

DISTRICT #479 - HERITAGE ACADEMY COMBINED PLAN FOR CONTINUOUS IMPROVEMENT, LITERACY AND COLLEGE & CAREER ADVISING

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

LEA	# 479	Name: Heritage Academy	
Superintendent	Name: Dr. Christine Ivie		Phone: (208)595-1617
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Plan Contact	Name: Dr. Nancy Barajas		Phone: (208)595-1617
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Mission and Vision

VISION

- Heritage Academy believes each student has gifts, talents and strengths.
- We embrace a diverse student body and commit to creating a nurturing and supportive school culture.
- Our school ensures that all students acquire the academic, interpersonal, critical thinking and problem-solving skills and mindsets to succeed in school, career and life.
- Our goal is to enable students to become responsible, respectful and caring members of society.

MISSION

Our school community brings together the resources necessary to help all students grow and succeed.

Belief Statements, Values & Priorities:

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

Values & Priorities:

- Urgency
 - Acting with the realization that efficiency is vital to success
- Commitment
 - Doing whatever it takes to reach our vision of academic success and a love for learning
- Growth Mindset
 - Believing in the ability to improve
 - Having the desire to improve
- Respect
 - Holding ourselves, our colleagues, our family and our community in high regard
- Belonging
 - Committing to actions that are supportive of family and community

2019 – 21 STRATEGIC PLAN GOALS

Board Goals

- The Board will monitor assessment data at least twice a year to evaluate whether the school is meeting growth and proficiency goals.
- The Board will establish an emergency reserve fund to cover unforeseen expenses \$100,000 by 2023.
- The Heritage Academy FACE and Community Relations Committee will develop a draft communication plan for the Board’s review by February 1, 2021.
- Heritage Academy will complete the Cognia Accreditation process by June 30, 2021

Staff Goals

- **Data-Driven planning, instruction and intervention:**
 - 100% of teachers will continue to 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
 - 100% of teachers will utilize data to help students create goals and self-monitor their learning
 - Teams will determine data and goal-setting process for grade levels
 - Students will evaluate progress on a quarterly basis (at a minimum)
 - Teachers will share student goals and progress at team meetings
 - Student council will work with teachers to create celebrations for goal attainment
- **Instructional strategies and curriculum implementation**
 - 100% of teachers will implement district-approved 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 teachers will implement effective instructional strategies
 - 100% of teachers will attend and incorporate newly-learned strategies in their classroom instruction after attending district or state training (Bridges, SESTA, Direct Instruction, etc.).

- 100% of teachers will implement strategies tied to data from district benchmark and progress monitoring assessments (Core Phonics, Bridges, IKAN, GLOSS)
- **Culture and community (7 Mindsets; Restorative Practices; Behavior Expectations)**
 - 100% of staff members will be exposed to, and receive training in 7 Mindsets, Restorative Practices and our HA Falcon Way. 100% of staff members will utilize elements of these things in their interactions with students.
 - Middle school teachers will continue to facilitate daily advisory groups
 - Elementary & middle school teachers will implement 7 Mindsets weekly
 - 7 Mindsets will be incorporated into the Master Schedule so that elementary teachers have a designated schedule/time for implementation
 - Staff members will participate in a 7 Mindsets book study and 7 Mindsets training
 - 100% of staff members will set and maintain high behavioral expectation for their classrooms or programs
 - Utilize the techniques in Teach Like a Champion
 - All staff members will use restorative approaches to behavior issues
 - 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

HA BOARD MEMBER EXPECTATIONS

- Read board packet, prepare, participate
- Contact appropriate person and ask questions prior to board meetings
- Be on time
- No Surprises
- Communication is not expected, between board members unless they have questions or needs
- Chairman will reign things in if board gets off topic and Board Members will choose not to get offended
- Assume the best of each other
- Stay in your lane – focus on your responsibility
- Trust and respect each other and staff members
- Trust and respect parents
- Follow Code of Ethics

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 5th – 8th 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)

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 grade-level academic standards

ADMINISTRATION:

- Superintendent, Principal, School Counselor & Title IX Coordinator – Dr. Christine Ivie
- Director of Curriculum, Instruction, Federal Programs & Blended Learning – Dr. Nancy Barajas

- Director of Finance and Human Resources – Ms. Toni Carver
- Director of Operations & Homeless, Foster Care and Migrant Liaison – Ms. Ashley Burnham

BOARD MEMBERS & OFFICERS:

- Chairman – Mr. Carroll Cone
- Vice Chairman & Treasurer – Mr. Michael Haddox
- Secretary – Mr. Chris Mhyre
- Member – Ms. Kris Gilgren
- Member – Ms. Stephanie Callen

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.

Finance & Personnel Committee –Mike Haddox (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
- Focus on long-term planning and development of an emergency reserve fund
- 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

Facilities Committee – Chris Myre (chair); Christine Ivie; Toni Carver; Barry Biesen, Aaron Ivie (staff)

- Review facilities plan and ensure there is a 5-10 year, Board-approved plan in place
- 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 – Kris Gilgren (chair); Ashley Burnham and Christine Ivie (staff)

- Develop plan for board self-evaluation and ensure annual self-evaluation is completed
- Review and create recommendations for follow-up based on self-eval
- Plan and coordinate board training activities
- Plan for recruitment, retention and succession
- Review policy manual (1 section each year, in depth; general review each summer)
- Propose new policies, if a need is identified
- Revise Mission and Vision Statements – 2019 Ad Hoc Committee
- Consider development of an emergency management committee
 - Committee could develop an emergency management plan for Board consideration
 - Committee could regularly review safety information provided by state and federal agencies
 - Committee would be prepared to meet if an emergency or urgent issue arose

Government Relations Committee – Carroll Cone (chair); Nancy Barajas and Christine Ivie (staff)

- Serve as liaison between district and Idaho Public Charter School Commission
- Develop working relationship with local, county and state officials
- Renewal & Authorizer – 2019-22 Ad hoc committee
 - Mr. Cone, Dr. Ivie, Dr. Barajas, Ms. Carver, Ms. Burnham, parent, community representative

- Work with strategic partners to address deficiencies in PCSC annual performance reporting and charter renewal processes and procedures

Student Achievement Committee – Stephanie Callen (Chair) Christine Ivie and Leadership Team (Staff)

- This committee is the school’s leadership team and includes all of the team leaders (staff members) from school teams (assessment, elementary, secondary, special services, school accountability and engagement, FACE, etc.).
- The team would like to include a board representative who could attend meetings at least once a semester.

Community Involvement

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan);
 - Heritage Academy has a leadership team that includes parent representatives. The district also has a parent advisory committee focused on family and community engagement (FACE). Both groups meet regularly and provide input to guide the strategic plan all elements of the continuous improvement plan. In addition, all Heritage Academy parents provide input through surveys that include questions regarding college and career ready advising as well as academic programs.
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children
 - Heritage Academy provides parents with information through a text messaging app that allows each parent to receive electronic messages and newsletter on phones or personal devices. Heritage Academy also provides information at quarterly parent teacher conferences and parent events. Heritage Academy middle school teachers and counselors also host an annual parent and student night focused on students’ plans for high school and beyond.
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child’s individual reading plan.
 - All Heritage Academy parents are notified quarterly of their child(ren)’s progress in reading, language arts and math. Parents receive information regarding benchmark assessment results, annual goals and progress toward those goals. Parents of children who are identified as needing additional intervention are notified through informal parent – teacher communication and then through formal team meetings to develop intervention plans.

GOALS, CORE CURRICULUM & LITERACY INTERVENTION PROGRAM

GOALS

1. College and Career Readiness

- A. All Heritage Academy students will develop college and career ready mindsets by the time they graduate from Heritage Academy (end of 8th grade).
- B. 100 percent of Heritage Academy students will complete 7 Mindsets training provided during advisory (middle school) or class meetings (K-5).
 - i. Heritage Academy will have a 50% increase in the number of students who complete 7 Mindsets training.
 - 2016-17 – 40 students completed training
 - 2017-18 – a minimum of 80 students will complete the training

- ii. The percentage of students participating in one or more Advanced Opportunity.
 - (Benchmark/Measurable Target)
75% of students will meet the benchmark.

2. High School Preparedness

- A. All students will be prepared to transition from middle school/Jr. high to high school.
 - 100% of 8th grade students will complete a comprehensive four-year plan.
 - 80% of 8th grade students will attend a parent/student transition night focused on transition to high school and options for high school enrollment.

- B. Heritage Academy will increase the percentage of students scoring proficient or advanced on the ISAT (math, ELA, science) to 70% by spring 2019.
 - 70% of 8th grade students will score proficient or advanced on the ISAT.

3. Student and Parent Engagement

- A. Heritage Academy will increase communication with parents and guardians by:
 - Requiring 100% of HA teachers to utilize Remind as a communication tool (increasing from 35% in 2016-17).
 - Contacting parents or guardians with personal messages when students are absent rather than using electronic voice messages or letters.

- B. Heritage Academy will decrease the percent of chronically absent students (those who miss more than 10% of instructional days) by 50% (from 6% to 3%) by implementing a research-based attendance plan.

The Heritage Academy superintendent and board developed a very thorough, data-driven plan designed to lead to academic success. The plan included a focus on meeting and exceeding the assessment requirements outlined in the Charter. The following components are part of the plan that is being implemented.

- **Curriculum**

The plan starts with the use of research based, standards-aligned, high quality curriculum. The school opened with research-based math, reading and language arts curriculum chosen from the State Adoption List (Reading Street and Envision). After reviewing assessment data, the school implemented Open Court as its reading program to increase instruction focused on phonics and phonemic awareness. After three years of successful Open Court implementation, the leadership team did not see the overall growth expected from implementing research-based reading curriculum. The team researched additional curriculum options and adopted Core Knowledge Language Arts as its reading program, in the fall of 2016. CKLA is standards-aligned and is aligned to the Core Knowledge Sequence which is the school’s framework for all core content areas. CKLA has an increased focus on both knowledge and skill development in language arts. It also has a rich vocabulary component that is important in helping high poverty students gain access to rigorous curriculum as they go on to secondary and post-secondary education. In math, teachers used the Envision curriculum, along with approaches taught in the Mathematical Thinking Initiative training provided to all Heritage Academy staff members during the 2012-13 school year for math instruction in all grades. In spring, 2014, the school began meeting with capacity builders from the Idaho Department of Education to further develop effective school improvement plans. The Heritage Academy staff uses the feedback loop created by the school’s assessment system and RtI process to identify areas of weakness in the school’s curriculum. Most high-performing schools adopt curricula that emphasize basic skills in reading and mathematics (Carter 2000, Cawelti 2000, McGee 1999). This is because children who have not mastered basic skills do not have the foundation necessary to succeed in their education in later years. By analyzing statewide assessment data and school-wide progress monitoring data, it became clear math proficiency was not increasing even with the support of standards-aligned curriculum and good instruction. The team conducted research and created a plan to move to

EngageNY math curriculum, beginning in January of 2016. During the summer of 2019, the school was able to purchase the Bridges math program, Bridges intervention program and Bridges Spanish materials to create a fully aligned K-8 math program with intervention and intensive intervention. Staff members received training and are currently implementing the program, with fidelity.

- **High Quality Teachers**

The implemented plan also includes specific steps to recruit, train and retain high quality staff members with expertise in areas identified through needs assessments. In addition, the plan provides mentors and additional support for beginning and struggling teachers. Heritage Academy provides extensive professional development to all staff members focused on addressing the academic needs of students. Finally, staff members unable to provide the high quality support and instruction that our students need are not retained and are replaced with staff members who have increased experience, education and ability. [Exhibit D](#) provides data showing increased teacher proficiency as well as longitudinal data regarding teacher education and experience.

- **Assessment**

The plan includes specific steps to obtain valid, reliable and sufficient benchmark and progress monitoring data to guide decision making in the areas of curriculum, instruction, intervention, classroom management, and teacher training. [Exhibit C](#) illustrates the progression of our assessment program as well as the annual array of assessments provided to all students and to individual students when appropriate. These assessments have been in place since the Fall, 2012 and as new needs, or upgraded assessment tools become available, Heritage Academy implements those. The ISTATON Plus program is an example of a very beneficial upgrade to the existing ISTATON program. ISTATON provides nationally normed data for benchmark testing purposes as well as monthly progress monitoring data. Our teachers have collected and used this data since the Fall, 2012, but the data was hard copy, in large binders. Our teachers would spend hours analyzing the data and creating their own graphs and goals. Heritage Academy participated in the pilot program for ISTATON Plus and has been using the program since its initial launch in the Spring, 2016. The ISTATON Plus system continues to utilize RCBM for oral reading fluency, but includes measures of silent reading fluency, comprehension and vocabulary for reading. The math includes problem solving, mental computation and number sense fluency. These measures more closely align with the Common Core State Standards (CCSS) than the traditional ISTATON probes. The tests are administered and scored on the computer, and the program offers a variety of reports, charts and graphs allowing teachers access to data in a timely manner in order to inform instruction. Additionally, it provides valuable tools for communicating with parents.

- **Instruction and Intervention**

At Heritage Academy, teachers are expected to follow the lesson plans provided by the Bridges math and CKLA. All core content curriculum is research based and taught with fidelity. Depending on student levels, a variety of instructional tools are used to assist all levels of learners. Whole group may be used to introduce a concept, guided practice time may be used in small groups, and independent practice when mastery is certain. Teachers have ample access to manipulatives, digital projection and other instructional resources to support student learning. Team members use data to identify student needs and to provide focused intervention to each student. During this performance period, the school has purchased additional intervention materials, aligned to the CCSS, in order to provide intensive intervention directed to fill identified gaps in students' skills and knowledge. The master schedule has also been adjusted in order to maximize instruction time in core content areas.

- **Professional Development**

In addition to high quality curriculum, a thorough assessment system and feedback loop, and effective teachers, it was important for Heritage Academy to include a comprehensive professional development plan in our approach to meeting students' needs. From 2012 to the present, the Heritage Academy leadership team has been engaged in a number of efforts designed to increase instructional time and rigor as well as ensure teachers are implementing research-based, best practices in curriculum and instruction. Teachers have attended brief

professional development sessions focused on strategies for K-3 reading and on EngageNY implementation for K-8. SDE/ISU capacity builders, federal programs director, special education coordinator, K-5 team leader and superintendent are providing mentoring, coaching and training to teachers and paraprofessionals to make certain all teachers are implementing the curriculum and instructional practices necessary to produce significant growth in our students and to lead to proficiency in meeting the CCSS. Teachers participate in weekly and monthly collaboration time focused on our school's annual smart goals. They also participate in book studies addressing issues such as teaching students in high poverty schools; effective instructional strategies and good classroom management. In addition to academic-focused professional development, Heritage provides all staff members with professional development focused on safe schools, wellness and the 7 Mindsets. We believe those areas of training are also critical to serving the population of students at our school.

- **Safe and Nurturing Environment**

Finally, the area that may seem unrelated to academic success, but is a key component of our action plan, is addressing challenging issues associated with students in high poverty environments. The Heritage Academy superintendent has created a detailed and deliberate plan for school success. This plan is aligned to the widely-accepted theory of learning developed by Abraham Maslow in 1943. Maslow's Hierarchy of Needs provides a foundation for many current educational theories and approaches. Maslow's hierarchy of needs asserts that the first four human needs (physiological, safety, belongingness and esteem) are critical in building the basis for self-actualization (the fifth level identified in his learning theory). When the first four levels are not satisfied, a human is considered "deprived" or "deficient" and those levels become predominant. When children's needs in these four areas go unmet, they are unable to learn, grow and become self-actualized adults. This approach is absolutely critical in serving the diverse, high-risk population that Heritage Academy serves. With 94% of Heritage Academy students living in poverty and 39% of Heritage Academy students qualifying for individual plans due to disability, medical need or English language proficiency need, student academic success can only be achieved by starting with students' basic human needs. High mobility, poor attendance, poor nutrition, lack of family support and mindsets that do not lead to success impact our students' ability to succeed academically. The leadership team has worked with community leaders to implement attendance court to encourage parents to make sure their children attend school regularly. The school has also implemented attendance incentives to motivate students to attend regularly. Research supports a direct correlation between nutrition and academic achievement. Our school has addressed this by implementing schoolwide free breakfast, lunch and fresh fruits and vegetables snack. Heritage Academy developed a school improvement plan that is designed to produce student success by addressing students' needs at all five levels identified by Maslow. All five levels are addressed each year of operation, however the emphasis for each year of operation varies so that the most critical needs are met first. As a result, the plan, and associated activities, build the foundation for students' success.

- **Family and Community Engagement (FACE)**

Heritage Academy parents, guardians and other stakeholders provided input for the HA Strategic Plan and CIP by attending bi-annual parent meetings; completing annual surveys and serving on advisory committees associated with both the school's Title IA program and with specific school board standing committees (SEM and Student Achievement; Parent and Community Involvement). In addition, middle school parents provided specific input for individual student growth plans as well as for the middle school academic programs at Heritage Academy. Heritage Academy staff continue to revise and monitor the HA Parent Involvement Plan (Appendix F) based upon current research and best practices. During the 2017-18 school year, Heritage Academy staff members will attend FACE professional development opportunities offered through the Idaho Department of Education and Harvard University.

When examining research regarding effective schools, the outlined practices Heritage Academy has implemented will lead to the outcomes we have identified as goals. These practices have already led to increased growth and proficiency in students who have continually attended our school. The table below provides a brief overview of the growth produced by the practices we have implemented during the current performance period.

LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment	2 nd Year of Enrollment	3 rd Year of Enrollment	4 th Year of Enrollment
% PROFICIENT	24%	40%	60%	84%

Evidence is clear that the percent of students demonstrating proficiency on the Idaho Reading Indicator steadily increases as students receive instruction in our school. We would like to see those gains happen within two years of enrollment, but we are achieving our goal of over 80% proficiency after 3 years of continuous enrollment. These data show that our academic program is effective in meeting the academic needs of our students.

The challenge for us, in achieving the academic success that the board, the superintendent, the stakeholders and the Idaho Public Charter School Commission would like to see, is in addressing the issue of mobility in our school. The low proficiency scores on both IRI and ISAT measures reflect a very large portion of our student body moving in and out of our school, often multiple times during the school each school year. In order to meet our goals for all academic measures, we will need to increase our efforts to mitigate the negative impact of poverty, and its associated challenges, on our students.

Impact of Serving a High Poverty Student Body with Significant Numbers of Students with Special Needs

According to the Center for Public Education, children who live in poverty often attend the lowest performing schools. State and national assessments consistently show impoverished children lagging behind in performance.¹ (Copyright 2005 Center for Public Education, Posted Aug 19, 2005; <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/High-performing-high-poverty-schools-At-a-glance-/default.aspx>, prepared by Caliber Associates for the Center for Public Education. Caliber, an ICF company based in Fairfax, Va., specializes in social science research and evaluation). Impoverished communities face many hardships, where children, families, and the schools that serve them confront in unison. For schools, these challenges include children who start school without early literacy skills, high rates of absenteeism and transience, difficulty attracting experienced teachers, and much more (Stiefel et al. 2000). Heritage Academy finds this to be true among the members of its student body.

A 2008 study done by Dr. Arthur Agatston showed significant increases in math scores among all 1,197 student participants in comprehensive school-based child nutrition programs in 79 elementary schools nationwide. A survey of K-8 teachers, conducted by Lake Research Partners in October 2010, showed that two-thirds of teachers reported children regularly come to school too hungry to learn. Many have not eaten since lunch the day before. Childhood hunger and nutrition are serious issues in America. The Federal School Lunch Program tries to address these issues by providing free and reduced lunches to children in need. Free breakfast is also provided school-wide by schools who qualify (such as Heritage Academy). Recent school demographic data, provided by the Idaho Department of Education and the USDA indicate 94% of Heritage Academy students qualify for free or reduced-price lunches.

Our child nutrition program is one element in our comprehensive approach to serving our students. In order to address the behavioral and affective challenges within our student body, we have put integrity, character and mindset programs in place, increased the level of school counseling services provided, offered free breakfast, lunch and fresh fruits and vegetables snack program to all of our students, and added attendance incentives and support systems to address chronic absences. We developed community and parent recognized high quality programs for students with disabilities and students who have limited English proficiency. We hired six (out of twelve) teachers with significant experience providing intervention services and implementing effective RtI programs. Three of the six staff members are certificated special education teachers that came to Heritage Academy because they are committed to the vision of the school and to having a charter school that serves all students.

Our school has a reputation in our community for effectively meeting the needs of struggling students. That has led to our school having a higher than average percentage of students with disabilities, ELPs and 504 plans. In addition a very high number of our students with disabilities need expensive related services, assistive technology and support within both the resource room and the general education setting. This adds to the challenges Heritage Academy faces because funds to support special education and ESSA federal programs are distributed based on US Census data, not on the number of students who are eligible for those services. As Heritage Academy's reputation for meeting students' needs has grown, and its number of students with special needs has grown, its funding for those programs has remained the same.

Our Board, Superintendent, and staff would not change the students we serve and we are honored to work together to meet those challenges. We are creative in our approach to meeting needs and committed to the students in our community. We spend significant time collaborating and making adjustments based upon the data we have available. Our students with disabilities have made significant gains in meeting identified IEP goals. Many are achieving grade level proficiency and exiting from their IEPs. Our ELL students are also making significant gains and achieving English language proficiency. As you can see from our IRI data, when students are continually enrolled at HA, they grow and become proficient.

High poverty, high mobility, poor nutrition and poor attendance have a significant impact on the academic success of students at our school. We have successfully addressed the issue of poor nutrition. The issues of high mobility and poor attendance continue to be a challenge.

Research undeniably supports the importance of regular school attendance on student achievement and the potentially lifelong impact of excessive absenteeism. Especially during a child's elementary years, both common sense and research conclude that being in school on a consistent basis helps children build a strong learning foundation (Chang & Romero, 2008). Chronically absent students in the early grades are those missing at least 10% of the school year regardless of whether the absences are unexcused or excused. Chronically absent kindergarten students have low general knowledge and the lowest scores in reading and math (Jacobson, 2008). This is also the case with high mobility students, and mobility may have a more significant negative impact on a child's education. When students move in and out of school districts, they are exposed to a variety of approaches to instruction and curriculum. Even when curriculum is aligned to state and national standards, the tools associated with one research-based curriculum may not be identical to another. This makes it difficult for students who struggle and rely on curriculum-based tools to increase their access to information and their ability to connect skills and concepts they are learning. For example, students in kindergarten and first grade often use sound spelling cards as tools to help with letter sounds and blending. Those skills are critical in developing fluent readers. When students move to higher grade levels, those sound spelling cards are available (on teachers' walls) to help students with things like challenging vocabulary and less frequent spelling configurations. When students move from school to school, they cannot use those tools because the tools are constantly changing. High mobility students also often miss additional days of school while they are moving from school to school. In our community, this is a challenge that can result in individual students missing 10-20% of each school year.

At Heritage Academy, as in other high poverty communities, reasons for excessive absences fall into the following four categories: family factors, school factors, economic influences, and student variables (Baker, et al., 2001). Family factors include poverty, drug or alcohol abuse, domestic violence, and lack of parental guidance and supervision. Economic factors include situations such as single-parent homes, highly mobile families, parents working multiple jobs, or a lack of dependable transportation. Student variables include poor mental or physical health, lack of understanding concerning the school attendance policy, or drug or alcohol use.

Heritage Academy team members have worked together to identify and begin to implement strategies to improve attendance. Two recent studies aimed at improving attendance of chronically absent students suggest strategies for improving parental awareness and accountability thereby increasing student attendance rates. Rogers and Feller (2016) in an absence reduction field experiment sought to adapt communication with parents concerning absences to determine if different types of messages affect student attendance. The researchers concluded that correcting parents' downwardly

biased beliefs about how many days their student had been absent substantially reduced absences, creating a sense that absences are being monitored and implying accountability.

- As illustrated in the table below an average of 40% of Heritage Academy students are new to the school each year (with 15% of those students being new kindergarten students and 25% of those being new students in other grades).
- Of the approximately 67% of Heritage Academy students that have been previously enrolled at Heritage Academy, an average of 25% have moved in and out of the school and those moves are typically due to economic or family challenges. Of students who are not scoring proficient on state assessments, 40-50% have chronic attendance challenges, and as reported previously, 78% of students score significantly below grade level when first enrolling at Heritage Academy.

	Fall Student Count	Never Enrolled (1 st Time at HA)	Previous Student (Attended HA in the past)	Continually Enrolled (Have been at HA 2 years or longer with no breaks)	Enrolled Off and On (Have attended HA previously with breaks in enrollment)
%	100%	**43%	57%	*37%	*24%

*These percentages do not include kindergarten and first grade students because they are newly enrolled in elementary school

** 15% of these students are newly enrolled kindergarten students, each year

These demographic characteristics, along with the high percentage (39%) of students with special needs creates a very unique set of challenges for an Idaho charter school. The Heritage Academy board and superintendent have always had a strong commitment to making certain our charter school provides high quality services to students with diverse and challenging needs. We want to continue to provide an option for families in the Magic Valley who need a small school with a high level of support. We know continuing to provide the variety of services and supports that we provide makes it more challenging to meet all of the standards we are required to meet. We believe that part of the role of our school, in our community, is to provide a foundation for children to grow into successful adults. Most of the students who attend our school would not have that foundation if our school did not exist.

Mobility and Absenteeism - What we have done so far

During this performance certificate period, the school has implemented several practices to address chronic absenteeism, high mobility, and enrollment changes (from one school to another) due to chronic discipline problems.

The first step that the school took to address these issues was to implement a strong focus on school culture with an emphasis on high expectations, accountability and a caring, welcoming environment. Student attendance was emphasized by teachers and the superintendent, and phone calls were made to parents of children not in attendance. In addition, the superintendent has always met with parents of new and of exiting students to welcome them to the school or to discuss the reasons the student is leaving. This has helped create the welcoming nurturing environment for new students and resolve any issues that were causing parents to want to leave the school. In most cases, those meetings resulted in the child's continued enrollment at Heritage.

The second step the school took to address these issues was to contract with the City of Jerome, Jerome Police Department, to provide school resource officer services to the school. This allows the SRO's in our community to have access to data from the Jerome School District, Heritage Academy and, in some cases, surrounding districts. The access

to data provided the Superintendent with the ability to discuss discipline and attendance issues with administrators from a child's previous school and/or administrators from the school to which a child was transferring. The superintendent also attended a community multi-disciplinary team meeting with representatives from the Jerome School District, Jerome County Prosecutor's Office, Idaho Department of Health and Welfare and Cares (health providers who work with children identified by DHW) to coordinate efforts to support students identified with significant challenges (discipline, attendance, abuse, mobility). Through attendance at those meetings and coordination with administrators from other schools, Heritage Academy has been able to create and participate in a progressive plan to address specific challenges. For example, the Jerome School District superintendent and the Heritage Academy superintendent have coordinated efforts to address students with discipline issues that require a recommendation for expulsion. Their coordinated efforts allow all local schools to follow a progressive discipline model that is integrated among schools. Whether the student attends our school or a neighboring school, the next step in the process is followed. With regard to discipline and enrollment, that process has resulted in a change from 60-70% of our middle school students enrolling at Heritage because they had been suspended from another school multiple times, to fewer than 1% of our new middle school students enrolling due to chronic discipline issues.

Attendance issues are more challenging for all of the schools in our community. The team meetings allow us to track attendance problems among all local schools. The administrators from all schools have implemented an attendance court that occurs at each school and is coordinated through the county prosecutor's office. Attendance letters are sent to parents whose children are absent an excessive number of times and parents are referred to the attendance court. At attendance court meetings, the judge, parents and school officials create a plan for improved attendance. Parents must return to attendance court for follow-up sessions and parents may be referred for prosecution if attendance does not improve. Unfortunately, these efforts have resulted in short term improvement in attendance and have not led to sustained regular attendance.

Attendance - Plan of Action

Combining elements of both attendance studies, a plan of action to help students with chronic attendance problems could provide an ethically responsible approach to this issue. One challenge at Heritage Academy has been the task of simultaneously developing multiple policies which meet the needs of children and families, remain faithful to the charter and adhere to the law. A few committed educators have dedicated themselves to creating policies which ensure a safe, unique educational experience focusing on enrichment and openly welcoming all students regardless of their background or special needs. With many policies in place and beginning to improve the culture and effectiveness, it is time to turn attention to development of immediate and long-term policies to assist students whose poor attendance hinders their educational growth.

Immediate. When a child is absent or truant, the child's parents will be contacted by mail and by phone. The mail correspondence will include the child's attendance record as well as information which emphasizes the impact of being in school on a child's academic success. The phone conversation will seek to build positive rapport, determine causes for the most recent absences, and offer assistance in developing routines for improving attendance.

A staff member will be assigned the role of "attendance agent," and will identify all students who have five or more absences. Students who are identified will be included in a group that holds a special meeting during breakfast break each day with the "attendance agent." A sticker for each day that a student is present will be recorded on a chart, and the student will be allowed to choose from a prize box when they are present for a whole week. During the breakfast meetings, emphasis and conversations should focus on building positive relationships and accountability at school. They will also emphasize the importance of being present to learn. Individual attendance goals will be established for each student. A celebration will be planned with student input for students who meet their goals after eight weeks.

Short-term. During the next two to four months, improved connections will be made with families of chronically absent students. Heritage Academy will also strengthen its basic attendance procedures and implement a program to flag students after five absences in a semester in order to refer students to the "attendance agent" before absences become a chronic problem.

While it is important that schools hold family members accountable, merely informing families of attendance problems is inadequate. Just as Heritage Academy seeks to create a culture of responsibility rather than punishment for its students, strategies that encourage family input and contributions during times and at convenient locations in order to make them part of the team committed to the best interests of their children will enhance the overall program. Janet's parents are the main resource for getting her to school. A strategy which shares ideas and provides support, rather than placing blame, will be developed.

In conjunction with the breakfast meetings, the "attendance agent" will contact the families of students who are participating. The "attendance agent" will serve as a home family connection to identify the root causes for the children not coming to school. The families will be invited to participate in three sessions which emphasize the power of the family and focus on finding positive solutions. The content of the sessions will emphasize (1) the Seven Mindsets character program in which students are participating at school (2) the importance and long-term impact of school attendance and (3) strategies for developing routines that support school attendance. The "attendance agent" will make phone calls home immediately following the breakfast meeting to the home of any student who is absent. If a student is absent for two days, which would bring the total days absent to seven or more, the "attendance agent" will make a home visit.

In addition to empowering families, Heritage Academy will strengthen its basic attendance procedure by reminding teachers of the importance of recording attendance accurately and consistently prior to 8:45 a.m. each day. The school secretary will run an attendance report which flags students who have more than five absences before lunch each day and provide the results to the "attendance agent" who will make contact with the families immediately and determine a plan for each student.

Teachers will also be coached to include "Coming Up" sections in their letters home to families that describe the core subject plans, scheduled assessments, scoring rubrics, demonstrations of math processes, and specialized homework to support upcoming lessons. The intent of including this section is to inform families of the instruction, assignments and coursework children miss when they aren't in school and to show that extra homework will not make up for the missing days.

Finally, in order to promote awareness and overall school participation in improving attendance, daily, weekly and monthly school attendance percentages will be posted on a bulletin board outside the school office. Individual classrooms will calculate and post their attendance numbers, percentages and ratios as part of calendar or morning meeting. An announcement recognizing and celebrating improved attendance will be added to the monthly character assembly, and students with perfect attendance for the month will earn a certificate entitling them to a free dress day on which they will not be required to wear their regular school uniforms.

Long-term. In order for school attendance strategies to take hold and be effective, the culture and system at Heritage must support the changes which are taking place. Long-term, this requires that a cohesive staff with trusted and shared leadership have input in utilizing data-based decision making to assess school and student needs in development of an attendance policy.

An oversight team for school improvements comprised of the superintendent, teachers, classified staff, and parents, will be created. The team's initial task is to develop a school attendance policy to be distributed to families and posted on the school website. A comprehensive, effective, attendance policy will contain consistent procedures and policies as well as support strategies for families and teachers. It will also include a plan for continuous evaluation.

The attendance plan will ensure that policies are publicized and understood by all staff and students. While maintaining alignment with the school's goals, the emphasis should be on changing rather than punishing behavior. The policy will develop procedures for reporting, recording, and monitoring student attendance which facilitates family involvement, parent notification and frequent home-school contact. The incentive program which utilizes sticker charts, small rewards and various celebrations will be evaluated for its effectiveness, refined and included in the policy.

The result of this formal school attendance policy will be to establish reasonable attendance policies with consequences for missing school, targeted interventions for students with chronic attendance problems, and strategies to increase engagement with students and their families.

The challenge of mobility is something our school is focusing on in the upcoming performance period. Our data show that mobility is the biggest challenge impacting our academic success. Our leadership team has identified research-based strategies to improve attendance and we have identified strategies we believe may lead to less mobility among our students. In addition to continuing the school improvement efforts we have implemented to strengthen curriculum and instruction, addressing mobility is our highest priority.

Comprehensive Literacy Plan

School District	LEA 479 Heritage Academy	
Contact	CIP: Dr. Christine Ivie	Phone:208-595-1617
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Current Program Summary

The Heritage Academy Leadership Team and Literacy Team use the same approach to gather stakeholder input regarding the school's literacy plan as is used for the CIP. Input is gathered from all district/school level teams as well as from parents, community members and staff members.

Community Involvement in the development of the Combined District Plan and Literacy Plan

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;
 - Heritage Academy has a leadership team that includes parent representatives. The district also has a parent advisory committee focused on family and community engagement (FACE). Both groups meet regularly and provide input to guide the strategic plan all elements of the continuous improvement plan. In addition, all Heritage Academy parents provide input through surveys that include questions regarding college and career ready advising as well as academic programs.
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children
 - Heritage Academy provides parents with information through a text messaging app that allows each parent to receive electronic messages and newsletter on phones or personal devices. Heritage Academy also provides information at quarterly parent teacher conferences and parent events. Heritage Academy middle school teachers and counselors also host an annual parent and student night focused on students' plans for high school and beyond.
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

- All Heritage Academy parents are notified quarterly of their child(ren)'s progress in reading, language arts and math. Parents receive information regarding benchmark assessment results, annual goals and progress toward those goals. Parents of children who are identified as needing additional intervention are notified through informal parent – teacher communication and then through formal team meetings to develop intervention plans.

Prior to 2016-17 HA focused on strengthening the core instruction program by adopting Open Court the school's previous reading. In addition, all teachers develop lesson plans, scope and sequence utilizing the Core Knowledge Sequence as a framework for instruction in social studies, science, language arts and math. The Core Knowledge Sequence is aligned to the CCSS and is a rigorous framework designed to ensure all students are proficient or advanced in all core content areas. By focusing primarily on good instruction and intervention, HA strengthened our overall instructional program and prepared students to have the skills and knowledge necessary to succeed in all content areas.

HA has been collecting data through the use of Istation probes (RCBM, MAZE, MCOMP, MCAP) over the past 4 years. Teachers also administer the CORE Reading assessment and Idaho Reading Indicator in grades K-3 and classroom curriculum-based assessments in grades K-8. The leadership team has used data to drive decisions regarding increasing instructional time (through revising the master schedule for all grades) and adopting stronger core curriculum in reading (Open Court) and math (EngageNY). The Student Assistance Team (SAT) utilizes the RtI approach to assess individual student needs and plan for specific interventions designed to address specific gaps. HA has also been working with School Improvement Capacity Builders to analyze data and align school practices to those identified in high performing schools. Data show that our students are still significantly behind and fall 2015 data reflect an inverted triangle, rather than the typical distribution of scores in Tier 1, 2 and 3. Our leadership team and capacity builders have added stronger intervention programs in reading, that are aligned to the CCSS and support our core instruction. The master schedule now maximizes core instruction time in both reading and math. Teachers have received a significant amount of training in effective strategies to address all components of effective reading instruction. In addition, we have added intervention groups facilitated by HQ teachers and paraprofessionals and one-on-one intervention from trained middle school teachers' assistants who are supervised directly by our federal programs' director. All of the strategies we are employing are producing growth (as measured by monthly progress monitoring and curriculum-based assessments. We believe that we need additional intervention in order to make progress to ensure all of our students become proficient as quickly as possible. The leadership and student assistance teams have mapped out strategies to achieve the growth our school needs and believe the proposed interventions and strategies will assist our school in achieving our identified goals.

Heritage Academy utilized federal funds to provide Tier 1 and 2 math and reading intervention to students in grades K - 8. Funds will be used to purchase additional intervention materials (EngageNY intervention kits and manipulatives; SRA Phonics Intervention Kits; CKLA reading and intervention materials and Anita Archer REWARDS and Phonics for Reading literacy intervention programs for grades K-8); classroom sets of novels with audio (to increase fluency and comprehension), and a document camera to allow teachers to create visual representations for students. Funds were also used to provide additional support from a paraprofessional who will work directly under the supervision of our Federal Programs' Director.

HA implemented and monitored the impact of the new master schedule (implemented beginning in January 2016). The leadership team will make adjustments to increase instructional time and rigor, when the need is identified. In addition, the leadership team will evaluate the impact of the current school calendar, on instruction, at the summer leadership team retreat.

Program Summary (2017-2020)

Heritage Academy is a unique charter school of choice designed to meet the academic needs of the children in the Magic Valley. The school opened in August, 2011 and serves approximately 175 students in grades K-8. Ninety-four percent of students from Heritage Academy are eligible for free or reduced-price lunches, and thirty-nine percent of our students

receive services designed for children with disabilities, medical challenges and/or English language proficiency needs. The school is served by 25 staff members and an administrative staff of four.

Currently 84% of primary grade students who have been continuously enrolled at Heritage Academy score proficient or “benchmark” on the Idaho Reading Indicator (IRI). Longitudinal data show steady gains in whole class IRI data as students move from kindergarten through first, second and third grade. Heritage Academy’s kindergarten classes have consistently started with 55-60% of students scoring basic or below basic on the fall IRI. This indicates a significant portion of our kindergarteners come to school without school readiness skills and beginning literacy skills. In addition, 78% of students score below grade level on the IRI the first year of enrollment at Heritage Academy. These data are encouraging to Heritage Academy stakeholders because they show the tremendous growth achieved through high quality instruction and intervention received by students in our school. Istation benchmark assessment results and progress monitoring data show students making the expected amount of growth in reading and math, when they are effective core instruction, intervention and targeted, intensive intervention.

Our plan for literacy intervention is to continue intensive intervention programs and implement additional support for students. We are building upon the foundation established over the previous five years and implement specific steps designed to provide intensive intervention to students not making progress after participating in the efforts described below. The plan specifically addresses the impact of poor attendance and mobility on academic growth. Heritage Academy utilizes a variety of tools to target students who demonstrate significant academic gaps, lack of proficiency in meeting academy standards and limited or no growth after participating in intervention programs during the school day.

When examining research regarding effective schools, the outlined practices Heritage Academy has implemented will lead to the outcomes we have identified as goals. These practices have already led to increased growth and proficiency in students who have continually attended our school. The table below provides a brief overview of the growth produced by the practices we have implemented during the current performance period.

LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment	2 nd Year of Enrollment	3 rd Year of Enrollment	4 th Year of Enrollment
% PROFICIENT	24%	40%	60%	84%

Evidence is clear that the percent of students demonstrating proficiency on the Idaho Reading Indicator steadily increases as students receive instruction in our school. We would like to see those gains happen within two years of enrollment, but we are achieving our goal of over 80% proficiency after 3 years of continuous enrollment. These data show that our academic program is effective in meeting the academic needs of our students.

The Plan for 2017-2022:

The board and superintendent implemented the following research-based steps designed to accomplish schoolwide goals and proficiency in all areas (academic, mission-specific, operational, fiscal):

1. Replaced previous school superintendent when data showed significant leadership deficits.
Implemented an extensive data collection, analysis, action, review and adjustment system for all areas.
2. Implemented strong core curriculum and intervention programs; increased core instruction time and made data-driven adjustments as necessary.
3. Increased focus on core math and reading/language arts instruction.
4. Increased stakeholder communication and parent involvement

5. Hired new staff members with increased experience, education and expertise in areas of need.
6. Implemented comprehensive professional development to address schoolwide needs.
7. Added new components of SEM and provided training to all staff members.

Action Plan for the current period:

1. Continue efforts implemented during the current performance period, especially those efforts aligned with effective school practices and designed to increase academic success for all students.
2. Add a full-time instructional coach focused on mentoring new and/or struggling teachers. Utilize the instructional coach to assist teachers and paraprofessionals in strengthening core reading instruction and intervention programs.
3. Adjust targeted assistance program to provide intensive intervention based upon data analysis (from comprehensive assessment and progress-monitoring system).
4. Implement the following activities:
 - Hire a literacy paraprofessional to provide intervention to students identified through our RtI process. These students score basic or below basic on the Idaho Reading Indicator. They also show significant deficits on Istation Plus Benchmark testing and progress monitoring probes.
 - Hire a paraprofessional to work 0.5% as a Title IA Intervention paraprofessional and 0.5% as an intervention paraprofessional focused on intensive intervention for students with chronic absenteeism and/or mobility challenges.
 - The certificated staff members currently teaching at HA, and the paraprofessionals hired will utilize current Heritage Academy assessment and intervention programs to provide intervention for students identified as not responding to the current intervention (due to absenteeism and mobility). The assessment programs include Istation Plus; Core Phonics Assessment; Idaho Reading Indicator; CKLA Assessment protocol and curriculum-based assessments. The intervention programs include GATE, Anita Archer Rewards, Anita Archer Phonics for Reading, Core Knowledge Language Arts intervention and Read Naturally).
 - Students will participate in 120 minutes of core reading instruction and 30 minutes of intervention each day. In addition, students identified as not meeting growth goals (monitored by Istation Plus and through bi-monthly data meetings) will receive an additional 20-40 minutes of intensive reading intervention each day. Staff members will drill deeper into the data to identify holes and gaps that are preventing growth and address these using the intervention tools identified above to target those areas. Reading instruction will include daily blending board to explicitly address blending and decoding.
 - Students will be assessed using iStation and the Core Phonics Survey. Additional assessments from the Core Source Book may also be used to further identify areas for intensive intervention. Interventions will use the identified resources (above) to target gaps in phonemic awareness, phonics, fluency, vocabulary and comprehension. Intervention groups may use instructional strategies to focus on letter sounds; long and short vowel sounds; sound spellings; blending; decoding; high frequency words and phrases; fluency; vocabulary; comprehension and any additional skills identified through the assessment process.
 - Provide 7 Mindsets training to all staff members. This will allow all staff members to implement curriculum, instructional practices and use of common language to assist students in developing mindsets associated with success in life. Through the implementation of 7 Mindsets, we believe our students will develop a stronger commitment to attending school, a commitment to doing their best on their school work, and a greater sense of accountability and engagement in school.

- The paraprofessional will work with our Federal Programs Director to implement our attendance and mobility plan. This plan includes monitoring student attendance; making phone calls to parents; talking with parents and students about the importance of attendance, and scheduling “make-up” intervention sessions for students who are absent.
- The paraprofessional will collect data and provide it to our Federal Programs Director and Student Assistance Team in order to allow the team to make adjustments that ensure growth in students who previously showed a lack of growth but may have missed significant portions of core instruction and intervention.
- The Federal Programs Director and Superintendent will work with regional school administrators to develop a script and meeting protocol designed to allow school personnel from the exiting school and enrolling school to team and speak to parents about the challenges associated with mobility. The goal will be to provide parents with information about the negative impact changing schools has on students’ growth as well as to provide a smooth transition for students, if parents need to move due to socio-economic challenges.

The Federal Programs Director will evaluate the effectiveness of the plan by using attendance data from Power School, Istation Benchmark data, IRI data, Core Phonics Survey data and classroom based assessment data. She will meet with team members at the end of each quarter to collaborate and make adjustments designed to improve program effectiveness.

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 Istation 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).

HERITAGE ACADEMY - ANNUAL ASSESSMENT PLAN

	KINDERGARTEN	1ST – 3RD	4TH – 8TH	ELL	SWD/IEP
SEPTEMBER	Speech, Language and Hearing Screening Fall IRI Istation Plus Reading and Math Benchmark Assessments CKLA & Bridges Benchmark Assessments Core Phonics Survey	Speech, Language and Hearing Screening Fall IRI Istation Plus Reading and Math Benchmark Assessments CKLA & Bridges Benchmark Assessments Core Phonics Survey	Fall IRI Istation Plus Reading and Math Benchmark Assessments CKLA & Bridges Benchmark Assessments Core Phonics Survey	WIDA Access Screening Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	Math, Reading and Written Language Benchmark Assessments (Istation Plus, MAZE, MCOMP, MCAP, RCBM; Read Naturally, Moby Max, etc.)
OCTOBER	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	TIMING DETERMINED BY IEP TEAMS – Examples: Connor, BASC Woodcock Johnson, Core Phonics, Readlive or Read Naturally probes, Istation Plus, Curriculum-based assessments, etc.
NOVEMBER	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	ISAT Interim Testing – ELA and Math Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	Related Services OT PT Speech Language Etc.
DECEMBER	Istation Plus Reading and Math Progress	Istation Plus Reading and Math Progress	Istation Plus Reading and Math Progress	Students complete all grade-level assessments	(as determined by IEP teams)

	Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
JANUARY	Winter IRI Istation Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments	Winter IRI Istation Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments	Istation Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments End of Course Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
FEBRUARY	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	WIDA – Language Proficiency Students complete all grade-level assessments Progress monitoring using tools from EL intervention program	ISAT ALT – SCIENCE IPASS (Alternative Assessment eligibility determined by IEP teams)
MARCH	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Istation Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments Bridges Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program	
APRIL COMPLETE KINDERGARTEN	Istation Plus Reading and Math Progress Monitoring Assessments	Istation Plus Reading and Math Progress Monitoring Assessments	Istation Plus Reading and Math Progress Monitoring Assessments	Students complete all grade-level assessments Progress monitoring	

SCREENING FOR FALL	CKLA Unit Assessments Bridges Unit Assessments	CKLA Unit Assessments Bridges Unit Assessments ISAT – 3 rd Grade Only	CKLA Unit Assessments Bridges Unit Assessments Idaho Standards Achievement Tests (Literacy, English Language, Math and Science)	using tools from EL intervention program (Details determined by ELP teams)	
MAY	Spring IRI Istation Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments	Spring IRI Istation Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments	Istation Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments Bridges Benchmark Assessments End of Course Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	

MONTH	ASSESSMENT	STUDENTS	STAFF ACTION
AUGUST	ASSESSMENT	STUDENTS	STAFF ACTION
	<p>Assessment Preparation – Teacher Inservice</p> <p>ISTATION – Upload students in the system from Power School (Assessment Director)</p> <p>Distribute and Identify Students on Parent survey that may need to take the English Learner Screener (WAPT) (Assessment Director and EL Coordinator)</p> <p>Meet with teachers during staff meeting to show them preparation resources for the ISAT-SBAC in Reading, Math, and Science. (Assessment Director)</p> <p>Students will begin taking the Idaho Reading Indicator</p>	NA	<p>Staff Inservice:</p> <ul style="list-style-type: none"> • Assessment overview • Proctor training for Istation Plus • ISAT resources • IRI Schedule • Data access and goal setting • Progress monitoring • Rtl Overview • SAT referral process and forms
SEPTEMBER	ASSESSMENT	STUDENTS	STAFF ACTION
Weeks 1 & 2 of the School Year	<p>Complete Idaho Reading Indicator testing and upload in the system.</p> <p>The first ISTATION Benchmark or probe will take place as soon as Power School is complete. Projecting to begin September 12th through the 15th. Each successive probe during the month will</p>	All K-3 Students	

	take place in the last week during the last two days of the month unless holiday schedules interfere.		
	El-Screening will be completed prior to the 30 day of school which is October 18 th .		
	<p>K - 5th grade will take ISTATION Benchmark at the following times:</p> <ul style="list-style-type: none"> • Kindergarten will take the ISTATION Benchmark in the K classroom. • Mrs. Weir's 1st grade class in the 1st grade classroom • Mrs. Lehnus on Monday from 10:15-11:15am • Mrs. Rasmussen on Tuesday from 10:15-11:15am • Mrs. Carpenter on Wednesday 10:15-11:15am. • Mrs. Fontes will also be on Thursday 10:15 to 11:15am. • from 8:15-9:30 am in the computer lab. • The time of day of the assessment schedule will remain the same with the exception of possibly flexing to accommodate the ISAT-SBAC. <p>Middle School students will complete their assessments on Wednesday and Thursday</p>		
October	ISTATION will be completed as noted above.		
November	ISTATION will be completed as noted above and end on the 1 st of December		
December	<p>ISTATION will begin on the 19th of December and end on the 22nd of December to accommodate the holiday schedule.</p> <p>Mid-year English Learner Assessment will begin on December 5th for students who qualified according to the screener.</p>		
January	ISTATION will be completed as noted above. Benchmark IRI testing will begin on January 17 th , 2017.		
February	ISTATION will be completed as noted above.		
March	ISTATION will be completed as noted above after returning from Spring Break.		
April	SBAC testing will begin. Please refer to schedule below. ISTATION will be completed as noted above.		
May	ISTATION will occur from 15 th of May to the 18 th of May due to activities taking place for the last week of school which is the following week. IRI testing will also occur on the 15 th of May to the 18 th of May due to last week activities.		

Parent Involvement Plan

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. **Develop a Parent Advisory Committee:** The school will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of our school Title I program as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student in this school is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of 6 to 12 parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school respond to any such suggestions as soon as practicably possible.
2. **Annually review our Parent Involvement Plan:** The school will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan. The plan will outline how the school will work with their parents to throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
3. **Annually review our Parent /School Compact:** The school will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be annually provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.
4. **Annually establish how Title I Parent Involvement Funds will be used:** The school will, with consultation and input from their parents, annually develop a plan for use of any and all Title I parent involvement funds. These funds will be used to provide parents with materials, pay reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable participation in school related meetings and training, and other costs directly associated with increasing parental involvement. A plan

for use of these funds should be completed at the first meeting of the school year, and be shared with all parents.

5. **Annually review the use of Title I funds and evaluation of the use of these funds:** The school will, with consultation and input from their parents, annually review how Title I funds will be used throughout the school year. This should be done at the first meeting of the year. Parents will be provided with data that supports the use of these funds and be asked for their input. Before the end of each school year parents will be provided with evaluation information/data that assesses the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.

6. **Facilitate regular, meaningful two-way communication:** The school will hold an annual meeting for parent to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at Back to School Night, early in the fall. The school will also offer this information at meetings held at flexible and convenient times for parents. The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in the parent newsletter monthly. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.

7. **Build the capacity of parents to support their child(ren)'s learning:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. This will include a family math night and a family reading night. The school will also work with the district and a local program to offer Love and Logic courses for parents.

8. **Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school:** To the extent feasible and appropriate, the Title I consulting teacher and Special Education teacher will work with the preschool program and Head Start to conduct activities that encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to tour the school, meet staff and obtain transition materials before the start of school for parents of children transitioning to Kindergarten.

9. **Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and education staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

College and Career Advisory Plan

School District	Heritage Academy LEA 479	
Contact	Name: Christine Ivie	Phone: (208)595-1617
	E-mail: civie@heritageacademyid.org	

College and Career Advising Model

School Counselor	Heritage Academy utilizes the Dependable Strengths Articulation Process, 7 Mindsets, Sources of Strength and a variety of research-based college and career advising processes to help students plan for successful futures. The school has 2 certified school counselors who work with all students K-8
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Advising Program Summary

Heritage Academy will utilize elements from the Idaho Comprehensive Guidance Model, the Dependable Strengths Articulation Process (Haldane and University of Washington), Sources of Strength and 7 Mindsets to assist students in identifying their strengths, interests, aptitudes and goals. The combined approach will also help connect students with mentors and role models who can help them achieve their goals. By utilizing a daily advisory and the 7 Mindsets curriculum, students will also develop the mindsets identified through research on successful adults throughout history.

- **Idaho Comprehensive Guidance Model:**

A school counseling program is an integral part of the total educational system. It is pro-active, clearly defined, accountable, and developmental by design. It includes sequential activities organized and implemented by certified school counselors, teachers, administrators, students, parents/guardians, and community members. A school counseling program shall include the following delivery methods:

1. Guidance Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

The program addresses the needs of all students within the:

- Academic/Technical Development Domain
- Career Development Domain
- Personal/Social Development Domain

- **Dependable Strengths Articulation Process:**

The DSAP was originated by Bernard Haldane, Ph.D. during World War II to assist returning military veterans find civilian work. After achieving very successful results, he then adapted his innovative methods for the general public. The DSAP has been researched and refined at the University of Washington in Seattle and has been used effectively for over 50 years.

The DSAP is a planned sequence of 62 activities in an engaging 18-hour process usually conducted over two and a half days. The purpose is to identify your unique pattern of core strengths – **Dependable Strengths** – then apply this knowledge to finding meaningful work using the [Job Magnet System](#). The DSAP includes small group activities, short lecture, discussion, reflection, and experiential elements.

- **Sources of Strength:**

Sources of Strength is an ongoing, strength-based, comprehensive wellness program that focuses on suicide prevention, but also impacts other issues such as substance abuse and violence. This evidence-based program, centered on hope, help and strength, is based on a relational connections model that uses teams of peer leaders mentored by adult advisors to change peer social norms about help seeking and encourages students to individually assess and develop strengths in their lives.

- **7 Mindsets (from the 7 Mindsets website):**

Our team undertook a 3-year qualitative research study in developing the 7 Mindsets framework. For our approach, we researched, interviewed, and extensively observed, then consolidated our findings into a series of patterns. This basic foundation was the starting point for us to continue our research and test our findings in real-life applications and scenarios.

Our work is an ever-evolving study, and we continue refining our programs as further observations are made and new information is gained.

The basis of the original study was:

- Research on more than 1,000 individuals through existing books and literature
- Direct interviews with over 400 individuals, including notably successful people and experts on success and happiness
- Deconstruction of over 200 renowned books on success and happiness
- Review of other major research projects and studies conducted on success and happiness
- Interviews and observations with over 200,000 individuals we worked with directly

Throughout our research, we looked for patterns among the great lives, previous studies, and philosophies. The objective was to locate the common ground in order to isolate the foundational elements of happiness, success, and meaning in life.

As we tested and validated our findings, we began to develop a framework through which 28 characteristics could be easily taught and integrated into daily life. Given that the majority of our work was in youth education, we felt it was a natural and critical step to condense them into a simple language and learning structure that would make these concepts easily understood and relatable to young people. The result was the distillation of these 28 characteristics into the 7 Mindsets framework.

The 7 Mindsets

1. **EVERYTHING IS POSSIBLE** – Dream big, embrace creativity and expect great results
2. **PASSION FIRST** – Pursue your authentic talents and deepest interests
3. **WE ARE CONNECTED** – Explore synergies in all relationships and learn to empower one another
4. **100% ACCOUNTABLE** – Choose to be responsible for your own happiness and success
5. **ATTITUDE OF GRATITUDE** – Seek the positives from every experience and be thankful for all you have
6. **LIVE TO GIVE** – Inspire and serve others while maximizing your potential
7. **THE TIME IS NOW** – Harness the power of this moment and take purposeful action today

Description of college and career advising and or mentoring plan

- Heritage Academy will continue to implement the Idaho Comprehensive Guidance model.
- All Heritage Academy middle school students will participate in the Sources of Strength Program.
- All Heritage Academy middle school students will participate in a daily advisory program that utilizes the 7 Mindsets curriculum.
- Students will participate in the Dependable Strengths Articulation Process designed to help students identify individual strengths and consider future college and career options related to those strengths.
- The HA school counselor will utilize strength, interest and enrichment assessments to help students develop goals and understand the process needed to achieve those goals.
- The HA school counselor will work with middle school students to develop four year plans designed to help students identify and achieve college and career goals.
- The HA school counselor and school staff members will assist middle school students in transitioning to high school education options so that there is a smooth transition from HA (K-8) to secondary education.
- HA teachers will implement elective options for middle school students that provide introductory courses designed to increase interest in career opportunities in STEM.
- The HA school counselor will include parents and seek parent input in college and career readiness activities.
- Parents/guardians of 8th grade students, and 8th grade students will participate in a parent night, and follow-up meetings designed to help each student develop a comprehensive 4-year plan that includes college and career goals for beyond graduation.

Summary of method used to notify parents of available resources:

- Parent letter sent to all 8th grade parents
- Parent letter sent to all middle school parents
- Classroom newsletters
- School newsletters
- Remind App
- Parent meetings and dinners
- Parent teacher conferences

Performance Measure	2018-2019	2019-20	SY 2020 -21 Benchmark
Percent of 8 th grade Learning Plans reviewed annually	100%	100%	100%
Number of Students Graduating with a CTE Certificate	NA	NA	NA
Number of Students Graduating High School with an AA	NA	NA	NA
Percent of students participating in 8 th grade parent night	80%	85%	90%
Percent of students completing 7 Mindsets training	0%	100%	100%

Combined District Plan Metrics, Demographics and Literacy Budget

LINK to LEA / District Report Card with Demographics and Previous Data (required):

<https://idahoschools.org/districts/479>

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
Fall to Spring IRI Growth	72% growth in fall to spring proficiency from 2018-19	78% growth in proficiency from fall 2018 to spring 2019	109% growth in proficiency from fall 2019 to spring 2020	Maintain a minimum of 100% increase in fall to spring growth as measured by the IRI.
On target to meet growth trajectory goals (as measured by Istation and grade-level data team longitudinal data)	Not measured	Not Measured	Not measured	Minimum of 80% of students on track to meet growth targets (within 1 standard deviation of target)

Section II: Report of Progress Narrative

The following initiatives, programs and results from our school. Most of these have been in place for at least 2-3 years. Some have been in place for 6-7 years. All of these things are necessary to help students grow academically. We focus on the Idaho Core Standards, Bloom's Taxonomy and Maslow's Hierarchy of Needs as a foundation for our school programs. By working together on these initiatives, and providing intensive professional development focused on teaching foundational reading skills and intervening to fill gaps, Heritage has experienced tremendous fall to spring

growth in proficiency (as measured by the IRI). Heritage Academy produced growth that was more than double that of the State of Idaho during the 2016-17 and 17-18 school years. During the 2018-19 school year, the growth that Heritage produced was triple that of the State of Idaho; triple that of the local school district (with similar demographics) and more than 10 times that of nearby public charter schools.

- ISAT Interim assessment results, processes and use of data
- Number and/or percentage of students who grew 1 level or more on the ISAT (some still would not score proficient and would not be captured by the Commission Performance Framework, even though they grew tremendously)
- Average point increase from 2018 to 2019 on ISAT by grade level
- Tri-Annual benchmark assessments (IStation, Aimsweb, Bridges, Core Phonics Survey, CKLA language arts) and monthly progress monitoring (IStation math and reading, Bridges, CKLA); RtI process (we add Bridges Intervention assessment, Gloss, ICan, more frequent Core Phonics Survey and Aimsweb)
- Regular, ongoing data analysis completed by team members (led by the school administrator and capacity builder) of benchmark data, annual assessment data and progress monitoring
- Assessment Team, School Accountability and Engagement PLC, RtI Team, FACE, Team, Elementary Team, Middle School Team, Special Services Team, Child Nutrition Team, Social Emotional Learning Team, School Leadership Team
- 7 Mindsets (SEL), Sources of Strength, Extensive school counseling program, middle school advisory, love and logic, restorative practices
- Child Nutrition Program - free breakfast and free lunch for all students; free fresh fruit and/or vegetable snack for K-5
- Free school uniforms, washer and drying to wash clothes for students who don't have access to clean clothes
- Full day kindergarten (no additional cost)
- College of Southern Idaho adult education - EL, GED and technology classes in the evening (helps build academic skills of students' family members)
- Mentoring program for beginning and alternate route teachers; grow your own program to help paras interested in becoming teachers; 22 full-day professional development days built into the schedule. Most focus on data analysis, identifying and planning growth targets, math professional development or reading professional development
- Extensive board and staff strategic planning process, plans and outcomes.

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	45.0%	45.0%
Male	55.0%	55.0%
Asian	0.0%	0.0%
Black / African American	0.0%	0.0%
Hispanic / Latino	35.0%	48.0%
Native American	1.0%	1.0%
White	64.0%	51.0%
Free / Reduced Lunch Program	96.0%	95.0%
Received Special Education (IEP Students)	24.0%	25.0%

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	NA	NA
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	NA	NA
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	30.0%	50.0%
	% students who score proficient on the 8th grade ELA ISAT	47.4%	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	NR	50.0%
	% students who score proficient on the 6th grade ELA ISAT	NR	70.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	90.0%	90.0%
	% students who score proficient on the Grade 1 Spring IRI	60.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	NR	80.0%
	% students who score proficient on the Grade 3 Spring IRI	46.0%	80.0%

Report of Progress

- Note: Heritage Academy is small K-8 school. Measures marked NA are measures applicable to LEAs offering high school courses. Measures marked *** (Not Reportable – NR) are measures that are masked and cannot be included in this report due to small “n” size and the potential that reporting data would identify individual students’ FERPA-protected information (See Appendix A). (Annual Report Card; <http://apps.sde.idaho.gov/ReportCard/SchoolYear/23>, retrieved January 25, 2017)

PROPOSED LITERACY BUDGET:

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Paraprofessional	1 Para at \$12.50/hr, 30 hrs per week	1.0	14,062.00	14,062.00	14,062.00	0.00
Literacy Mentor		0.3	62,400.00	20,592.00	18,788.00	1,804.00
Benefits	Benefits for the para	1.0	24,606.00	24,606.00	0.00	24,606.00
Personnel Subtotal				59,260.00	32,850.00	26,410.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Istation Reading	Licenses for student interventions			4,920.00	0.00	4,920.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				4,920.00	0.00	4,920.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$64,180.00	\$32,850.00	\$31,330.00