

Heritage Community Charter School
District #481
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2016 – 2017

Mission:

The mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Vision:

The vision of Heritage Community Charter School is to create:

High Academic Achievement
Continuous Love of Learning
Communication that is Effective
Safe and Respectful Environment

- We believe all students should enjoy and be excited about learning.
- We believe all students can contribute to the classroom and learning environment.
- We believe HCCS students will understand and embrace their American heritage and foundations of Western civilization.
- We believe it is important for each HCCS student to understand and value his/her own heritage as well as respect the diversity within our community.
- We believe students should graduate from HCCS able to communicate fluently and effectively in more than one language.
- We believe all students will be able to succeed at HCCS and in post-secondary education.
- We believe all members of the HCCS community should be involved in meaningful community service.
- We believe the HCCS board, staff and students will create a culture that promotes respect and values learning.
- We believe that HCCS will create a culture that promotes sharing of opinions and encourages dialogue in which different opinions are respected.
- We believe HCCS board members and faculty should model the core characteristics of HCCS which are Self Discipline, Compassion, Responsibility, Friendship, Work, Courage, Perseverance, Honesty and Loyalty.

GOALS

1. College and Career Readiness

- A. Not Applicable
- B. K-8 School

2. Academic Success:

1) High School Preparedness

Areas of Focus: All students will be prepared to transition from middle school to high school.

Key Indicators:

a) ISAT

- 55% or more of 8th grade students will score proficient or advanced on the 2017 spring ELA ISAT as compared to 52% on the 2016 spring ELA ISAT.
- 30% or more of 8th grade students will score proficient or advanced on the 2017 spring math ISAT as compared to 20% on the 2016 spring math ISAT.

b) High School Preparedness

- 100% of 8th grade students enrolled in the spring semester will complete a 4-year high school plan by the end of the 2017 school year.
- 50% of 8th grade students will take a College and Career Readiness course during the 2016-2017 school year.

2) Literacy Competency

Areas of Focus: All students will be competent in the five pillars of literacy.

Key Indicators:

c) Idaho Reading Indicator

- 87% or more of Kindergarten students will score proficient on the 2017 spring IRI as compared to 85% on the 2016 spring IRI.
- 65% or more of First Grade students will score proficient on the 2017 spring IRI as compared to 52% on the 2016 spring IRI.
- 75% or more of Second Grade students will score proficient on the 2017 spring IRI as compared to 72% on the 2016 spring IRI.
- 75% or more of Third Grade students will score proficient on the 2017 spring IRI as compared to 72% on the 2016 spring IRI.

d) ISAT

- 50% or more of 5th grade students will score proficient or advanced on the 2017 spring ELA ISAT as compared to 45% on the 2016 spring ELA ISAT.
- 35% or more of 5th grade students will score proficient or advanced on the 2017 spring math ISAT as compared to 22% on the 2016 spring math ISAT

3) Academic Programs:

Areas of Focus: All students will receive classroom instruction based on the Idaho Content Standards.

Key Indicators:

- Teachers will use Idaho Content Standards as the foundation of their instruction.
- Teachers in grades 3-8 will use ISAT Interim Assessments to review student achievement data and to inform instruction.
- Teachers will identify grade level specific Essential Learning Outcomes based on the Idaho Content Standards.
- Teachers will identify and refer students to the RTI team who are not meeting grade level expectations. Tier 2 and Tier 3 intervention support will be targeted to the needs of the individual student.
- Classroom teachers, Title 1 teachers and Title 1 Paraprofessionals will provide Tier two school-wide intervention in Literacy and Math.
- All students will complete schoolwide screeners in both math and reading to help plan instructional groups and set student growth goals.

MAP-Schoolwide Assessment Screener

Percentage of students who have met or exceeded their projected growth goal from Fall 2015 to Spring 2016 on the NWEA MAP Reading and Math assessments.

Grade	Fall 2015-Spring 2016 Math % of students who have met or exceeded their projected RIT	Fall 2015-Spring 2016 Math % of projected growth met	Fall 2015-Spring 2016 Reading % of students who have met or exceeded their projected RIT	Fall 2015-Spring 2016 Reading % of projected growth met	Fall 2016-Spring 2017 Math Goal % of students who have met or exceeded their projected RIT	Fall 2016-Spring 2017 Reading Goal % of students who have met or exceeded their projected RIT
K	21%	69%	30%	69%	31%	40%
1st	24%	66%	30%	69%	34%	40%
2nd	26%	61%	35%	82%	36%	45%
3rd	40%	83%	59%	95%	50%	69%
4th	17%	42%	26%	33%	27%	37%
5th	25%	51%	26%	8%	35%	37%
6th	39%	49%	47%	58%	49%	57%
7th	43%	73%	40%	35%	53%	50%
8th	57%	105%	52%	84%	67%	62%

*Percentage Of Students Who Met Or Exceeded Their Projected RIT: Percentage of students with a Growth Index value greater than or equal to zero.

*Percent Of Projected Growth Met: Ratio of total Observed Growth to total Projected Growth.

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3. Student and Parent Engagement

Areas of Focus: All students will benefit academically from a strong partnership between the school community and home environment.

Key Indicators:

- 98% of parents of elementary-aged students and 75% of parents of middle school-aged students will attend parent-teacher conferences at least once each year.
- 70% or more of families will attend at least one school event designed to build community and academic capacity, as measured by attendance records of annual events including the Harvest Festival, Family Math Night, Family Literacy Night, the Science Fair, and musical performances.
- Maintain a school-wide ADA of 95% or higher during the 2016-2017 school year.
- The school will continue to operate at 95% or above enrollment capacity.

Report of Progress (2015-2016)

Goal	Performance Measure/Indicator	SY 2015	SY 2016	SY15-SY16 Improvement	Benchmark/ Performance Target
All students will be prepared to transition from middle school to high school	# and % of students scoring proficient or advanced on 8 th grade Math ISAT	19%	20%	1%	30%
		7	10	3	10% increase (4)
	# and % of students scoring proficient or advanced on the 8 th grade ELA ISAT	43%	52%	9%	55%
		16	24	9	3% increase (2)
All students will be prepared to transition from elementary school to middle school	# and % of students proficient or advanced on the 5 th grade Math ISAT	27%	22%	-5%	35%
		16	13	-3	13% increase (7)
	# and % of students scoring proficient or advanced on the 5th grade ELA ISAT	39%	45%	6%	50%
		23	27	4	5% increase (2)
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	70%	72%	2%	75%
		40	43	3	3% increase (2)
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	57%	72%	15%	75%
		34	44	10	3% increase (1)
		67%	52%	-15%	65%

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	# and % of grade 1 students identified as reading at grade level on the Spring IRI	39	31	-8	13% increase (8)
	# and % kindergarten students identified as reading at grade level on the Spring IRI	74%	85%	9%	87%
		43	51	8	2% increase (1)
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	87%	95%	8%	96%
	Parent Participation at Elementary parent/teacher conferences	90%	95%	5%	98%
	Parent Participation at Middle School parent/teacher conferences	60%	70%	10%	75%
Increase teacher engagement	Number of hours of job embedded professional development	96	156	60	75
	Number of subject level multi-grade teacher teams	4	4	NA	4
	Number of hours available for mentor teachers to mentor or observe/team teach	1 hour per teacher	5 hours per teacher	4	9 hours per teachers
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	NA	100%

Analyses of Demographic Data

Analyses of demographic data from school district.

	2015-2016	2016-2017
Male	48%	50%
Female	52%	50%
White	43%	44%
Black/African American	2%	2%
Asian	<1%	<1%
Native American	2%	2%
Hispanic/Latino	53%	52%
Free/Reduced Lunch Program	68%	67%
Received Special Education (IEP Students)	9%	9%

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[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

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

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates
 - ✓ College and career readiness
 - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. Include the statewide continuous improvement measures specified in [IDAPA 08.02.01.801, subsection 04](#).
6. Include a report of progress toward the previous year's improvement goals.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located:

https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1616, Idaho Code may be reference here: [33-1616](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#)

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on our website located:

https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp

Section 33-1212A, Idaho Code, may be referenced here: [33-1212A](#)

Administrative Code: [IDAPA 08.02.01.801, subsection 06, College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website *no later than October 1 each year*. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) Plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan they may be submitted as a single plan to the Office of the State Board of Education.

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

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