

## **Heritage Community Charter School, District #481 Continuous Improvement Plan and Annual Reporting 2017-2018**

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Heritage Community Charter School's focus on continuous improvement requires a collaborative approach with stakeholders. The leadership team (consisting of the executive director, federal programs director and two educators) sought and received input and feedback from parents, school board members and teachers on our student achievement data and school goals in September 2017. The leadership team constructed the 2017-2018 Continuous Improvement Plan based on the focused feedback from the stakeholders.

### **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:

**H**igh Academic Achievement  
**C**ontinuous Love of Learning  
**C**ommunication that is Effective  
**S**afe 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**

**Areas of Focus:** All students will be college and career ready at graduation.

Key Indicators:

#### **a) Four Year Plans**

- 100% of 8<sup>th</sup> grade students will complete a four-year high school plan by the end of 8<sup>th</sup> grade.

#### **b) College and Career Explorations Course**

- 100% of 8<sup>th</sup> grade students will take a one semester course which focuses on College and Career Explorations

### **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**

- 50% or more of 8<sup>th</sup> grade students will score proficient or advanced on the 2018 spring ELA ISAT as compared to 46% on the 2017 spring ELA ISAT.
- 21% or more of 8<sup>th</sup> grade students will score proficient or advanced on the 2018 spring math ISAT as compared to 17% on the 2017 spring math ISAT.

#### **b) High School Preparedness**

- 100% of 8<sup>th</sup> grade students enrolled in the spring semester will complete a 4-year high school plan by the end of the 2017-2018 school year.
- 100% of 8<sup>th</sup> grade students will take a College and Career Readiness course during the 2017-2018 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**

- 85% or more of Kindergarten students will score proficient on the 2018 spring IRI as compared to 80% on the 2017 spring IRI.
- 70% or more of First Grade students will score proficient on the 2018 spring IRI as compared to 67% on the 2017 spring IRI.

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- 73% or more of Second Grade students will score proficient on the 2018 spring IRI as compared to 70% on the 2017 spring IRI.
- 78% or more of Third Grade students will score proficient on the 2018 spring IRI as compared to 75% on the 2017 spring IRI.

**d) ISAT**

- 37% or more of 5<sup>th</sup> grade students will score proficient or advanced on the 2018 spring ELA ISAT as compared to 32% on the 2017 spring ELA ISAT.
- 20% or more of 5<sup>th</sup> grade students will score proficient or advanced on the 2018 spring math ISAT as compared to 17% on the 2017 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 Response to Intervention (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.
- Title 1 teachers will provide Tier 3 intervention in Literacy and Math for students who are not responding to Tier 2 intervention.
- Middle School students who met specified criteria including Basic or Below Basic on the 2017 ISAT and/or less than a C average in Core Content classes during the 2016-2017 school year will be scheduled into an Intervention Class taught by Title 1 teachers. The design of the Intervention Class identifying and targeting instruction to help students meet grade level standards.
- All students will complete monthly schoolwide screener/progress monitoring in math, reading and Spanish reading by using the assessment tool, Istation. Monthly progress monitoring will provide teachers detailed student reports designed to make data driven decisions to inform and adjust instructional practices, to help plan instructional intervention groups and monitor student growth.
- Note: 2016-2017 NWEA Map Reading and Math scores are not included on this report. At the time Spring MAP tests were administered in March, our students had not had the required number of instructional days to meet the Spring benchmark guidelines. The decrease in instructional days was due to inclement weather in December and January which forced the district to not have school on 10 planned instructional days.

### 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 Title 1 Open House, Harvest Festival, Family Math and Literacy Night and musical performances.
- Maintain a school-wide ADA of 95% or higher during the 2017-2018 school year.
- The school will continue to operate at 95% or above enrollment capacity.

#### Report of Progress (2016-2017)

Goal	Performance Measure/Indicator	SY 2016	SY 2017	SY16-SY17 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 <sup>th</sup> grade Math ISAT	20%	17%	-3 % pts.	21%
		10	7 <small>*16-17 enrollment =41</small>	-3	12 <small>*17-18 enrollment =58</small>
	# and % of students scoring proficient or advanced on the 8 <sup>th</sup> grade ELA ISAT	52%	46%	-6 % pts.	50%
		24	19 <small>*16-17 enrollment =41</small>	-5	29 <small>*17-18 enrollment =58</small>
All students will be prepared to transition from elementary school to middle school	# and % of students proficient or advanced on the 5 <sup>th</sup> grade Math ISAT	22%	17%	-5 % pts.	20%
		13	10	-3	12
	# and % of students scoring proficient or advanced on the 5 <sup>th</sup> grade ELA ISAT	45%	32%	-13 % pts.	37%
		27	19	-8	22
All students will be reading at grade level by the end of 3 <sup>rd</sup> grade (4 <sup>th</sup> grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	72%	75%	3 % pts.	78%
		43	45	2	47
	# and % of grade 2 students identified as reading at grade level on the Spring IRI	72%	70%	-2 % pts.	73%
		44	42	-2	44
		52%	67%	15 % pts.	70%

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	# and % of grade 1 students identified as reading at grade level on the Spring IRI	31	40	9	42
	# and % kindergarten students identified as reading at grade level on the Spring IRI	85%	80%	-5 % pts.	85%
		51	48	3	51
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	95%	95%	maintained	96%
	Parent Participation at Elementary parent/teacher conferences	95%	97%	2 % pts.	98%
	Parent Participation at Middle School parent/teacher conferences	70%	71%	1 % pts.	74%
Increase teacher engagement	Number of hours of job embedded professional development	156	75	-81 (this difference is due to a one time, two-week summer institute we offered during the summer of 2016)	75
	Number of subject level multi-grade teacher teams	4	6	2	6
	Number of hours available for mentor teachers to mentor or observe/team teach	5 hours per teacher	9 hours per teacher	4	9 or more hours per teacher
	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	100%	100%

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**Additional Assessment Information:**

2017	ELA ISAT Scale Score and Proficiency Level		Math ISAT Scale Score and Proficiency Level	
	ID ELA	HCCS ELA	ID Math	HCCS Math
3 <sup>rd</sup>	2422/Level 2 (Basic)	2401/ Level 2 (Basic)	2434/Level 2 (Basic)	2416/Level 2 (Basic)
4 <sup>th</sup>	2463/Level 2 (Basic)	2444/Level 2 (Basic)	2476/Level 2 (Basic)	2460/Level 2 (Basic)
5 <sup>th</sup>	2505/Level 3 (Proficient) * proficient level is 2502	2467/Level 2 (Basic)	2504/Level 2 (Basic)	2432/Level 1 (Below Basic)
6 <sup>th</sup>	2527/Level 2 (Basic)	2515/Level 2 (Basic)	2522/Level 2 (Basic)	2501/Level 2 (Basic)
7 <sup>th</sup>	2552/Level 3 (Proficient) *proficient level is 2552	2547/Level 2 (Basic)	2541/Level 2 (Basic)	2509/Level 2 (Basic)
8 <sup>th</sup>	2567/Level 3 (Proficient) *proficient level is 2567	2557/Level 2 (Basic)	2551/Level 2 (Basic)	2501/Level 1 (Below Basic) *Below Basic level is 2503 and below

2017	Science ISAT Scale Score and Proficiency Level	
	ID Science	HCCS Science
5 <sup>th</sup>	209/Level 3(Proficient)	203/ Level 2 (Basic) *Proficiency level is 206
7 <sup>th</sup>	214/Level 3 (Proficient)	212/Level 2 (Basic) *Proficiency level is 213

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## Analyses of Demographic Data

Analyses of demographic data from school district.

	<b>2016-2017</b>	<b>2017-2018</b>
Male	50%	49%
Female	50%	51%
White	44%	44%
Black/African American	2%	1%
Asian	<1%	<1%
Native American	2%	2%
Islander	NA	<1%
Hispanic/Latino	52%	52%
Free/Reduced Lunch Program	67%	67%
Received Special Education (IEP Students)	9%	11%

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[REFERENCE PAGE]  
CONTINUOUS IMPROVEMENT PLAN

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**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](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](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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