

# HERITAGE COMMUNITY CHARTER SCHOOL COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan □ College & Career Advising Plan □ Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

<b>School District</b>	<b># 481</b>	<b>Name: Heritage Community Charter</b>
Superintendent	Name: Javier Castaneda	Phone: 208-453-8070
	E-mail: jcastaneda@hccs481.org	
Plan Contact	Name: Shantell Mullanix	Phone: 208-453-8070
	E-mail: smullanix@hccs481.org	

### Mission and Vision - REQUIRED

**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.

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- 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.

### 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 Spring ELA or Math ISAT and/or less than a C average in Core Content classes during the previous 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 in ELA and math.
- All students will complete schoolwide screener/progress monitoring in reading by using the assessment tool, Istation, on a monthly basis during the school year. All students will complete the i-Ready math diagnostic assessment three times per year. Frequent 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.

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### Community Involvement - REQUIRED

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 the fall. The leadership team constructed the Combined District Plan (Continuous Improvement Plan, Literacy Intervention Plan and College and Career Advising Plan) based on the focused feedback from the stakeholders.

Additionally, the development of HCCS's Literacy Intervention Program Plan included parent involvement by inviting a small focus group of parents (of students in grades K-3) to review the Leadership Team created draft on September 30, 2020. Parents' input was gathered, and adjustments were made to the Literacy Intervention Program Plan accordingly.

The School Counselor and teacher of the College and Career course will notify parents of the resources and services of the college and career advising and mentoring program. The School Counselor/MS teacher will provide 8<sup>th</sup> grade parents with information regarding the following resources:

- College and Career Explorations Course description/goals
- 4 Year High School plans
- High School registration process
- College Campus field trip
- Advanced Opportunities

Resources will be disseminated via parent letters and/or digital correspondence to all 8<sup>th</sup> grade parents throughout the school year.

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 in the following ways:

#### 1. Informing Parents:

- a. During Fall Parent/Teacher conferences (October) teachers will review the first draft of the Individual Student Literacy plans with parents. Parents are invited to participate in the development of their child's literacy plan during the conference (in person or phone).
- b. Parents have the opportunity to ask questions and provide input/feedback on the plan during parent/teacher conferences. Examples of parent feedback could include: group size, frequency of intervention, before/after school tutoring, etc. If any changes need to be made to the first draft of the plan, the teacher informs the program manager to

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review feedback and make necessary changes. If needed, the program manager will contact the parents to discuss their questions or input.

- c. The Program Manager will print the final Individual Student Literacy plan to share with teachers and parents.
- d. Parents will sign and return the plans to their students' teacher. The program manager will place them in cumulative files.

### 2. Involving Parents:

- a. HCCS will use allocated funds to purchase supplies to create a Home Literacy Kit for students who scored Below Basic (Tier 3) and/or Basic (Tier 2) and on the IRI to practice literacy skills at home with their families. (Examples of supplies include: sight words, Fry phrases, decodable books, fluency passages, alphabet and phonemic awareness activities, etc.)
- b. The Program Manager will monitor progress of students and send home monthly parent communication including literacy strategy ideas and progress monitoring reports. Parents are encouraged to provide feedback to teachers or the program manager regarding their students' progress as indicated on the progress monitoring report.
- c. Families will be invited to attend a combined Math/Literacy Night during the second semester of the school year. Families will receive math and literacy materials to foster an enriching learning environment at home.

**LITERACY INTERVENTION PROGRAM**  
**Literacy Program Summary - REQUIRED**

**Tier I- Core Instruction:** Tier 1-Core Instruction refers to the literacy instruction ALL students receive in grades K-3.

- K-1: Nellie Edge Literacy Strategies
- K-3: Reading Street (English); Calle de Lectura (Spanish)

### Tier 1-Literacy Progress Monitoring

- K-3 students who scored in Tier 2 or Tier 3 on the Istation Indicators of Progress assessment will be administered the Core Phonics Survey.
- All K-5 students will participate in progress monitoring through Istation. Istation's Indicators of Progress (ISIP) assesses student achievement levels on the following literacy components:

Kindergarten	Listening Comprehension
Kindergarten and 1 <sup>st</sup> Grade	Letter Knowledge and Phonemic Awareness
Kindergarten-5 <sup>th</sup> Grade	Vocabulary
1 <sup>st</sup> -5 <sup>th</sup> Grade	Alphabetic Decoding, Spelling/Word

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	Analysis, Comprehension, Text Fluency
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**Tier II- Literacy Intervention:** Tier 2 Literacy Intervention refers to the school-wide literacy intervention available to all students. Schoolwide literacy intervention occurs within the classroom. Classroom teachers organize the literacy intervention by providing a framework of flexible groupings based on student’s literacy needs.

**Schoolwide**

- K-5: 25 minutes daily of teacher directed literacy intervention supported by Title I and Literacy Intervention paraprofessional staff (small group instruction and/or individualized instruction via a digital learning component, such as Istation Adaptive Reading Curriculum, Imagine Learning, etc.).

**Tier III- Literacy Intervention:** Tier 3 Literacy Intervention refers to the additional literacy intervention required for any student who scored a Below Basic or Basic on the Fall Idaho Reading Indicator (Istation).

- See details below
- COVID-19 plan for Tier III intervention: if school is shifted to online learning, students will be issued a device from the school to continue their literacy intervention by utilizing online resources (i-ready and istation). The program manager and/or tutors will check in with students receiving Tier III interventions at least once per week.

### Literacy Intervention Program (K-3):

**for students who scored a 3 -Below Basic or 2-Basic on the Fall 2020 IRI**

	3-Below Basic	2-Basic
Guaranteed Intervention Time (embedded within the school day):	1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>● Delivered in the classroom within the school day by a certified teacher or highly qualified paraprofessional.</li> <li>● Approximately 65 hours</li> </ul> 2) 30 minutes weekly (minimum) of small group targeted literacy intervention (K-3) delivered by a certified teacher or highly qualified paraprofessional. <ul style="list-style-type: none"> <li>● Delivered within the school day (pull-out, small group instruction)</li> <li>● September-May</li> </ul>	1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>● Delivered in the classroom within the school day by a certified teacher or highly qualified paraprofessional.</li> <li>● Approximately 65 hours</li> </ul> <p><b>Total amount of guaranteed intervention time (embedded within the school day) = minimum of 65 hours</b></p> <p><b>***Required hours = 30</b></p>

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	<ul style="list-style-type: none"> <li>● Approximately 18 hours</li> </ul> <p><b>Total amount of guaranteed intervention time (embedded within the school day) = minimum of 83 hours</b></p> <p><b>***Required hours = 60</b></p>	
<p>Additional Intervention Time (extended school day tutoring)</p>	<p>1) K-3 Extended Reading Intervention (K-3)</p> <ul style="list-style-type: none"> <li>● 20 hours of extended school day literacy instruction and practice provided by highly qualified teachers in a small group setting</li> </ul> <p><b>Total amount of additional intervention time = 20 hours</b></p> <p><b>Total amount of potential intervention time = 103 hours</b></p>	<p>1) Extended Reading Intervention will first be offered to students who scored in Tier 3 (Below Basic) on the IRI. Students who scored in Tier 2 (Basic) will be invited to the Extended Reading Intervention if space is available.</p> <p><b>Total amount of additional intervention time = 20 hours</b></p> <p><b>Total amount of potential intervention time = 85 hours</b></p>
<p>Literacy Intervention Resources</p>	<p>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</p> <p>B. Istation Progress Monitoring</p> <p>C. Istation Adaptive Reading Curriculum (digital resource)</p> <p>D. i-Ready reading diagnostic &amp; online instruction</p> <p>E. Sound Partners (K &amp; 1)</p> <p>F. Nellie Edge (K &amp; 1)</p> <p>G. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</p> <p>H. Leveled Readers (K-5)</p> <p>I. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</p> <p>J. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</p> <p>K. Program Manager will monitor</p>	<p>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</p> <p>B. Istation Progress Monitoring</p> <p>C. Istation Adaptive Reading Curriculum (digital resource)</p> <p>D. i-Ready reading diagnostic &amp; online instruction</p> <p>E. Sound Partners (K &amp; 1)</p> <p>F. Nellie Edge (K &amp; 1)</p> <p>G. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</p> <p>H. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</p> <p>I. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</p> <p>J. Program Manager will monitor progress of students and send</p>

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	<p>progress of students and send home monthly parent communication and progress monitoring reports.</p>	<p>home monthly parent communication and progress monitoring reports.</p>
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**Comprehensive Literacy Plan Alignment - REQUIRED**

Heritage Community Charter’s Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan in the following ways:

- 1) Incorporating critical literacy skills into literacy intervention:
  - a. Phonological Awareness
  - b. Phonics
  - c. Fluency
  - d. Vocabulary
  - e. Comprehension
- 2) Incorporating the Essential Elements of the Idaho Comprehensive Literacy Plan
  - a. Collaborative Leadership:
    - i. Collaborative development of HCCS’s Literacy Intervention Program with the School Principal, Leadership Team, Teachers and Parents
    - ii. Professional Learning Communities: Weekly meetings where teachers meet in collaborative teams to review student data and instructional practices.
    - iii. Annual Family Literacy Night: Through a school/home connection, families are provided with strategies to increase literacy in the home. Each student that attends Literacy Night receives a free book.
    - iv. Annual Book Fair: HCCS provides families with the opportunity to purchase books through the Scholastic Book Fair.
    - v. Create a budget to support literacy intervention through the use of evidence-based resources, highly qualified teachers and trained paraprofessionals.
    - vi. Response to Intervention: The school has a RTI system in place for addressing student skill deficiencies through the use of targeted interventions.
  - b. Developing Professional Educators:
    - i. Mentoring Program for teachers in their first three years of service.
    - ii. Professional Development (ongoing): Nellie Edge (Phonics), Marzano Institute (Academic Vocabulary), Reading Street (Phonics, Phonemic Awareness, Vocabulary, Comprehension), Boise State Writing Project (Reading and Writing Strategies), WIDA/SIOP, I Can Read Literacy training (Boise State), Istation assessment and reading curriculum, Global PD (assessments, data, intervention), Middle School ELA Curriculum training (myPerspectives) Professional Learning Community Institutes, Response to Intervention training, Go-To

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Strategies for EL students, Literacy training with the Pesky Learning Center (Comprehension, Writing, Vocabulary (morphology), Phonics, Phonemic Awareness).

- iii. Additional professional development for K-3 teachers focused on learning effective strategies for teaching early literacy skills.
- c. Effective Instruction and Interventions:
  - i. Structured Collaboration time during weekly PLC meetings to discuss student achievement and best practices in instruction and interventions
  - ii. Alignment of curriculum to the Idaho State Content Standards
  - iii. Cross-curricular planning and instruction
  - iv. Standards-Based grading: Teachers are implementing components of standards-based grading including but not limited to: rubrics, scales, student goal setting and tracking of progress toward meeting standards.
  - v. School wide Screening/Progress Monitoring through Istation’s Indicators of Progress in Reading.
  - vi. Core Phonics Survey administered to Tier 3 students (and Tier 2 as needed).
- d. Assessment and Data
  - i. HCCS’s comprehensive assessment system includes:
    1. Screening: Istation’s Indicators of Progress in Reading. Monthly progress monitoring will occur throughout the school year.
    2. Diagnostics (Formative): CORE Phonics Survey, ISIP (Istation), Classroom formative assessments, i-Ready Reading Diagnostic
    3. Progress Monitoring (Interim): Easy CBM, ISAT Interim Assessments, ISIP (Istation)
    4. Comprehensive Assessment (Summative): Idaho Reading Indicator (ISIP), Idaho State Achievement Test, ACCESS 2.0
  - ii. The leadership team and teachers use data (screening, formative, progress monitoring and summative) to inform instruction. PLC meetings include a review of student achievement data and progress toward goals.

**COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM**  
**College and Career Advising Model - REQUIRED**

Model Name	Additional Details
School Counselor	X
Teacher or paraprofessional as advisor	X
Near Peer Mentoring / Mentoring	
Virtual or Remote Coaching	



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	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

**Advising Program Summary - REQUIRED**

**8<sup>th</sup> Grade College and Career Advising/Mentoring Plan:**

<p>8<sup>th</sup> Grade College and Career Explorations Course-Required</p>	<ul style="list-style-type: none"> <li>● Course taught by Middle School ELA teacher (with support from the School Counselor)</li> <li>● Course will be aligned to ASCA Standards and Idaho Content Standards</li> <li>● Course will be a required, 1 semester class</li> <li>● Course topics will include:               <ul style="list-style-type: none"> <li>○ Personality/Interest Inventories</li> <li>○ Study Skills</li> <li>○ Reading Strategies</li> <li>○ Growth Mindset</li> <li>○ Leadership Skills</li> <li>○ High School Preparedness (Next Steps Idaho: <a href="https://nextsteps.idaho.gov/for-educators/">https://nextsteps.idaho.gov/for-educators/</a>)</li> <li>○ Career Explorations (Next Steps Idaho: <a href="https://nextsteps.idaho.gov">https://nextsteps.idaho.gov</a>)</li> <li>○ College Explorations (Next Steps Idaho: <a href="https://nextsteps.idaho.gov/for-educators">https://nextsteps.idaho.gov/for-educators</a>)</li> <li>○ Public Speaking</li> <li>○ College Campus visit</li> </ul> </li> </ul>
<p>School Counselor/Mentor Program</p>	<ul style="list-style-type: none"> <li>● 4 Year Plans: School Counselor/Mentor will meet with each 8<sup>th</sup> grade student to develop a 4-year high school plan</li> <li>● High School Pre-registration forms: School Counselor/Mentor will meet with each 8<sup>th</sup> grade student to fill out high school pre-registration forms.</li> <li>● Individual Mentoring: School Counselor/Mentor will meet with individual students to discuss: successes/challenges in 8<sup>th</sup> grade, review of grades and attendance, answer questions about high school, college and career readiness, etc.</li> </ul>
<p>College Campus</p>	<ul style="list-style-type: none"> <li>● All 8<sup>th</sup> grade students will be invited to attend a college</li> </ul>

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Outreach	campus outreach field trip to a nearby college campus (College of Western Idaho, BSU, C of I).
Professional Development	<ul style="list-style-type: none"> <li>● School Counselor:             <ul style="list-style-type: none"> <li>○ Collaborative Counselor Training Initiative (CCTI) course: Building a College-going Culture for all Students- Idaho Digital Learning Academy</li> </ul> </li> </ul>
Advanced Opportunities	8 <sup>th</sup> Grade students will have the opportunity to take an Advanced Opportunities course through IDLA.

### Other Notes / Comments

Parent Meeting to Review District Plan: September 30, 2020  
Board of Directors Approval Date: September 30, 2020

### Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

#### OVERVIEW OF STATUTORY REQUIREMENTS

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. 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](mailto: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](#) Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

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Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

#### Templates for the 2018-19 Combined District Plan

- 1) Districts and charter schools (or Local Education Agencies – LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need to complete all of the following parts:**

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel) or combine them into a single PDF.

#### Posting / Submitting Your Plan

- If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov). Since it includes the Continuous Improvement Plan, **you must also post it on your website** (by October 1). When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

#### Substantial Revisions vs. Plan Update

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The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

### ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

### FUNDS FOR TRAINING

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Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>