

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

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.**

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

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.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

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. 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

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

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

FUNDS FOR TRAINING

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/>

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

School District	#482	Name: American Heritage Charter School
Superintendent	Name: Gayle DeSmet	Phone: 208-529-6570
	E-mail: desmetg@nvapatriots.us	
Plan Contact	Name: Tiffnee Hurst	Phone: 208-529-6570
	E-mail: hurstt@ahcspatriots.us	

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

American Heritage Charter School Mission and Vision Statement: 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.”

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	48%	49%
Female	52%	51%
White	94%	95%
Black/African American	1%	0%
Asian	1%	1%
Native American	1%	2%
Hispanic/Latino	2%	2%

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

Free/Reduced Lunch Program	21%	25%
Received Special Education (IEP Students)	6%	6%

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 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);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 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.

Community Involvement - REQUIRED

American Heritage Charter School involved their school community when developing their Continuous Improvement Plan. The Board of Directors, administration, teachers, parents, and students were involved in identifying areas of need through meetings, interviews, and surveys. AHCS informs the Board of Directors yearly on the goals in the CIP plan and provides Board input. Also, the PFA is informed of the school's improvement goals. The PFA provides support to the school on our strategic plan. American Heritage Charter School will hold an annual meeting with its stakeholders to provide input on the strategic plan.

American Heritage Charter School also holds an annual meeting where our Literacy program is explained and parental input is given regarding our literacy plan. Parents also are given the opportunity to discuss their individual student's literacy plan on a one-on-one basis. AHCS informs parents if their child qualifies for literacy intervention through a letter and permission slip. If the permission slip for their child is not returned, our staff reaches out to parents through a phone call or email to discuss the literacy program and to answer questions the parents may have regarding the program.

AHCS notifies the parents of all 7th-12th grade students of our academic coach and mentoring program through different venues. The high school administrator and academic coach talked to the parents about the services at Back to School Night. AHCS also puts into the Parent and Student Handbook an explanation of our resources available to the students.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

The American Heritage Charter School Literacy Program will provide students who are below grade level in reading according to the IRI additional support in reading. The students will be served during regular school hours since the students in K-3 will receive more than the required hours set by the State of Idaho for instructional time. The amount of time the students will be served will be determined by their Fall IRI scores. Any student who receives a 1 on the Fall IRI will be given a minimum of 60 hours of additional instruction in reading throughout the school year. Also, any student who receives a 2 on the Fall IRI will be given a minimum of 30 hours of additional instruction in reading throughout the school year.

All K-3rd grade students who score a 1 or a 2 on the IRI in the fall will receive additional reading instruction through small group intervention pullout or a paraprofessional pushing into the classroom to help with small group instruction in the area of reading. Students who received a 1 on the IRI will receive additional instruction for two and a half hours a week and students who received a 2 on the IRI will receive an hour and fifteen minutes of additional instruction a week using the reading programs that fit the students' areas of need. The students' needs will be determined by for a Core Reading Test that will help identify the areas of weaknesses for each student. The Literacy Funds made available through the Literacy Program will provide for a paraprofessional to work with the small reading groups within the classroom or a pullout setting to help provide intensive group intervention to the students. This paraprofessional will help facilitate the small groups that will range from three to five students per group so the paraprofessional can have more focus on each individual student and their needs.

The parents of students receiving a score of a 1 or a 2 on the IRI in the fall will be invited to a meeting that explains the intervention program, inform them how they can participate in being part of their children's intervention plan, and ask for parent input.

The program that will be used will depend on the child's needs. One program is the Intensive Phonics Program that was made available for our school to use through one of our employees. Intensive Phonics will provide students the phonetic and decoding skills necessary to become successful readers. Intensive Phonics will also provide the students the ability to decode vocabulary words which helps them be able to comprehend the meaning of the passage better.

The students will also be given fluency and comprehension practice through reading probes. Students in 1st-3rd grade will work on their comprehension, vocabulary, and fluency skills using these probes by making connections, summarizing, inferring, and decoding words within the reading passages.

Students in grades 1st-3rd will also have the opportunity to work on their fluency and comprehension through using reading passages. Our intervention program will also use reading probes and stories to help students with their comprehension, vocabulary, and fluency.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

Students will be taught skills of connecting the context of the text to their previous knowledge, visualizing, inferring, and summarizing the stories they are reading. Students will also use their decoding skills they are learning in phonics along with being taught how to look at words in context to help their vocabulary skills.

Students will also be provided books through our library program for them to practice reading. Independent reading and model reading will provide the students the ability to have the text read to them while following along with the stories as well as time to practice their reading skills through independent practice. Students can benefit in many ways when they are read a story as well as practicing reading on their own. Reading aloud exposes students to vocabulary and language patterns they may be unfamiliar with and helps the students with phrasing and fluency.

All students who participate in the Literacy Intervention will be given biweekly CBMs to track the students' gains in reading. This information will be inputted into Milepost under the Literacy Plan. The students will also be given the Winter IRI to help gauge their growth. When a student has shown to be at grade level in reading, either through the biweekly CBMs or through the IRI, and the parents have had the opportunity to give their feedback, the student will be exited out of the Literacy Intervention Program.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

American Heritage Charter School is aligned to the Comprehensive Literacy Plan in the area of Collaborative Leadership. Our leaders ensure that there is an established, coordinated system of support for students who struggle with early literacy skills. Our leaders provide in the schedule day time for students who struggle in literacy to receive extended time in small group interventions. The leaders promote parental involvement by using parents to assist in the classrooms and by providing the opportunity to for parents to have input through parent meetings focused around literacy. American Heritage Charter School also encourages our stakeholders to be involved in literacy by having Book Fairs that help get books into our students' hands. The Book Fair also helps build our student library so our students have more access to literature at school and at home.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

American Heritage Charter School also provides our staff weekly collaboration. Every Monday, our staff collaborates for an hour before students arrive. Our staff meets together as elementary and secondary and once a month we meet together as a whole school. During the collaboration meetings, we work on building our instructional practices that help our students learn.

Developing Professional Educators

American Heritage Charter School develops professional educators. Our school provides structured collaboration time for teachers on a weekly basis and allows teachers to have professional leave when they are building their professional skills. Our district also provides job-embedded professional development by using our teachers as trainers and allowing each of our teachers to collaborate, share, and learn from each other while working within the school system.

American Heritage Charter School also provides research-based professional development to support our teachers and their development of effective instructional and interventional practices. Every year, our school provides professional development at the beginning of the school year as well as throughout the year to ensure our teachers have the support they need to excel in the classroom setting. Our school also gives our teachers the opportunity to participate in professional development that is offered at the two larger districts in our area as well as state and nationally sponsored professional development.

Our district provides on-boarding support for new teachers in the field as well as new teachers to our school. We provide mentors who work with our new teachers at least once a month or more if needed and helps prepare and inform them while working in our system and to ensure the new teachers can be successful in the classroom setting by providing support.

Effective Instruction and Interventions

American Heritage Charter School's teachers use effective instruction and interventions in literacy. American Heritage uses a researched based reading program. During classroom instruction, our reading curriculum guides our teachers in using direct, explicit instruction for their grade levels. Also, in our literacy plan, we will be using a program that provides direct, explicit instruction to ensure students make literacy gains. Teachers within the classroom used different strategies to engage students in reading by allowing them to partner read, have group discussions, peer reading, and having teachers model reading.

American Heritage Charter School also provides students the opportunity for free and facilitated reading with text that are matched to their reading levels and interests. Our school provides a library program which provides them books they can read within their reading

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

level as well engage them through books that match their interest. Also during library, the students are read to and are provided the opportunity to check out books to read at school and at home.

Assessment and Data

American Heritage Charter School has a comprehensive assessment system and uses the data to drive instruction within the classroom setting. Our school does benchmark testing three times a year in the areas of reading and math. We also collect data from state assessments including the IRI and ISAT, formative and summative assessments, teacher recommendations, homework, and attendance. We look at the data to help identify students who may need further testing to hone in on areas they are struggling and to identify students who need intervention in the areas of reading and math.

When students who need interventions are identified, progress monitoring on those students is done on a biweekly basis to ensure they are making gains with the interventions that are in place. Our district has begun to use an LMS to input benchmark testing as well as progress monitoring so staff can have the data at their fingertips when working with the students.

Within our Literacy Intervention Plan, the students will be identified through the state assessment and those participating in the intervention will be monitored on a biweekly basis in the area of literacy.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

Model Name	Additional Details
------------	--------------------

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

	School Counselor	
x	Teacher or paraprofessional as advisor	AHCS uses a high contact model of a paraprofessional as an academic coach and using teachers as mentors.
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

Academic Coach’s Roles/Expectations:

The Academic Coach is dedicated to assisting each child in meeting his/her academic and career goals. Each student will be given the opportunity to create a Personalized Education Plan (PEP) with his/her Mentor and the Academic Coach. The PEP will provide each student with a guide/timeline as to how he/she will be completing the assigned courses. The Academic Coach will work in collaboration with all teacher mentor’s and review mentor tracking sheets on a regular basis to ensure that adequate student progress is being made by each child. If a student is not making adequate academic progress, the Academic Coach, in collaboration with the student’s mentor and parents, will develop a plan to ensure academic success. The Academic Coach will collaborate and support teacher mentors as they provide encouragement for each student. Within this process, the Academic Coach will assist with mentor training, review mentor tracking sheets, send out monthly progress reports beginning in October and meet with students, mentors, and parents as needed related to a student’s academic progress or postsecondary goals.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

The Academic Coach will meet with each student and develop a Career/College Prep plan and will assist each student in pursuing postsecondary opportunities. This may include but is not limited to:

- Arranging high-visibility fellowships and internship opportunities
- Assisting students in taking Advanced Placement, Dual Credit or College Level Courses depending upon the student's goals
- Creating college entrance portfolios
- Assisting with college admissions processes (i.e. applications, scholarships, financial aid, etc)
- Discussing various majors and student goals

The Academic Coach will also:

- Assist the Senior Advisor with senior projects
- Assist with student scheduling and graduation tracking
- Be an advocate for all students
- Assist mentors as needed to ensure the academic success of all middle school and high school students.

Mentor Teacher's Roles/Expectations

Mentor teachers will meet with their "mentees" on a weekly basis to monitor student progress. During the first week of school, times will be assigned for each student to meet with his/her mentor to develop a Personalized Education Plan (PEP). This plan will provide a guide for students as they begin to approach how they will complete their designated course load. After this initial meeting, it will be the responsibility of the student to schedule a weekly meeting time with their mentor. The mentor will maintain a mentor report which will include tracking data on student progress and will be available to the Academic Coach, the Administrator and the student's parents.

These meetings will be designed to hold students accountable for making progress on their current courses and to establish a plan to complete all required coursework. The mentor will keep notes on student progress and will be the first point of intervention for a student if he/she is not making adequate academic progress.

7th-8th Grade: All 7th and 8th grade students will have the Academic Coach available to assist them with advanced opportunities. The academic coach will also help keep students and parents informed on their academic progress. The Academic Coach will help ensure all eighth grade students have a Personalized Education Plan before beginning their high school career.

9th-12th Grade: All 9th – 12th grade students will have an Academic Coach and a Mentor Teacher to help them be college and career ready upon graduation.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

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: 55% of our students in 3rd-5th grade received 50% or lower in the area of Organization on the ISATS.</p> <p>63% of our students in 3rd-5th grade received 50% or lower in the area of Evidence on the ISATS.</p> <p>86% of our students in 6th-12th grade received 50% or lower in the area of Organization on the ISATS</p> <p>88% of our students in 6th -12th grade received 50% or lower in the area of Evidence on the ISATS.</p> <p>Root Cause:</p> <p>In 2018, AHCS began to focus on instructional writing across the curriculum and instructing and evaluating the use of embedded sources in writing. It was found that more time is still needed to continue to work on these areas.</p>	<p>1.1 Writing</p>	<p>1.1.1 By May 2019, all students will demonstrate improvement in written artifacts based on their individualized goals</p> <p>1.1.2 By the end of the 2018-2019 school year, 80% of 3rd-5th grade students will score a 3 or better in the area of organization and ideas on ISATS.</p> <p>1.1.3 By the end of the 2018-2019 school year, 80% of 6th-12th grade students will score a 3 or better in the area of Evidence on the ISATS.</p> <p>Key Strategy: Feedforward, Data Notebooks, increased time on keyboarding instruction, ISATS</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>

Students need to be exposed to writing across

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

<p>Challenges: Middle School/High School had an increase of students proficient from 31% of their students proficient on the ISATS to 38% proficient.</p> <p>Elementary students had 78% of their students proficient in the area of mathematics on the ISATS.</p> <p>Root Cause:</p> <p>Lack of conceptual facts and operational skills</p>	<p>1.1 1. Mathematics</p>	<p>1.1.1 By the end of the 2019 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 2019 school year, the middle school/high school will increase the amount of students proficient on the ISATS from 38% proficient to 50% proficient.</p> <p>1.1.3 By the end of every quarter, 80% of 3rd-12th grade students will earn 8 blue ribbons in the Study Island Math.</p> <p>1.1.4 By the end of the 2019 school year, the elementary school students will meet 90% proficiency in identified grade level mathematical conceptual facts as measured by grade level assessments.</p> <p>Key Strategy: Fact practice, Data Notebooks, Using Data to adjust instruction, Study Island</p>	<p>1.1.1.1 Reflex pretest and post test 1.1.1.2 Interim Assessments 1.1.1.3 Blue Ribbons from Study Island</p> <p>Target: 80% of students will meet 80% proficiency in identified grade level mathematical conceptual facts in 6th-12th grade.</p> <p>80% of students will meet 90% proficiency in identified grade level mathematical conceptual facts in grades K-5th.</p>
<p>Challenges: Having a shared understanding and consistent and accurate message of mastery education at AHCS.</p> <p>Root Cause: Perception of Mastery Education is only an online/virtual school.</p> <p>Perception that teachers don't teach and everything is online.</p>	<p>2.1 Branding Image</p>	<p>2.1.1 By the end of March, we will increase retention through a variety of activities completed by the leadership team.</p> <p>2.1.2 By the end the first semester, stakeholders perceptions have improved regarding our K-12 school.</p> <p>Key Strategy: Home Visits, AHCS Ambassadors, Public Presentations</p>	<p>2.1.1.1 Perception Data will show stakeholders have a greater understanding of teaching methodology and desired student outcomes in a mastery environment.</p> <p>Target: 70% of the 6th and 8th grade students will continue their education at American Heritage Charter School.</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 teachers are still learning about the requirements to become a master teacher.</p>	<p>3.1 Maintaining and building AHCS culture</p>	<p>3.1.1 By the end of the 2019 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>

Target:

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

<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 2019 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>5.1.3 At the end of every quarter, all 3rd -10th grade teachers will conduct an interim assessment in math and reading to their students and analyze the data to guide instruction</p> <p>Key Strategy: Professional Development/ PSDA/ Data Notebooks/ Milepost/MAP Testing/ Interim Assessments</p>	<p>5.1.1.1 Proficient on data usage on AdvancEd Rubric; Classroom data notebook for Math and writing, Mentoring Program through Summit for 6-12</p> <p>5.1.1.2 Teachers inputting math and writing data into Milepost and using this data to drive the instruction in their classrooms.</p> <p>Target: Meeting the Advanced Rubric for proficiency; 100% of teachers using data notebook in math and writing in elementary</p>
---	---------------------------------------	--	---

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1