based direct instruction, collaboration and hands-on instructional strategies in their classrooms
- Management
  - ✓ Teachers train students to follow school procedures and meet teacher and school expectations
  - ✓ Teachers train students to ignore interruptions
  - ✓ Teachers only allow 1 student at a time to leave the room
  - ✓ Teachers require the use of a hall pass or planner when students leave the room
  - ✓ Teachers train students to use the restroom and get drinks one at a time or as a whole class, with adult supervision
  - ✓ Teachers begin classes and core instruction at the designated times identified in the master schedule
  - ✓ Teachers arrive by 7:45 am and stay until 4:00 pm
- Duties
  - ✓ Teachers supervise students in the hallway, except during designated recess or break times, when another staff member is assigned that duty

- ✓ Teachers train students to meet appropriate expectations while they are supervising the students
- ✓ Teachers walk students in and out of the building and to specials, recess, lunch, etc. unless another person is assigned that duty
- ✓ Teachers provide direct supervision to students 100% of the time that students are assigned to them (all times except designated lunch and prep times)
- Culture
  - ✓ Teachers have elevated discussions with students that always encourage, engage and challenge students
  - ✓ Teachers communicate the value of learning, kindness, respect, organization, creativity and cleanliness – both by their words and their actions
  - ✓ Teachers model appropriate behavior in classrooms and hallways
  - ✓ All teachers are responsible for teaching and training all K-8 students (not just the ones in their respective classes)
- Other
  - ✓ Teachers follow the master schedule with fidelity
  - ✓ Middle school teachers follow the bell schedule and minimize transition times
  - ✓ Teachers utilize the student data management system for attendance, lunch count and grades, and they enter data daily
  - ✓ Teachers implement Heritage Academy adopted curriculum with fidelity

#### **HA ADMINISTRATOR & TEAM LEADER EXPECTATIONS**

HA Administrators and Leadership Team members will adhere to applicable teacher expectations. In addition, administrators will be expected to meet the following expectations:

- Communication
  - ✓ Administrators & Team Leaders will communicate relevant information in a timely manner
  - ✓ Administrators & Team Leaders will utilize effective communication tools
  - ✓ Administrators & Team Leaders will take the time to think about the stakeholders involved in an issue and include them in the communication process
  - ✓ Administrators & Team Leaders will seek to identify and utilize communication tools that are easy to use; indicate the urgency of an issue; indicate the audience for which the message applies, and are accessible to the appropriate stakeholders
- Consistency
  - ✓ Administrators & Team Leaders will have consistent expectations of staff members
  - ✓ Administrators & Team Leaders will communicate their expectations in advance
  - ✓ Administrators & Team Leaders will be consistent in implementing rules and policies
  - ✓ Administrators & Team Leaders will consistently apply a “love and logic” approach to situations
  - ✓ Administrators & Team Leaders will create a safe environment for children and adults, at all times
  - ✓ Administrators & Team Leaders will facilitate regular staff and team meetings
  - ✓ Administrators & Team Leaders will attend and contribute to regular leadership team meetings
  - ✓ Administrators & Team Leaders will create a culture of accountability for staff members and students to achieve high standards
- Support
  - ✓ Administrators & Team Leaders will be available to help with planning, curriculum, instruction, behavior, brainstorming and general questions
  - ✓ Administrators & Team Leaders will have patience and empathy

- ✓ Administrators & Team Leaders will recognize staff members' gifts and accomplishments
- ✓ Administrators & Team Leaders will provide specific and timely feedback
- Logistics
  - ✓ Administrators & Team Leaders will provide staff rosters, chain of command information and contact information for staff members
  - ✓ Administrators & Team Leaders will provide a master schedule
  - ✓ Administrators & Team Leaders will provide information regarding responsibilities for each area of operation (facilities, transportation, curriculum, technology, professional development, etc.)

### **HA STUDENT EXPECTATIONS**

Staff members, at Heritage Academy, will teach students to meet the following expectations:

- Behavior:
  - ✓ Students will be respectful of themselves, other students and adults
  - ✓ Students will be accountable for their actions and their attitudes
  - ✓ Students will be responsible for where they are supposed to be and when they are supposed to be there
  - ✓ Students will be punctual for classes
  - ✓ Students will deal with problems directly with the person who can help them solve the problem (chain of command)
  - ✓ Students will deal with issues in a timely and appropriate manner
  - ✓ When a problem is resolved, students will move on, forgive and forget
  - ✓ Students will use effective strategies to determine the "need to tell" versus "tattletale" issues
  - ✓ Students will use effective problem-solving and coping strategies such as "stop, walk, talk" and journal
- Culture
  - ✓ Students will be respectful of and responsible for, the building, furniture, supplies, lockers, hallways, bathrooms, cafeteria, playground, bathrooms and classrooms
  - ✓ Students will work on developing strong character through implementing the 7 Mindsets
  - ✓ Students will be 100% engaged (SLANT)
  - ✓ Students will be kind and appreciative toward others
  - ✓ Students will show empathy and tolerance to peers and adults
  - ✓ Students will do their best
  - ✓ Students will embrace opportunities to learn and have fun learning
  - ✓ Students will participate in school activities
  - ✓ Students will be helpful to others
- Academics
  - ✓ Students will be 100% accountable for their work
  - ✓ Students will show integrity and honesty in completing their own work
  - ✓ Students will develop and work toward academic goals
  - ✓ Students will understand that they need to grow and will be able to identify specific areas of focus for growth
  - ✓ Students will exhibit the following characteristics: responsibility, perseverance, self-motivation, engagement and attentiveness.
  - ✓ Students will be proficient or advanced in meeting the academic standards for their grade levels

## COMMITTEES & PLCs

### QUESTIONS for Committees

1. What are your 1, 3 and 5 year goals?
2. Who needs to be involved to help you accomplish these goals?
3. What is the cost to accomplish the goals?
4. Do you need Board approval for any of your goals (all goals require administrative approval)?
5. How are you going to accomplish these goals (timeline, people responsible, etc.)
6. How will you monitor your progress in meeting your goals?

### BOARD COMMITTEES:

**All committees will meet at least one time each semester. Committee reports will be included on all regular monthly board meeting agendas. Each committee chairman will have time scheduled to present information from his or her committee, however, each committee chair may table his/her report when there is no new information to report.**

**School Policy and Legislative Affairs** – Tiffany Packard (chair); Christine Ivie; Helen Sauer (staff)

- Review policy manual (1 section each year, in depth; general review each summer)
- Propose new policies, if a need is identified
- Monitor ISBA, SBOE and SDE correspondence and update policies as rules and statutes change
- Monitor legislative updates to identify issues that are being addressed on a state level

**Budget and Finance committee** – Kris Gilgren (chair); Toni Carver; Christine Ivie (staff)

- Review budget and monitor financial reports
- Meet monthly with Administrator and Business Manager
- Review recommendations from the Administration
- Provide budget recommendations to the Board

**Facilities committee** – Kris Gilgren (chair); Christine Ivie; Toni Carver; Lacey Jacobsen (staff)

- Review facilities plan and ensure there is a 5-10 year, Board-approved plan in place
- Meet every other month to review facilities needs
- Hold emergency meetings in the event of an emergency facilities issue
- Review budget and priority recommendations from the Administration
- Provide facilities budget and priority recommendations to the Board

**Board operations committee - training; board and strategic plan** – Jeff Pierson (chair); Teresa Berry (staff)

- Develop plan for board self-evaluation
- Ensure self-eval is completed each year
- Review and create recommendations for follow-up based on self-eval
- Plan and coordinate board training activities
- Plan for recruitment, retention and succession

**Administrator Evaluation & Certified Staff Professional Development** – LaMar Brooks (chair), Christine Ivie (staff)

- Review evaluation process for administrator and make sure all eval processes are aligned with State requirements
- Coordinate Superintendent evaluation for the year
- Receive recommendations regarding personnel and professional development (from administrator) and present to Board

**SEM and Student Achievement** – **Shawna Lemoine** (chair), Sally Brooks, Annelie Crouch; Christine Ivie (staff)

- Work with administrator to plan SEM implementation and monitor progress
- Monitors compliance with charter (for both SEM and student achievement goals)
- Develop long-term plan for SEM implementation and related professional development
- Review and present student achievement information to the Board

**STAFF PROFESSIONAL LEARNING COMMUNITIES (PLCs) & COMMITTEES:**

**QUESTIONS for PLCs**

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when our students do not learn?
4. How will we enrich and extend the learning for students who are proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

**PLCs**

Team Leaders PLC	K – 5 PLC	Middle School PLC	Special Services PLC	Culture & Community PLC	Student Assistance PLC	Operations PLC
Chair – C Ivie	Chair - Brooks	Chair - Heil	Chair - Sauer	Chair – C Ivie	Chair - Rasmussen	Chair - Carver
Heil	Radford	Biesen	Cornwell	Rasmussen	Radford	Higgins
Brooks	Weir	Robinson	Preston	Robinson	Park	Jacobsen
Rasmussen	Reyes	A Ivie	Rood	Carpenter	Robinson	Berry
Sauer	Rasmussen	Kalulu	Kalulu	Heil	Kalulu	A Ivie
Carver	Carpenter	Sauer	Rasmussen	Kalulu	Brooks	Kalulu
	Fontes	Park	C Ivie	Higgins	Biesen	C Ivie
	Sauer		Berry	Reyes	C Ivie	

**Committees:**

Facilities Committee	Sunshine Committee	Fundraising & Events Committee	SEM Committee
Chair – Carver	Chair - Fontes	Chair - Jacobsen	Chair - Crouch
A Ivie	Berry	Preston	C Ivie
Jacobsen	Higgins	Kalulu	Heil
Higgins	Weir	Brooks	Brooks
C Ivie	Cornwell	Burnham	Rasmussen
Rood	Crouch	Gonzales	Sauer
Martinez	Gillespie	Carver	Kalulu

## Appendix A

### Strategic Plan Goals from Previous Years

#### 2012-13

- Form and implement committee structure (completed 2013)
- Transition from founding board to governing board (completed 2017)
- Review Charter and make sure responsibilities are assigned so all legal requirements are met (completed, summer 2014)

#### 2013-14

- Review long-term facility needs and create a 10-year facility plan (in progress – expect to complete December 2017)
- Review implantation of the SEM and work of administrator to create a 5-year plan (completed, summer 2014)
- Review curriculum and technology needs and create a 5-year plan (completed December, 2015)

#### 2014-15

- Review enrollment data K-6 model and discuss 7-8 option (pursue amendment to charter if necessary) (completed, 2013)
- Review student achievement data and work with administrator to address any needs or concerns (completed initial steps and improvement plan during 2013-14 school year)
- Review community involvement and community partnerships and create a 3-year plan (in progress)
- Set and meet 3 year academic achievement goals resulting in over 85% proficiency in all core content areas (in progress, expect to complete by May 2019)

#### 2015 – 16

- The Marketing Committee Chairman will create a playground committee that includes at least one member of the facilities committee, one member of the finance committee, one HA administrator, one parent and one student. The committee will develop a proposal for the Board no later than spring break 2018 for a playground (In progress)
- The Board will fill vacant positions and update its recruitment, retention and succession plan by January 2016. (Completed May 2017)
- The Board will conduct 15 minutes of board training at each meeting, beginning in September 2015. (Completed during 2015-16 school year)
- The SEM and Student Achievement Board Chairman will work with the K-5 and Middle School Principals to create an SEM plan and professional development graduate course for staff members, by April 2016 (completed summer 2016)

All HA staff will utilize accurate and current data to inform instruction and program implementation

- Each staff member will identify at least one instruction or program implementation responsibility he or she has, by Sept 1
- Each staff member will identify all data that are related to that responsibility by October 1
- Each staff member will meet with his/her supervisor and create a data-driven plan to achieve specific goals in that area, by November 1
- Each staff member will meet with his/her supervisor a minimum of once a quarter to review progress in using data and achieving the goal

#### 2016-17

1. **Clear and Shared Vision and Purpose** - Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

Staff: The Superintendent will develop 3 areas of focus, and associated professional development calendar/activities. Share these during the August strategic planning retreat. (completed Aug 2016)

2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

Annual Goal: The Leadership Team will develop a Professional Learning Community (PLC) focused on student growth, during September in-service. Check teachers' growth targets (based on Aimsweb probe data and fall IRI scores) to make sure they are challenging and lead to proficiency in meeting grade-level standards. (Completed Fall 2016)

3. **Effective School Leadership** - Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Annual Goal: The Superintendent will focus efforts on both continuing staff implementation of strong academic programs (master schedule, core curriculum and intervention programs) and on implementing the 7 Mindsets

4. **High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

Annual Goals:

Staff: The Superintendent and Leadership Team members will facilitate monthly in-service days that allow staff members to collaborate in meaningful ways.

Board: The Marketing and Parent/Community Involvement Committee will meet monthly to develop a comprehensive communications plan. This plan will be presented to the Board no later than the March 2017 regular board meeting.

5. **Curriculum, Instruction and Assessment Aligned with the Standards** - Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Annual Goal: The Superintendent will monitor staff members' progress and proficiency in implementing core curriculum (EngageNY, CKLA) and intervention programs by conducting walk-throughs a minimum of 2 times per week in each classroom. Provide feedback to teachers using template developed last year, at least once a week.

6. **Frequent Monitoring of Teaching and Learning** - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The



results of the assessment are used to improve student performances and also to improve the instructional program.

Annual Goal: The Superintendent will monitor staff members' progress in implementing the master schedule, with fidelity, and implementing effective instruction and classroom management strategies by conducting walk-throughs a minimum of 2 times per week in each classroom.

7. **Focused Professional Development** - Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Annual Goal: The Leadership Team will ensure that all teachers receive, and participate in professional development supporting our 3 school focus areas. The team will monitor the professional development calendar and meet with presenters both before (to brainstorm and ensure training is focused and effective) and after, to evaluate the training and determine what follow-up training is necessary.

8. **Supportive Learning Environment** - The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Annual Goal: This is area of strength for our school. The Superintendent will maintain and build on the efforts that were started 4 years ago – continuing things like enrichment clusters; being available in the hallways to talk to students; kindness and compassion days; community service; 7 mindsets, etc.

9. **High Level of Community and Parent Involvement** - There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Annual Goal: The Board Marketing and Parent/Community Involvement Committee will work with the staff Parent Involvement Coordinators and Federal Programs' Director to develop a comprehensive plan for Board consideration (by the end of the 2016-17 school year).

### **2016- 17 Schoolwide Focus Areas:**

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All
- ❖ Engaging and Effective Instruction
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments