

American Heritage Charter School's Strategic Plan

American Heritage Charter School Mission: American Heritage Charter School strives to create patriotic and educated leaders. We believe in James Madison's statement: "The advancement and diffusion of knowledge is the only guardian of true liberty."

Strategic Challenges and Root Cause	Strategic Priorities	Strategic Objectives	Measures/Target
<p>Challenges: 75% of our students received 50% or lower in the area of Organization on the ISATS.</p> <p>74% of our students received 50% or lower in the area of Evidence on the ISATS.</p> <p>Root Cause: Time has not been allotted to ensure students can perform well on ISAT writing tests.</p> <p>There has not been an instructional focus on writing across the curriculum and instructing and evaluating the use of embedded sources in writing</p> <p>Students need to be exposed to writing across the curriculum and to embed sources in their writing.</p>	<p>1.1 Writing</p>	<p>1.1.1 By May 2018, all students will demonstrate improvement in written artifacts based on their individualized goals</p> <p>1.1.2 By the end of the 2017-18 school year, 80% of students will score a 4 or better in organization and ideas and content using the Six Traits of Writing Rubric.</p> <p>Key Strategy: Feedforward, student goal setting, increased time on keyboarding instruction.</p>	<p>1.1.1.1 Capture student growth scores from 6 Traits Rubric</p> <p>1.1.1.2 Capture the students' scores on the Six Traits of Writing Rubric.</p> <p>Target: 100% of students will meet individual goals set each short cycle period; 80% 4 or better on rubric at end of year in organization and details</p>
<p>Challenges: Middle School/High School had 31% of their students proficient on the ISATS.</p> <p>Root Cause: Lack of conceptual facts and operational skills</p>	<p>1.1 1. Mathematics</p>	<p>1.1.1 By the end of the 2018 school year, 80% of the middle school students will meet 80% proficiency in identified grade level mathematical conceptual facts as measured by grade level assessments.</p> <p>1.1.2 By the end of the 2018 school year, the middle school/high school will increase the amount of students proficient on the ISATS from 31% proficient to 45% proficient.</p> <p>Key Strategy: Fact practice, Reflex Pre and Post Tests, Initial and ongoing Interim assessments</p>	<p>1.1.1.1 Reflex pretest and post test</p> <p>1.1.1.2 Interim Assessments</p> <p>Target: 80% of students will meet 80% proficiency in identified grade level mathematical conceptual facts.</p> <p>Middle School/High School will increase the amount of students proficient on the ISATS from 31% proficient to 45%</p>

<p>Challenges: Elementary teachers have limited knowledge on what blended learning could look like at the elementary level</p> <p>Root Cause: Students need to learn what owning their education looks like including time management.</p> <p>Elementary Teachers need to understand what Blended Learning would look like in their classroom.</p>	<p>2.1 Blended Program</p>	<p>2.1.1 By the end of November, research will be done on best practices of blended learning for elementary grades with 100% of teachers reporting they feel comfortable enough to move forward.</p> <p>2.1.2 By the end of the first semester, research will be conducted using a small roll out of blended learning in a primary and intermediate grade in one subject area with 100% of these teachers sharing their findings with all elementary teachers.</p> <p>2.1.3 By the end of the first semester, elementary teachers will have job shadowed secondary teachers, and secondary teachers will have job shadowed elementary teachers</p> <p>Key Strategy: Small scale implementation of blended learning</p>	<p>2.1.1.1 Perception Data will show teachers are comfortable with Mastery Education at the elementary level.</p> <p>Target:</p> <p>Data will be available to study and determine the extent blended learning worked and to make further adjustments to this process.</p> <p>The information learned from job shadowing will be used to create a 6th grade transition plan.</p>
<p>Challenges: AHCS Staff members are unaware of expectations to become a Master Teacher</p> <p>Root Cause: Master Teacher is a new item on the Career Ladder and most teachers have not been given information in this area.</p>	<p>3.1 Maintaining and building AHCS culture</p>	<p>3.1.1 By the end of the 2017 school year, each teacher will have started their professional portfolios with at least 2 items embedded in each professional strand and have training on leadership premiums.</p> <p>Key Strategy: Feedback to teachers; Teacher Vitae, PD in the area of each Professional Strand</p>	<p>3.1.1.1 Data collected from Teacher Vitae in each professional strand.</p> <p>3.1.1.2 Perception Data will show teachers are more aware of items in their portfolios to become a Master Teacher and leadership premiums.</p> <p>Target: 100% of our teachers will have at least 2 items embedded in each profession strand in their portfolios.</p>

<p>Challenges: Data usage is increasing and AHCS wants to continue to build on using data to drive instruction.</p> <p>Root Cause: Teachers don't have the knowledge of the data to collect and articulate across grade levels.</p>	<p>5.1 Using Data for Improvement</p>	<p>5.1.1 By January 2018 each teacher will apply data analysis training to make decisions about students needing interventions in mathematics and have a data based student intervention plan for students not at 90% proficiency in identified mathematical concepts.</p> <p>5.1.2 By January 2018, each teacher will apply data analysis training to make decisions about students needing interventions in writing and to have a data based student intervention plan for students not at 4 on the Six Trait of Writing rubric.</p> <p>Key Strategy: Professional Development/ PSDA/ Data Notebooks/ Milepost</p>	<p>5.1.1.1 Proficient on data usage on AdvancEd Rubric; Classroom data notebook for Math and writing</p> <p>5.1.1.2 Teachers inputting math and writing data into Milepost</p> <p>Target: Meeting the Advanced Rubric for proficiency; 100% of teachers using data notebook in math and writing</p>
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