

RENEWAL RECOMMENDATION

It is recommended that the charter of Heritage Academy (HA) be renewed for a five (5) year term, provided that HA agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the Commission.

Recommended conditions:

1. By June 30, 2020, HA's ISAT proficiency in each subject area will meet or exceed the percentage of Jerome School District students, in all tested grades 3-8, who scored proficient or above. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
2. By June 30, 2020, HA's continuously enrolled student population will achieve "meets standard" or better on the criterion-referenced academic growth measures contained in the performance framework adopted by the Commission in 2017. For purposes of this condition, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation...A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

Regardless of whether or not HA agrees to fulfill the specific condition above, HA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

School Overview

SUMMARY

Heritage Academy (HA) is a brick-and-mortar public charter school located in Jerome and serving students grades K-8. The charter states that HA will use a research-based, challenging general curriculum enhanced by the the Schoolwide Enrichment Model (SEM) and Integrity Initiatives character education. The SEM is intended to differentiate curriculum for individual learners using various forms of modification and enrichment. Total Talent Portfolios and Enrichment Clusters should be used to encourage individual interests and application of knowledge to real world problems. All students, staff, and board members are to create and maintain personal improvement plans.

The charter includes the following commitments:

- Students’ rates of achievement and attendance will accelerate beyond the levels they were attaining before attending HA.
- Within three years of consecutive enrollment at HA, 80% of students will be proficient or above on each ISAT content area.
- Within three years of consecutive enrollment at HA, 80% of 2nd and 3rd grade students will achieve benchmark or above on the IRI.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for HA was approved by the PCSC in August 2010. The school opened in fall 2011.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

LEADERSHIP

Name	Title	Term
Sarah Ahrens	President	6/15 - 6/18
Tiffany Packard	Vice President	6/16 - 6/19
Anneli Crouch	Secretary	6/14 - 6/17
Kris Gilgren	Treasure	6/15 - 6/18
Amanda Bingham	Member	6/16 - 6/17
Karen McGee	Member	9/16 - 6/19
Christine Ivie	Administrator	N/A

Academic Performance Summary

HA’s academic outcomes have been significantly lower than state averages throughout the performance certificate term. HA’s ISAT proficiency rates are the lowest in the surrounding district.

Beginning in 2014, HA has received obligatory assistance from SDE capacity builders due to the school’s federal accountability status as a “focus” school.

In the demographic categories of non-white and LEP, HA is significantly less diverse than the surrounding district; the school’s non-white population is higher than that of the state as a whole. HA’s special needs population, at approximately 17.5%, is higher than that of the state and district.

Because HA qualifies for the USDA’s Community Eligibility Provision, the school is not required to collect FRL data; however, the 2015-16 proxy percentage (gathered using SNAP data) was 59%, which is higher than the state’s FRL rate. CEP participating schools may be reimbursed for a higher percentage of students (the proxy percentage multiplied by 1.6) to compensate for students who are low income but not enrolled in SNAP; HA’s 2015-16 reimbursement rate was 94%.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	Critical
2014-15**	Critical
2015-16**	Critical

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.

**2014-16 academic results reflect use of the ISAT by SBAC. The framework was designed based on the Star Rating System and former ISAT.

KEY DESIGN ELEMENTS

Element	Evident?
Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:	Partial
The Total Talent Portfolio: <ul style="list-style-type: none"> Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression. School personnel (teachers, counselors, etc.) review students’ portfolios and use them to provide individualized instruction and support. 	No
Enrichment Clusters <ul style="list-style-type: none"> Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. Students work as individuals or in small groups to produce products or services that solve real-world problems. 	Yes

<p>Strong character development program</p> <ul style="list-style-type: none"> • Each month, teachers address one of the six Integrity Initiative characteristics with their classes. • Students are consistently recognized for their demonstration of strong character traits. 	<p>Yes</p>
<p>Safe environment</p> <ul style="list-style-type: none"> • Students are provided with a safe school facility. • Students have access to adults willing to listen and protect students' safety. • Students are provided with education and tools to encourage safe behavior among themselves. • A strong, anti-bullying policy will be enforced. 	<p>Yes</p>

Operational Performance Summary

HA struggled with operational performance throughout the early life of the school, but has shown improvement in recent years. Enrollment has consistently been lower than projected by the school’s founders.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Remediation
2014-15	Good Standing
2015-16	Honor

The school’s annual performance reports, provided in Exhibit G1, G2, and G3, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2011-12)	175	155	142
2 (2012-13)	275	169	194
3 (2013-14)	350	182	194
4 (2014-15)	375		182
5 (2015-16)	400		177
6 (2016-17)	425		174

BOARD AND ADMINISTRATIVE TURNOVER

HA has had two administrators during its six years of operation. The current administrator has been with the school since 2012. Board membership has remained reasonably stable.

Financial Performance Summary

HA’s financial status has improved in recent years after a difficult period during the early life of the school. A facility refinance completed during the 2014-15 school year eased financial strain. The school is currently planning for future challenges associated with necessary facility repairs.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

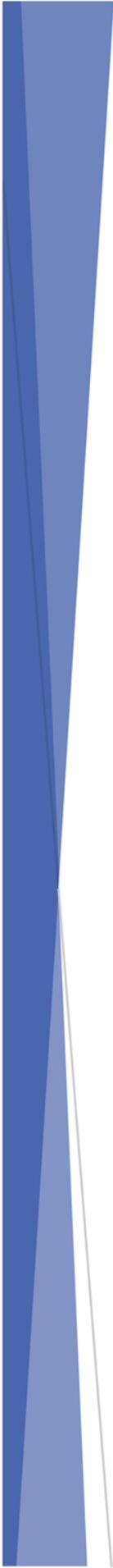
Year	Financial Accountability Rating
2013-14	Critical
2014-15	Honor
2015-16	Honor

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

HERITAGE ACADEMY

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	12/12/13	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/7/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/8/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/6/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had an opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/15/16	The statutory deadline for renewal applications is December 15.



HERITAGE ACADEMY
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ANNUAL PERFORMANCE REPORT
2015-2016

CONFIDENTIAL

Idaho Public Charter School Commission
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Boise, Idaho 83702

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Alan Reed, Chairman
Tamara Baysinger, Director

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Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

<p>Mission Statement</p>	<p>Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.</p>	
<p>Key Design Elements</p>	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> • Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression. • School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> • Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. • Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> • Each month, teachers address one of the six Integrity Initiative characteristics with their classes. • Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> • Students are provided with a safe school facility. • Students have access to adults willing to listen and protect students' safety. • Students are provided with education and tools to encourage safe behavior among themselves. • A strong, anti-bullying policy will be enforced. 	
<p>School Contact Information</p>	<p>Address: 500 S. Lincoln Ave Jerome, Idaho, 83338</p>	<p>Phone: 208-595-1617</p>
<p>Surrounding District</p>	<p>Jerome School District</p>	
<p>Opening Year</p>	<p>2011</p>	
<p>Current Term</p>	<p>December 12, 2013 - June 30, 2017</p>	

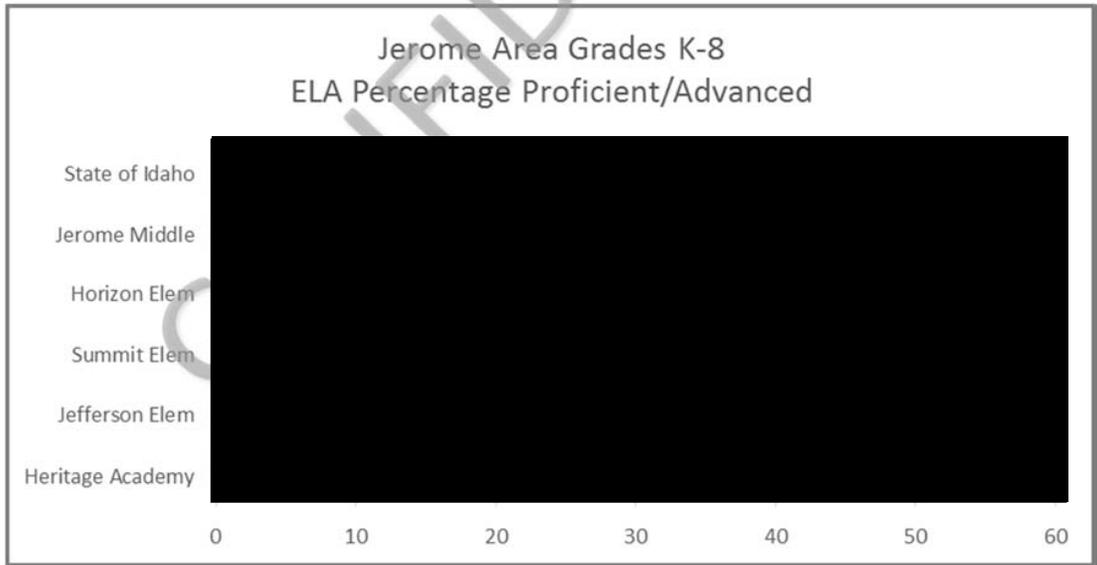
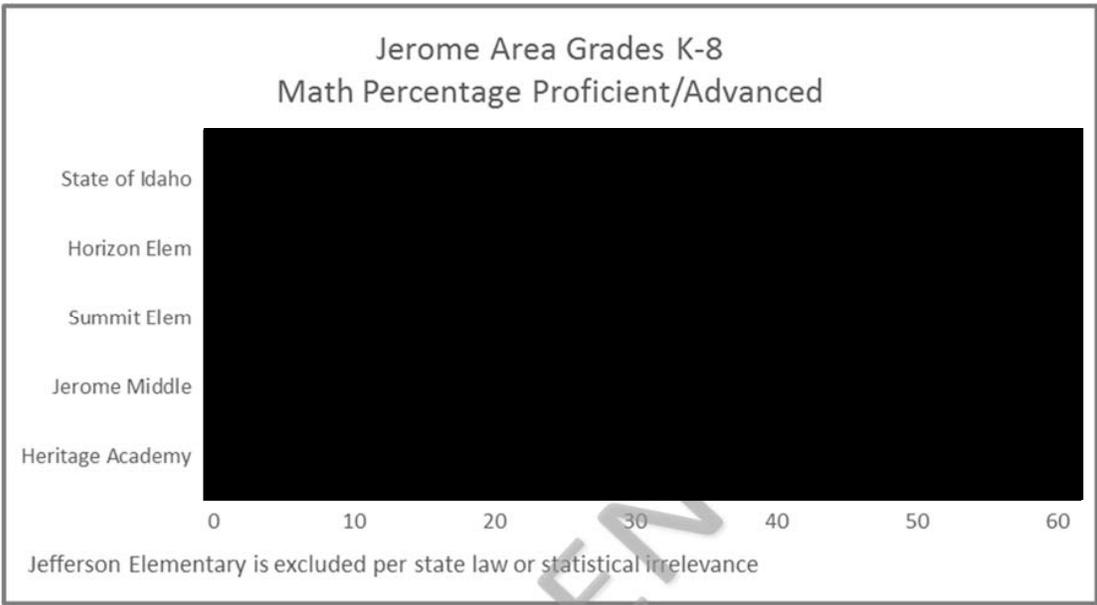
Grades Served	K-8	
Enrollment	Approved: 450	Actual: 177

School Leadership (2015-2016)	Role
Kala Tate	Chair
Sara Ahrens	Vice Chair
Anneli Crouch	Secretary
Kurt Hopper	Treasurer
Amanda Bingham	Member
Christine Ivie	Administrator

	School	Surrounding District	State
Non-White	26.55%	52.52%	23.84%
Limited English Proficiency	1.13%	35.44%	8.61%
Special Needs	15.25%	10.26%	9.76%
Free & Reduced Lunch	94.00%*	68.06%	47.27%

*The school participates in the federal Community Eligibility Provision, which permits schools with at least 40% low-income students to provide free meals to all students without collecting household FRL applications. The school's 2015 proxy percentage, based on SNAP data, was 59%. The USDA's discount rate calculation, intended to compensate for additional students who may be low income but not enrolled in SNAP, indicated that the school should receive reimbursement for 94% of students.

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████%
Percentage of Students Meeting or Exceeding Proficiency in Science	██████%
Graduation Rate (4-year cohort data from 2015)	N/A



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Academy Year Opened: 2011 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	50%	■			
	2c	75	50%	■			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				16.20			
% of Possible Academic Points for This School				10.80%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		150					
TOTAL POINTS RECEIVED				16.20			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				10.80%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	90.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	10.80%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Question	Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5	25	0			
		4	20				
		3	15				
		2	0				
		1	0				
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Question	Result	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25	0			
		None	15				
		Focus	0				
		Priority	0				
		Notes					
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
		Notes					
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
		Notes					
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
		Notes					

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0

HERITAGE ACADEMY---ACADEMIC FRAMEWORK

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

HERITAGE ACADEMY--ACADEMIC FRAMEWORK

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

HERITAGE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS	
Measure 1	Is the school ***?
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:
Notes	<p>Heritage Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. Heritage Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Heritage Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. Heritage Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	See note	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes	Although the school is, in large part, implementing the key design elements described in the the performance certificate, the quality of such implementation appears minimal.		25.00	
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0		
Notes	The school spent several years without a cohesive curriculum, indicating likelihood that content standards were not consistently met.		15.00	
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0		
Notes			25.00	

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	0.00
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	0	0.00
				0.00
Notes	The audit findings identify as a material weakness that HA "does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with [GAAP]..." The audit acknowledges that hiring an individual to fulfill this role is presently beyond the school's financial capacity. An additional finding notes that per federal grant rules and HA's employee handbook, employees involved in federal programs must track those hours separately and report them monthly to the business manager for proper payroll expense allocation. The two audit findings are carryover issues from prior years. HA has indicated that action has been taken to correct the former finding in future years.			

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school building requires repairs, including to electrical wiring and roofing. Although the score is not affected at this time, prompt attention to these matters is strongly encouraged.			25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
				25.00
Notes	As of July 1, 2016, PCSC staff was not able to locate the school's 2014-15 annual performance report on the school's website. HA indicates that the report was posted and has recently been moved to a more visible location. It is recommended that HA take care, in the future, to ensure that its most recent annual report remains posted on the website in a location that ensures ready access by the public.			

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Aggregated 3-Year Totals:</p> <p>4.49% 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (.93) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>0.38 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Multi-Year Cumulative is:</p> <p>\$82,156 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>1.21 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

HERITAGE ACADEMY--- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	25	0.00	0.00	0.00		
Proficiency	2a	75	47.11	0.00	0.00		
	2b	75	35.88				
	2c	75	35.88				
Growth	3a	100	21.59	0.00	0.00		
	3b	100	7.85	0.00	0.00		
	3c	100	11.78	0.00	0.00		
	3d	75	11.47	0.00	0.00		
	3e	75	7.86	0.00	0.00		
	3f	75	12.78	0.00	0.00		
College & Career Readiness	3g	100	17.24	0.00	0.00		
	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	209.41	13.02	16.20	0.00	0.00
% of Possible Academic Points for This School			23.27%	7.44%	10.80%	0.00%	0.00%

*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	15		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	25		
	2b	25	0	0	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	15	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	15	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	335.00	355.00	365.00	0.00	0.00
% of Possible Operational Points for This School			83.75%	88.75%	91.25%	0.00%	0.00%

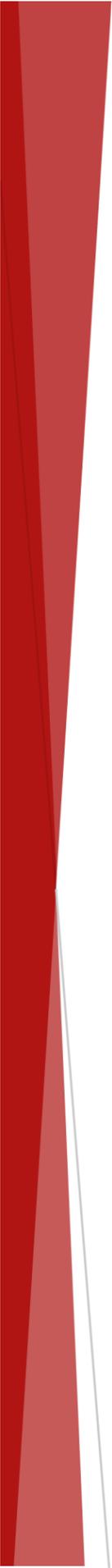
FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	0	10	10		
	1c	50	30	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	50	50		
	2b	50	50	50	50		
	2c	50	0	50	50		
	2d	50	0	50	50		
Total Possible Financial Points Received		400	180.00	360.00	360.00	0.00	0.00
% of Possible Financial Points for This School			45.00%	90.00%	90.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	Critical	Critical	Critical		
Operational	Remediation	Good Standing	Honor		
Financial	Critical	Honor	Honor		



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



HERITAGE ACADEMY
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2014-2015

FINAL



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

<p>Mission Statement</p>	<p>Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.</p>	
<p>Key Design Elements</p>	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> • Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression. • School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> • Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. • Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> • Each month, teachers address one of the six Integrity Initiative characteristics with their classes. • Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> • Students are provided with a safe school facility. • Students have access to adults willing to listen and protect students' safety. • Students are provided with education and tools to encourage safe behavior among themselves. • A strong, anti-bullying policy will be enforced. 	
<p>School Contact Information</p>	<p>Address: 500 S. Lincoln Ave Jerome, Idaho, 83338</p>	<p>Phone: 208-595-1617</p>
<p>Surrounding District</p>	<p>Jerome School District</p>	
<p>Opening Year</p>	<p>2011</p>	
<p>Current Term</p>	<p>December 12, 2013 - June 30, 2017</p>	

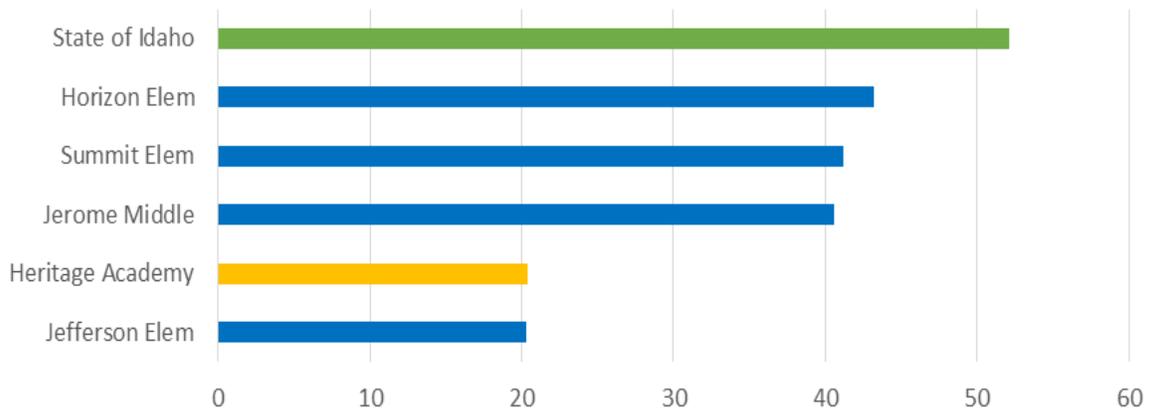
Grades Served	K-8	
Enrollment	Approved: 450	Actual: 173

School Leadership (2014-2015)	Role
Blair Crouch	Chair
Teresa Molitor	Secretary
Anneli Crouch	Member
Amanda Bingham	Member
Kala Tate	Member
Kurt Hopper	Member
Christine Ivie	Administrator

	School	Surrounding District	State
Non-White	27.47%	52.75%	23.59%
Limited English Proficiency	1.10%	34.23%	8.52%
Special Needs	17.58%	9.95%	10.43%
Free & Reduced Lunch	54.40%	68.43%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	Focus
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	20.40%
Graduation Rate (4-year cohort data from 2014)	N/A

Jerome Area Grades K-8 ELA Percentage Proficient/Advanced



Jerome Area Grades K-8 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Academy Year Opened: 2011 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	14%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	43%	■			
	2c	75	43%	■			
	3a	100	0%	0.00			
Growth	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
	College & Career Readiness	4a					
4b1 / 4b2							
4c							
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
Total Academic Points Received				■			
% of Possible Academic Points for This School				■			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		175					
TOTAL POINTS RECEIVED				13.02			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				7.44%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	355.00
% OF POSSIBLE OPERATIONAL POINTS				88.75%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	90.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	88.75%	65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

HERITAGE ACADEMY---ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY				
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned
Overall Star Rating	<p>Exceeds Standard: School received five stars on the Star Rating System</p> <p>Meets Standard: School received three or four stars on the Star Rating System</p> <p>Does Not Meet Standard: School received two stars on the Star Rating System</p> <p>Falls Far Below Standard: School received one star on the Star Rating System</p>	5 4 3 2 1	25 20 15 0 0	0
Notes				

Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
State Designations	<p>Exceeds Standard: School was identified as a "Reward" school.</p> <p>Meets Standard: School does not have a designation.</p> <p>Does Not Meet Standard: School was identified as a "Focus" school.</p> <p>Falls Far Below Standard: School was identified as a "Priority" school.</p>	Reward None Focus Priority	25 15 0 0	0
Notes				

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency Reading	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							

Measure 2b	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency Math	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0 0 0 0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0

HERITAGE ACADEMY---ACADEMIC FRAMEWORK (2014-2015 data)

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

HERITAGE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

Measure 1 Is the school ***?

Exceeds Standard:

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

Notes

Heritage Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. Heritage Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Heritage Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. Heritage Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate? Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	Result	Points Possible
		No instances of non-compliance documented	25
			0
			Points Earned
			25.00
Notes			
Measure 1b Education Requirements	Is the school complying with applicable education requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible
			25
		See note	15
			0
		Points Earned	
			15.00
Notes			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible
		No instances of non-compliance documented	25
			15
			0
		Points Earned	
			25.00
Notes			

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	15	15.00
			0	
				15.00
Notes	The school submitted its FY14 fiscal audit, due 10/15/14, on 10/22/14.			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	0	0.00
				0.00
Notes	The audit findings identify as a material weakness that HA "does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with [GAAP]..." The audit acknowledges that hiring an individual to fulfill this role is presently beyond the school's financial capacity. A second finding notes that several bank reconciliation adjustments were made to cash during the year. The auditor states that had the bank rec adjustments been pursued further by HA personnel, errors in postings regarding revenues, expenditures, payroll, and voided checks would have been discovered. A third finding shows a deficiency in internal controls resulted in late and incorrect reimbursement through a federal grant. Finally, a fourth finding notes that per federal grant rules and HA employee handbook, employees involved in federal programs must track those hours separately and report them monthly to the business manager for proper payroll expense allocation. The auditor found that only 1 of the 10 employees required to comply had correct paperwork and allocation records on file.			

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.			25.00

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES		
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Current Ratio is:</p> <p>1.19 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 1b</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>No. of Days Cash:</p> <p>50</p> <p>25 10 10.00</p> <p>0</p> <hr/> <p>10.00</p>	
<p>Measure 1c</p> <p>Enrollment Variance</p> <p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Variance is:</p> <p>99.06% 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 1d</p> <p>Default</p> <p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>No default or delinquency noted in audit 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>3.10%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.50</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>		
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$44,997</p>	<p>Points Possible</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p>		
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>2.27</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		

HERITAGE ACADEMY--- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	0.00	0.00			
	1b	25	0.00	0.00			
Proficiency	2a	75	47.11	0.00			
	2b	75	35.88				
	2c	75	35.88				
	2d	75					
Growth	3a	100	21.59	0.00			
	3b	100	7.85	0.00			
	3c	100	11.78	0.00			
	3d	75	11.47	0.00			
	3e	75	7.86	0.00			
	3f	75	12.78	0.00			
	3g	100	17.24	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	209.41		0.00	0.00	0.00
% of Possible Academic Points for This School			23.27%		0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	15	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	15			
	2b	25	0	0			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	15	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	15	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	335.00	355.00	0.00	0.00	0.00
% of Possible Operational Points for This School			83.75%	88.75%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	0	10			
	1c	50	30	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	50			
	2b	50	50	50			
	2c	50	0	50			
	2d	50	0	50			
Total Possible Financial Points Received		400	180.00	360.00	0.00	0.00	0.00
% of Possible Financial Points for This School			45.00%	90.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
Academic & Mission-Specific	Critical	Critical			
Operational	Remediation	Good Standing			
Financial	Critical	Honor			



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



HERITAGE ACADEMY
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.	
Key Design Elements	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> • Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression. • School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> • Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. • Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> • Each month, teachers address one of the six Integrity Initiative characteristics with their classes. • Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> • Students are provided with a safe school facility. • Students have access to adults willing to listen and protect students' safety. • Students are provided with education and tools to encourage safe behavior among themselves. • A strong, anti-bullying policy will be enforced. 	
School Contact Information	Address: 500 S. Lincoln Ave Jerome, Idaho, 83338	Phone: 208-595-1617
Surrounding District	Jerome School District	
Opening Year	2011	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	K-8	
Enrollment	Approved: 450	Actual: 194

	School	Surrounding District	State
Non-White	19.07%*	50.54%	22.56%
Limited English Proficiency	2.06%	22.67%	6.24%
Special Needs	12.37%	9.26%	9.46%
Free & Reduced Lunch	64.43%	67.87%	47.07%

School Leadership	Role
Blair Crouch	Chair
Teresa Molitor	Secretary
Jason Peterson	Treasurer
Anneli Crouch	Member
Amanda Bell	Member
Kala Tate	Member
Dr. Christine Ivie	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

*The school believes that their non-white percentage should be significantly higher than that which was reported by the State Department of Education.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Academy Year Opened: 2011 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

NAME OF SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	0.00	25	2%	0.00
	1b	25	3%	0.00	25	2%	0.00
Proficiency	2a	75	8%	47.11	75	7%	47.11
	2b	75	8%	35.88	75	7%	35.88
	2c	75	8%	35.88	75	7%	35.88
Growth	3a	100	11%	21.59	100	10%	21.59
	3b	100	11%	7.85	100	10%	7.85
	3c	100	11%	11.78	100	10%	11.78
	3d	75	8%	11.47	75	7%	11.47
	3e	75	8%	7.86	75	7%	7.86
	3f	75	8%	12.78	75	7%	12.78
	3g	100	11%	17.24	100	10%	17.24
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				209.41			209.41
% of Possible Academic Points for This School				23.27%			19.94%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
<p>The Heritage Academy Board of Directors has elected to opt out of including Mission-Specific measures in the school's Performance Framework for the initial Performance Certificate term ending June 30, 2017. Heritage Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Heritage Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. Heritage Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>							
Total Possible Mission-Specific Points		0	0%		0	0%	
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				209.41			209.41
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				23.27%			19.94%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	15.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	15.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	15.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	335.00
% OF POSSIBLE OPERATIONAL POINTS				83.75%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	0.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	180.00
% OF POSSIBLE FINANCIAL POINTS				45.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

NAME OF SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible	76.25%	46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	23.27%	0% - 60% of points possible		0% - 45% of points possible	45.00%

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result (Stars)	Points Possible	Points Earned
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System	5	25	
		4	20	
		3	15	
		2	0	
		1	0	0
Notes				0

Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
	Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25	
		None	15	
		Focus	0	0
		Priority	0	
				0
Notes				0

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		77.30	38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							47
Notes							47

Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		62.50	20-37	18	41-64	24	36
			0-19	19	1-40	40	0
							36
Notes							36

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	62.50	20-37	18	41-64	24	36
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							36

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	42.31	0-25	25	1-49	49	22
Notes							22

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	15.38	0-25	25	1-49	49	8
Notes							8

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	23.08	0-25	25	1-49	49	12
Notes							12

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.	17.50	0-19	19	1-29	29	11
Notes							11
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Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	12.00	0-19	19	1-29	29	8
Notes							8
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Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.	19.50	0-19	19	1-29	29	13
Notes							13
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Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.	20.00	0-25	25	1-29	29	17
Notes							17

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						0	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

HERITAGE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

Measure 1 Is the school ***?

Exceeds Standard:

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

Notes

Heritage Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. Heritage Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Heritage Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. Heritage Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	15.00
	In May 2013, the SDE determined that HA was out of compliance with 9 out of 10 special education allegations. The complaint was formally resolved in June 2014. Significant and timely progress toward resolution was made throughout the 2013-14 school year.			

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes				
The FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13. The FY14 fiscal audit (due Oct 15, 2014) was submitted 10/22/14. The SDE noted in 2013 noncompliance with regard to the National School Lunch Program, which had a fiscal impact and has now been resolved. Fiscal updates to the PCSC have been submitted with errors and required revision.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
				0.00
Notes				
The audit findings identify as a material weakness that HA "does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with [GAAP]..." The audit acknowledges that hiring an individual to fulfill this role is presently beyond the school's financial capacity. A second finding notes that a deficiency in internal controls resulted in duplicate reimbursement through a federal grant. The duplication appears to have occurred in error and does not necessarily represent cause for concern, though the school still needs to refund the overpayment. Additionally, the FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential, so the score is not affected by this factor.				

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No incidents of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
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Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
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INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The SDE has verified instances of concern regarding appropriate certification of HA personnel. The school reports that these issues have been resolved.			15.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	Physical safety hazards (such as playground debris) have been reported by stakeholders and observed by PCSC staff. The school reports that these have been resolved.			15.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliances documented	25	25.00
			0	
Notes				25.00

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			25		
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned	
		Ratio is 2.58	50	50.00	
			10		
			0	<u>50.00</u>	
Notes					
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned	
			50		
			10		
		9 days cash	0	<u>0.00</u>	
Notes					
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned	
			50		
		Variance is 93.85%	30	30.00	
			0	<u>30.00</u>	
Notes					
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned	
		No default or delinquency noted in audit	50	50.00	
			0		
				<u>50.00</u>	
Notes					

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Current year is 1.6% and aggregate is (3.2)%	0	0.00
	Notes			0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .65	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
	Notes			50.00
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi year cumulative is (\$69,112) and each year is negative	0	0.00
	Notes			0.00
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1	Ratio is .73	0	0.00
	Falls Far Below Standard: Not Applicable			
	Notes			0.00



“Performance-based accountability is the cornerstone of charter schools.”

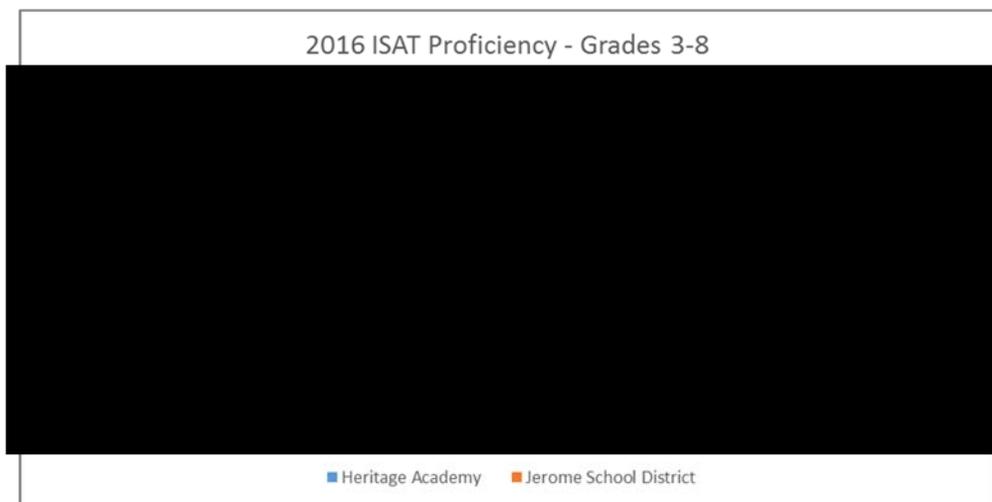
Alison Consoletti, The Center for Education Reform

Supplementary Academic Performance Data

The charts below compare HA’s outcomes to those of relevant comparison groups.

LOCAL SCHOOL DISTRICT, GRADES 3-8

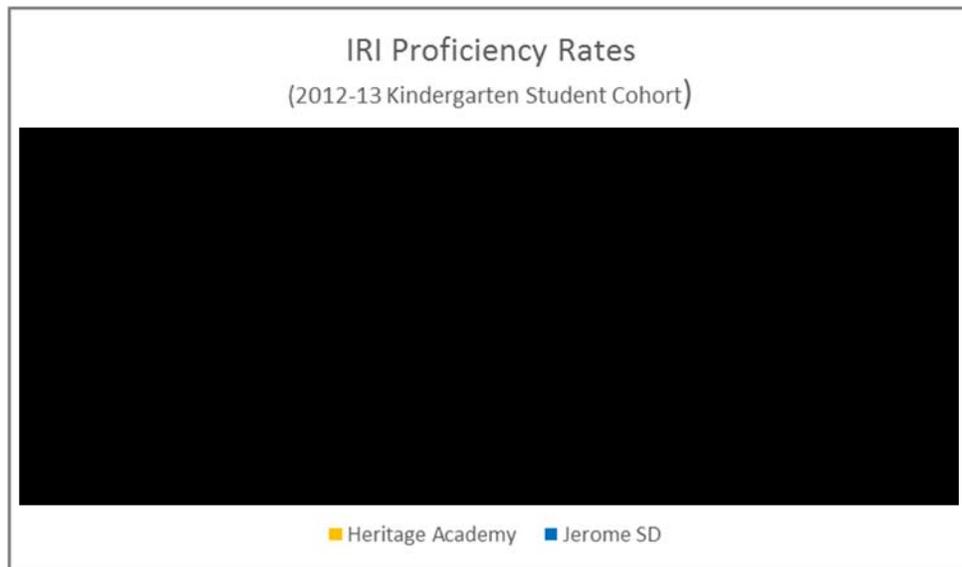
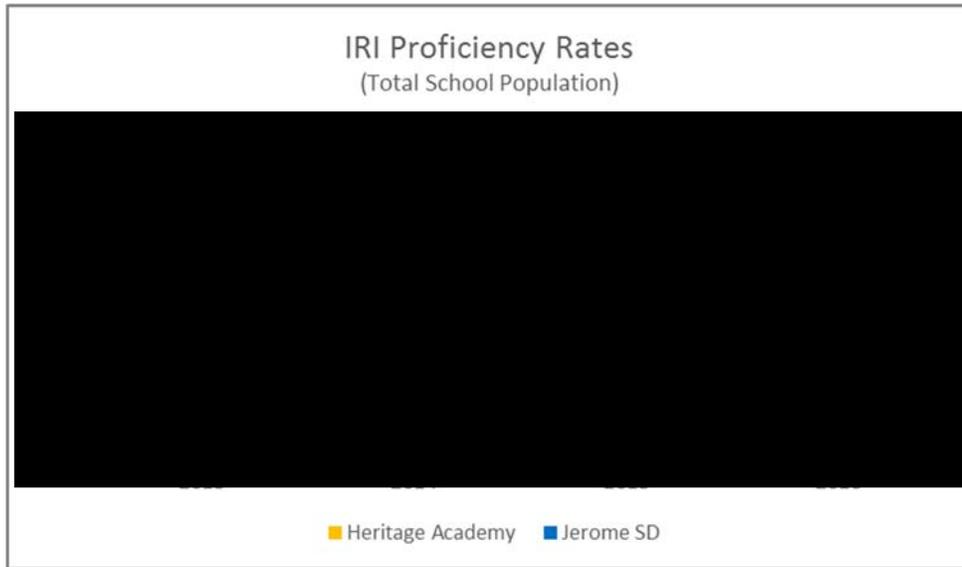
ISAT: The following chart compares the performance of Heritage Academy students to Jerome School District students in grades three through eight on the 2016 math, ELA, and science ISAT exams. In each subject area, Jerome SD’s proficiency rates are higher than HA’s, but lower than state averages.



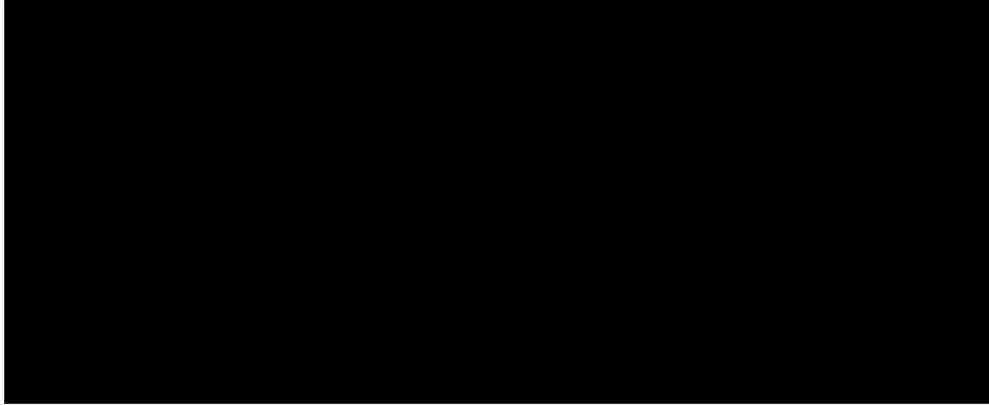
IRI: The Fall IRI is taken as a formative assessment and is meant to provide insight regarding skill levels prior to entering Kindergarten. The following chart compares the pre-reading skills of incoming Kindergarten students at Heritage Academy to those of Jerome School District Kindergarten students. A higher percentage of incoming Kindergarteners meet the IRI benchmark at HA than at the district schools.

% of Kindergarten Students Not Proficient on the Fall IRI (Score of 1 or 2)				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
HA	[REDACTED]			
Jerome SD	73%	70%	72%	74%

In most years (2013 – 2016) and most categories (total population, FRL, non-FRL, and general ed), HA’s IRI proficiency rates are lower than those of the surrounding district. HA’s IRI proficiency rates for special needs students trend slightly higher than those of the surrounding district. HA’s 2012-13 kindergarten cohort outperformed the district’s 2012-13 kindergarten cohort in 2016, as third graders.

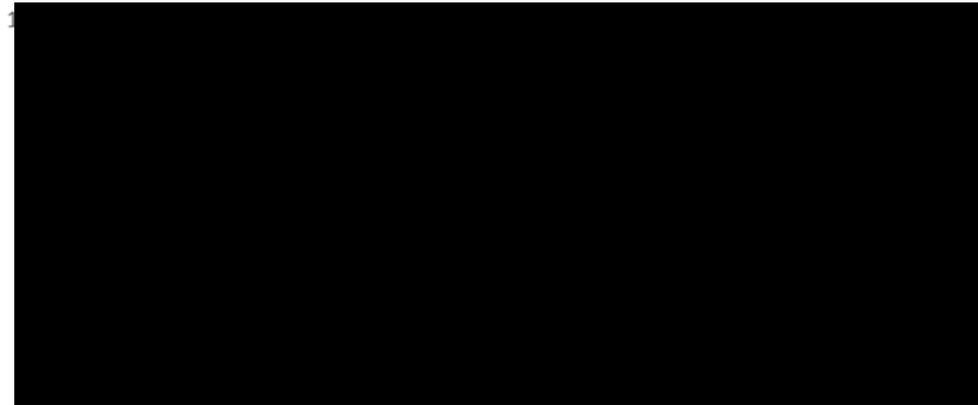


IRI Proficiency Rates -- Non-SpEd Population



■ Heritage Academy ■ Jerome SD

IRI Proficiency Rates -- SpEd Population



■ Heritage Academy ■ Jerome SD

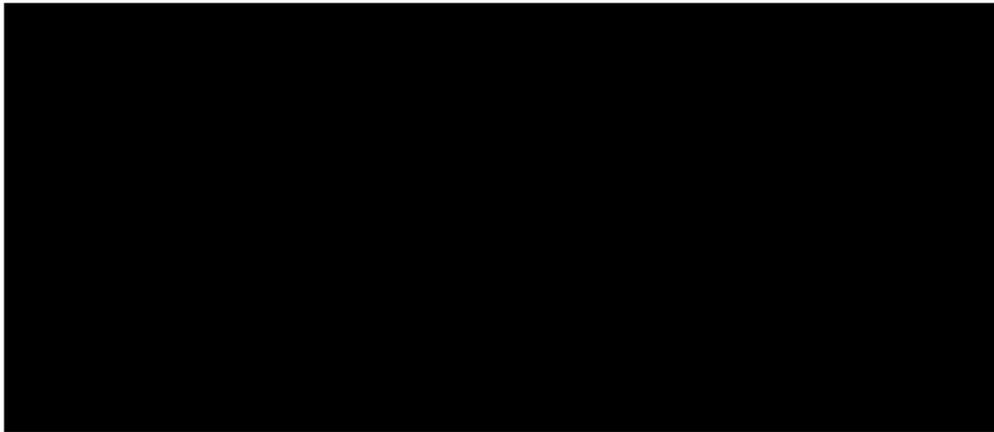
Note: HA's special needs population is approximately 17.5%.

IRI Proficiency Rates -- Non-FRL Population



■ Heritage Academy ■ Jerome SD

IRI Proficiency Rates -- FRL Population



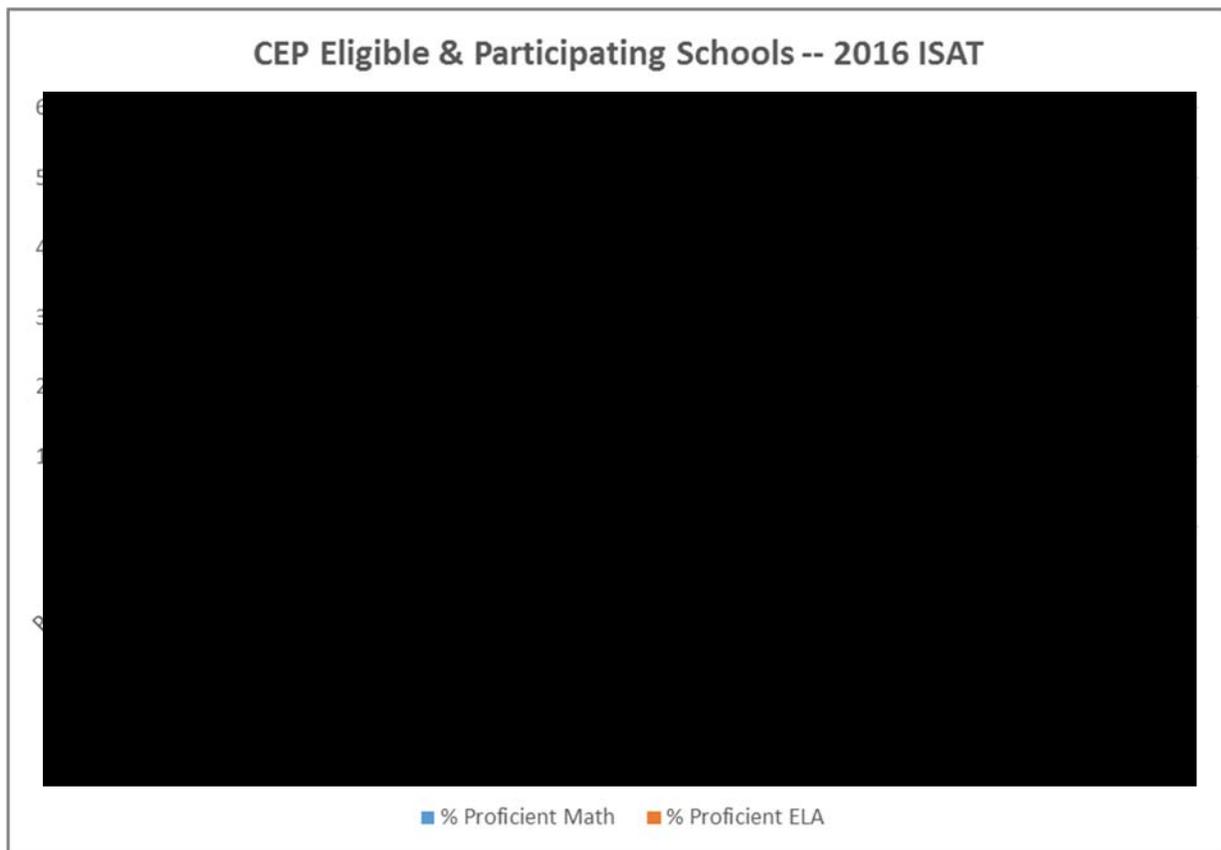
■ Heritage Academy ■ Jerome SD

Note: In 2015, HA was a participating Community Eligibility Provision school. The school's 2015 proxy percentage of qualifying students (students directly certified through SNAP) was 59%. The USDA's discount rate calculation, intended to compensate for additional students who may be low income but not enrolled in SNAP, indicates that the school received reimbursement for 94% of students.

CEP ELIGIBLE AND PARTICIPATING SCHOOLS

The following chart compares HA's outcomes to those of other Community Eligibility Provision (CEP) participating or eligible elementary schools with fewer than 350 students, located in small, rural Idaho districts. CEP schools have at least 40% low-income students and may provide free breakfast and lunch to all students without collecting household Free and Reduced Lunch applications. Proxy percentages (students directly certified as through SNAP) replace the school names, which are withheld to protect student information.

HA's ISAT math and ELA proficiency rates are lower than those of most other Community Eligibility Provision participating and eligible schools that are similar in size and located in rural areas. HA's proxy percentage is toward the high end of the range.



PRE-RENEWAL SITE VISIT

A pre-renewal site visit is an important part of the charter renewal process. The purpose of a pre-renewal site visit is to observe and discuss the charter school's programs, policies, practice, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems.

In fall 2016, pre-renewal site visits of eleven schools scheduled for renewal consideration 2017 were conducted with the primary objective of determining whether the schools were providing the appropriate conditions for sustained success. Each evaluation team was comprised of a member of the PCSC staff and an independent, external consultant. The external consultants were experts in areas such as curriculum and instruction, fiscal management, and/or fields particularly relevant to the subject schools.

The site visit process and associated evaluation rubric were developed based on best practices from authorizers across the country, including SUNY, Denver Public Schools, and Portland State University (PSU), whose evaluators perform all site visits for the State of Oregon.

A copy of the evaluation rubric was sent to each renewal school in advance of the visit. Due to time constraints and limited resources, schools were informed that it was highly unlikely all the measures would be evaluated. Prior to the visits, PCSC staff and external consultants determined the rubric measures of most value for each visit. The evaluation teams conducted interviews with diverse stakeholders including school leaders, board members, teachers, and parents. The final site visit reports were compiled from observations and comments at the agreement of both evaluation team members.

The PCSC staff contracted with four independent, external evaluators for the purpose of conducting pre-renewal site visits. One evaluator participated in each site visit. Each school's site visit report lists which members of the team participated in the visit. Brief evaluator biographies are provided below for reference:

Dr. Sherawn Reberry, Director of Education Programs Idaho Digital Learning

Dr. Reberry is a former educator and administrator for both K-12 and post-secondary programs. With over 20 years of experience, she has spent the past 14 years in online education. Dr. Reberry currently serves on the board for the Idaho Association for Supervision and Curriculum Development.

Randy Yadon, Principal of Meridian Technical Charter High School

Mr. Yadon has over 25 years of education experience as a classroom teacher and administrator. He currently serves as the Principal of Meridian Technical Charter School, a high-performing charter authorized by the West Ada School District.

Christine McMillen, Principal Atlas Alternative High School

Ms. McMillen has served as a classroom teacher and administrator for the past 15 years. She currently serves as the Principal for Atlas Alternative High School in the Middleton School District.

Nils Peterson, Education Consultant

Mr. Peterson is the retired Assistant Director for The Center for Teaching, Learning, and Technology at Washington State University. He has served as an education consultant for 20 years. Mr. Peterson is also a founder and former Board Chairman for Palouse Prairie Charter School.

Heritage Academy

Pre-Renewal Site Visit

Evaluation Report

Visit Date: October 6, 2016

Idaho Public Charter School Commission

Charter School

Heritage Academy
500 S. Lincoln Ave.
Jerome, ID 83338
(208) 595-1617
Dr. Christine Ivie Superintendent

Authorizer

Idaho Public Charter School Commission
(208) 332-1561
www.chartercommission.idaho.gov
Tamara Baysinger, Director
Alan Reed, Chairman

Evaluators

Nils Peterson Education Consultant
Jennifer Barbeau PCSC Accountability Program Manager

PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of operation. Heritage Academy is will be considered for renewal during the spring of 2017. The purpose of the site visit is to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Heritage Academy was based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Heritage Academy. Indicators were established to provide specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016.

INTRODUCTION

Heritage Academy (HA) is a brick-and-mortar public charter school located in Jerome and serving students in grades K-8. The charter states that HA will use a research-based, challenging general curriculum enhanced by the Schoolwide Enrichment Model (SEM) and Integrity Initiatives character education. The SEM is intended to differentiate curriculum for individual learners using various forms of modification and enrichment. Total Talent Portfolios and Enrichment Clusters should be used to encourage individual interests and application of knowledge to real world problems. All students, staff, and board members are to create and maintain personal improvement plans.

The charter includes the following commitments:

- Students' rates of achievement and attendance will accelerate beyond the levels they were attaining before attending HA.
- Within three years of consecutive enrollment at HA, 80% of students will be proficient or above on each ISAT content area.
- Within three years of consecutive enrollment at HA, 80% of 2nd and 3rd grade students will achieve benchmark or above on the IRI.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for HA was approved by the PCSC in August 2010. The school opened in fall 2011.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating: Meets

Evidence: Annual Report

Interview with Administration, Board, and Staff

Detail: All stakeholders share a common and consistent understanding of the school's mission and key design elements. Predominantly, they describe a safe and nurturing place for learning; less often, they focus on schoolwide enrichment.

The school has implemented an enrichment program as a special class time once per week, using small, interest-based groupings of mixed age groups. It was reported that, this year, teachers are encouraged to stick closely to the regular curricular materials for core instruction, hinting that perhaps enrichment was previously implemented in other parts of the program.

Character development also plays a prominent role in the classroom, incorporated throughout assignments and activities.

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Rating: Approaches

Evidence: Annual Reports

School Overview

Interview with Administration

Detail: The performance certificate calls for differentiated curriculum for individual learners using various forms of modification and enrichment. The school lacked a cohesive curriculum prior to the start of the current academic year. Examples of modification for students in prior years were not provided. The enrichment clusters appear to be implemented using staff and some volunteers in order to create smaller group settings. Enrichment clusters occupy only one hour per week. An example of an enrichment cluster in action showed students planning a party for their own enrichment group. It was not clear that consistent instructional strategies were employed, and no evidence of assessment of the enrichments' effectiveness was evident. Enrichment clusters appear to be more of a fun activity than a form of purposeful educational development.

PROGRAM DELIVERY: CURRICULUM

Does the school's curriculum provide the opportunity for academic success for all students?

Rating: Meets

Evidence: Interview with Administration, Staff, and Curriculum Director

Detail: The school has purchased new curricular materials for math and reading beginning this academic year, and they are aligned with the school's mission. The curriculum is designed to have horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. Teachers are directed to stick closely to these materials. Teachers described success using the formative assessments to create small groups and focus instruction on specific misconceptions. Teachers indicate that the curriculum provides opportunities for all students, including diverse learners, to master skills and concepts.

The school reports that original curricular materials had been lost during prior years. This was attributed to teacher turnover. Having and using a complete curriculum package was described as a change in practice from prior years. As the curriculum has only been in place a matter of weeks, academic outcomes will need to be monitored for evidence of its impact.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Rating: Approaches

Evidence: Interviews with Administration, Staff, and Curriculum Director

Detail: Using the new curriculum, teachers described their ability to deliver purposeful lessons with clear objectives. Teachers seemed to believe that lesson objectives are clearly communicated to students and that lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. The rationale for the curriculum change seems to have been a response to consistently poor learning outcomes, but it is not clear that an ongoing system of assessment is in place outside of the curricular package to make teaching more responsive to outcomes.

The lesson plans and instructions were not examined, but the newly adopted commercial package is designed to promote higher order thinking, use of precise academic language, and problem solving skills with appropriate supports to ensure success for all students.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

Rating: Approaches

Evidence: Interviews with Administration, Staff, and Curriculum Director

Detail: School representatives described discovering a deficiency in curricular materials and making a decision to adopt new materials in reading and math. This adoption of new curriculum is recent, beginning with the start of the current academic year. It is not clear that the school has a more broadly developed assessment team or system able to help refine curriculum or exploit the enrichment model program-wide. It was not clear that the school utilizes multiple, grade-level appropriate assessments, nor that it has chosen a manageable number of student outcomes and performance criteria to guide refinement of the curriculum. The assessment-curricular change feedback loop is not clear and may not involve stakeholders other than teachers and administrators.

The school did describe development of teacher teams with a lead/mentor aimed at monitoring learning in grade-level groups and helping teachers refine their practice. Much energy seems to be going into the implementation of the new reading and math curricula. It is not clear whether or how this new practice will evolve into a clear process for ensuring all teaching practices align curriculum, standards, and performance goals. The newly adopted curriculum seems to be an important change in practice and is absorbing much of the school's focus.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

This indicator was not rated.

Does the school effectively provide opportunities for student engagement?

This indicator was not rated and does not represent an area of concern.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Approaches**Evidence:** Staff Roster

Interviews with Administration, Staff, and Curriculum Director

Detail: As a small school in a rural area, HA faces a challenge recruiting staff. The school wants to hire staff that can successfully enact the mission of the school and is working to develop and implement policies and strategies to recruit, hire, and retain highly effective personnel. The current staff appears to be dedicated and engaged.

The newly hired curriculum director is playing an important part in training and supporting existing staff in an effort to ensure they are highly effective academically. The school's effort at creating collaborating teacher teams appears aimed at supporting the professional learning of staff.

Does the school have strong instructional leadership?**Rating:** Approaches**Evidence:** Interviews with Administration, Board, Curriculum Director, and Staff

Detail: The school leader has placed a focus on creating a safe and nurturing learning environment. Based on a belief that good nutrition is a factor in successful learning, leadership has developed an extensive, schoolwide nutrition program involving free breakfast, lunch and snacks. With these elements in place, leadership describes a new focus on student learning and achievement and refinements to the school-wide enrichment model.

It appears the administrator was not aware of the issue regarding lack of curriculum for staff until the end of last year. Based on several years of poor test scores, it is not apparent that the administrator ensured that curriculum was reviewed and modified or that the delivery of the curriculum was monitored. A new hire and an outside consultant appear to be focused on creating an assessment team and system to collect qualitative and interim data that can be analyzed to judge efficacy of the core program. The lack of evidence of these actions in the past makes it unclear whether a comprehensive plan for improvement is being implemented.

Does the school have leadership sustainability?

Rating: Approaches

Evidence: Interviews with Administration, Board, and Curriculum Director

Detail: The school has a stable leadership team that appears to have clear job responsibilities and essential qualifications. No evidence of a leadership succession plan was provided. The curriculum director, who has a focus on assessment, is currently working toward an administrator certification. She may be a candidate for developing/maintaining a leadership pipeline, but it is not clear that this was planned by the school's current leadership.

Does the school offer professional development that supports the schools goals and the needs of individuals?

Rating: Does Not Meet

Evidence: Interviews with Administration, Curriculum Director, and Staff

Detail: There does not appear to be any professional development beyond teacher collaboration and mentoring, which were instituted just this academic year. No evidence was presented that the school has established annual PD goals and priorities aligned with the mission, values, and goals of the school, nor that PD activities are interrelated with assessment activities or classroom practice. Additionally, no evidence was presented that the school evaluates the effectiveness of PD.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

Rating: Does Not Meet

Evidence: Interviews with Administration, Curriculum Director, Staff
Annual Reports

Detail: The school's newly adopted curriculum includes clear procedures for identifying diverse learners and is presumed to have adequate intervention programs for such students. The school reports that teachers are aware of their students' progress, including meeting IEP goals, and achieving English proficiency. However, teacher awareness appears to be disconnected from leadership taking action to remediate academic performance that is clearly low.

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Rating: Does Not Meet

Evidence: Interviews with Administration, Board, and Curriculum Director
Assessment Schedule

Detail: The school did not present evidence that it regularly administers valid and reliable assessments that align to the school's curriculum. Other than the newly adopted curriculum, the school did not present evidence of an assessment system that includes measures of student performance for the purpose of interim and summative evaluations of all students in each core content area. Data needed to analyze school wide performance and identify areas of improvement does not seem to be present. Assessment data may be available to teachers, but it does not appear to be shared with school leaders or board members. An assessment schedule provided by the school shows an intent to administer AIMSWEB assessments in the future, but no data was currently available. The assessment schedule did not indicate what assessments were expected to be administered to students.

The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests an episodic rather than systematic approach to using assessment to improve learning. No evidence was presented of an assessment action plan focused on concrete strategies for improvement, including refining the assessment system to more closely connect teacher observation and classroom data to changes in practices.

Does the school promote a culture of high expectations that is safe, respectful, and supportive?

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff
Classroom Observations

Detail: Stakeholders report the success of behavior and safety policies to create a safe and welcoming school environment. All stakeholders in the school appear to share a common set of expectations for student behavior. Classrooms were not observed in depth, but reports indicate great improvement in student department both in and out of class. The classroom environment appears conducive to learning.

ACCESS AND EQUITY**Does the school offer adequate support for special populations?**

This indicator was not rated and does not represent an area of concern.

Does the school address and support the needs of English Language Learners (ELLs)?

This indicator was not rated and does not represent an area of concern.

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

This indicator was not rated and does not represent an area of concern.

Does the school have a strong, steady retention rate for students?

Rating: Does Not Meet

Evidence: Interview with Administrator
 Student Retention Report
 School Overview
 Annual Reports

Detail: The school appears to have a fairly stable student body in terms of enrollment numbers; however, the school had 62 new students enrolled at the start of the current academic year, indicating a high attrition rate. The administrator stated that the school cannot calculate an accurate retention rate due to the transient nature of the population. The school did not present evidence of procedures to monitor its progress toward meeting enrollment targets. The school's enrollment has consistently been at or below the worst case anticipated in the charter, and has declined slightly in recent years.

ORGANIZATIONAL CAPACITY

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: The school appears to have clearly defined and delineated roles for staff, administration, and board members. The subjects interviewed reported a clear and well-understood system for decision-making and communication among all members of the school community. The school has, this year, implemented mechanisms for regular and frequent collaboration.

It is not clear that school leadership has historically implemented a clearly defined mission and set of goals for all staff, as the charter commits.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Interviews with Board, Staff, and Parents

Detail: The leadership team meets regularly with the board. Parents reported that two-way communication mechanisms are established between parents and teachers. It is less clear if parents are more broadly involved in school planning.

Does the school have procedures in place to facilitate parental involvement?

This indicator was not rated and does not represent an area of concern.

Does the school facility support high quality teaching and learning?

Rating: Meets

Evidence: Facility Tour

Detail: The classrooms are large with ample natural light. The school lacks an adequate library; however, a public library is located not far from the school. The facility appears appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.

Are health, safety, and accessibility standards being met and documentation kept current?**Rating:** Approaches**Evidence:** Facility Tour

Interview with Administration, Board

Detail: The school facility is an old, district school building and it is suffering some maintenance issues. There was evidence of leaks in the roof, and the board and administration indicated that the roof needs replacement. Being old, the electrical system was built to a more limited standard, but lighting was ample. The heating system is old and outdated. There is concern that it may need replacement in the future, a significant expense. The front steps leading into the school are crumbling, but the board indicated there is plan to repair them in the next year. Another key concern is the lack of ADA access to the 2nd and basement floors of the building. Currently this is an issue for one teacher recovering from an injury.

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Rating: Meets

Evidence: Meeting Minutes

Detail: The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The character of the minutes is compatible with the conclusion that the Board understands Open Meeting law. The minutes also indicate that the Board has systems and structures in place to ensure meetings are effective.

Does the board have policies in place that establish standards for overall management of the school?

This indicator was not rated and does not represent an area of concern.

Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Rating: Meets

Evidence: Meeting Minutes
Interview with Board

Detail: The board appears to have a clear definition of its role as a governance body separate from the role of management. No evidence was collected relative to board self-evaluations and training. The board is successfully maintaining its membership, and no bylaw issues have been identified.

Has the school's board developed a strategic plan?

This indicator was not rated and does not represent an area of concern.

Does the school's board provide appropriate academic oversight?**Rating:** Does Not Meet**Evidence:** Interview with Administration, BoardAnnual Reports
Meeting Minutes

Detail: Based on the test scores, there is no evidence that the board sets student achievement goals aligned with authorizer expectations, nor that it regularly monitors progress towards these goals. No evidence was presented that board decision-making, including around resource allocation and human resources, is driven by student performance data. The board rated its administrator as expert, though the school has suffered from poor academic results and operated with virtually no curriculum in previous years. Board members lack experience in K-12 education, and it does not appear that the current board members have the background to determine what assessment data is needed, or what educational goals are appropriate.

Does the school's board provide appropriate operational oversight?**Rating:** Approaches**Evidence:** Interview with BoardMeeting Minutes
Financial Audit
Annual Reports

Detail: The board is aware that some repairs are necessary for the facility, including replacing the roof and fixing the crumbling front stairs. However, there does not seem to be any urgency around facility needs, nor do budgets indicate a concern for taking action as appropriate. There was some indication from school leadership that when the loan on the building is paid off (June 1, 2018) facility issues may receive more attention. School growth has been stagnant, if not declining, for the past several years. The board did not provide any evidence of effective action regarding the school not meeting enrollment expectations. Meeting minutes demonstrate an effort by the board to take action on organizational, management, and fiscal deficiencies.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

This indicator was not rated and does not represent an area of concern.

Does the school maintain appropriate internal controls and procedures?

This indicator was not rated and does not represent an area of concern.

Does the school maintain adequate financial resources to ensure stable operations?

This indicator was not rated and does not represent an area of concern.

Is the school demonstrating strong short and long-term fiscal viability?

This indicator was not rated and does not represent an area of concern.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

This indicator was not rated and does not represent an area of concern.

Idaho PCSC Site Visit Evaluation Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs.

<u>Mission and Key Design Elements</u>				
Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?				
Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
Notes:				
To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?				
Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
Notes:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Curriculum

Does the school's curriculum provide the opportunity for academic success for all students?

<p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding curriculum.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding curriculum.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.</p>
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Notes:

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

<p>Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Lesson plans and instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
Does the school effectively provide opportunities for student engagement?				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Instruction

Does the school recruit, support, and retain highly effective staff?

<p>Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>
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Notes:

Does the school have strong instructional leadership?

<p>Indicators: The school leader ensures a focus on student learning and achievement in alignment with the school's mission. The school leader ensures that curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader ensures that relevant qualitative and quantitative data is collected and analyzed. The school leader ensures that the school plan for improvement is implemented. The school leader ensures that teachers and staff are regularly and systematically evaluated.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
Does the school offer professional development that supports the schools goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

Program Delivery: Assessment and Evaluation

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

<p>Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding the academic program.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding the academic program.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.</p>
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Notes:

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

<p>Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.</p>
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Notes:

Does the school promote a culture of high expectations and is safe, respectful, and supportive?

<p>Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding school culture.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding school culture.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Access and Equity

Does the school offer adequate support for special populations?

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding support for special populations.

Approaches: The school presents a material concern in one of the indicators regarding support for special populations.

Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.

Notes:

Does the school address and support the needs of English Language Learners (ELLs)?

Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.

Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.

Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.

Notes:

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding demographic representation.

Approaches: The school presents a material concern in one of the indicators regarding demographic representation.

Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.

Notes:

PCSC Site Visit Evaluation Rubric

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

Organizational Capacity

Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?

<p>Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding organizational structure.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding organizational structure.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.</p>
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Notes:

Are there effective communication channels between stakeholders?

<p>Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding communication channels.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding communication channels.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.</p>
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Notes:

Does the school have procedures in place to facilitate parental involvement?

<p>Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding parental involvement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding parental involvement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school facility support high quality teaching and learning?				
Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school facility.	Approaches: The school presents a material concern in one of the indicators regarding school facility.	Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.
Notes:				
Are health, safety, and accessibility standards being met and is documentation being kept current?				
Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.	Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.	Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance

Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

<p>Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.</p>
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Notes:

Does the Board have policies in place that establish standards for overall management of the school?

<p>Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.</p>
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Notes:

Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

<p>Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Has the school's Board developed a strategic plan?				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
Does the school's Board provide appropriate academic oversight?				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
Does the school's Board provide appropriate operational oversight?				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.

Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.

Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

Does the school maintain appropriate internal controls and procedures?

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.

Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.

Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

Notes:

PCSC Site Visit Evaluation Rubric

Does the school maintain adequate financial resources to ensure stable operations?				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
Is the school demonstrating strong short and long-term fiscal viability?				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Heritage Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 5, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2011. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **December 12, 2013**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.**
- B. Grades Served.** The School may serve students in **kindergarten through grade 8.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Use the School Enrichment Model (SEM) to provide expanded educational**

opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the SEM are as follows:

- The Total Talent Portfolio
 - Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression.
 - School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support.
- Enrichment Clusters
 - Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks, and typically meet once per week.
 - Students work as individuals or in small groups to produce products or services that solve real-world problems and benefit the students, their school, or the larger community.
- Strong character development program
 - Each month, teachers address one of the six Integrity Initiative characteristics with their classes.
 - Students are consistently recognized for their demonstration of strong character traits.
- Safe environment
 - Students are provided with a safe school facility.
 - Students have access to adults willing to listen and protect students' safety.
 - Students are provided with education and tools to encourage safe behavior among themselves.
 - A strong, anti-bullying policy will be enforced.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the

Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 450 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 50 students per grade level, with a maximum of 25 students per class for kindergarten through grade 6.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	25	50*	50*	50*	50*	50*
1	25	50	50	50	50	50
2	25	25	50	50	50	50
3	25	25	25	50	50	50
4	25	25	25	25	50	50
5	25	25	25	25	25	50
6	25	25	25	25	25	25
7	0	50	50	50	50	50
8	0	0	50	50	50	50
Total	175	275	350	375	400	425

*Kindergarten enrollment is limited to one a.m. and one p.m. class of 25 students each.

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or

proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

- D. School Facilities.** 500 S. Lincoln Ave, Jerome, Idaho, 83338. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: The Jerome School District boundaries.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

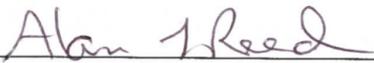
- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School’s Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School’s Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School’s Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective December 12, 2013.



Chairman, Idaho Public Charter School Commission



Chairman, Heritage Academy School Board

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Charter**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Board Roster**
- Appendix F: School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment Policy**
- Appendix I: Public Charter School Closure Protocol**

Appendix B: Charter

Heritage Academy

2011-2012 Idaho Charter School Petition

Name of Proposed Charter School: Heritage Academy, Inc.

School Year Petitioning to Open the Charter School: 2011-2012

School District Affected by Attendance Area: Jerome School District

Facility Location: Jerome, Idaho

Authorized Representative: Kelly Bangerter

500 South Lincoln

Jerome, ID 83338

(208) 595-1619

Table of Contents

Tab 1: Mission Statement, Corporate Organization, & Signatures of Proof.....	4
Vision Statement	4
Mission Statement	4
Signatures & Proof of Qualification	4
See, Appendix A – Qualified Electors.....	4
Tab 2: Proposed Operation and Potential Effects of Public Charter School.....	5
Target Student Population	5
Distinguishing Features	5
Potential Impact on District.....	7
Facilities	7
Administrative Services.....	10
Potential Civil Liability	13
Insurance.....	13
Tab 3: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation, & Internet Safety Policy	14
Educational Philosophy & Purpose	14
Methods of Instruction	19
Educational Goals; Compliance with Idaho Code Ann. §33-1612.....	21
Definition of “Educated Person”	25
How Learning Best Occurs.....	25
Special Education Services.....	26
Plan for Dual Enrollment Participation	28
Services for Individuals with Limited English Proficiency.....	28
Services for Gifted & Talented Students.....	30
Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NCLB Provision Regarding Plan for Improvement.....	31
Measurable Student Educational Standards	31
Measuring Student Progress I.C. 33-5205(3)(b).....	32
Student Assessment I.C. 33-5205(3)(c).....	32
Method for Providing Standardized Testing I.C. 33-5205(3)(d).....	32
Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140	33
Provision Regarding Plan for Improvement Under NCLB	33
Tab 5: Governance Structure, Parental Involvement, & Audits	34
Governance Structure	34
Parental Involvement.....	36
Financial and Programmatic Audits	38
Tab 6: Charter School Employees.....	39
Employee Qualifications	39
Health & Safety Procedures	39
Employee Benefits.....	40
Employee Transfer Rights.....	40
Collective Bargaining Provision.....	41
Teacher/Administrator Terms & Conditions of Employment	41
Employee Background Checks.....	41

Tab 7: Admission & Disciplinary Procedures	42
Projected Enrollment Capacity.....	42
Admission Procedures.....	42
Public Notification of Enrollment Opportunities.....	43
Enrollment Deadline.....	44
Equitable Selection, Over Enrollment & Waiting Lists.....	44
Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment.....	46
General Discipline Guidelines for students with disabilities.....	48
Procedures for Abuse of Alcohol or Controlled Substances.....	48
Charter School Attendance Alternative.....	49
Habitual Truancy, Incurability & Disruptive Students.....	49
Student Handbook & Accessibility.....	50
Tab 8: Business Plan, Transportation, & School Lunch Program	51
Business Plan.....	51
Transportation Services Proposal.....	53
School Lunch Program Plan.....	53
Tab 9: Not Applicable	54
Tab 10: Arrangements, Additional Information Requests, & Plan for Termination	55
Business Arrangements & Partnerships.....	55
Additional Information Desired by Petitioners.....	55
Plan for Termination.....	55
Appendix A: Qualified Electors	56
Appendix B: Certificates of Charter School Workshop Attendance	64
Appendix C: Articles of Incorporation & Bylaws	67
Appendix D: Projected Budgets, Cash Flow, and Budget Assumptions	85
Best Case Budget.....	85
Worst-Case Budget.....	94
<u>Appendix E: Board Member Resumes</u>	103
Appendix F: Draft Student Handbook	111
Appendix G: Letter from North Side Bus Company, Inc.	131
Appendix H: Idaho Department of Education Sufficiency Review	132
Appendix I: Training/Professional Development Proposal from Renzulli Learning	139
Appendix J – Market Analysis	152
Appendix K – <u>Letters of Intent to Lease/Sale</u>	155
Appendix L – <u>Modular Company Quotes</u>	158
Appendix M – Supplemental Facility Information	166
Appendix N – Curriculum Selection	176

Tab 1: Mission Statement, Corporate Organization, & Signatures of Proof

Vision Statement

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

Mission Statement

Heritage Academy will allow students to participate in instruction leading them to develop meta-cognitive skills. Those skills will allow them to learn how to solve real-life problems and organize information. Our students will graduate with skills in both the core content areas and in critical thinking that lead to success in school, the workforce and the community.

Signatures & Proof of Qualification

See, Appendix A – Qualified Electors

For Articles of Incorporation and corporate Bylaws, please reference Appendix C.

Tab 2: Proposed Operation and Potential Effects of Public Charter School

Target Student Population

Heritage Academy will open in the fall of 2011 within the boundaries of the Jerome School District and will serve a maximum of 175 students in grades K-6. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. We Project full enrollment of one class per grade in grades K-4 and one combined class of 25 for 5th and 6th grade. Heritage Academy in year two will increase the Kindergarten class size to a cap of 25 students in the A.M. class and cap of 25 students in the P.M. class. Heritage Academy, starting in year two, will also have the option to add one additional class per year starting with grade 1, if the application numbers justify these additions in grades 1-6, with a cap of 25 students per class. As enrollment numbers increase, Heritage Academy will expand the grade offering to grades K-8 in subsequent years as determined by the board of directors, and as application numbers justify these additional grades. In the 7th and 8th grades, Heritage Academy will have a cap of 50 students per grade. As Heritage Academy's program matures, and in the event it is in the best interest of Heritage Academy, the board may seek approval from the IPCSC to serve additional grades.

North Boundary: 900 North Road (Northern Jerome County Boundary)

East Boundary: 500 East Road

South Boundary: Golf Course Rd (700 South) (Southern Jerome County Boundary)

West Boundary: 500 West Road (Western Jerome County Boundary)

Distinguishing Features

A fundamental element of Heritage Academy is personal improvement. We realize that we live in a dynamic society where things are always changing. Heritage Academy's goal is to seek out the best and incorporate it into our school. Emphasis will be placed on utilizing methods and ideas that are founded in research. The governing Board will create a yearly plan that will address the goals and philosophy of the school. This will ensure the school focuses on its

primary objectives and that all goals are consistent with the founder's vision of the school. These goals will be reviewed bi-annually to assess progress and make revisions as necessary. Goals will be measurable and specific to easily identify achievement.

The administration and faculty will model our vision of personal improvement. Each employee will create a Professional Development Plan in which he/she will address interests and goals. These improvement plans will be an important part in evaluating a teacher's effectiveness. Specific expectations will be established to help an employee identify measurable goals, such as meeting Core Knowledge Curriculum goals and state standards. We will also encourage teachers to set personal interest goals based on research, continuing education and school leadership. Any areas for improvement identified by the Administrator will also be addressed in this plan. Bi-annual review of these plans will allow for assessment and personal improvement. The goal of these assessments will be to provide teachers and faculty with feedback, encouragement and support.

As modeled at all levels, students will also participate in a personal improvement plan program. With the help of teachers and parents, each student will create a plan and set goals for his/her education. Guidance will be provided to assist them in choosing age-appropriate and measurable goals, however students will be encouraged to be creative and explore personal interests. Specific goals will be set to ensure that all students are learning and meet established state standards. Measurement of some of these goals will be based on mastery of material and acceptable performance on established tests of skill and knowledge, however each student will also create a Total Talent Portfolio that will highlight achievement of goals and success that cannot be measured by tests. This portfolio will focus on achievement of character, leadership, self-confidence, and other important life-skills. It will be an opportunity for a student to showcase what they value individually. Total Talent Portfolios will also be used to form Enrichment Clusters. Portfolios and Improvement Plans will be reviewed twice a year to allow students, parents and teachers to assess progress and identify areas that need more attention. Students will learn to assess their own progress and accept responsibility for their accomplishments.

Parent involvement in a student's education is a high indicator of success. We believe parents are the best resource we have as a school and will expect them to participate in our Personal Improvement Plan program relative to their children's education. Parents are not required to complete this plan as a condition of their child's enrollment, but every effort will be made to encourage parent involvement in the program. At the biannual parent/teacher conference, parents will be asked to model appropriate goal setting and honest self-evaluation. Parents will be asked to complete a personal improvement plan that will be included in the student's portfolio and will be reviewed at each conference.

Parent goals should reflect their plans to support their child and be involved in his/her education. They should also identify specific ways the parents will support and be involved in the school community. They may include a commitment to help students be on time, to read with students every day, to volunteer in classrooms, to serve on the Governing Board or Parent Organization, etc.

Potential Impact on District

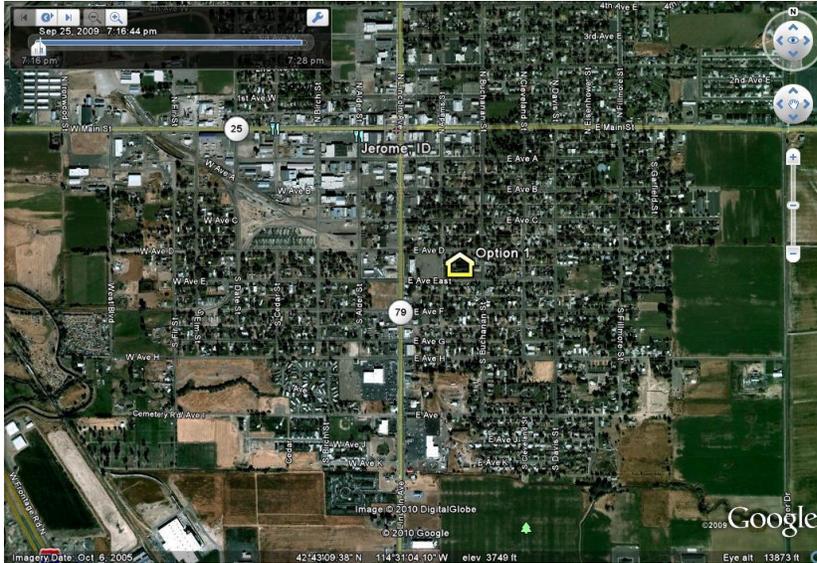
No funding for Heritage Academy will be provided by Jerome School District or any other individual traditional school district funds. Jerome School District has the capacity to acquire additional funding through levies and bonds, regardless of the student population. While Jerome School District will not receive the ADA funding for students enrolled full-time at Heritage Academy, the School District will avoid the direct costs associated with providing educational services to students that choose to attend our school. There is a significant benefit to the School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. For example, Horizon and Jefferson Elementary schools both utilize portable classroom space because their facilities are too small to accommodate their students. This fact, coupled with the School District's recent failed bond levy, indicates that the addition of a new choice in public education would not only provide choice, but also relieve some of the strain placed on the district's resources. (For more information on the educational climate in our district/county, please see Appendix J – Market Analysis). There is no financial support that would be provided by the traditional School District for students that attend Heritage Academy. Further, as is often the case, Heritage Academy anticipates that many of the students that enroll at the school will come from a home-schooling background; a fact that will lessen the impact of the school on the district.

Facilities

As Heritage Academy founders, we recognize the importance of finding and preparing a school facility to house our program. We also acknowledge the challenges charter schools face when entering this phase of their development. While Heritage Academy, Inc. does not have the financial ability to secure land and finance the construction of a new school facility, we have identified several facility options.

Option 1. Over the past several months, we have worked to identify more concrete options to locate our facility. During this process, we have worked with several land owners in an effort to specify our needs and reach agreement on terms that would be mutually beneficial. (See Appendix K for supporting documentation/letters of intent). Our first and best option in this regard would be to enter into a short term land lease with a private school located on Lincoln Ave

in the center of Jerome (See Option 1 on Map below).



The school's Board of Directors have met, discussed, and voted to execute a letter of intent to sub-lease a portion of their campus to Heritage for \$1,000/per month for a minimum term of two years (see Appendix K). As part of the process to assess this location's viability, we have discussed zoning requirements with the city. The

location is already zoned Public or Semi-Public, and due to the fact that it is currently being used as a school, it already has a special use permit allowing this use. Another significant benefit is the fact that the vast majority of infrastructure is already in place. This will significantly reduce site prep and modular prep costs.

We have contacted a modular classroom supplier to verify our transportation, set up, skirting, block and level, and monthly rental charges to set up our campus. These numbers are reflected in our budget and a supporting letter is attached in Appendix L. Our plan is to lease the eastern portion of the property to locate modular units. Due to city requirements, the fact that this site is already properly zoned, provides us with added convenience when planning our modular campus. In fact, the only city requirement for bringing on modular units will be paying for the permit. (We recognize there will be inspections and other similar costs, but we will not be required to seek specific council approval for our intended use.)

The portion of the property we intend to utilize is a large unused parking area, with all curbing, sidewalk, and utilities on site. We recognize and have already considered one drawback to this location: confusion with the private school. However, because Jerome is a small community, we believe a joint effort with the private school, the district, and our founders will ensure that members of the community are informed of the distinction and their option to attend Heritage Academy.

Option 2. Another option is to purchase or lease land and contract with modular classroom supplier at Crossroads Point. We have been in negotiations with owners/investors that would be willing to assist us in the event that a purchase is necessary; however, after our discussions with the owners of Option 1, we are

confident that this will not be necessary. In an effort to exhaust other options, we have contacted the developer of Crossroads Point in Jerome, Idaho, and he has expressed a willingness and excitement about the prospect of bringing a choice in public education to this development. Crossroads Point is located near the interchange of US Highway 93 and Interstate 84. This location will provide easy access to the student population that resides within Jerome and surrounding communities. Within this mixed use development, we have identified several potential sites for the school. In an effort to share open space and create a larger feel for the site, we have looked into the possibility of sharing designated park space with the city as well.



Heritage Academy will ensure that its school facility is designed and constructed to be accessible to and usable by individuals with disabilities. We have also contacted several modular classroom suppliers who have expressed their desire to submit proposals for our facility needs. We acknowledge that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility, and we will ensure appropriate design decisions for accommodating the needs of disabled individuals as well as meeting all other applicable zoning and building code requirements.

In our community, there are many locations that are unimproved tracts of land at or near the necessary public utilities. Several of which have executed letters of intent to enter negotiations upon approval of our charter. A modular campus is most likely the best option for our first several years. Regardless of the option the Board chooses, use of a facility as a public school is a conditional use in most zones. Several board members and founders have extensive experience with the city processes associated with conditional use permits as well as other permitting issues surrounding the development of land. Our budget assumptions reflect our estimates on the cost of erecting a small modular campus. Facility expenses include \$16,632 in estimated delivery costs, \$10,675 in skirting, \$3,150 for installation of handicap accessible ramps and handrails, \$18,515 for block and leveling, \$4,550 for anchors, \$127,127 for leased units beginning in August 2011, and \$50,000 for necessary infrastructure and permitting.

Option 3 In the event we are unable to reach an agreement under options reference listed above or other circumstances preclude Heritage Academy from constructing a modular campus at that location, we have identified a second location to lease approximately 11,000 square feet on a potential classroom



space. This location is easily accessible from Highway 93, provides ample parking, and the current owner is willing to make the necessary improvements in the event an acceptable lease term can be reached.

Option 4. For our fourth option, we have identified an alternative location off Lincoln St. at 900 South. This option provides more space and a lower cost per square foot than option 3, but the facilities would require tenant improvements to accommodate our needs. The facility consists of approximately 35,000 square feet, and could easily provide the needed space to operate our program. In our efforts to determine the feasibility of utilizing this space for our program, we have met with the owner's agent on several occasions and discussed the option of occupying only a portion of the building as the school. This would lower the costs associated with leasing the site and allow Heritage Academy to allocate additional monies to retrofitting the facility to meet our needs. This facility is located on a major arterial road running through the middle of Jerome and would provide an excellent access (ingress/egress) for residents in our community.



Administrative Services

Instructional Leader

Heritage Academy recognizes the Administrator as the key leader responsible for implementing institutional procedures and policies. The Administrator is accountable to the Board of Directors and is critical in the development of

curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Administrator.

Administrator's Responsibilities:

1. Establish and maintain a coordinated and challenging curriculum which implements an effective emphasis on technology integration.
2. Supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
7. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
8. Perform other duties as assigned by the Board of Directors.
9. Some duties may be shared/delegated to the Vice-Principal.

Because the Administrator plays a key role in the successful daily operation and overall performance of the school, Heritage Academy seeks the most qualified individuals for this position. An ideal candidate for the Administrator position at Heritage Academy would have the following background and education: (i) a graduate degree in educational administration and state certification as a K-12 administrator or superintendent; (ii) Preferably a minimum of three years experience as a school administrator; and (iii) a Strong background/understanding of technology and technology instruction a plus. The Administrator position will be evaluated semi-annually by the Board, based on mutually agreed upon metrics and criteria.

Special Education Coordinator

Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population. The Special Education teacher will

coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The Special Education Coordinator must possess the education, skills and credentials of a special educator who can work with appropriate professionals (school psychologist, speech and language pathologist, etc.) to select, administer and interpret assessments for determining special education eligibility. In addition, the Special Education teacher will provide support and training (or coordinate trainings) for Heritage Academy's Administrator and staff regarding the Individuals with Disabilities Education Act, the Idaho Special Education Manual and special education rules and requirements for Idaho public schools.

Employment Issues

All recommendations for hiring and firing of Heritage Academy employees, except for the school Administrator, will be made by the school Administrator and subject to approval by the responsibility of the Board. The Heritage Academy Board of Directors will be responsible for hiring a school Administrator and for any personnel actions directly involving the school Administrator. The Administrator, teachers, and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at Heritage Academy only upon Board approval.

Management of School Equipment & Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Heritage Academy's Fiscal Policy.

Governing Board

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Administrator and school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

Preparation and Completion of Federal and State Reports

Under the Board's direction, the Administrator will provide timely completion and submittal of state and federal reports. Reports may be reviewed for approval by the Board before submission.

Head Secretary

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other Heritage Academy staff. The secretary will also work to assist and support the Administrator and faculty, and performs a variety of office duties requiring some independent judgment in the application of Heritage Academy policies and procedures. The basic requirements for this position will be a high school diploma, a minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and internet, and strong interpersonal and multi-tasking skills.

Potential Civil Liability

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Academy.

Insurance

Heritage Academy Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Heritage Academy will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Heritage Academy will provide the IPCSC with a list of all other types and amounts of insurance required prior to the opening of the school.

Tab 3: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation, & Internet Safety Policy

Educational Philosophy & Purpose

Heritage Academy is established to provide its students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

We believe that all students possess greatness within them, and educational experiences should guide and assist students in discovering the best within themselves. There are as many paths to success as there are individuals. Heritage Academy will provide a safe, challenging and individualized learning environment that will help each student reach his/her potential.

An individual builds confidence when he/she is free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this safe environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Competence develops when a learning environment is challenging and an individual is given an opportunity to grow and improve. With proper direction and motivation, individuals usually attain the level of greatness that is expected of them. To help each student reach his/her potential, greatness will be expected of all students. This will be accomplished by utilizing The School-wide Enrichment Model (SEM).

An individual will be productive when given a foundation of knowledge and skills and the freedom to experiment and apply this information to the real world. The Schoolwide Enrichment Model emphasizes the application of knowledge and skills. This application involves participation in Enrichment Clusters (see Methods of Instruction) which produce products or services for the real world. When knowledge and skills are relevant to the student he/she will integrate into his/her life.

An individual who learns to set goals and assess personal accomplishment becomes responsible for his/her own learning and development. Heritage Academy recognizes the importance of providing students with an individualized learning environment, which facilitates personal responsibility by having students learn to set goals and assess progress through a Total Talent Portfolio.

The Schoolwide Enrichment Model, (Renzulli, 2010)

The Schoolwide Enrichment Model (SEM) is a detailed blueprint for total school improvement that allows each school the flexibility to allow each school to develop its own unique programs based on local resources, student demographics, and school dynamics as well as faculty strengths and creativity. Although this research-based model is based on highly successful practices that originated in special programs for the gifted and talented students, its major goal is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels and demographic differences. The idea is to create a repertoire of services that can be integrated in such a way to create "a rising tide lifts all ships" approach. This approach allows schools to develop a collaborative school culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for students to develop their talents. SEM suggests that educators should examine ways to make schools more inviting, friendly, and enjoyable places that encourage the full development of the learner instead of seeing students as a repository for information that will be assessed with the next round of standardized tests. Not only has this model been successful in addressing the problem of students who have been under-challenged but it also provides additional important learning paths for students who find success in more traditional learning environments.

An Overview of the Enrichment Triad Model

The Enrichment Triad Model was designed to encourage creative productivity on the part of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model (see Fig. 2).

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools that use this model, an enrichment team consisting of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging mini-courses, demonstrations, or performances, or by ordering and distributing films, slides, videotapes, or other print or non-print media.

Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is general, and is usually carried out both in classrooms and in enrichment programs. Training activities include the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level reference materials; and (4) written, oral, and visual communication skills. Other Type II enrichment is specific, as it cannot be planned in advance and usually involves advanced methodological instruction in an interest area selected by the student. For example, students who become interested in botany after a Type I experience might pursue additional training in this area by doing advanced reading in botany; compiling, planning and carrying out plant experiments; and seeking more advanced methods training if they want to go further.

Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,
- acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,
- developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation,
- developing task commitment, self-confidence, and feelings of creative accomplishment.

The Regular Curriculum

The regular curriculum consists of everything that is a part of the predetermined goals, schedules, learning outcomes, and delivery systems of the school. The regular curriculum might be traditional, innovative, or in the process of transition,

but its predominant feature is that authoritative forces (i.e. policy makers, school councils, textbook adoption committees, state regulators) have determined that the regular curriculum should be the 'centerpiece' of student learning. Application of the SEM influences the regular curriculum in three ways. First, the challenge level of required material is differentiated through processes such as curriculum compacting and textbook content modification procedures. Second, systematic content intensification procedures should be used to replace eliminated content with selected, in-depth learning experiences. Third, types of enrichment recommended in the Enrichment Triad Model (Renzulli, 1977) are integrated selectively into regular curriculum activities. Although our goal in the SEM is to influence rather than replace the regular curriculum, application of certain SEM components and related staff development activities has resulted in substantial changes in both the content and instructional processes of the entire regular curriculum.

The Enrichment Clusters

The Enrichment Clusters, one component of the Schoolwide Enrichment Model, are non-graded groups of students who share common interests, and who come together during specially designated time blocks during school to work with an adult who shares their interests and who has some degree of advanced knowledge and expertise in the area. The Enrichment Clusters usually meet for a block of time weekly during a semester. All students complete an interest inventory developed to assess their interests, and an enrichment team of parents and teachers tally all of the major families of interests. Adults from the faculty, staff, parents, and community are recruited to facilitate Enrichment Clusters based on these interests, such as creative writing, drawing, sculpting, archeology and other areas. Training is provided to the facilitators who agree to offer the clusters, and a brochure is developed and sent to all parents and students that discusses student interests and select choices of Enrichment Clusters. A title and description that appeared in a brochure of clusters in a school using the SEM follows:

Invention Convention

Are you an inventive thinker? Would you like to be? Brainstorm a problem, try to identify many solutions, and design an invention to solve the problem, as an inventor might give birth to a real invention. Create your invention individually or with a partner under the guidance of Bob Erikson and his students, who work at the Connecticut Science Fair. You may share your final product at the Young Inventors' Fair on March 25th, a statewide daylong celebration of creativity.

Students select their top three choices for the clusters and scheduling is completed to place all children into their first, or in some cases, second choice. Like extracurricular activities and programs such as 4-H and Junior Achievement,

the main rationale for participation in one or more clusters is that *students and teachers want to be there*. All teachers (including music, art, physical education, etc.) are involved in teaching the clusters; and their involvement in any particular cluster is based on the same type of interest assessment that is used for students in selecting clusters of choice.

The model for learning used with Enrichment Clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Unlike traditional, didactic modes of teaching, this approach, known as enrichment learning and teaching (described fully in a later section), uses the Enrichment Triad Model to create a learning situation that involves the use of methodology, develops higher order thinking skills, and authentically applies these skills in creative and productive situations. Enrichment Clusters promote cooperativeness within the context of real-world problem solving, and they also provide superlative opportunities for promoting self-concept. "A major assumption underlying the use of enrichment clusters is that *every child is special if we create conditions in which that child can be a specialist within a specialty group*" (Renzulli, 1994, p. 70).

Enrichment Clusters are organized around various characteristics of differentiated programming for gifted students on which the Enrichment Triad Model (Renzulli, 1977) was originally based, including the use of major disciplines, interdisciplinary themes, or cross-disciplinary topics (e.g. a theatrical/television production group that includes actors, writers, technical specialists, costume designers). The clusters are modeled after the ways in which knowledge utilization, thinking skills, and interpersonal relations take place in the real world. Thus, all work is directed toward the production of a product or service. No lesson plans or unit plans are created in advance by the cluster facilitator; rather, direction is provided by three key questions addressed in the cluster by the facilitator and the students:

1. What do people with an interest in this area (e.g. film making) do?
2. What knowledge, materials, and other resources do they need to do it in an excellent and authentic way?
3. In what ways can the product or service be used to have an impact on an intended audience?

Enrichment Clusters incorporate the use of advanced content, providing students with information about particular fields of knowledge, such as the structure of a field as well as the basic principles and the functional concepts in a field (Ward, 1960). Ward defined functional concepts as the intellectual instruments or tools with which a subject specialist works, such as the vocabulary of a field and the vehicles by which persons within the field communicate with one another. The methodology used within a field is also considered advanced content by Renzulli (1988), involving the use of knowledge of the structures and tools of fields, as

well as knowledge about the methodology of particular fields. This knowledge about the methodologies of fields exists both for the sake of increased knowledge acquisition, and also for the utility of that know-how as applied to the development of products, even when such products are considered advanced in a relative sense (i.e. age, grade, and background considerations).

The Enrichment Clusters are not intended to be the total program for talent development in a school, or to replace existing programs for talented youth. Rather, they are one vehicle for stimulating interests and developing talent potentials across the entire school population. They are also vehicles for staff development in that they provide teachers an opportunity to participate in enrichment teaching, and subsequently to analyze and compare this type of teaching with traditional methods of instruction. In this regard the model promotes a spill-over effect by encouraging teachers to become better talent scouts and talent developers, and to apply enrichment techniques to regular classroom situations.

Methods of Instruction

Heritage Academy will use a variety of methods to help our students become confident, competent, productive and responsible citizens. The Schoolwide Enrichment Model (SEM) will assist us in designing a program to help our students reach their potential.

Through his studies of the challenging, creative lessons developed for gifted students, Dr. Renzulli became convinced that this type of learning could benefit all students. Over 20 years of research led to the development of this model to improve instruction for an entire school. SEM applies the “a-rising-tide-lifts-all-ships” theory by integrating high-end learning into the total school program. SEM consists of three interacting dimensions. The first component, The Total Talent Portfolio (TTP) involves systematically gathering information about student’s abilities, interests, and learning styles and then utilizing this information to help students set personal goals and design enrichment activities.

The second component involves Curriculum Modification Techniques. A student’s mastery of specific curriculum is assessed, and when mastery is achieved students are provided with alternate activities such as group or individual projects, peer teaching, or more in-depth study of curriculum material. Curriculum Modification may also include ability grouping, so that students’ learning is based on capability. As students are assessed to determine understanding and ability, teachers will have the information they need to teach more effectively. Students who have not mastered material will also be identified so that their needs can be addressed. Teachers will be able to re-teach the material in a different way, provide extra support or practice, utilize a peer teacher or adult mentor, and/or work with these students more closely. This will help teachers identify and resolve potential problems quickly.

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by teachers, parents or community resource persons who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Cluster sessions will take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time. The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the Administrator.

Dr. Renzulli's model does not replace existing school structure or curriculum, but seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster's will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential.

Individuality is built into SEM through use of the Total Talent Portfolio (TTP). It is unique from many traditional assessment tools in that it focuses on strengths and "high-end learning" behaviors, rather than focusing on deficiencies. Portfolios use assessment tests and actual student work to determine student's interests and learning styles as well as their cognitive abilities. These portfolios will include student directed improvement goals along with follow up and self-assessment, which will be added at the bi-annual parent, teacher, student conference. The portfolio will follow students throughout their education and will serve as a tool to document personal growth and achievement. The portfolio will include the very

best things we know about each student. Heritage Academy will use this information to develop appropriate enrichment activities and develop an individualized learning environment based on each student’s strengths and talents.

Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will be given relevance when it is given practical application in enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them

Educational Goals; Compliance with Idaho Code Ann. §33-1612

Title 33-1612 of the Idaho Code statutorily defines eight “thoroughness standards” used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
<p>Standard 1: A safe environment conducive to learning is provided.</p>	<p>Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.</p>	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights and staff monitoring responsibilities. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and

		other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	Heritage Academy will: <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Heritage Academy will: <ol style="list-style-type: none"> 1. Utilize integrity initiatives throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social,

		and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	Heritage Academy will: <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet).
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	Heritage Academy will: <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	Heritage Academy will: <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use

	citizens.	<p>of technology as a toll in the workplace of the 21st century.</p> <ol style="list-style-type: none"> 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system. 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data

		storage, and communication.
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	Heritage Academy will: <ol style="list-style-type: none"> 1. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. 2. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

Definition of “Educated Person”

An “educated person” in the 21st century demonstrates the ability to recognize his or her strengths, while continuously learning and applying new information to a variety of situations. An educated person is someone who is able to think critically, one who is excited about learning, can solve problems, looks forward to challenges and has fully developed his or her interests. An “educated person” looks forward to engaging in academic and career opportunities and has developed self-discipline and self-reliance. The Founding Board of Heritage Academy believes that an educated person has developed personal strengths, character traits and a strong foundation in each content area that enables him or her to participate in academic, career, social and civic responsibilities and make ongoing positive contributions to his or her family and community.

How Learning Best Occurs

Students at Heritage Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to

compete in today's workplace. Students must apply new strategies for solving problems using appropriate tools for learning, collaborating, and communicating. The following chart shows characteristics representing traditional approaches to learning and corresponding strategies that will be supportive of innovative teaching methods at Heritage Academy.

We believe an individual learns best when they are able to build confidence by being free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this learning environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. Parents and students will sign a contract agreeing to abide by the policies found within the Parent & Student Handbook. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Special Education Services

Heritage Academy will utilize the Idaho Special Education Manual as now adopted or as amended in the future as a guideline for its Special Education Program and will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and all federal regulations dealing with these areas. The Primer on Special Education in Charter Schools, reprinted in October 2007 will be a valuable resource to the administration and faculty. The Idaho Special Education Manual will be used to plan and implement the special education program at Heritage Academy. The Heritage Academy Administrator in conjunction with the Special Education teacher will be the Section 504 Compliance Officer. Heritage Academy will follow the procedures and requirements outlined below:

- *Nondiscriminatory enrollment procedures.* Heritage Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described in this Charter petition,

consistent with the mission of Heritage Academy and civil rights requirements.

- *Child Find activities and evaluations.* Heritage Academy will conduct Child Find activities and evaluations as described in the IDEA Manual. Child Find activities will be limited to the students enrolled in Heritage Academy.
- *Meet LRE requirements.* Heritage Academy will provide Special Education and related services to eligible Heritage Academy students in the Least Restrictive Environment as identified by each student's IEP. Heritage Academy's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.
- *Protect student and parent rights.* Heritage Academy will be responsible to protect student and parent rights as described in the Idaho Special Education Manual and in associated state and federal laws and regulations.

A student referral process will be in place and understood by parents and faculty. Evaluation and services will be as follows:

- Heritage Academy will form a multidisciplinary team to consider a student's eligibility for Special Education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by Special Education students will be assessed by the multidisciplinary team. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 of the Special Education Manual) to address these issues.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the least restrictive environment as defined by each student's IEP. A paraprofessional, under the direct supervision of highly qualified special teacher, may be used to support instruction as allowed by IDEA. The Special Education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The Special Education teacher is responsible for writing the IEP, with the IEP team, and monitoring IEP goals.

- Heritage Academy will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Academy will provide services in the least restrictive environment complying with PL 94-142.

In compliance with the Americans with Disabilities Act (ADA), Heritage Academy ensures that its facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. Heritage Academy ensures that its facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

Heritage Academy will transport any Special Education student enrolled at the school who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service.

Heritage Academy will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a Heritage Academy student. Appropriate Heritage Academy personnel will participate in the resolution of any formal complaint or request for a due process hearing.

Plan for Dual Enrollment Participation

Students enrolled in Heritage Academy shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code § 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Services for Individuals with Limited English Proficiency

Heritage Academy recognizes the diversity within the Jerome community and within the Magic Valley. The Founders and governing Board of Heritage Academy seeks to mirror that diversity within the charter school community by advertising enrollment opportunities in a variety of locations, formats and in English, Spanish and other languages. The Heritage Academy will develop a robust program of instruction for English Language Learners. The school will focus on providing a culture and climate that values students from different backgrounds and that provides students and their parents with opportunities to engage in the school community.

Heritage Academy will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the

LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Academy will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- Registration cards will include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the district has Native American students enrolled, the survey will include the following questions: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 (c) (1)), as determined by Heritage Academy.
- Those children placed in a program will be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as "LEP" for state and Federal funding purposes and ISAT coding.

However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Services for Gifted & Talented Students

Heritage Academy will provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined by the State Board of Education. Heritage Academy will adhere to and utilize guidance from the Idaho Department of Education to determine eligibility criteria and to assist the school's staff in developing a variety of flexible approaches for instruction and training that are aligned to the SEM. These may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

Heritage Academy's SEM will be an excellent avenue for providing an educational program that will support the needs of gifted and talented students. Heritage Academy will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. Heritage Academy will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction. Transportation will be provided as needed and required.

At Heritage Academy, our goal is to meet every child at the most appropriate level where growth will take place. Gifted and Talented, LEP, Title I and Section 504 students have special needs, and they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. Heritage Academy will encourage areas beyond the scope of the regular curriculum to be explored by all children with special needs. The curriculum we have chosen lends itself well to both extensions and remediation. In addition, possibilities to meet the needs of all children may include but are not limited to the following activities: leveling for reading and math, competitions, curriculum acceleration, special topic classes, independent study, interest-based workshops, tutoring and pullout classes.

Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NLCB Provision Regarding Plan for Improvement

Measurable Student Educational Standards

Student achievement will be demonstrated in measurable terms to parents, students and the community at large. Heritage Academy will actively participate in state requirements for student achievement and accountability. Our plan includes orderly reports of progress toward our goals as well as continued financial viability. The following details Heritage Academy's Measurable Student Standards Plan:

At the beginning of each year, math and reading assessments will be administered to establish a baseline on each student. Curriculum based assessments will be given weekly throughout the year. Baseline data (e.g., test scores, grades, attendance, and behavioral records) will be collected the first year and progress will be monitored school wide on a yearly basis. All assessments will be used to improve instruction and develop appropriate curriculum adjustments including extensions and interventions. Heritage Academy's expectations are that students' rates of achievement and attendance accelerate beyond the levels they were attaining before attending Heritage Academy and meet and/or exceed ISAT proficiency levels as defined by the State.

Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, rubrics developed for determination of student progress in technology, behavior/attendance based on teacher evaluation, and self-monitoring of student progress. Below are School Effectiveness Goals for Heritage Academy. Measurement criteria are listed for each goal.

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we will constantly strive for and expect at Heritage Academy is that 100% of our students will exceed the minimum proficiency requirements on all state-mandated testing and other testing that may be instituted or required in the future. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect that within three years of students being consecutively enrolled at the school:

- 80% of 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).
- 80% of 3rd, 4th and 6th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test. Students who do not score proficient or advanced will have an individual remediation plan in place.

Student Assessment I.C. 33-5205(3)(c)

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected. Student assessment data will be reported annually to the Idaho Public Charter School Commission.

Method for Providing Standardized Testing I.C. 33-5205(3)(d)

Heritage Academy students participate in the state assessment system required of all Idaho public school students as defined by the Idaho Board of Education.

Student assessment evaluation, reported annually to the Heritage Academy Board of Trustees, will consist of:

1. Student baseline developed during the first year using testing results
2. A comparison of annual results with baseline scores to assess progress
3. Grade-level and school composite scores
4. A graph of annual results showing year-to-year change
5. A graph of school scores relative to state and national averages
6. Sub-analysis of a variety of variables to identify areas for improvement

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140

Heritage Academy will obtain accreditation as necessary in accordance with I.C. 33-5203(3)(e) & IDAPA 08.02.140.

Provision Regarding Plan for Improvement Under NCLB

Heritage Academy is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would develop a comprehensive plan for improving performance. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Heritage Academy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

Tab 5: Governance Structure, Parental Involvement, & Audits

Governance Structure

Heritage Academy is a non-profit corporation organized in accordance with *Idaho Code* § 30-3-1 *et seq.* and is governed by a board of directors (the “Board of Directors” or “Board”). The Board consists of three (3) to seven (7) voting members comprised of parent(s) or legal guardian(s) of enrolled students and other individuals who desire to serve on the Board.

Heritage Academy’s Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. Heritage Academy acknowledges and understands that upon approval of the petition and charter contract, the Board of Directors will be public agents required by the IPCSC to control operations of the charter school.

Members of the Board of Directors will be elected by the Board of Directors at the Annual Meeting of the directors then in office. The existing directors shall notify the community and stakeholders of any available seats on the Board, screen candidates, and then nominate potential directors to the Board for election.

Heritage Academy; Board of Directors

In general, the Board of Directors manages the property, affairs, and business of Heritage Academy. As such, the Board is responsible for ensuring Heritage Academy is adequately staffed, and that such staff provides sufficient oversight over Heritage Academy’s operational and educational activities. The Board exercises all of the powers of the school, whether derived from law or its Articles of Incorporation. The Board’s specific duties and responsibilities include the following:

- To establish and promote Heritage Academy’s mission statement and educational philosophy and set and enforce policies to ensure the school operates in a manner consistent with the same, as well as the school’s charter, and all applicable laws;
- To prepare, or cause to be prepared, and approve an annual budget. In fulfilling this responsibility, the Board must ensure the school operates within the approved budget and strategically manage its resources to ensure the short and long term financial success and strength of the school;

- To enforce, at the Board’s sole discretion and judgment, all contract issues or other legal rights pertaining to the school and protect the legal interests of the school, and manage the school’s liabilities with sound and reasonable business judgment;
- To approve and establish a school calendar, including any changes made during the school year;
- To maintain, or cause to be maintained, any records or documents required by law or provided for by its charter. Additionally, the Board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations;
- To negotiate and approve any contracts for the lease or purchase of the school’s facilities, including any changes or renewals of the facility lease/purchase agreements, and to establish any policies for facility use;
- To convene one regular monthly meeting, or as often as is reasonably necessary, subject to *Idaho Code*. §§23-67-2340 through 2347, and provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate; and
- To approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school’s commitment to educational excellence. The Board also acknowledges and agrees to adhere to Idaho Open Meetings Law. This requires proper notice and posting of regular and special board meetings, work sessions, and other less formal meetings wherein a quorum is present and school business is being discussed.

[Board of Directors & Administrator; Relationship](#)

As noted above, the Board of Directors’ role is to manage the property, affairs, and business of Heritage Academy. The Administrator is accountable to the Board of Directors and is responsible for and empowered to oversee the day-to-day operations of the school. The Administrator’s responsibilities include, but are not limited to, the following:

1. Establish and maintain the curriculum and technology integration;
2. Supervise administrative subordinates
3. To serve as the District/Board liaison

4. Implement effective student disciplinary procedures and ensure their application is in compliance with relevant laws, policies and procedures.
5. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
6. Interact and intercede for the needs of staff and/or students as needed;
7. Assist the Board in carrying out its duties to keep accurate records, documents, file reports, etc.
8. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
9. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
10. Perform other duties as assigned by the Board of Directors.

(Some duties may be shared/delegated to a Vice-Principal)

Heritage Academy Committees & Ancillary Support Personnel

The Board may, from time to time, by resolution, designate such committees of its members as it may deem appropriate in carrying out its duties, responsibilities, functions and powers. The membership of each committee will include at least one (1) Board member. Ancillary support personnel, such as clerical and custodial, will be hired by the Board and supervised by the Administrator.

Parental Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in Heritage Academy's Parent Teacher Organization, involvement in school management and volunteer work.

Heritage Academy encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. Heritage Academy understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences

- Communicating with your child’s teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

Heritage Academy Parent Organization

Parents/Guardians of Heritage Academy students become members of the Heritage Academy Parent Teacher Organization. Every member of the Heritage Academy Parent Teacher Organization will:

- Elect a formal Parent Teacher Organization executive committee, electing a President, Vice-President, Secretary and Treasurer. The Parent Teacher Organization may consist of parents, grandparents, and/or legal guardians.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
- Executive members of the Parent Teacher Organization will be encouraged to attend the governing board meetings.
- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter.
- Organize fundraising opportunities.
- Background checks, where applicable, will be performed on volunteers working with students.

Involvement in School Management

Perhaps the most substantive way for parents to be involved in the operation and actual management of school is through service on Heritage Academy’s Board of Directors or School Committees. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces school policy to ensure the school operates in a manner consistent with Heritage Academy’s mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time

Heritage Academy will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Heritage Academy requests that parents donate a minimum of thirty-five hours of volunteer time per year. Any questions regarding this policy should be directed to the Administrator. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful

service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

Heritage Academy will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

- | | |
|----------------------------------|----------------------------|
| Recess assistance | Playground monitoring |
| School tours | Computer lab assistant |
| Computer support | Field trips |
| At-home repair of student wear | Fundraising |
| Daily cleanup | Traffic/Parking assistance |
| Classroom aid/support | Building maintenance |
| At-home work for teachers | Set construction & design |
| Baking dishes for special events | Library assistance |
| Assembly Support | Parent Organization |

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

Financial and Programmatic Audits

During each year of operation, Heritage Academy will conduct: (i) an annual programmatic operations audit; and (ii) an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education to comply with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)).

Heritage Academy will comply with IPCSC policy and conduct a programmatic operations audit which will be submitted to the IPCSC each year.

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to Heritage Academy’s authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, the IPCSC may choose to conduct an audit of Heritage Academy at the commission’s expense. An independent audit may be performed as specified above (i.e. annually) or at such time as revocation of the charter may be initiated.

Tab 6: Charter School Employees

Employee Qualifications

The Heritage Academy Board of Directors believes that the staff members at the school are critical to student success and as a result, Heritage Academy will seek to hire the most qualified and experienced staff members available. Heritage Academy's instructional staff will meet or exceed certification, licensure and/or training qualifications required by state law. The Heritage Academy Board of Directors will hire teachers who meet specific state and federal guidelines and are considered Highly Qualified. In addition, when applicable, Heritage Academy staff members will hold the appropriate state licensure or certification to provide services to students at the school. All Heritage Academy employees will follow the applicable professional code of ethics for their respective positions. The Administrator will make hiring recommendations to the Board of Directors for approval of instructional staff. Heritage Academy reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Heritage Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis. New employees will undergo background checks and finger printing.

Health & Safety Procedures

To ensure the health and safety of Heritage Academy students and staff, the school will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization or parent waiver before being enrolled at the school.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with § 39-4130 of the Idaho Code.
5. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire

and safety officials using the same guidelines for all public schools will inspect the facility.

6. Develop an emergency operations / crisis response plan and provide annual training to staff members.
7. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with Heritage Academy's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens.
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

In an effort to promote a safe learning environment and respect for the personal, civil, and property rights of all members of the school community, behavior or actions including but not limited to those identified in board policy and in the student handbook may provide grounds for suspension or expulsion in accordance with Heritage Academy's disciplinary policies.

Employee Benefits

All Heritage Academy employees will participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System participation, Federal Social Security, Unemployment Insurance, and Worker's Compensation insurance to the extent allowed and required by law.

Employee Transfer Rights

Employees of Heritage Academy are not employees of the Jerome School District; however, they may apply to teach in any school district. Further, teachers at Heritage Academy will not be eligible for an in-district transfer to another school within the Jerome School District.

Collective Bargaining Provision

Heritage Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Teacher/Administrator Terms & Conditions of Employment

All teachers and Administrators at Heritage Academy will be employed pursuant to the terms of a written contract approved by the State Superintendent and shall possess the personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Heritage Academy as outlined in this petition.

Employee Background Checks

Heritage Academy ensures that all Heritage Academy employees will submit to a State of Idaho criminal history check as established in § 33-130, *Idaho Code*, and FBI fingerprinting check. Heritage Academy will submit one criminal history check finger print card to the Office of Certification at the State Department of Education (the "SDE").

Tab 7: Admission & Disciplinary Procedures

Projected Enrollment Capacity

Based on the capacity of its facility and program, Heritage Academy's enrollment capacity is 450 students in grades K-8.

Admission Procedures

In accordance with *Idaho Code* § 33-5205(3)(i), Heritage Academy has adopted the following admission procedures to ensure a fair and equitable selection process for admission to Heritage Academy and enrollment at Heritage Academy in subsequent school years.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student, may make a request for such child to attend Heritage Academy. In the case of a family with more than one child seeking to attend Heritage Academy, a single written request for admission must be submitted on behalf of all siblings. Requests may be made either electronically via the school's website, or in writing to the school. The request for admission must be submitted to, and received by, the school's designated office on or before the enrollment deadline established each year. The request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Heritage Academy shall be permitted in the admissions process. Only requests that contain all required information for admission shall be considered by the School. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Heritage Academy has established an admission preference for students residing in the attendance area of the public charter school, as required by Section 33-5206, *Idaho Code*. For the purposes of this petition, the "attendance area" shall refer to the Primary Attendance Area referenced in Tab 2 *Target Student Population*. In addition, the school has established admission preferences, as authorized by Section 33-5205, *Idaho Code*, for students returning to the public charter school, for children of founders and full time employees, and for siblings of students already enrolled in the school.

Priority of Preferences (Initial Year)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Second, to siblings of pupils already enrolled in Heritage Academy.

Third, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fourth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Priority of Preferences (Subsequent Years)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to pupils returning to Heritage Academy in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.

Second, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Third, to siblings of pupils already enrolled in Heritage Academy.

Fourth, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fifth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Equitable Selection Process & Over Enrollment

If the number of requests for admission to Heritage Academy exceeds its capacity in its initial year or in any subsequent school years, the school shall select students by lottery through using the process described herein to ensure a fair and equitable selection process.

Public Notification of Enrollment Opportunities

In accordance with *Idaho Code* § 33-5205(3)(s), Heritage Academy has adopted the following process by which citizens of the area of attendance will be made aware of enrollment opportunities at the school:

Heritage Academy will disseminate enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Heritage Academy each year. Such information will be posted in highly visible and prominent locations within the area of attendance. The notice process will also include dissemination of enrollment opportunity information through press releases or public service announcements through media outlets that broadcast or disseminate printed publications within the area of attendance. These announcements will be broadcast or published by these media outlets on at least three occasions, beginning not later than 14 days prior to the enrollment deadline each year. The enrollment information will advise that all prospective students will be given the opportunity to enroll in Heritage Academy regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year, Heritage Academy will establish an enrollment admissions deadline, which shall be the date by which all requests for admission to attend the school for the next year must be received. The enrollment deadline will not be changed once the enrollment information is disseminated as required by state law.

Equitable Selection, Over Enrollment & Waiting Lists

If the initial capacity of a the school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the Board of Directors shall determine which students will be offered admission to the school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and this person will write the selection number on each index card as drawn, beginning with the numeral "1" and continuing in sequence thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable.

3. If the name of the person selected is a returning student (for enrollment in subsequent years), then the letter “A” will be written on the index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” will be written on the index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” will be written on the index card. (Note: in the school’s first year of operation, only letters “B” through “E” will be used.)
4. With regard to the sibling preference, if the name of the person selected has a sibling in another grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), the letter “C” will be written on that person’s index card at this time.
5. With regard to the preference provided to children of founders and full time employees, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder/full time employee preference.
6. After all index cards have been selected for each grade, then the index cards will be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; this process shall continue through to the letter “E,” which will be followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.
8. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that

grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

9. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There shall be no carryover from year to year of the waiting list maintained to fill vacancies at the school. A new lottery shall be conducted each year to fill vacancies which become available. Students wishing to be removed from the waiting list must make their request in writing to the school.
10. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment

Heritage Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. The Board will create the Parent & Student handbook which clearly identifies behavior expectations, consequences and other applicable policies. The handbook will include official notification of disciplinary rules. Parents/Guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy. (A draft Student Handbook is attached in Appendix F.)

Suspensions and expulsions will comply with Section 33-512, *Idaho Code*. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)
- Step 2: Administrator-intervention.
- Step 3: Suspension with parental notification, three (3) days. Re-admission will be allowed after a conference with student, parents/guardian, and administrator.

Step 4: Suspension with parental notification, five (5) days. Re-admission will be allowed after a hearing within five (5) school days with the Board of Directors.

Step 5: Expulsion until the next calendar break/semester or for the rest of the year. A hearing will be set within five (5) school days with the Board of Directors. The Board of Directors shall have the right to permanently expel students for disciplinary or attendance reasons.

Heritage Academy's Board of Directors must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. For students wanting to re-enroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of school policies or other serious disciplinary problems. All other students wanting to re-enroll are free to do so by reapplying through the lottery.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and IDEA. The *Idaho Special Education Manual* encourages schools to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. Therefore, if a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205.

In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the Academy is removing from his or her current educational placement. These procedures come into play when Heritage is unable to work out an appropriate placement for the student. Further, these procedures do not prevent the Administrator from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Administrator to "temporarily suspend" students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative academy days in an academy year retain the right to a free appropriate public education. (FAPE).

General Discipline Guidelines for students with disabilities

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. The Administrator may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
2. The Administrator may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. The Administrator has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The BOD can extend the disciplinary suspension for up to 5 additional school days.
3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in the most current *Idaho Special Education Manual*.
4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond 10 cumulative school days in a school year if:
 - a. Heritage Academy had knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent and/or adult student asserts the right to FAPE.

Procedures for Abuse of Alcohol or Controlled Substances

Pursuant to federal regulations set forth by the Drug Free Workplace Act of 1988, Heritage Academy is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program will be educational in nature with instruction geared to discourage student experimentation with any illegal controlled substances or mood altering substances. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance; a necessary part of this focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive

behaviors. We believe that it is possible to have a drug free environment in a school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. These include, but are not limited to, the following:

1. Parent/guardian notification
2. Referral to support, such as counselors and/or health professionals
3. Referral to an outside agency for chemical dependency assessment and/or treatment
4. Suspension or Expulsion

Referral Policy. When there is reasonable cause to believe a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to discipline pursuant to this policy.

Charter School Attendance Alternative

Because Heritage Academy is a new charter school and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Area of Attendance as defined in Tab 2 *Target Student Population* above. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Academy.

Habitual Truancy, Incurrigibility & Disruptive Students

Students of Heritage Academy may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in Idaho Code.
- If the student is incorrigible,
- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll in Heritage Academy after being expelled from another district may be denied enrollment. Students who are expelled from Heritage Academy or denied enrollment will be denied enrollment

for not less than one calendar year. Heritage Academy will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence.

Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Academy Board of Directors and described in the Heritage Academy charter petition.

Student Handbook & Accessibility

The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. To ensure parents/guardians have access to the Parent & Student Handbook, it will be included as part of each student’s registration packet, and posted on the school website. (A draft Student Handbook is attached in Appendix F.) Before any registration packet will be deemed “complete,” parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Tab 8: Business Plan, Transportation, & School Lunch Program

Business Plan

Business Description

Heritage Academy, Inc. was incorporated in August of 2009 and organized exclusively for educational purposes within the meaning of Internal Revenue Code § 501(c)(3). Notwithstanding any other provision of its articles of incorporation, Heritage Academy will not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from Federal Income Tax under § 501(c)(3) (or corresponding provision of any future U.S. Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2).

Marketing Plan

Heritage Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- School website (to be constructed subsequent to approval) that will introduce the school's mission, vision, philosophy, method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at Heritage Academy.
- Public informational meetings about Heritage Academy will be held in accordance with Idaho Statute §67-23.
- Enrollment information will be printed in English and additional languages as necessary to reflect the demographics of the area, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of Heritage Academy.
- Heritage Academy will ensure press releases are in English and Spanish and will be disseminated to media outlets and/or printed publications serving the attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

Instructional Arrangements

Heritage Academy plans to open in August of 2011 with a grade organization consisting of a traditional K-6 grade school. Heritage Academy's Board and its Administrator will determine the school calendar, schedule, and hours of

operation. Within that general format, the Administrator, in consultation with the Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Administrator and supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board. The Administrator will also serve as the liaison between the Board, and parents unless otherwise directed by the Board. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Administrator will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget

Heritage Academy's budget: 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the SDE as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the State Superintendent of Public Instruction.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Board.

Please Note: the following documents are included in the appendices as follows:
Appendix D: Projected Budgets, Cash Flow, & Budget Assumptions
Appendix E: Board Member Resumes

Transportation Services Proposal

In accordance with Idaho Code Section 33-1501 and 33-1006, where practicable the school will provide transportation to students that reside more than 1 ½ miles from the school and within the Primary Area of Attendance. Heritage Academy will ensure its transportation policy complies with Idaho Code 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to Academy. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, Heritage Academy has already contacted North Side Bus Co. to inform them of our intent to operate a new charter school. In the process of advertising, we will solicit proposals from all busing contractors listed on the SDE's contractor list. Attached as Appendix G is a copy of the letter we received from North Side Bus Co.

School Lunch Program Plan

Since studies have shown that school meal programs are essential to academic achievement, Heritage Academy will provide breakfast through the National School Breakfast Program, and lunch through the National School Lunch Program. These programs provide nutritionally balanced, low-cost or free lunches to children each school day. Information regarding eligibility for free and reduced lunch will be collected as part of the initial registration packet and will be stored separately from the students' cumulative files.

Tab 9: Not Applicable

Tab 10: Arrangements, Additional Information Requests, & Plan for Termination

Business Arrangements & Partnerships

Heritage Academy has not entered into any formal business arrangements, partnerships, or lease agreements at this time. However, Heritage Academy will provide complete documentation for the lease or purchase of its facilities prior to the opening of the school.

Additional Information Desired by Petitioners

Not applicable.

Plan for Termination

In the event of revocation or termination of Heritage Academy's charter, the President of the Board of Directors is responsible for the dissolution of the business and affairs of the school. Heritage Academy will fully cooperate with the IPCSC through the dissolution process. All records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from Heritage Academy. Personnel records will be maintained by the Board Secretary and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held. All assets of Heritage Academy remaining after full satisfaction of all debts will be returned to the authorized charting entity for distribution in accordance with state law as required by Section 33-5206(8), *Idaho Code*.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

HA's auxiliary data submission included the following:

- Kindergarten IRI Scores – A spreadsheet shows winter 2015 and spring 2016 letter name and letter sound frequency on the IRI.
- Third grade IRI Scores – A spreadsheet shows winter and spring words read correctly in the IRI exam.

Of the █ Kindergarten students who took the exam in winter and spring, █ improved their LNF & LSF by at least one category. This demonstrates student improvement in letter names and sounds over the course of their Kindergarten year.

The 3rd grade IRI scores were not dated. They demonstrate that the majority of 3rd grade students passed the spring IRI goal of 110 WPM and all showed some improvement in reading fluency.

It is not clear why the school chose not to provide 1st or 2nd grade IRI results.

- Third and Sixth Grade AIMSWEB RCBM Data – Two spreadsheets show monthly RCBM (reading assessment) scores for third and sixth graders.

The school did not include the required explanation with its data, and PCSC staff is unable to determine what the RCBM spreadsheets were intended to demonstrate.

Some schools also submitted auxiliary data and/or academic outcome information with their renewal applications. HA's renewal application includes the following claim:

- 84% of students consecutively enrolled for more than three years scored proficient on the IRI.

Student-level data supporting this claim was not provided in accordance with the Renewal Guidance and Application provided in May 2016.

All auxiliary data is included in its entirety without any modifications by PCSC staff.

ATTACHMENT A

HERITAGE ACADEMY # 479
 SUPPLEMENTAL DATA

COMPARISON OF WINTER & SPRING IRI SCORES

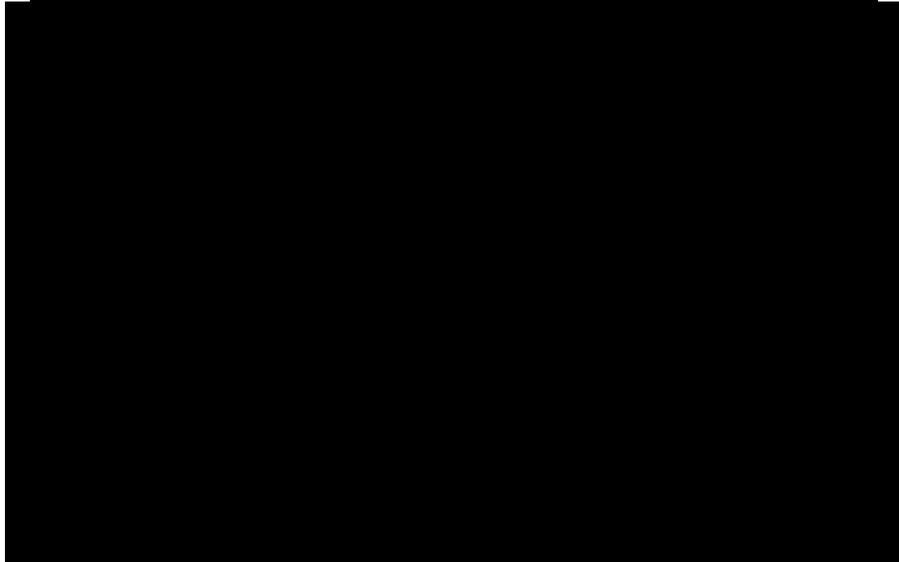
KINDERGARTEN IRI SCORES

GOAL

43 30

WINTER 2015 SPRING 2016

Name	LNF	LSF	LNF	LSF
------	-----	-----	-----	-----



Spring 2016

WPM	LNF	LSF
Intensive = 5-10%		
Strategic = 10-15%		
Benchmark = 80%		

COMPARE

Winter

LNF	LSF

ATTACHMENT B

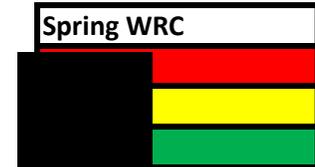
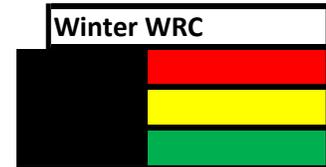
**HERITAGE ACADEMY #479
SUPPLEMENTAL DATA**

COMPARISON OF WINTER & SPRING

THIRD GRADE IRI SCORES

Name	WINTER		SPRING	
	WRC	Errors	WRC	Errors
[Redacted Student Data]				

Goal 110 WPM

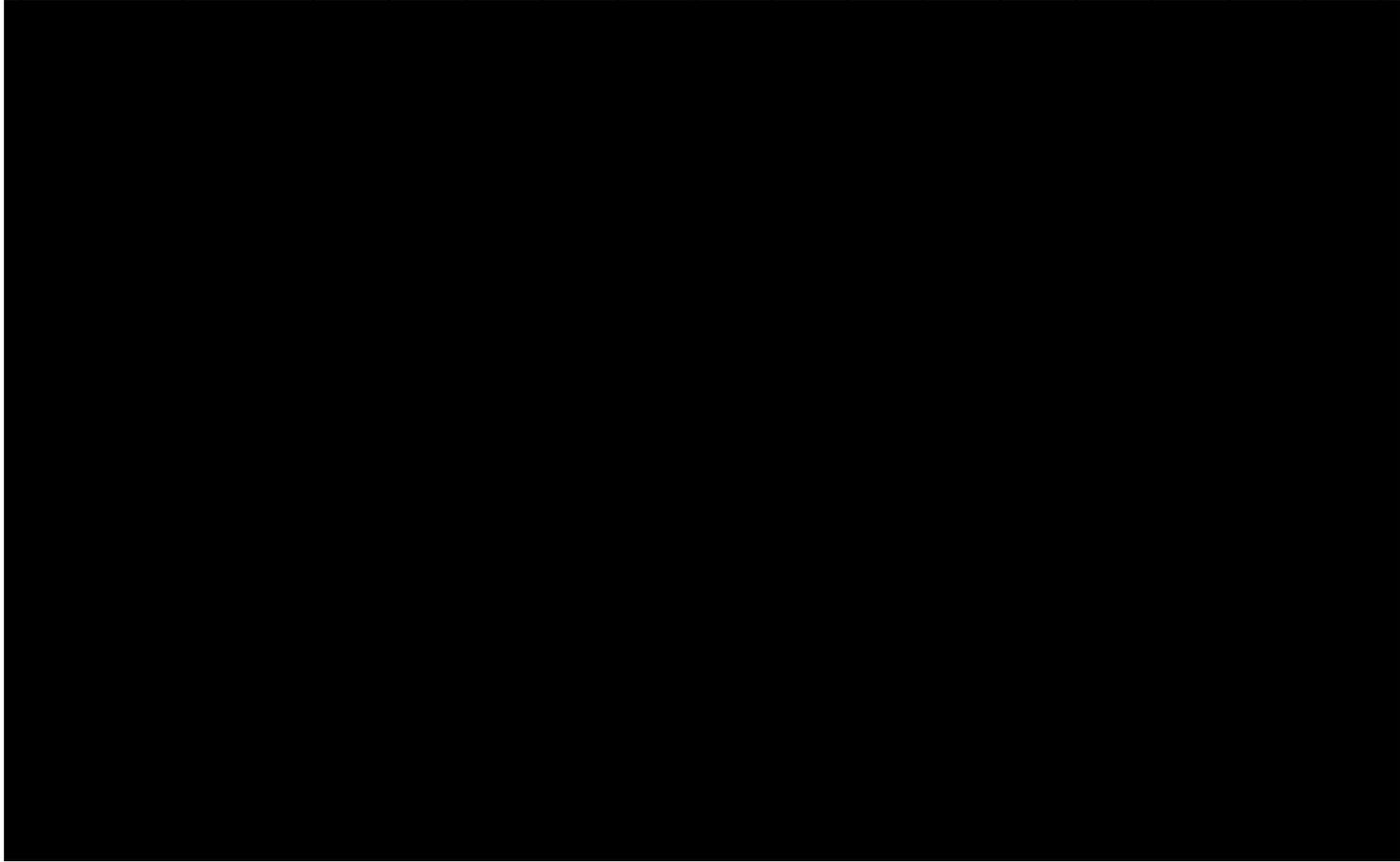


ATTACHMENT C

**HERITAGE ACADEMY #479
SUPPLEMENTAL DATA**

THIRD GRADE AIMSWEB RCBM DATA

#	Student Name	Fall IRI WRC	BM Probe #11 WCPM	Goal WCPM EOY IRI 110	Probe #10 Sept	Probe #13 Oct	Probe #14 Nov	Probe #15 Dec	Probe #16 Jan	Probe #17 Feb	Probe #18 Mar	Probe #19 Apr	Probe #20 May	WPM Gained	Date Goal Met
															127 98

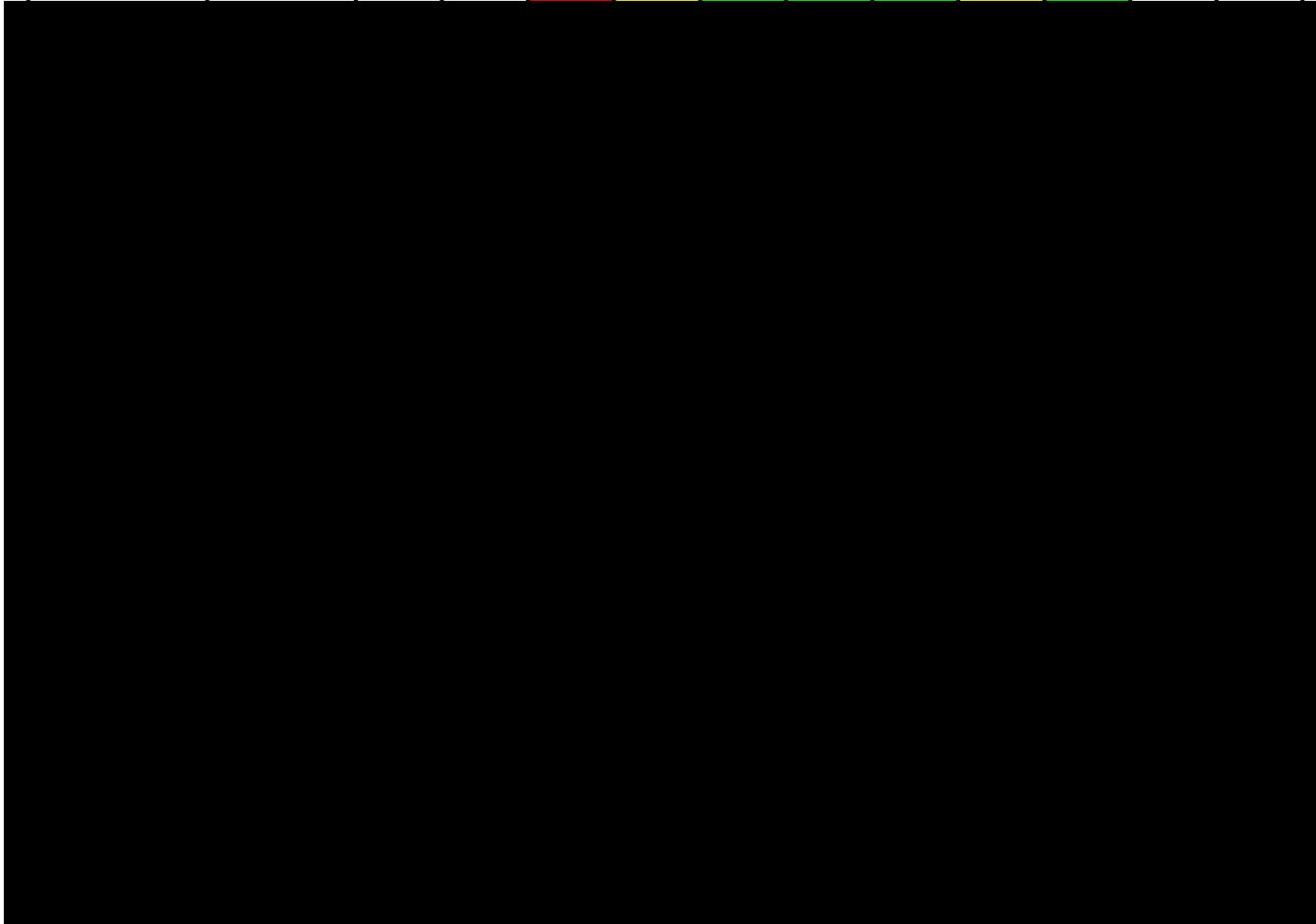


ATTACHMENT D

**HERITAGE ACADEMY #479
SUPPLEMENTAL DATA**

SIXTH GRADE AIMSWEB RCBM DATA

#	Student Name	BM Probe #5	% ile	Probe #23 Oct	Probe #24 Nov	Probe #25 Dec	Probe #26 Jan	Probe #27 Feb	Probe #28 Mar	Probe #29 Apr	WCPM Gained	Date Goal Met
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HERITAGE ACADEMY

Building Upon a Noble Heritage

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the Schoolwide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

**Application for Charter Renewal
Heritage Academy
500 S. Lincoln Ave.
Jerome, ID 83338**

Date of Application Approval by board of Directors: December 14, 2016

Application Submission Date: December 14, 2016

Renewal Contact:

Ms. Teresa Berry, Clerk for the Heritage Academy Board of Directors
(208)308-3781
tberry@heritageacademyid.org
500 S. Lincoln Ave,
Jerome, ID 83338

Table of Contents

Executive Summary	3
Summary School’s Mission, Key Design Elements and Defining Characteristics	3
Summary of Major Successes & Challenges	3
Summary of the School’s Responses to the Four Central Questions	4
Signatures of the Chairman of the Board of Directors and the Superintendent	4
Application Narrative	4
Academic Success	5
Organizational Soundness and Compliance with Applicable Laws and Regulations	14
Fiscal Soundness and Organizational Viability	18
Plan for 2017 – 2021 Performance Certificate	19
Exhibits	
Exhibit A – Site Visit Response Cover Letter	26
Exhibit B - Charter Renewal Data	29
Exhibit C - Assessment Chart	30
Exhibit D - Staff Recruitment and Retention Chart	42
Exhibit E - Curriculum and Intervention Program Progression Chart	44
Exhibit F - Core Curriculum Description	45
Exhibit G - Board Member Biographies	52
Exhibit H - Free and Reduced Lunch Documentation	54
Exhibit I - GAAP Documentation	56
Exhibit J – Annual Performance Report and Pre-renewal Site Visit Response	57
Exhibit H – Annual Performance Report Response Documentation	70
Exhibit I – Errors and Omissions – IPCSC Site Visit	137
Exhibit J – Pre-renewal Site Visit Cover Letter and Side by Side Response	139

Executive Summary

Heritage Academy is a unique charter school of choice designed to meet the academic needs of the children in the Magic Valley. The school opened in August, 2011 and serves approximately 175 students in grades K-8. Ninety-four percent of students from Heritage Academy are eligible for free or reduced-price lunches, and thirty-nine percent of our students receive services designed for children with disabilities, medical challenges and/or English language proficiency needs. The school is served by 25 staff members and an administrative staff of four.

Summary of the School's Mission, Key Design -Elements and Defining Characteristics

The mission of Heritage Academy is: "Using the Schoolwide Enrichment Model (SEM), Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community."

Students attending Heritage Academy focus on standards-based instruction and enrichment activities that allow them to create authentic products and services in areas of personal interest. Some examples include: publishing a book for preschool children, planning and executing a fundraiser to help homeless families; building several outdoor benches for playgrounds; writing, producing, and presenting a musical, and starting a bully-free squad. Our students thrive when they are working on interest-based projects and will then develop a love for learning that impacts future academic achievement.

Heritage Academy students learn about key character traits and develop mindsets that help them succeed in life. They practice showing respect and kindness to those with whom they interact. We celebrate examples of showing good character and we recognize students who are responsible citizens, kind and caring individuals, and hard workers. We believe by recognizing these traits, and building in opportunities for serving others, we are helping develop tomorrow's employees, parents, friends and community leaders.

Summary of Major Successes and Challenges During the Current Performance Certificate

Heritage Academy has experienced many successes over the past three years. The most notable are its accomplishments in moving to a strong financial position with increasing reserves and strong notable capital assets, and creating a sound and highly effective organizational structure that meets and exceeds standards. The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff expected in June 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis.

The school Superintendent led the board, staff members and parents through a deliberate, comprehensive and ongoing strategic planning process resulting in dramatic improvements in operations and delivery of academics during this performance period. Those include moving from "non-compliance" and a "critical" rating for operations to an "honors" rating and compliance in all areas (special education, federal programs, child nutrition, school policies and procedure, human resources, facilities, transportation, wellness, school safety, school counseling, college and career advising, stakeholder communication, community relations and parent involvement). Prior to the beginning of this performance period, the systems, resources (human, financial and material) and procedures for these programs and/or operational components were limited and ineffective. The board began this performance period by making significant personnel changes (administration and certificated teachers) to ensure these programs and components became effective.

Heritage Academy met the proficiency goals and academic measures identified in its charter for students attending the school for more than three years. Proficiency goals for **all** students were not met due to the high level of mobility identified through analysis of student and school data. The school opened with a research-based comprehensive curriculum. The superintendent and federal programs

director put an assessment and Response to Intervention system in place to identify and intervene when students are academically underperforming and struggling. In analyzing progress monitoring data during the first year of the performance period, it became clear Heritage Academy students were entering 2-3 years below grade level in core content areas. It also became clear the significant level of poverty was negatively impacting the requisite skills required for students to succeed. The impact was often evident in high mobility in and out of the school, poor attendance, poor nutrition, significant deficits in successful mindsets and coping skills, and very little home support for academics. The school implemented a multifaceted, research-based approach to address the needs identified through detailed data analysis. Turnaround efforts by the school are many and are described in the application narrative.

Summary of the School’s Responses to the Four Central Questions Addressed in this Application

1. Is the school and academic success?

Varied results – Yes, in that it has all the components of effective schools in place and met all but one of the academic performance measures outlined in its charter and in its current performance certificate. No, because the level of proficiency in our school is still way too low. The process of addressing students’ academic needs in a high poverty school, with students who are 2-3 grade levels below proficient, takes longer than the current 3-year performance period. Throughout the current performance certificate we have made data-driven, research-based adjustments to our initial efforts and have been seeing growth over the past 18 months.

2. Is the school organizationally sound and compliant with applicable laws and regulations?

Yes. This is evident by the recognition the school has received for programs such as special education, wellness, child nutrition, school safety and counseling. It is also evident in the Annual Performance Report scores from the previous 2 years. (Good Standing and Honors)

3. Is the school a fiscally sound, viable organization?

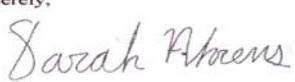
Yes. This is evident by the progression from a critical rating the first year of this performance period to honors for the previous 2 years. Our school works within a tight budget and our board and superintendent closely monitor that budget and make conservative decisions regarding spending. The budget supports the needs of the students while maintaining a very low facility debt and reasonable support for non-academic school operations.

4. If renewed, what is the plan for its next performance certificate?

We believe the school’s pattern of growth demonstrated in the current performance period (financial and operations) shows its ability to perform and its commitment to continuous improvement. Research supports the efforts and timeline the leadership team has identified and implemented to achieve academic success. When renewed, the school will continue to implement the strategies we began in 2012 and upgraded in 2015 and 2016 to achieve academic success. The leadership team will continue to address issues associated with students living in poverty alongside attendance and mobility challenges. We know that these have negatively impacted our students’ ability to succeed academically. Finally, the school will also apply for grants to extend the school day and school year to provide additional intensive intervention and enrichment opportunities for its students.

*Please see cover letter included (Exhibit A)

Sincerely,



Chairman, Board of Directors

Board Member



Superintendent

Academic Success

The Heritage Academy Charter, approved by the Idaho Public Charter Commission in 2010, describes academic success in the following way:

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we expect at Heritage Academy is 100% of our students exceed the minimum proficiency requirements on all state-mandated testing and other formative assessments. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect within three years of students being consecutively enrolled at the school:

- 80% of 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).
- 80% of 3rd, 4th and 6th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Tests.
- Students who do not score proficient or advanced will have an individual remediation plan in place.
- Student Assessment I.C. 33-5205(3)(c) The method by which student progress in meeting the above identified student educational standards is to be measured consists of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Tests (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NAEP), if selected.
- Student assessment data will be reported annually to the Idaho Public Charter School Commission.

In addition to the language in the Charter, the Charter School Performance Certificate for the current performance period requires that the school implement the Schoolwide Enrichment Model and Integrity Initiative identified in the school’s charter.

Heritage Academy demonstrates academic success by achieving all measures from its charter and current performance certificate except the ISAT proficiency goal. The table below provides an overview of the school’s status in meeting each of the requirements outlined in the charter and performance certificate. Supporting data is provided in Exhibit B.

CHARTER AND PERFORMANCE CERTIFICATE IRI DATA (Exhibit B)		
IPCSC Performance Certificate or Charter Measure	Score	Meets
Implementation of the Schoolwide Enrichment Model	NA	Yes
Implementation of the Integrity Initiative	Yes	Yes
% Proficient After Continuous Enrollment - Charter requires 80%	84%	Yes

% Below Grade Level After Continuous Enrollment	16%	Yes
ISAT Proficiency After Continuous Enrollment - ELA/Literacy		
ISAT Proficiency After Continuous Enrollment - Math		
% of Non-Proficient Students with Remediation Plans - Charter requires 100%	100%	Yes
Annual Student Assessment Data Provided to the IPCSC	NA	Yes

Currently 84% of primary grade students who have been continuously enrolled at Heritage Academy score proficient or “benchmark” on the Idaho Reading Indicator (IRI). Longitudinal data show steady gains in whole class IRI data as students move from kindergarten through first, second and third grade. Heritage Academy’s kindergarten classes have consistently started with 55-60% of students scoring basic or below basic on the fall IRI. This indicates a significant portion of our kindergarteners come to school without school readiness skills and beginning literacy skills. In addition, 78% of students score below grade level on the IRI the first year of enrollment at Heritage Academy. These data are encouraging to Heritage Academy stakeholders because they show the tremendous growth achieved through high quality instruction and intervention received by students in our school (Exhibit E).

At this time, the State is unable to measure student growth, so growth data is not included in the IPCSC’s Annual Performance Report. The Performance Reports for all years of the current performance certificate show the school’s academic performance rating as “critical”. That score would indicate a possible recommendation for non-renewal of the Heritage Academy Charter. This rating is a result of very low ISAT scores with many students scoring significantly below grade level in math, language arts, reading and science. The Heritage Academy board, superintendent and leadership team members caution Commissioners when looking at this rating as there are complex factors affecting the school’s scores. First, it should be noted that during the current performance period, the Idaho Standards and the State’s tool to measure those standards (ISAT) has changed and it is difficult to determine whether longitudinal data show growth to proficiency. Second, when discussing the academic success of our school, it is important to examine data in multiple ways that provide an accurate picture of the school’s academic progress during the performance period.

We would note Heritage Academy opted not to include mission specific measures during this performance period because all Heritage Academy stakeholders are in agreement with the Commission that “Students’ academic success is the most important aspect of your school’s efficacy,” and we believe it should represent the IPCSC’s highest priority when evaluating schools for renewal. When considering mission specific measures, the Heritage Academy board and Superintendent chose to focus on academic measures because we knew that was a tremendous challenge for Heritage Academy stakeholders and that area needed to improve for Heritage Academy students to succeed.

The Heritage Academy superintendent and board developed a very thorough, data-driven plan designed to lead to academic success. The plan included a focus on meeting and exceeding the

assessment requirements outlined in the Charter. The following components are part of the plan that has been implemented during this performance period:

1. Curriculum

The plan starts with the use of research based, standards-aligned, high quality curriculum. The school opened with research-based math, reading and language arts curriculum chosen from the State Adoption List (Reading Street and Envision). After reviewing assessment data, the school implemented Open Court as its reading program to increase instruction focused on phonics and phonemic awareness. After three years of successful Open Court implementation, the leadership team did not see the overall growth expected from implementing research-based reading curriculum. The team researched additional curriculum options and adopted Core Knowledge Language Arts as its reading program, in the fall of 2016. CKLA is standards-aligned and is aligned to the Core Knowledge Sequence which is the school's framework for all core content areas. CKLA has an increased focus on both knowledge and skill development in language arts. It also has a rich vocabulary component that is important in helping high poverty students gain access to rigorous curriculum as they go on to secondary and post-secondary education. In math, teachers used the Envision curriculum, along with approaches taught in the Mathematical Thinking Initiative training provided to all Heritage Academy staff members during the 2012-13 school year for math instruction in all grades. In spring, 2014, the school began meeting with capacity builders from the Idaho Department of Education to further develop effective school improvement plans. The Heritage Academy staff uses the feedback loop created by the school's assessment system and Rtl process to identify areas of weakness in the school's curriculum. Most high-performing schools adopt curricula that emphasize basic skills in reading and mathematics (Carter 2000, Cawelti 2000, McGee 1999). This is because children who have not mastered basic skills do not have the foundation necessary to succeed in their education in later years. By analyzing statewide assessment data and school-wide progress monitoring data, it became clear math proficiency was not increasing even with the support of standards-aligned curriculum and good instruction. The team conducted research and created a plan to move to EngageNY math curriculum, beginning in January of 2016.

2. High Quality Teachers

The implemented plan also includes specific steps to recruit, train and retain high quality staff members with expertise in areas identified through needs assessments. In addition, the plan provides mentors and additional support for beginning and struggling teachers. Heritage Academy provides extensive professional development to all staff members focused on addressing the academic needs of students. Finally, staff members unable to provide the high quality support and instruction that our students need are not retained and are replaced with staff members who have increased experience, education and ability. Exhibit D provides data showing increased teacher proficiency as well as longitudinal data regarding teacher education and experience.

3. Assessment

The plan includes specific steps to obtain valid, reliable and sufficient benchmark and progress monitoring data to guide decision making in the areas of curriculum, instruction, intervention, classroom management, and teacher training. Exhibit C illustrates the progression of our assessment program as well as the annual array of assessments provided to all students and to individual students when appropriate. These assessments have been in place since the Fall,

2012 and as new needs, or upgraded assessment tools become available, Heritage Academy implements those. The AIMSWEB Plus program is an example of a very beneficial upgrade to the existing AIMSWEB program. AIMSWEB provides nationally normed data for benchmark testing purposes as well as monthly progress monitoring data. Our teachers have collected and used this data since the Fall, 2012, but the data was hard copy, in large binders. Our teachers would spend hours analyzing the data and creating their own graphs and goals. Heritage Academy participated in the pilot program for AIMSWEB Plus and has been using the program since its initial launch in the Spring, 2016. The AIMSWEB Plus system continues to utilize RCBM for oral reading fluency, but includes measures of silent reading fluency, comprehension and vocabulary for reading. The math includes problem solving, mental computation and number sense fluency. These measures more closely align with the Common Core State Standards (CCSS) than the traditional AIMSWEB probes. The tests are administered and scored on the computer, and the program offers a variety of reports, charts and graphs allowing teachers access to data in a timely manner in order to inform instruction. Additionally, it provides valuable tools for communicating with parents.

4. Instruction and Intervention

At Heritage Academy, teachers are expected to follow the lesson plans provided by the EngageNY math and CKLA. All core content curriculum is research based and taught with fidelity. Depending on student levels, a variety of instructional tools are used to assist all levels of learners. Whole group may be used to introduce a concept, guided practice time may be used in small groups, and independent practice when mastery is certain. Teachers have ample access to manipulatives, digital projection and other instructional resources to support student learning. Team members use data to identify student needs and to provide focused intervention to each student. During this performance period, the school has purchased additional intervention materials, aligned to the CCSS, in order to provide intensive intervention directed to fill identified gaps in students' skills and knowledge. The master schedule has also been adjusted in order to maximize instruction time in core content areas.

5. Professional Development

In addition to high quality curriculum, a thorough assessment system and feedback loop, and effective teachers, it was important for Heritage Academy to include a comprehensive professional development plan in our approach to meeting students' needs. From 2012 to the present, the Heritage Academy leadership team has been engaged in a number of efforts designed to increase instructional time and rigor as well as ensure teachers are implementing research-based, best practices in curriculum and instruction. Teachers have attended brief professional development sessions focused on strategies for K-3 reading and on EngageNY implementation for K-8. SDE/ISU capacity builders, federal programs director, special education coordinator, K-5 team leader and superintendent are providing mentoring, coaching and training to teachers and paraprofessionals to make certain all teachers are implementing the curriculum and instructional practices necessary to produce significant growth in our students and to lead to proficiency in meeting the CCSS. Teachers participate in weekly and monthly collaboration time focused on our school's annual smart goals. They also participate in book studies addressing issues such as teaching students in high poverty schools; effective instructional strategies and good classroom management. In addition to academic-focused professional development, Heritage provides all staff members with professional development

focused on safe schools, wellness and the 7 Mindsets. We believe those areas of training are also critical to serving the population of students at our school.

6. Safe and Nurturing Environment

Finally, the area that may seem unrelated to academic success, but is a key component of our action plan, is addressing challenging issues associated with students in high poverty environments. The Heritage Academy superintendent has created a detailed and deliberate plan for school success. This plan is aligned to the widely-accepted theory of learning developed by Abraham Maslow in 1943. Maslow’s Hierarchy of Needs provides a foundation for many current educational theories and approaches. Maslow’s hierarchy of needs asserts that the first four human needs (physiological, safety, belongingness and esteem) are critical in building the basis for self-actualization (the fifth level identified in his learning theory). When the first four levels are not satisfied, a human is considered “deprived” or “deficient” and those levels become predominant. When children’s needs in these four areas go unmet, they are unable to learn, grow and become self-actualized adults. This approach is absolutely critical in serving the diverse, high-risk population that Heritage Academy serves. With 94% of Heritage Academy students living in poverty and 39% of Heritage Academy students qualifying for individual plans due to disability, medical need or English language proficiency need, student academic success can only be achieved by starting with students’ basic human needs. High mobility, poor attendance, poor nutrition, lack of family support and mindsets that do not lead to success impact our students’ ability to succeed academically. The leadership team has worked with community leaders to implement attendance court to encourage parents to make sure their children attend school regularly. The school has also implemented attendance incentives to motivate students to attend regularly. Research supports a direct correlation between nutrition and academic achievement. Our school has addressed this by implementing schoolwide free breakfast, lunch and fresh fruits and vegetables snack. Heritage Academy developed a school improvement plan that is designed to produce student success by addressing students’ needs at all five levels identified by Maslow. All five levels are addressed each year of operation, however the emphasis for each year of operation varies so that the most critical needs are met first. As a result, the plan, and associated activities, build the foundation for students’ success.

When examining research regarding effective schools, the outlined practices Heritage Academy has implemented will lead to the outcomes we have identified as goals. These practices have already led to increased growth and proficiency in students who have continually attended our school. The table below provides a brief overview of the growth produced by the practices we have implemented during the current performance period.

LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment at HA	2 nd Year of Enrollment at HA	3 rd Year of Enrollment at HA	4 th Year of Enrollment at HA

% PROFICIENT (All Grades)				
---------------------------------	--	--	--	--

Evidence is clear that the percent of students demonstrating proficiency on the Idaho Reading Indicator steadily increases as students receive instruction in our school. We would like to see those gains happen within two years of enrollment, but we are achieving our goal of over 80% proficiency after 3 years of continuous enrollment. These data show that our academic program is effective in meeting the academic needs of our students.

The challenge for us, in achieving the academic success that the board, the superintendent, the stakeholders and the Idaho Public Charter School Commission would like to see, is in addressing the issue of mobility in our school. The low proficiency scores on both IRI and ISAT measures reflect and very large portion of our student body moving in and out of our school, often multiple times during the school each school year. In order to meet our goals for all academic measures, we will need to increase our efforts to mitigate the negative impact of poverty, and its associated challenges, on our students.

Impact of Serving a High Poverty Student Body with Significant Numbers of Students with Special Needs

According to the Center for Public Education, children who live in poverty often attend the lowest performing schools. State and national assessments consistently show impoverished children lagging behind in performance.¹ (Copyright 2005 Center for Public Education, Posted Aug 19, 2005; <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/High-performing-high-poverty-schools-At-a-glance-/default.aspx>, prepared by Caliber Associates for the Center for Public Education. Caliber, an ICF company based in Fairfax, Va., specializes in social science research and evaluation). Impoverished communities face many hardships, where children, families, and the schools that serve them confront in unison. For schools, these challenges include children who start school without early literacy skills, high rates of absenteeism and transience, difficulty attracting experienced teachers, and much more (Stiefel et al. 2000). Heritage Academy finds this to be true among the members of its student body.

A 2008 study done by Dr. Arthur Agatston showed significant increases in math scores among all 1,197 student participants in comprehensive school-based child nutrition programs in 79 elementary schools nationwide. A survey of K-8 teachers, conducted by Lake Research Partners in October 2010, showed that two-thirds of teachers reported children regularly come to school too hungry to learn. Many have not eaten since lunch the day before. Childhood hunger and nutrition are serious issues in America. The Federal School Lunch Program tries to address these issues by providing free and reduced lunches to children in need. Free breakfast is also provided school-wide by schools who qualify (such as Heritage Academy). Recent school demographic data, provided by the Idaho Department of Education and the USDA indicate 94% of Heritage Academy students qualify for free or reduced-price lunches.

Our child nutrition program is one element in our comprehensive approach to serving our students. In order to address the behavioral and affective challenges within our student body, we have put integrity,

character and mindset programs in place, increased the level of school counseling services provided, offered free breakfast, lunch and fresh fruits and vegetables snack program to all of our students, and added attendance incentives and support systems to address chronic absences. We developed community and parent recognized high quality programs for students with disabilities and students who have limited English proficiency. We hired six (out of twelve) teachers with significant experience providing intervention services and implementing effective RtI programs. Three of the six staff members are certificated special education teachers that came to Heritage Academy because they are committed to the vision of the school and to having a charter school that serves all students.

Our school has a reputation in our community for effectively meeting the needs of struggling students. That has led to our school having a higher than average percentage of students with disabilities, ELPs and 504 plans. In addition a very high number of our students with disabilities need expensive related services, assistive technology and support within both the resource room and the general education setting. This adds to the challenges Heritage Academy faces because funds to support special education and ESSA federal programs are distributed based on US Census data, not on the number of students who are eligible for those services. As Heritage Academy's reputation for meeting students' needs has grown, and its number of students with special needs has grown, its funding for those programs has remained the same.

Our Board, Superintendent, and staff would not change the students we serve and we are honored to work together to meet those challenges. We are creative in our approach to meeting needs and committed to the students in our community. We spend significant time collaborating and making adjustments based upon the data we have available. Our students with disabilities have made significant gains in meeting identified IEP goals. Many are achieving grade level proficiency and exiting from their IEPs. Our ELL students are also making significant gains and achieving English language proficiency. As you can see from our IRI data, when students are continually enrolled at HA, they grow and become proficient.

High poverty, high mobility, poor nutrition and poor attendance have a significant impact on the academic success of students at our school. We have successfully addressed the issue of poor nutrition. The issues of high mobility and poor attendance continue to be a challenge.

Research undeniably supports the importance of regular school attendance on student achievement and the potentially lifelong impact of excessive absenteeism. Especially during a child's elementary years, both common sense and research conclude that being in school on a consistent basis helps children build a strong learning foundation (Chang & Romero, 2008). Chronically absent students in the early grades are those missing at least 10% of the school year regardless of whether the absences are unexcused or excused. Chronically absent kindergarten students have low general knowledge and the lowest scores in reading and math (Jacobson, 2008). This is also the case with high mobility students, and mobility may have a more significant negative impact on a child's education. When students move in and out of school districts, they are exposed to a variety of approaches to instruction and curriculum. Even when curriculum is aligned to state and national standards, the tools associated with one research-based curriculum may not be identical to another. This makes it difficult for students who struggle and rely on curriculum-based tools to increase their access to information and their ability to connect skills and concepts they are learning. For example, students in kindergarten and first grade often use sound spelling cards as tools to help with letter sounds and blending. Those skills are critical in developing fluent readers. When students move to higher grade levels, those sound spelling cards are available (on

teachers’ walls) to help students with things like challenging vocabulary and less frequent spelling configurations. When students move from school to school, they cannot use those tools because the tools are constantly changing. High mobility students also often miss additional days of school while they are moving from school to school. In our community, this is a challenge that can result in individual students missing 10-20% of each school year.

At Heritage Academy, as in other high poverty communities, reasons for excessive absences fall into the following four categories: family factors, school factors, economic influences, and student variables (Baker, et al., 2001). Family factors include poverty, drug or alcohol abuse, domestic violence, and lack of parental guidance and supervision. Economic factors include situations such as single-parent homes, highly mobile families, parents working multiple jobs, or a lack of dependable transportation. Student variables include poor mental or physical health, lack of understanding concerning the school attendance policy, or drug or alcohol use.

Heritage Academy team members have worked together to identify and begin to implement strategies to improve attendance. Two recent studies aimed at improving attendance of chronically absent students suggest strategies for improving parental awareness and accountability thereby increasing student attendance rates. Rogers and Feller (2016) in an absence reduction field experiment sought to adapt communication with parents concerning absences to determine if different types of messages affect student attendance. The researchers concluded that correcting parents’ downwardly biased beliefs about how many days their student had been absent substantially reduced absences, creating a sense that absences are being monitored and implying accountability.

- As illustrated in the table below an average of 40% of Heritage Academy students are new to the school each year (with 15% of those students being new kindergarten students and 25% of those being new students in other grades).
- Of the approximately 67% of Heritage Academy students that have been previously enrolled at Heritage Academy, an average of 25% have moved in and out of the school and those moves are typically due to economic or family challenges. Of students who are not scoring proficient on state assessments, 40-50% have chronic attendance challenges, and as reported previously, 78% of students score significantly below grade level when first enrolling at Heritage Academy.

	Fall Student Count	Never Enrolled (1 st Time at HA)	Previous Student (Attended HA in the past)	Continually Enrolled (Have been at HA 2 years or longer with no breaks)	Enrolled Off and On (Have attended HA previously with breaks in enrollment)
%	100%	**43%	57%	*37%	*24%

*These percentages do not include kindergarten and first grade students because they are newly enrolled in elementary school

** 15% of these students are newly enrolled kindergarten students, each year

These demographic characteristics, along with the high percentage (39%) of students with special needs creates a very unique set of challenges for an Idaho charter school. The Heritage Academy board and superintendent have always had a strong commitment to making certain our charter school provides high quality services to students with diverse and challenging needs. We want to continue to provide an option for families in the Magic Valley who need a small school with a high level of support. We know continuing to provide the variety of services and supports that we provide makes it more challenging to meet all of the standards we are required to meet. We believe that part of the role of our school, in our community, is to provide a foundation for children to grow into successful adults. Most of the students who attend our school would not have that foundation if our school did not exist.

Mobility and Absenteeism - What we have done so far

During this performance certificate period, the school has implemented several practices to address chronic absenteeism, high mobility, and enrollment changes (from one school to another) due to chronic discipline problems.

The first step that the school took to address these issues was to implement a strong focus on school culture with an emphasis on high expectations, accountability and a caring, welcoming environment. Student attendance was emphasized by teachers and the superintendent, and phone calls were made to parents of children not in attendance. In addition, the superintendent has always met with parents of new and of exiting students to welcome them to the school or to discuss the reasons the student is leaving. This has helped create the welcoming nurturing environment for new students and resolve any issues that were causing parents to want to leave the school. In most cases, those meetings resulted in the child's continued enrollment at Heritage.

The second step the school took to address these issues was to contract with the City of Jerome, Jerome Police Department, to provide school resource officer services to the school. This allows the SRO's in our community to have access to data from the Jerome School District, Heritage Academy and, in some cases, surrounding districts. The access to data provided the Superintendent with the ability to discuss discipline and attendance issues with administrators from a child's previous school and/or administrators from the school to which a child was transferring. The superintendent also attended a community multi-disciplinary team meeting with representatives from the Jerome School District, Jerome County Prosecutor's Office, Idaho Department of Health and Welfare and Cares (health providers who work with children identified by DHW) to coordinate efforts to support students identified with significant challenges (discipline, attendance, abuse, mobility). Through attendance at those meetings and coordination with administrators from other schools, Heritage Academy has been able to create and participate in a progressive plan to address specific challenges. For example, the Jerome School District superintendent and the Heritage Academy superintendent have coordinated efforts to address students with discipline issues that require a recommendation for expulsion. Their coordinated efforts allow all local schools to follow a progressive discipline model that is integrated among schools. Whether the student attends our school or a neighboring school, the next step in the process is followed. With regard to discipline and enrollment, that process has resulted in a change from 60-70% of our middle school students enrolling at Heritage because they had been suspended from another school multiple times, to fewer than 1% of our new middle school students enrolling due to chronic discipline issues.

Attendance issues are more challenging for all of the schools in our community. The team meetings allow us to track attendance problems among all local schools. The administrators from all schools have implemented an attendance court that occurs at each school and is coordinated through the county prosecutor's office. Attendance letters are sent to parents whose children are absent an excessive number of times and parents are referred to the attendance court. At attendance court meetings, the judge, parents and school officials create a plan for improved attendance. Parents must return to attendance court for follow-up sessions and parents may be referred for prosecution if attendance does not improve. Unfortunately, these efforts have resulted in short term improvement in attendance and have not led to sustained regular attendance.

The challenge of mobility is something our school is focusing on in the upcoming performance period. Our data show that mobility is the biggest challenge impacting our academic success. Our leadership team has identified research-based strategies to improve attendance and we have identified strategies we believe may lead to less mobility among our students. In addition to continuing the school improvement efforts we have implemented to strengthen curriculum and instruction, addressing mobility is our highest priority.

Organizational Soundness and Compliance with Applicable Laws and Regulations

Organizational soundness and compliance is an area of strength for the superintendent, board and school. The superintendent and board have regular planning sessions, plans, and agendas that show and demonstrate the focus on and commitment to creating the structure and climate described. This type of climate cannot be created without specific attention from the organization's leader.

The superintendent provides information to the board regarding academic, operational and financial plans and activities and their alignment to the overall strategic plan. This has occurred since the current superintendent was hired in 2012 which is the beginning of the current performance period. The superintendent provides annual training focused on understanding academic data and leads the board, staff, parents and other stakeholders through a comprehensive strategic planning process each year.

The HA board refers to school policy, Idaho Code and Idaho Administrative Rules and all applicable federal laws when making decisions. During this performance period, the board developed and implemented 3-year review cycle for school policies and a 3-year training plan for board members in all areas of governance and oversight. The board receives regular training regarding its bylaws and the responsibilities of each officer. Officer and board member succession plans are in place and outgoing officers shadow new officers to help train them in their new roles.

The board nominating committee meets annually and follows the procedures outlined in the bylaws to ensure leadership of the board continues when board members' terms end and new board members begin to serve. Under the leadership of the superintendent, during this performance period, the board began to utilize cutting edge strategic planning techniques that are based upon the Appreciative Inquiry approach to organizational management and change. The board and staff members attend an annual retreat and work together on a strategic plan. Stakeholders are involved in strategic planning sessions designed to identify and clarify stakeholder expectations of each other. The board and staff work from the perspective of "Heritage At Its Best" to develop a detailed plan. The superintendent and leadership team members create budgets, staff assignments and responsibilities, SMART goals and school

improvement plans that are aligned to the strategic plan. The board looks at data and sets goals during their annual retreat and strategic planning meetings.

The board agrees with proficiency goals set by the superintendent and leadership team. It makes hiring decisions and approves a budget focused on addressing academic needs. The board chairman reviews and approves grant proposals that support academic goals and intervention

One concern identified in the pre-renewal site visit report is board members lack experience in k-12 understanding. Prior to the current performance period, the board included one member with an elementary education degree and one board member with previous experience serving on the Jerome School District board of directors. During this performance period, the board member with an elementary education degree continued to serve. At the beginning of the performance period the board added a new member with a law degree, experience serving on State Board of Education Achievement-Focused committees, drafting and lobbying for the initial Idaho charter school legislation and significant experience serving on non-profit government boards and committees. During the performance period the board also added a board member who previously served as the President of the Idaho State Board of Education as well as the Education Advisor to the Governor of Idaho. She was involved in the initial development and implementation of ISAT, as well as the efforts to increase academic requirements for graduation in the State of Idaho. In addition, she was previously involved in the development of two charter schools in Idaho and in the passage of the initial charter school legislation in the state. (See Exhibit G)

The board has sufficiently demonstrated that its members have expertise in K-12 education and all board members are able to understand student academic data. Student academic metrics are regularly monitored by the board. The board sets student achievement goals aligned with the authorizer's expectations and regularly monitors those goals. Decision making is driven by student performance data.

Our school promotes and maintains a culture of high expectations. Our local community is diverse and is a high poverty, rural community. Parents who chose Heritage Academy as the best option for their children believe that the individual needs of their children are met by a caring, expert staff that is willing to take the time and make the continuous adjustments necessary to produce student success.

The increasing percentage of students with special needs (IEP, ELP, 504) is due to the strong reputation Heritage Academy has in meeting the needs of those students. Prior to the current performance period, and prior to the employment of the current superintendent, the school had a special needs population of less than 4% (combined). Its Free and Reduced Lunch percentage was approximately 48%. In the Fall, 2016, the special needs population rose to 39% of our student body and 94% of our students qualify for Free and Reduced Lunch (Idaho Department of Education and USDA). The increasing number of students who are at-risk, for a variety of reasons, is an indication of the high level of parent support for a school that provides a small learning environment, a positive and caring approach to education and high expectations for academic achievement.

Heritage Academy has similar, but more challenging demographics than the local school district, the State of Idaho and Idaho Public Charter Schools. According to the IPCSC's 2015 Annual report evaluating Commission-authorized charter schools in Idaho (Minutes from the Idaho State Board of Education

meeting <https://boardofed.idaho.gov/meetings/board/archive/2016/0217-1816/AgendaAll.pdf>,
February 2016)

- Eighty-nine percent of Commission-authorized schools serve a lower percentage of special needs students than their surrounding districts.
- Ethnic minority students are underrepresented in 94 percent of charter schools; in 79 percent of these schools, the difference exceeds 3 percentage points.
- Eighty-three percent enroll no students with Limited English Proficiency (LEP) skills — making it the most underrepresented group in charter schools.
- In 66 percent of charter schools, the percentage of students who qualify for free and reduced-price lunch is at least 3 percentage points lower than the surrounding districts.

	Heritage Academy	Jerome School District	State of Idaho	*Idaho Brick and Mortar Charter School Data	Idaho Public Charter School Commission Authorized Charter Schools
Free and Reduced Lunch	94%	68%	47%	21%	The Commission does not provide this information in its annual report, on its fact sheet or on its website
English Language Learner	14%	35%	9%	0.44%	
Students with Disabilities	19%	10%	10%	6.5%	
Students with 504 Plans	6%	Not reported	Not reported	Not reported	

* Wang, C. (2009) A statewide study of “Brick and Mortar” public charter schools in Idaho. Northwest Regional Education Laboratory, Portland, OR. <http://www.sde.idaho.gov/school-choice/charter/files/general/research/A-Statewide-Study-of-Brick-and-Mortar-Schools.pdf>

Of concern is the fact that on the Heritage Academy Annual Performance Report, the IPCSC staff has regularly reported incorrect data regarding our school’s free and reduced lunch percentage. We have attached the 2015-16 CEP Schedule for Heritage Academy along with instructions on how to compute the F&R percent for CEP schools. You will see our F&R rate is 94%.

The Commission staff has now reported the rate as 100% but added a note to our performance report states that our “proxy” percentage is 48% based on SNAP data. This is incorrect. The Commission staff has received the attached documentation several times during the current performance period. The documentation provides the accurate method and formula to calculate F&R percent when a school

participates in CEP. The note on the annual performance report provides very misleading information to the public and perpetuates the idea that charter schools serve fewer economically disadvantaged students than traditional public schools.

CEP schools qualify for the CEP program due to high percentage of students who qualify, automatically, because their families receive food stamps. Because Heritage Academy has a very high percentage of families receiving food stamps, Heritage Academy families are not required to submit F&R applications. These families are represented by the SNAP data. F&R applications are not completed, for any students enrolled in a CEP school. The USDA utilizes a formula (see attached documentation) in all CEP school in the United States, to accurately calculate the percentage of students who would qualify for F&R if F&R applications were completed. The Idaho Department of Education, Child Nutrition Program accepts this formula as the accurate method to calculate a school's percent F&R. Using this formula, Heritage Academy should have a F&R rate of 94%. (See Exhibit H)

The other issue identified in the 2014-15 draft Annual Performance Report is that Heritage Academy did not meet MOE as per the state requirement. This is incorrect and documentation has been submitted with our response to the draft report. Our student count had decreased from the year before by 5 students. Wendy Lee with the State Department of Education computed a valid exception from the lower student count. An email from Wendy Lee is included in Exhibit H. This information is also located in the notes on our Individuals with Disabilities Education Act (IDEA) grant comments on the Idaho Department of Education website.

A final concern noted in performance reports for the current performance period is the lower enrollment number than the maximum number allowed in our charter. The board made a deliberate choice to keep enrollment at one class per grade in K-5 and a maximum of 50 students in 6-8. The HA Charter allows 450 (2 classes per grade 25 per class) and this seems to be what the 450 students has never been our goal, but the board wanted flexibility in the charter so the board could make a decision without going through a charter amendment process, if data showed that increasing enrollment would be beneficial to the school and local community. Based upon board decisions, current maximum enrollment would be 200.

The board has evidence that it is aware of enrollment and has continued marketing efforts to inform the public about the school and that charter schools are tuition-free public schools. Enrollment during this performance period has been within 2% of goal enrollment for the year and within 15% of maximum enrollment (based on HA board direction, not on maximum allowed by the charter). The board has chosen to continue the focus on academic achievement and school safety/wellness rather than work to increase enrollment. For the at-risk population our school serves, budgeting, planning for and serving a smaller number of students helps meet the students' needs more effectively.

Many Heritage Academy families go back and forth between our school and several other schools in the same area and it is often due to issues that qualify under ESSA Homeless - usually multiple families living together. School enrollment typically fluctuates between 165 and 190. HA serves a primarily at-risk population of students who often go in and out of school. These students are usually the same families and it is usually due to family and economic challenges. The 62 new students referred to many Heritage Academy families go back and forth between our school and several other schools in the same area and it is often due to issues that qualify under ESSA Homeless - usually multiple families living together.

It is of significant concern that one of the IPCSC evaluators suggested to the Heritage Academy superintendent and several stakeholders that Heritage Academy consider amending its charter to create two schools, one for the more “stable” children and families, so that school’s assessment data would not be negatively impacted by student mobility and factors associated with at-risk children. Heritage Academy stakeholders perceived this suggestion to be very discriminatory and to suggest that Heritage Academy consider actions that would potentially violate the United States Civil Rights Act of 1964. The IPCSC evaluator’s comments suggested that implementing practices to limit those very students would be a good option to increase Heritage Academy’s test scores. The Heritage Academy board is committed to continuing to provide a school choice option for the diverse population of students in the Magic Valley. By providing the supplemental programs (high quality special education and ELL services, transportation, school counseling, child nutrition, etc.) our school maintains that commitment. Our board, our superintendent and our staff members are willing to continue to make adjustments and add the programs and approaches necessary to address the challenges that are still negatively impacting our academic proficiency.

Fiscal Soundness and Financial Viability

Heritage academy consistently achieves “honors” ratings with regard to its finances. The board reviews financial statements and budget information at every board meeting. The board Treasurer meets with the Director of Finance regularly and the board reviews annual audit information when working on strategic planning. In addition, the board considers student academic achievement data, human resources data and recommendations from the superintendent and Director of Finance when approving annual budgets.

The school maintains appropriate internal controls and procedures. The draft annual performance report noted one time and effort reporting record during the 2014-2015 school year that did not meet federal time and effort reporting requirements. That time sheet was for an employee that had moved into a new position. The employee had been given training but did not complete the timesheet correctly. She was provided with additional training to correct the problem. The school’s system of internal controls and procedures helped identify this error so that it did not become an ongoing or systemic problem. The Director of Finance and Human Resources reviewed Time and Effort reporting requirements and school reporting worksheets with the Idaho Department of Education Title IA Coordinator and the school’s records and reporting system is compliant. The Finance and Human Resources Director provided training to all employees each year of this performance period.

The school includes financial goals in its annual strategic plan. In addition, the board integrates financial goals with goals in other areas of operation so that resources are directed to meet the needs of the students. The new Finance Director has a graduate degree in accounting. She meets regularly with the superintendent and board treasurer and they review the budget, enrollment, financial statements and school needs to ensure the school is serving as a good steward of taxpayer public funds. Adjustments are made to ensure the school operates within its annual budget and maintains a reasonable reserve.

The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff in June 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis. These steps were possible due to the conservative fiscal management by the board and superintendent.

Plan for the 2017-2021 Performance Certificate

During the current performance period, the school completed the following actions:

Performance Area	Rating prior to the current performance period	Action - 2012 - Present	Rating at the end of the current performance period
Academic - Overall	Critical	<p>Hired strong leadership</p> <p>Upgraded to new, strong curriculum</p> <p>Developed an extensive feedback loop to guide data-driven decisions</p> <p>Implemented research-based interventions</p> <p>Increased instruction time in core content areas and increased focus on math and literacy</p>	Critical
Academic - Identified Charter Outcomes	Critical	<p>Same actions as above</p> <p>Also examined individual student data and identified challenges (absenteeism, mobility)</p>	Good Standing
Mission Specific	Good Standing	<p>All staff attended SEM training each year of the current performance certificate</p> <p>Certificated staff members attended intensive SEM training at the University of Connecticut</p> <p>SEM committee developed cluster scoring rubric</p> <p>School professional development included strategies for enrichment, intervention and differentiation</p>	Good Standing
Operational	Critical	Replaced low performing staff members	Honors

		<p>Conducted extensive strategic planning</p> <p>Implemented research-based programs (special education, ESSA federal programs, child nutrition, counseling, safe schools, 7 Mindsets, Integrity Initiative, 3 Year Board training cycle; board sustainability plan, etc.)</p>	
Fiscal	Critical	<p>Refinanced existing building mortgage with balance to be paid off by June 30, 2018</p> <p>Developed increasing cash reserve</p> <p>Developed substantial building maintenance and repair fund</p> <p>Hired a Finance Director with a graduate degree in accounting</p> <p>Implemented increased internal controls and procedures for maintaining effective financial systems</p>	Honors

The board and superintendent implemented the following research-based steps designed to accomplish schoolwide goals and proficiency in all areas (academic, mission-specific, operational, fiscal):

1. Replaced previous school superintendent when data showed significant leadership deficits.
2. Implemented an extensive data collection, analysis, action, review and adjustment system for all areas.
3. Implemented strong core curriculum and intervention programs; increased core instruction time and made data-driven adjustments as necessary.
4. Increased focus on core math and reading/language arts instruction.
5. Increased stakeholder communication and parent involvement
6. Hired new staff members with increased experience, education and expertise in areas of need.
7. Implemented comprehensive professional development to address schoolwide needs.
8. Added new components of SEM and provided training to all staff members.

Action Plan for the upcoming charter performance certificate:

1. Continue efforts implemented during the current performance period, especially those efforts aligned with effective school practices and designed to increase academic success for all students.
2. Address facility challenges identified in the board's strategic plan. Of highest priority are paying off the current balance of the school's mortgage (approximately \$70,000), replacing the roof, replacing the front steps and improving the school playground.
3. Address attendance and mobility issues that are negatively impacting academic success.

Performance Area	Rating prior to the current performance period	Action - 2017 through 2012	Goal at the end of the upcoming performance period
Academic - Overall	Critical	<p>High Absenteeism - Implement comprehensive attendance improvement plan (see below)</p> <p>High Mobility - Continue research on best practices to address student mobility. Develop a plan for presentation to the Board and approval, no later than July 2018. Implement the action plan approved by the Board of Directors. Monitor and adjust the plan as needed.</p> <p>Apply for grants to support after school and extended school year programs designed to increase instruction time and access to enrichment. (21st Century Grant application is being submitted in Jan 2017)</p>	Good Standing
Academic - Identified Charter Outcomes	Good Standing	<p>Access to Instruction and Intervention - continue to implement current strategies and add after school and summer opportunities</p> <p>Increased instruction time - continue to monitor and adjust the school's master schedule in order to increase time provided and effectiveness of core content</p>	Honors

		instruction	
Mission Specific	Good Standing	SEM - Collect longitudinal data regarding cluster outcomes (using cluster scoring rubric) Identify and remediate staff challenges to providing effective clusters, enrichment and differentiation. Review middle school practices and course offerings to identify ways to incorporate additional components of the SEM	Good Standing
Operational	Honors	Implement board training and strategic plan. Provide ongoing training and support for new board members	Honors
Fiscal	Honors	Pay remainder of mortgage Replace roof Replace front steps Contract with separate CPA to prepare financial statements or have Finance Director obtain CPA certification	Honors

Attendance - Plan of Action

Combining elements of both attendance studies, a plan of action to help students with chronic attendance problems could provide an ethically responsible approach to this issue. One challenge at Heritage Academy has been the task of simultaneously developing multiple policies which meet the needs of children and families, remain faithful to the charter and adhere to the law. A few committed educators have dedicated themselves to creating policies which ensure a safe, unique educational experience focusing on enrichment and openly welcoming all students regardless of their background or special needs. With many policies in place and beginning to improve the culture and effectiveness, it is time to turn attention to development of immediate and long-term policies to assist students whose poor attendance hinders their educational growth.

Immediate. When a child is absent or truant, the child's parents will be contacted by mail and by phone. The mail correspondence will include the child's attendance record as well as information which

emphasizes the impact of being in school on a child's academic success. The phone conversation will seek to build positive rapport, determine causes for the most recent absences, and offer assistance in developing routines for improving attendance.

A staff member will be assigned the role of "attendance agent," and will identify all students who have five or more absences. Students who are identified will be included in a group that holds a special meeting during breakfast break each day with the "attendance agent." A sticker for each day that a student is present will be recorded on a chart, and the student will be allowed to choose from a prize box when they are present for a whole week. During the breakfast meetings, emphasis and conversations should focus on building positive relationships and accountability at school. They will also emphasize the importance of being present to learn. Individual attendance goals will be established for each student. A celebration will be planned with student input for students who meet their goals after eight weeks.

Short-term. During the next two to four months, improved connections will be made with families of chronically absent students. Heritage Academy will also strengthen its basic attendance procedures and implement a program to flag students after five absences in a semester in order to refer students to the "attendance agent" before absences become a chronic problem.

While it is important that schools hold family members accountable, merely informing families of attendance problems is inadequate. Just as Heritage Academy seeks to create a culture of responsibility rather than punishment for its students, strategies that encourage family input and contributions during times and at convenient locations in order to make them part of the team committed to the best interests of their children will enhance the overall program. Janet's parents are the main resource for getting her to school. A strategy which shares ideas and provides support, rather than placing blame, will be developed.

In conjunction with the breakfast meetings, the "attendance agent" will contact the families of students who are participating. The "attendance agent" will serve as a home family connection to identify the root causes for the children not coming to school. The families will be invited to participate in three sessions which emphasize the power of the family and focus on finding positive solutions. The content of the sessions will emphasize (1) the Seven Mindsets character program in which students are participating at school (2) the importance and long-term impact of school attendance and (3) strategies for developing routines that support school attendance. The "attendance agent" will make phone calls home immediately following the breakfast meeting to the home of any student who is absent. If a student is absent for two days, which would bring the total days absent to seven or more, the "attendance agent" will make a home visit.

In addition to empowering families, Heritage Academy will strengthen its basic attendance procedure by reminding teachers of the importance of recording attendance accurately and consistently prior to 8:45 a.m. each day. The school secretary will run an attendance report which flags students who have more than five absences before lunch each day and provide the results to the "attendance agent" who will make contact with the families immediately and determine a plan for each student. Teachers will also be coached to include "Coming Up" sections in their letters home to families that describe the core subject plans, scheduled assessments, scoring rubrics, demonstrations of math processes, and specialized homework to support upcoming lessons. The intent of including this section is to inform families of the instruction, assignments and coursework children miss when they aren't in school and to show that extra homework will not make up for the missing days.

Finally, in order to promote awareness and overall school participation in improving attendance, daily, weekly and monthly school attendance percentages will be posted on a bulletin board outside the school office. Individual classrooms will calculate and post their attendance numbers, percentages and ratios as part of calendar or morning meeting. An announcement recognizing and celebrating improved attendance will be added to the monthly character assembly, and students with perfect attendance for the month will earn a certificate entitling them to a free dress day on which they will not be required to wear their regular school uniforms.

Long-term. In order for school attendance strategies to take hold and be effective, the culture and system at Heritage must support the changes which are taking place. Long-term, this requires that a cohesive staff with trusted and shared leadership have input in utilizing data-based decision making to assess school and student needs in development of an attendance policy.

An oversight team for school improvements comprised of the superintendent, teachers, classified staff, and parents, will be created. The team's initial task is to develop a school attendance policy to be distributed to families and posted on the school website. A comprehensive, effective, attendance policy will contain consistent procedures and policies as well as support strategies for families and teachers. It will also include a plan for continuous evaluation.

The attendance plan will ensure that policies are publicized and understood by all staff and students. While maintaining alignment with the school's goals, the emphasis should be on changing rather than punishing behavior. The policy will develop procedures for reporting, recording, and monitoring student attendance which facilitates family involvement, parent notification and frequent home-school contact. The incentive program which utilizes sticker charts, small rewards and various celebrations will be evaluated for its effectiveness, refined and included in the policy.

The result of this formal school attendance policy will be to establish reasonable attendance policies with consequences for missing school, targeted interventions for students with chronic attendance problems, and strategies to increase engagement with students and their families.

Mobility - Plan of Action

The plan of action leading to a decrease in student mobility is under development and will be fully developed and implemented during the 2017-2021 performance period.

Summary

The Idaho Public Charter School Commission's Annual Performance Report includes the following:

Minority ethnicity, Limited English Proficiency, Special Needs, and Free & Reduced Lunch populations tend to be underrepresented at PCSC portfolio schools by comparison to both state and district levels. Due largely to small sample sizes, inadequate data is available to identify the reasons for these demographic disparities. However, in the interest of moving toward a more representative public charter school population, the PCSC has redoubled its efforts to urge new petitioners to provide student transportation and food service; locate their schools in diverse, "walkable" communities whenever possible; tailor recruitment efforts to reach all demographic groups; and budget adequately for provision of student services.

There are notable exceptions to the overall low diversity in Idaho’s public charter schools, including a virtual school whose special education population is 28 percentage points higher than that of the state, as well as a brick and mortar school whose student population is nearly 100% non-white.

We applaud the efforts of those public charter schools that have gone well beyond basic legal requirements in an effort to recruit minority and underserved populations. The PCSC encourages the entire public charter school community to join in an effort to ensure that all students – regardless of language, ethnicity, economic status, or special needs – feel welcome to enroll and are assured of receiving high quality services at any Idaho public charter school.

Heritage Academy has demonstrated that it has “gone well beyond basic legal requirements in an effort to recruit” and serve the very population of students referenced in the IPCSC’s report. In addition, the school has implemented transportation, food service and other programs, as recommended, to reach these demographic groups. Heritage also met the academic performance outcomes identified within its charter and has identified the challenges we need to address in our next performance. The school met and exceeded the operational and financial outcomes identified in its charter and its current performance certificate. Heritage Academy’s board and superintendent have demonstrated that the school is responsive to the needs identified and challenges of the school and is committed to continuous growth. Heritage Academy currently thrives, in many ways, and the school community expects the school to meet or exceed all identified outcomes within the upcoming performance period.

Exhibit A
Site Visit Response Cover Letter

PLEASE NOTE: THE HA BOARD HAS INCLUDED THIS AS EXHIBIT A DUE TO THE SERIOUS CONCERNS IDENTIFIED BY THE HA LEADERSHIP TEAM AND REPRESENTATIVES FROM THE CENTER FOR EDUCATION REFORM, IN WASHINGTON, D.C.

WE URGE COMMISSIONERS TO CAREFULLY READ THE INFORMATION IN THE SIDE BY SIDE REPORT INCLUDED IN THIS APPLICATION AND SUBMITTED SEPARATELY, WITH EVIDENCE, TO THE IPCSC



Heritage Academy
500 S. Lincoln Ave.
Jerome, ID 83338
(208)595-1617
www.heritageacademyid.org

December 14, 2016

Idaho Public Charter School Commission
Attn: Alan Reed, Chairman

Borah Building
304 N 8th Street Room 242
Boise, ID 83702
Tel: 208-332-1561
Fax: 208-334-2632
Email: pcsc@osbe.idaho.gov

Dear Commissioners,

Enclosed is the application for charter renewal for Heritage Academy, Jerome, ID. The Heritage Academy leadership team and board have spent over 150 administrative hours drafting and revising content to include in this response and application. Spending such an inordinate amount of time on compliance issues is aggravating to a team of educators committed to the care and education of our school's students. Much of the school leadership's time was spent justifying the inaccuracies of the evaluation team's site visit report and gathering data previously submitted to the Commission or available to the Commission evaluation team during its site visit.

Heritage Academy understands the political nature of the charter renewal process and will not stand for an unfair and biased review of the school's academic program or operational and financial processes. To that extent, the board contacted the Center for Education Reform in Washington, DC to assist in a comprehensive review of the site team's evaluation and assist in the preparation of the charter renewal application. The Center for Education Reform's team of educators and researchers provided technical and logistical assistance along with a third-party review of the documentation submitted by the review team. The initial review conducted by The Center concluded several arbitrary and capricious attempts to discredit the academic and programmatic results of the school. All schools seek improvement as that is the nature of a healthy school. However, for a visiting team to ignore data and evidence during a site visit makes the board and The Center for Education Reform question the integrity of the review and causes us to be suspect of the intention.

Here is a short, but certainly not exhaustive list of some of the egregious errors reported by the site visiting team concerning the academic program:

- The visiting team cites the school "lacked a current curriculum prior to the start of the current academic year" even though the school acquired state-approved curricular materials since its founding.
- The visiting team made few classroom visits and "lesson plans and instructions were not examined."
- The visiting team observed the new curriculum in place, but wasn't quite sure how the material got to the school by stating, "the assessment-curricular change feedback loop is not clear and may not involve stakeholders other than teachers and administrators."
- They go on to say about the new curriculum adopted this year, "Based on several years of poor test scores, it is not apparent that the administrator ensured that curriculum was reviewed and modified or that the delivery of the curriculum was monitored."
- The visiting team **failed to complete** sections marked Access and Equity (an area for which Heritage exceeds standards).
- The visiting team **failed to complete** the section marked Governance: Financial (another area for which Heritage academy exceeds standards)
- The visiting team report states Heritage Academy "does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with GAAP" even though the business manager has a graduate accounting degree, the superintendent has a master's degree in business administration and yearly financial audits are completed by a certified public account.

These citations make one thing glaringly clear. The Idaho Public Charter School Commission must delve into the accompanying anecdotal reports and evidence and conclude to award the Heritage Academy a five-year charter renewal.

Each of these comments may seem innocent, or perhaps actionable, when taken individually in a report drafted and created by an impartial visiting team. However, that is not the case here. These comments are strung together and it shows an explicit agenda to derail the school's attempts to provide sound instructional and operational practices in the school.

As you review the nearly 300 pages of supporting written documentation and countless evidence examples, it is critical for the Commission to recognize one fact: The visiting team ignored data and documentation made available to them in the superintendent's office. If they had taken the time to review the documentation, they would have seen binders full of student demographic data, compliance

documents, assessment data and professional development agendas. The school cannot be liable for the visiting team's lack of a comprehensive and complete site visit review.

As indicated, attached to our application, you will find a comprehensive response to both our pre-renewal site visit report and our draft annual performance report. Again, we insist you carefully read and review both. We are very concerned that the performance report contains several factual errors. Those errors were included by Commission staff members after receiving evidence correcting each error. In one case (free and reduced lunch percentage), the error was addressed by providing evidence from the Idaho Department of Education, Child Nutrition Program and the United States Department of Agriculture (USDA). Commission staff members still chose to include their own data rather than use formulas provided by the USDA and CNP program professionals. Once corrected, you will note that our school earns scores in the honors category in operations as well as in finance.

We have attached the IPCSC's response template with a side by side comparison of site visit evaluation team ratings and responses next to evidence-based ratings and responses. We are dismayed at the actions, behavior and subsequent report issued by the pre-evaluation site visit team. It is apparent, when reading the subjective nature of the team's comments, the report is inaccurate, extremely biased and exhibits a significant lack of knowledge and understanding of research regarding effective public schools. In the face of readily available evidence, the team members chose to focus their limited time at the school engaging in discussions designed to reinforce their biased opinions of our school. This is unfortunate and unprofessional.

We plan to monitor the charter renewal process during the next two months and expect to play an active role at the hearings in February to ensure our school's story is accurately and fairly presented.

Sincerely,

Sincerely,



Ms. Sarah Ahrens
Chairman, Board of Directors

Ms. Anneli Crouch
Chair, Charter Renewal Committee

Dr. Christine Ivie
Superintendent

Exhibit B
Charter Renewal Data

CONTROLLED FOR MOBILITY – SPRING DATA

% Proficient After Continuous Enrollment - Charter requires 80%	84%
% Below Grade Level After Continuous Enrollment	16%
% of Non-Proficient Students with Remediation Plans - Charter requires 100%	100%
% Below Grade Level When First Enrolled at HA	78%

ALL STUDENTS REGARDLESS OF MOBILITY – FALL DATA

	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Below Basic								
Basic								
Proficient								

**Exhibit C
Assessment Chart**

HERITAGE ACADEMY - ANNUAL ASSESSMENT PLAN

	KINDERGARTEN	1ST – 3RD	4TH – 8TH	ELL	SWD/IEP
SEPTEMBER	Speech, Language and Hearing Screening Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Speech, Language and Hearing Screening Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	WIDA Access Screening Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	Math, Reading and Written Language Benchmark Assessments (Aimsweb Plus, MAZE, MCOMP, MCAP, RCBM; Read Naturally, Moby Max, etc.)
OCTOBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program	TIMING DETERMINED BY IEP TEAMS – Examples: Connor, BASC Woodcock Johnson, Core

				(Details determined by ELP teams)	Phonics, Readlive or Read Naturally probes, Aimsweb Plus, Curriculum-based assessments, etc.
NOVEMBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	Related Services OT PT Speech Language Etc. (as determined by IEP teams)
DECEMBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
JANUARY	Winter IRI Aimsweb Plus Reading and Math Benchmark Assessments	Winter IRI Aimsweb Plus Reading and Math Benchmark Assessments	Aimsweb Plus Reading and Math Benchmark Assessments	Students complete all grade-level assessments	

	CKLA Benchmark Assessments EngageNY Benchmark Assessments	CKLA Benchmark Assessments EngageNY Benchmark Assessments	CKLA Benchmark Assessments EngageNY Benchmark Assessments End of Course Assessments	Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
FEBRUARY	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	WIDA – Language Proficiency Students complete all grade-level assessments Progress monitoring using tools from EL intervention program	ISAT ALT – SCIENCE IPASS (Alternative Assessment eligibility determined by IEP teams)
MARCH	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program	

				(Details determined by ELP teams)	
APRIL	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments ISAT – 3 rd Grade Only	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments Idaho Standards Achievement Tests (Literacy, English Language, Math and Science)	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
MAY	Spring IRI Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Spring IRI Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments End of Course Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	

MONTH	ASSESSMENT	STUDENTS	STAFF ACTION
AUGUST	ASSESSMENT	STUDENTS	STAFF ACTION
	<p>Assessment Preparation – Teacher Inservice</p> <p>AIMSWEB – Upload students in the system from Power School (Assessment Director)</p> <p>Distribute and Identify Students on Parent survey that may need to take the English Learner Screener (WAPT) (Assessment Director and EL Coordinator)</p> <p>Meet with teachers during staff meeting to show them preparation resources for the ISAT-SBAC in Reading, Math, and Science. (Assessment Director) Students will begin taking the Idaho Reading Indicator</p>	NA	<p>Staff Inservice:</p> <ul style="list-style-type: none"> • Assessment overview • Proctor training for Aimsweb Plus • ISAT resources • IRI Schedule • Data access and goal setting • Progress monitoring • RtI Overview • SAT referral process and forms
SEPTEMBER	ASSESSMENT	STUDENTS	STAFF ACTION
Weeks 1 & 2 of the School Year	<p>Complete Idaho Reading Indicator testing and upload in the system. The first AIMSWEB Benchmark or probe will take place as soon as Power School is complete. Projecting to begin September 12th through the 15th. Each successive probe during the month will take place in the last week</p>	All K-3 Students	

	during the last two days of the month unless holiday schedules interfere.		
	El-Screening will be completed prior to the 30 day of school which is October 18 th .		
	<p>K - 5th grade will take AIMSWEB Benchmark at the following times:</p> <ul style="list-style-type: none"> • Kindergarten will take the AIMSWEB Benchmark in the K classroom. • Mrs. Weir's 1st grade class in the 1st grade classroom • Mrs. Lehnus on Monday from 10:15-11:15am • Mrs. Rasmussen on Tuesday from 10:15-11:15am • Mrs. Carpenter on Wednesday 10:15-11:15am. • Mrs. Fontes will also be on Thursday 10:15 to 11:15am. • from 8:15-9:30 am in the computer lab. • The time of day of the assessment schedule will remain the same with the exception of possibly flexing to accommodate the ISAT-SBAC. 		

	Middle School students will complete their assessments on Wednesday and Thursday		
October	AIMSWEB will be completed as noted above.		
November	AIMSWEB will be completed as noted above and end on the 1 st of December		
December	AIMSWEB will be begin on the 19 th of December and end on the 22 nd of December to accommodate the holiday schedule. Mid-year English Learner Assessment will begin on December 5 th for students who qualified according to the screener.		
January	AIMSWEB will be completed as noted above. Benchmark IRI testing will begin on January 17 th , 2017.		
February	AIMSWEB will be completed as noted above.		
March	AIMSWEB will be completed as noted above after returning from Spring Break.		
April	SBAC testing will begin. Please refer to schedule below. AIMSWEB will be completed as noted above.		
May	AIMSWEB will occur from 15 th of May to the 18 th of May due to activities taking place for the last week of school which is the following week.		

	IRI testing will also occur on the 15 th of May to the 18 th of May due to last week activities.		
ISAT-SBAC Assessment Schedule 2016-17			

	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30				5th Grade Science Mr. Ivie’s Classes meet in Title room	
10:30 – 12:30				7th Grade Science Mr. Ivie’s Classes meet in Title room	
12:30 – 1:50				Finish science testing Mr. Ivie’s Classes meet in Title room	
	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30	3 rd Grade ELA Carpenter help proctor	6 th Grade ELA A Ivie help proctor	4 th Grade ELA PT Part 1&2 Rasmussen help proctor	7 th & 8 th Grade ELA PT A Ivie help proctor	

	Rasmussen cover Carpenter's class Mr. Ivie's Classes meet in Title room	All 7 th & 8 th Grade students go to Ms. Bizik's room 6 th Grade Learning Lab students go to ISAT testing in computer lab	Carpenter cover Rasmussen's class Mr. Ivie's Classes meet in Title room	Mr. Ivie's 2 nd period class start in Title room and then go to comp lab for ISAT at 10:30	
10:30 – 12:30	4 th Grade ELA Rasmussen help proctor Mr. Ivie's Classes meet in Title room	7 th & 8 th Grade ELA A Ivie help proctor Ms. Bizik bring 7 th & 8 th Grade to Comp Lab for ISAT at 10:30 6 th Grade go to Ms. Bizik's room at 10:30	(when 4 th grade done) 11:00 – 12:00 3 rd Grade ELA PT part 1 Carpenter help proctor Mr. Ivie's Classes meet in Title room	6 th Grade ELA PT A Ivie help proctor 6 th Grade students go to Title room at 9:50 and Mr. Ivie will take them to Comp Lab at 10:30 Mr. Ivie will be available for specials	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	3 rd Grade ELA PT part 2 Carpenter help proctor	Bring in students to finish up	

	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30	5 th Grade ELA Hunter help Proctor 6 th Grade go to Ms. Bizik's room for 1 st Period Mr. Ivie's Classes meet in Title room	3 rd Grade Math Carpenter help Proctor Mr. Ivie's Classes meet in Title room	Rasmussen cover Carpenter's class 5 th Grade ELA PT part 1&2 Carpenter help Proctor	4 th Grade Math PT Rasmussen help Proctor Carpenter cover Rasmussen's class Mr. Ivie's Classes meet in Title room	
10:30 – 12:30	Mrs. Sauer testing in computer lab Mr. Ivie's Classes meet in Title room	4 th Grade Math Rasmussen help Proctor Mr. Ivie's Classes meet in Title room	Mrs. Sauer testing in the computer lab Mr. Ivie's Classes meet in Title room	3 rd Grade Math PT Carpenter help Proctor Rasmussen cover Carpenter's class Mr. Ivie's Classes meet in Title room	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	
	Monday	Tuesday	Wednesday	Thursday	

8:30 – 10:30	7 th & 8 th Grade Math A Ivie help Proctor Mr. Ivie's 6 th Grade meet in Title room(9:50)	6th Grade Math Fontes help Proctor Hunter cover Fontes class Mr. Ivie's Classes meet in Title room	7th & 8 th Grade Math PT A Ivie help Proctor Mr. Ivie's 6 th Grade meet in Title room	Mrs. Sauer testing in computer lab	
10:30 – 12:30	5 th Grade Math Carpenter help Proctor Fontes cover Carpenter's class Mr. Ivie's Classes meet in Title room	5 th Grade Math PT Rasmussen help Proctor Fontes cover Rasmussen's class	6th Grade Math PT A Ivie take 6 th Grade to Comp Lab at 10:30 and help proctor Mr. Ivie's Classes meet in Title room	Bring in students to finish up	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	

Exhibit D
Staff Recruitment and Retention Chart
2012 – 2016 Teacher Evaluation Data

TEACHER	Fall 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	OUTCOME
[REDACTED]	Unsatisfactory	Unsatis							Nonrenewal
	Unsatisfactory	Unsatis							Nonrenewal
	Basic	Basic	Unsatis						Resigned
				Prof	Prof	Prof			Moved to a full time music position
	Unsatis	Unsatis							Nonrenewal
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Basic	Basic							Resigned
	Proficient	Proficient	Disting	Disting					Moved to WA
	Proficient	Proficient							Moved to Nevada
	Unsatisfactory and serious policy violations								Admin Leave and Resignation
	Proficient	Proficient	Profic	Profic	Disting	Disting	Profic	Profic	Still at HA
			Profic	Profic	Profic	Profic	Profic	Profic	Still at HA
			Profic	Profic					Moved to Boise
			Basic	Basic					Health Issues – Left after a year
				Profic	Profic	Basic	Basic	Nonrenewal	
				Unsat	Unsat and serious ethics violation			Admin Leave and Resignation	

					Basic	Unsat			Nonrenewal
							Unsat	Unsat	Nonrenewal
					Profic	Disting	Disting	Disting	Still at HA
					Proficient	Proficient	Proficient	Profic	Moved to Twin
							Distinguished	Distinguished	Still at HA
							Proficient	Proficient	Still at HA
					Proficient	Proficient	Proficient	Proficient	Still at HA
					Distinguished	Distinguished	Distinguished	Distinguished	Still at HA

Staff Progression

	2011-12	2012-13	2013-14	2014-15	2015-16
Unsatisfactory	Administrator	3	1	2	1
Basic	did not	2	1	0	1
Proficient	complete	3	4	5	5
Distinguished	evals	2	3	5	5
Renewed	5	4	5	9	10
Not-renewed and/or put on leave and resigned	0	5	2	2	2
Moved to a different district	1 (moved to local school district)	1 (moved out of state)	2 (both out of the Magic Valley)	1 (moved to high school – different content area)	0

Exhibit E

Core Curriculum, Assessment and Intervention Program Progression Chart

	2011-2012	2012-2013	2013 - 2014	2014 - 2015	2015 - 2016
READING	Reading Street	Reading Street	Open Court	Open Court	CKLA
LANGUAGE ARTS	Reading Street	Reading Street	Open Court	Open Court	CKLA
MATH	Envision	Envision with additional training in the Idaho Mathematical Thinking Initiative	Envision with additional training in the Idaho Mathematical Thinking Initiative	Envision with additional training in the Idaho Mathematical Thinking Initiative	EngageNY
CORE CONTENT FRAMEWORK	Core Knowledge Sequence	Core Knowledge Sequence	Core Knowledge Sequence	Core Knowledge Sequence	Core Knowledge Sequence
SOCIAL STUDIES	None	None	Pearson	Pearson	Pearson
SCIENCE	FOSS	FOSS	FOSS	FOSS	FOSS
Intervention	None	Fry words and Phrases; Blending; Letter Names and Sounds; Decodables	Open Court and Read Naturally Interven Fry words and Phrases; Blending; Letter Names and Sounds; Decodables	Open Court and Read Naturally Interventions Fry words and Phrases; Blending; Letter Names and Sounds; Decodables	GATE, Anita Archer Rewards, SRA Phonics, Moby Max Math

Exhibit F Core Curriculum Description

Reading Street – (2011 – 2013 Core Reading and Language Arts)

The instructional design of Reading Street was influenced by methods successfully implemented in previous versions of Scott Foresman reading programs. Pearson began its effort to produce scientific, research-based reading programs with Scott Foresman Reading.

Pearson collaborated with the independent research firm Empirical Education, Inc., to examine the effectiveness of the Scott Foresman Reading ©2002 program and specifically of the component Links to Reading First. This component was developed as an intervention for struggling readers, and the concept would be used in the Reading Street program. The quasi-experimental study (Newman and Jaciw, 2005), called the Effectiveness of Scott Foresman’s Links to Reading First as an Intervention for Struggling Readers, collected DIBELS Oral Reading Fluency achievement data for matched users and nonusers of Scott Foresman Reading. The researchers compared DIBELS scores for eighty-eight students in Grades 1–3. The study provided evidence of the positive impact of Links to Reading First when used with younger students. The Scott Foresman Reading users saw a gain of 9.48 beyond the nonusers across all grade levels.

Core Knowledge Sequence – (2012 – Present Framework for all core content)

K–8 Sequence at a Glance

The [Core Knowledge Sequence](#) is a detailed outline of specific content to be taught in language arts, history and geography, visual arts, music, mathematics, and science.

The [full](#) at a glance view of the *Sequence*, preschool through grade eight, outlines the disciplines and content area domains addressed in each grade level of the program.

The second grade snapshot below below illustrates content included in the *Sequence* at a single grade level; other grade levels are similarly organized..

Language Arts / English

1. Listening and Speaking
2. Reading
3. Writing
4. Language Conventions
5. Poetry
6. Fiction
7. Sayings and Phrases

History and Geography World

1. Geography
2. Early Asian Civilizations
3. Modern Japanese Civilization
4. Ancient Greece

American

1. The American Government: The Constitution
2. The War of 1812
3. Westward Expansion
4. The Civil War
5. Immigration and Citizenship
6. Fighting for a Cause
7. Geography of the Americas
8. Symbols and Figures

Visual Arts

1. Elements of Art
2. Sculpture
3. Kinds of Pictures: Landscapes
4. Abstract Art
5. Architecture

Mathematics

1. Numbers and Number Sense
2. Fractions
3. Money
4. Computation
5. Measurement
6. Geometry

Science

1. Cycles in Nature (Seasonal Cycle; Life Cycles; Water Cycle)
2. Insects
3. Human body (Cells; Digestive and Excretory Systems)
4. Magnetism
5. Simple Machines
6. Science Biographies

Children go to school for more than a decade because learning is gradual, and there is a great deal to be learned, especially in matters relating to knowledge and the build-up of vocabulary. If the specific content for each grade level does not build on what went before and prepare for what will come after, there will be big gaps, and boring repetitions. A great deal of school time is being used unproductively, and the hardest hit by this incoherence are disadvantaged children.

—E. D. Hirsch, Jr.

B. The Johns Hopkins Studies (coreknowledge.org)

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these

positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.

An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.

The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had better CTBS/4 scores, especially in reading comprehension. The school with the most consistent and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district.

Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations: First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range. Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers. Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that students are 'turned off' in schools that strongly implement Core Knowledge.”

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners— adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core Knowledge improved the professional lives of teachers. “Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding.”
- Implementing Core Knowledge led to increased teacher collaboration. Such “genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education,” the researchers note.
- Core Knowledge enriched students' classroom experience. “Teachers reported that it was not just certain students who were excited by Core, but all students.... The benefits are great for teaching those children who would normally not be exposed to such subjects at home.”
- Core Knowledge challenged conventional assumptions about student ability. “Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material.” One teacher commented: “They

may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this.”

- Students built on what they learned previously in Core Knowledge. “Teachers find that in fact students make connections to Core topics they learned in previous grades.... Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure.”
- Core Knowledge increased students' interest in reading. Teachers report that “students are learning to read bigger words sooner. There's an interest to read and to learn.” At a number of schools, “educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge.”
- Core Knowledge increased parent satisfaction. “Parents are thrilled, thrilled, thrilled,” according to one teacher, another of whom said, “Our parents are elated with the results of Core.”

Open Court (2013 – 2016 Core Reading and Language Arts)

Open Court has had a long and successful history of teaching the critical foundational skills using materials that integrate knowledge from research on the learning theory and cognitive science as well as language and literacy development combined with instructional practice and teacher expertise.

Envision – (2011 – 2015 Core Math) (assets.pearsonschool.com)

Research indicates that students using enVisionMATH demonstrated significantly greater improvement in math computation, math problem-solving, and math communication as compared to students using other math programs.

Furthermore, effect sizes obtained in the 2nd year were greater than those obtained during the first year of the study. Specifically, effect sizes at the end of the 2year study ranged from .25 to .46 – notably larger than the positive effect sizes obtained during 2007-2008 (.20-.24). This suggests that stronger effects occur over time as students and teachers have greater exposure to enVisionMATH.

EngageNY (January 2016 – Present Core Math) (engageny.org)

Engage NY is a standards based curriculum with modules in mathematics marked by in-depth focus on fewer topics. They integrate the Common Core Learning Standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. Heritage Academy is using Engage NY Math for all math instruction in grades K-8.

Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice

and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level). For example, the curriculum module relating to Grade 3 multiplication and division introduces initial ideas of multiplication and division in a brief period at the start of the year, continues to develop strategies and problem solving throughout the year, and includes materials to be used throughout the year for helping students reach fluency by the end of the year with single-digit multiplication and related division.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The [Standards for Mathematical Practice](#) (link is external) describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

7 Mindsets – (2015 – Present)

Our team undertook a 3-year qualitative research study in developing the 7 Mindsets framework. For our approach, we researched, interviewed, and extensively observed, then consolidated our findings into a series of patterns. This basic foundation was the starting point for us to continue our research and test our findings in real-life applications and scenarios.

Our work is an ever-evolving study, and we continue refining our programs as further observations are made and new information is gained.

The basis of the original study was:

- Research on more than 1,000 individuals through existing books and literature
- Direct interviews with over 400 individuals, including notably successful people and experts on success and happiness
- Deconstruction of over 200 renowned books on success and happiness
- Review of other major research projects and studies conducted on success and happiness
- Interviews and observations with over 200,000 individuals we worked with directly

Throughout our research, we looked for patterns among the great lives, previous studies, and philosophies. The objective was to locate the common ground in order to isolate the foundational elements of happiness, success, and meaning in life.

As we tested and validated our findings, we began to develop a framework through which 28 characteristics could be easily taught and integrated into daily life. Given that the majority of our work

was in youth education, we felt it was a natural and critical step to condense them into a simple language and learning structure that would make these concepts easily understood and relatable to young people. The result was the distillation of these 28 characteristics into the 7 Mindsets framework.

The 7 Mindsets

1. **EVERYTHING IS POSSIBLE** – Dream big, embrace creativity and expect great results
2. **PASSION FIRST** – Pursue your authentic talents and deepest interests
3. **WE ARE CONNECTED** – Explore synergies in all relationships and learn to empower one another
4. **100% ACCOUNTABLE** – Choose to be responsible for your own happiness and success
5. **ATTITUDE OF GRATITUDE** – Seek the positives from every experience and be thankful for all you have
6. **LIVE TO GIVE** – Inspire and serve others while maximizing your potential
7. **THE TIME IS NOW** – Harness the power of this moment and take purposeful action today

Core Knowledge Language Arts CKLA (Fall 2016 – Present Core Reading and Language Arts)

In English Language Arts and Reading, it became clear in 2013, students needed a stronger phonics based program than Reading Street provided. At that time, the Heritage Academy team decided to utilize the Open Court reading program due to the stronger phonics component and direct instruction approach to teaching reading. After two years of implementing Open Court and ensuring all grade levels used the program with fidelity, the data revealed evidence of student growth, but the growth was insufficient and many students were not reaching grade level benchmarks. As a result, we determined the next corrective action which must be taken was to strengthen our core program in reading and language arts.

(cklaamplify.com)

Core Knowledge Language Arts (CKLA) is a comprehensive, preschool through fifth grade program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since preschool.

CKLA K–3 HAS two strands—a Skills strand and a Listening & Learning strand—so that children can master sounds and letters for fluent decoding and encoding during one part of the day and then have additional time to build the knowledge, language, and vocabulary that are essential for strong comprehension.

CKLA K–3 is based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills addressed in CKLA's Skills strand. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Together, these two strands unlock a lifetime of reading for all children. Using this approach, CKLA not only meets the Common Core State

Standards, it exceeds them. In K–2, CKLA takes 120 minutes per day; in grade 3, 150 minutes are needed. In each grade, approximately 150 days of instruction are included in the program.

CKLA 4–5 draws on students’ mastery of the basics as they tackle advanced grammar, morphology, spelling, and vocabulary while also being immersed in academic texts and engaged in rigorous writing across multiple genres

As with preschool through grade 3, units in grades 4 and 5 are domain based covering a rich array of history, science, and literature. The Grade 4 and 5 CKLA lessons require 90 minutes of daily instruction. The domain-based content is organized in units (8 units in grade 4 and 9 units in grade 5), which range from 10–26 days of instruction.

Unlike the K–3 CKLA materials, grades 4 and 5 do not have two separate strands of instruction for Skills and Listening and Learning. With the strong foundation of reading skills and knowledge acquired in the K-3 CKLA program, students in grades 4 and 5 are increasingly able to tackle complex written text with rich academic content. Lessons vary day to day, but each unit includes read-alouds; whole-group, small-group, and partner reading; close reading; literal, inferential, and evaluative comprehension questions; vocabulary; grammar; writing; morphology and spelling (10–15 words per week); and unit assessments.

As compared with earlier grades, one of the notable shifts comes in the writing instruction. While grade 3 emphasizes five steps in the writing process (planning, drafting, revising, editing, and publishing), in grade 4 the writing process expands to seven components (planning, drafting, sharing, evaluating, revising, and editing, and the optional component of publishing). More importantly in grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps that students follow. Rather, students move back and forth between components of the writing process in a flexible manner, similar to the process mature and experienced writers follow.

With the updated math and ELA programs in place, teachers and student have a greater opportunity to achieve and exceed proficiency standards in all areas of instruction. Heritage Academy will continue to monitor student progress in these areas and we will continue to add intervention for students not exhibiting adequate growth.

Exhibit G
Board Member Biographies

Anneli Crouch – attended Bingham Young University, Weber State University, Aurora Community College, College of Southern Idaho, Founder and original board member of Heritage Academy I have been a music educator and taught private voice lessons for 13 years and have volunteered with youth in my community for the past 20 years. To prepare to serve on the board at Heritage Academy, I attended Confratute, Dr. Renzuli’s week long School-wide Enrichment Model (SEM) professional development conference at University of Connecticut. I continue to seek education and improvement through various board training opportunities as well as studying the SEM. My years with students empower me as a board member to be consistent and persistent as I promote the success of each individual student.

Teresa Molitor - Attorney and Lobbyist

In September 2011, Teresa Molitor founded Molitor & Associates, LLC, a government affairs and public policy firm based in Boise, Idaho.

Formerly Vice President of Human Resources at the Idaho Association of Commerce & Industry (IACI), Teresa represented the business community at the Idaho legislature and at state agencies and departments on issues ranging from unemployment insurance, employer liability, health care, workers’ compensation, and education. After IACI, Teresa joined the Boise law firm of Elam & Burke, P.A., where she focused her practice on governmental affairs and public policy. Later, Teresa served as Director of Government Relations at Centra Consulting, Inc., where she represented clients on issues involving natural gas, transportation, tax policy, and mining.

As a full-time participant in the Idaho political process, Teresa has acquired considerable experience in drafting and lobbying legislation, legislative advocacy, and administrative rulemaking. She has also developed strong working relationships with members of the legislature, the Idaho congressional delegation, agency officials, and other legislative advisors. She is known and respected by members of the Idaho business community and has a commendable history of building coalitions between public and private sector interests.

Teresa has been invited to serve on various boards and committees, including the Access to Health Insurance Advisory Board, the Idaho State Board of Education Committee on Performance-Based Compensation, the Idaho Hall of Fame Board of Directors, the Idaho Department of Commerce and Labor’s Study Committee on Unemployment Insurance, the Center for the Study of Aging Advisory Board at Boise State University, and the Board of Directors at Heritage Academy in Jerome, Idaho. She is a founding member of the Idaho Alzheimer’s Planning Group and currently serves on the Board of Directors of the Idaho Council on Industry and the Environment

Teresa’s education experience includes assisting in drafting and leading lobbying efforts to pass initial charter school legislation in Idaho; serving on Idaho Board of Education committees focused on teacher merit pay, the career ladder, increasing math and science requirements and increasing school choice options in Idaho. Teresa was one of the state’s Achieve team members and worked with government,

business and education leaders from across the country, to develop college and career-ready expectations for K-12 education.

Sarah Ahrens – Self-employed, stay-at-home mom

I am a mom. I am positive, smart and ambitious. I believe in Heritage Academy and what it can offer my kids. I bring a mom's point of view. I am fair but tough, smart and organized. I listen and observe thoroughly before coming to a decision. I want to make sure that the children in our community have a safe, nurturing and caring place to come and learn.

Amanda Bingham - BA in Elem. Ed., Founder and original board member of Heritage Academy, homemaker, wife, mother, and educator.

I am a mother who cares about children! I have an invested interest in the wellbeing of our community. I have attended (many years ago, maybe 2011) ISBA training in Boise, Confratute at UCONN, and well as other informal training from others who help establish boards and schools.

Karen McGee - MS from ISU in Speech, Retired Speech Therapist

I served on the State Board of Education 1999-2007. I wrote the Charter School legislation. I was also the Governor's education advisor.

I believe the greatest education in a child's life is their parent. Charter schools provide the choice all parents should enjoy in making decisions on their children's education. I believe the greatest education in a child's life is their parent. Charter schools provide the choice all parents should enjoy in making decisions on their children's education.

Tiffany Packard - AA Early Childhood Education, BA Fine Art Photography, Owner and Photographer of Picture Perfect Photography

I have many year experience working with children at home and in a classroom setting. I've worked as a fundraising coordinator with large companies like Citibank, Jewelers for Children, and March of Dimes. I feel that I can help the school achieve its goals. My biggest asset to the school will be fundraising and helping the school with community relations.

Kristine Tygret- Gilgren - Self-employed at Kristine Tygret-Gilgren Agency

I am a business owner, mother, grandmother and foster mom. Before owning my own business, I worked at CU Master Insurance Services for 18 years. I helped develop and grow the company to a successful agency that handled over \$500,000 of funds per month. I managed the lending department, created and developed ancillary loan products. I sat on several development committees, sub committees and worked directly with the chairman and senior Vice-president for the credit union.

Exhibit H Free and Reduced Lunch Documentation

3/9/2016

Idaho Child Nutrition Programs System | Community Eligibility Provision (CEP) Schedule For School Year: 2015 - 2016

VIEW

Community Eligibility Provision (CEP) Schedule For School Year: 2015 - 2016

0821 Status: Active
Heritage Academy Inc.
 DBA:
 Lacey Jacobsen
 500 S. Lincoln
 Jerome, ID 83338

Summary

Total Sites: 1

Group Name	Show Detail	Number of Sites	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
Unassigned	<input checked="" type="checkbox"/>	0			0	0			
Individual	<input checked="" type="checkbox"/>	1			101	172			
Group 1	<input checked="" type="checkbox"/>	0			0	0	0.00	0.0	100.0

Group Count: 1 ▼

Instructions

The Community Eligibility Provision (CEP) for the National School Lunch Program (NSLP) provides an alternative to household applications for free and reduced price meals. Eligible Sites, or group of Sites, must meet the minimum Identified Student Percentage (ISP) of 40%. CEP can be elected for an individual Site, group of Sites (e.g., Group 1), or across the district. The information in the following table identifies all Site applications that have selected CEP, and the respective Site's Identified student data.

For each site, identify whether the site will qualify based on its individual numbers ("Individual") or as a group ("Group #").

Grouping

Site ID	Site Name	Group	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
001	Heritage Academy	Individual ▼	2015	2015	101	172	58.72	94.0	6.0

Created By: LJacob on: 5/11/2015 1:15:46 PM Modified By: lyndaw on: 5/20/2015 11:54:02 AM *x1.60*

VIEW

93.952%



United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

DATE: November 21, 2014

MEMO CODE: SP 08-2015

SUBJECT: Updated E-Rate Guidance for Schools Electing Community Eligibility

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

This memorandum notifies State agencies and local program operators of recently updated rules issued by the Federal Communications Commission (FCC) regarding the calculation of discount rates under the E-Rate program for schools electing the Community Eligibility Provision (CEP).

Background

The Universal Service Program for Schools and Libraries (E-Rate) makes telecommunications and information services more affordable for eligible schools and libraries by providing discounted telecommunications, Internet access, internal connections, basic maintenance of internal connections, and managed internal broadband services. Traditionally, school districts have calculated E-Rate discount rates based on each school's percentage of free and reduced price certified students under the school meal programs.

However, individual schools or any combination of schools electing CEP do not make individual determinations of eligibility for free or reduced price meal benefits. To remedy any confusion regarding schools' eligibility for E-Rate discounts, FCC published interim guidance on July 31, 2012 directing CEP schools to use data from the most recent funding year (defined as the period from July 1 to June 30 of the following year) that individual free and reduced price certifications were made.¹

In July 2014, FCC adopted new rules for the E-rate program, including rules specifying how school districts with CEP schools should calculate their discount rates beginning in School Year 2015-16.

¹ FCC interim guidance on E-Rate for CEP schools: <http://www.fcc.gov/document/universal-service-administrative-company-3>

Exhibit I
GAAP Documentation

Idaho State Board of Accountancy
PO Box 83720 — Boise ID 83720-0002

Name: Laurie Lynne Harberd
License #: CP-2578
License: Certified Public Accountant
Status: Active
Issued: 07/01/2016
Expires: 06/30/2017

Cheryl Guddy, CPA
Board Chair

Southern Utah University

As authorized by law and by the State Board of Regents
and acting upon the recommendation of the Faculty, has conferred upon

Toni Elizabeth Gibson-Carver

the degree of

Master of Accountancy

Given at Cedar City, Utah and witness whereof, by authority committed to us, we have
herewith placed our names and the seal of the University on this, the fifth day of June
in the year of our Lord nineteen hundred ninety-three and of the University ninety-sixth.



Thomas J. Foxley
Chairman, State Board of Regents

Kimberly K. Kiser
Commissioner of Higher Education

[Signature]
Chairman, Board of Trustees

Gerald R. Shewatt
President of the University

Exhibit J – Annual Performance Report Response



Heritage Academy
500 S. Lincoln Ave.
Jerome, ID 83338
(208)595-1617
www.heritageacademyid.org

December 14, 2016

Idaho Public Charter School Commission
Attn: Alan Reed, Chairman
Borah Building
304 N 8th Street Room 242
Boise, ID 83702
Tel: 208-332-1561
Fax: 208-334-2632
Email: pcsc@osbe.idaho.gov

Dear Commissioners,

We are pleased to submit our response to the 2015-16 draft annual performance report. We believe significant academic growth along with outstanding performance in operations and finance during the current performance period are evident when examining the report, responses and supporting evidence. We anticipate continuing our efforts to serve a diverse and underrepresented population of students not often served in Idaho's charter schools. We hope you will take the time to thoroughly read our responses and the supporting materials

We insist you carefully read the information provided. While we agree with most of the information contained in the draft report, we are very concerned that the performance report contains several factual errors. Those errors were included by Commission staff members after receiving evidence correcting each error. In one case (free and reduced lunch percentage), the error was addressed by providing evidence from the Idaho Department of Education, Child Nutrition Program and the United States Department of Agriculture (USDA). Commission staff members still chose to include their own data rather than use formulas provided by the USDA and CNP program professionals. Once corrected, you will note that our school earns scores in the honors category in both finance and operations.

Upon reviewing the information and evidence provided, you will see a high poverty, rural charter school that serves a significant number of at risk students and families in the Magic Valley. You will appreciate the tremendous work accomplished by Heritage Academy board members and staff members to increase inputs that lead to academic success. You will understand the complex needs and associated initiatives designed to increase financial, operational and academic outcomes. You will see the results of those initiatives in increased cohort group academic results.

Our school understands the need for continuous data analysis, program adjustment and growth. We believe that is the foundation for high quality education. We are excited to enter the next performance certificate period with assessment, curriculum, instruction and intervention systems in place and producing the growth and proficiency goals we established in our charter. We are also anxious to continue our efforts to identify and address the challenges of poverty, absenteeism and mobility that are preventing a number of our students from succeeding.

We agree with the efforts of the IPCSC to encourage “the entire public charter school community to join in an effort to ensure that all students – regardless of language, ethnicity, economic status, or special needs – feel welcome to enroll and are assured of receiving high quality services at any Idaho public charter school,” (2015 Annual Report, Idaho Public Charter Commission, February 2016 Minutes, Idaho State Board of Education). We look forward to working with you to address the concerns identified in our responses. We also look forward to working together to ensure public charter schools are a choice for all students in Idaho.

Sincerely,

The image shows three handwritten signatures in blue ink. From left to right, they are: Sarah Ahrens, Anneli Crouch, and Christine Ivie. The signatures are written in a cursive, flowing style.

Ms. Sarah Ahrens
Chairman, Board of Directors

Ms. Anneli Crouch
Chair, Charter Renewal Committee

Dr. Christine Ivie
Superintendent

Idaho Public Charter School Commission Annual Report Response Form – HERITAGE ACADEMY, Jerome Idaho

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by December 15, 2016.

Instructions

- A. Please respond to specific measures by completing the following form. Examples are provided below.
- B. Be sure to complete all columns for each measure you wish to address. Insert additional rows as needed.
- C. Label and attach supporting documentation.

► Examples

Measure	Response	Attached Documentation
Academic 2b	Our percentage proficient appears to be transposed. It says "67" but should actually be "76."	Attachment A: Copy of our report card from the SDE website.
Operational 1c	The report states that we have an open special education complaint. However, the complaint was formally closed by the SDE.	Attachment B: Copy of SDE letter stating that the complaint is formally closed.
Financial 2c	The report correctly shows that a negative multi-year cash flow. This is due to a large, one-time expenditure; that is, the down payment on our new facility.	Attachment C: Copy of monthly bank statement showing the down payment.

▶ Responses

Measure	Response	Attached Documentation		
MEASURE	IPCSC COMMENTS	HERITAGE ACADEMY RESPONSE	EVIDENCE	Evidence-Based Points
Limited English Proficiency	NA	Percent is incorrect – should be 13.3%	Power School report	NA
Free and Reduced Lunch	The school participates in the federal Community Eligibility Provision which permits schools with at least 40% low income students to provide free meals to all students without collecting household FRL applications. The school's proxy percentage, based on SNAP data is 48%	<p>We have attached the 2015-16 CEP Schedule for Heritage Academy along with instructions on how to compute the F&R percent for CEP schools. You will see our 2015-16 F&R rate is 94%.</p> <p>You may continue to report the rate as 100% but the additional note added to our performance report states that our "proxy" percentage is 48% based on SNAP data. This is incorrect. The Commission staff has received the attached documentation several times. The documentation provides the accurate method and formula to calculate F&R percent when a school participates in CEP.</p> <p>The note on the annual performance report provides very misleading information to the public and perpetuates the idea that charter</p>	<p>USDA Document</p> <p>Email communication from SDE</p>	NA

		<p>schools serve fewer economically disadvantaged students than traditional public schools.</p> <p>CEP schools qualify for the CEP program due to high percentage of students who qualify, automatically, because their families receive food stamps. Because Heritage has a very high percentage of families receiving food stamps, HA families are not required to submit F&R applications. These families are represented by the SNAP data. F&R applications are not completed, for any students enrolled in a CEP school. The USDA utilizes a formula (see attached documentation) in all CEP school in the United States, to accurately calculate the percentage of students who would qualify for F&R if F&R applications were completed. The Idaho Department of Education, Child Nutrition Program accepts this formula as the accurate method to calculate a school's percent F&R.</p> <p>Using this formula, Heritage Academy should have a F&R rate of 94%.</p> <p>The Heritage Academy board of Directors has submitted documentation, in previous years and the USDA and SDE documentation has been disregarded. The Heritage Academy</p>		
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		board insists that this item be corrected in its annual performance report and that Heritage Academy is provided with formal communication from the IPCSC acknowledging its mistake.		
State and Federal Accountability				Not Valid until the State revises based upon new accountability system
Proficiency		<p>Our leadership team (superintendent; Federal Programs Director; Special Education Coordinator; Administrative Intern and State Capacity Builders) saw initial growth in the spring of 2016. Longitudinal data (from the previous 3 academic years) show significant increases in the number of students scoring benchmark on state reading assessments and Aimsweb Plus benchmark assessments.</p> <p>When first enrolling at Heritage, 24% of students score proficient on state assessments. After being continuously enrolled for 3 years, 84% of students are scoring proficient. This exceeds the goal identified in the school's charter.</p>	<p>Longitudinal data for students continuously enrolled</p> <p>Mobility data</p>	<p>2a = [REDACTED]</p> <p>2b = [REDACTED]</p>

		<p>The percentage of all students, including those that are new to Heritage or those that have moved in and out of the school does not meet our goals, but is heading toward the goals. The team expects to achieve targets by continuing the efforts implemented during this performance period: addressing mobility and attendance issues; focused implementation of upgraded, research-based curriculum, instructional strategies, and implementation of intervention strategies with increased fidelity and rigor over the past 3 years. The team believes that our efforts to recruit staff members able to meet the standards our board and superintendent expect, and our efforts to make personnel changes over the past 5 years have been successful. Our staff members are working hard to implement best practices and our leadership team is providing daily support and coaching and weekly training in order to ensure we reach our goals by the end of the 2017-18 school year.</p>		
Growth		<p>The Heritage Academy leadership team and teaching staff have been working with State School Improvement Capacity Builders from Idaho State University and the Idaho Department of Education since the spring of 2015 (2 years), to implement effective</p>	Educational Effectiveness Survey Data	No valid State measure at this time

		<p>practices of high performing schools. The Heritage Academy board and superintendent have spent the previous 3 years creating a strategic plan aligned to the school’s mission and vision as well as developing programs and practices that serve as the foundation for a high performing school. The result of their efforts is evident in increased recruitment and retention of effective teachers; development and implementation of effective federal programs (Special Education, ESEA, Child Nutrition); development and implementation of effective school counseling and community partnership programs; implementation of effective school safety programs; development of strong, positive school culture, and increased student retention and parent satisfaction. The work done in the initial four years of Heritage Academy operation has created a foundation that will allow academic rigor and growth to flourish.</p>		
Total Academic Points	16.20 of 150 possible proficiency points	<p>Heritage Academy asserts that, at this time, measures of proficiency and growth are in flux within the State of Idaho (as a result of the adoption of CCSS and the move to the ISAT by the SBAC). These data should not be used as a valid measure of proficiency or growth until the new state accountability system is in place.</p>		

OPERATIONAL				
Measure		Response	Attached Documentation	
MEASURE	IPCSC COMMENTS	HERITAGE ACADEMY RESPONSE	EVIDENCE	Evidence-Based Points
Educational Program 1c Maintenance of Effort	The school failed to meet federal maintenance of effort requirements related to the provision of special education services.	<p>Heritage Academy did meet MOE as per the state requirement. Our student count had decreased from the year before by 5 students. Wendy Lee with the State Department of Education computed a valid exception from the lower student count. An email from Wendy Lee is copied below. This information is also located in the notes on our IDEA grant.</p> <p>From: Wendy Lee [mailto:wlee@sde.idaho.gov] Sent: Tuesday, November 15, 2016 7:07 PM To: Toni Carver <tcarver@heritageacademyid.org> Subject: RE: IDEA Application</p> <p>Hi Toni, Yes, you certainly met MOE by taking the allowable exception. See information below, and also note that when you see the words Did Not Meet, it just means that you did not meet the MOE by the Per Capita test, but did meet it by the state and local amount. You can also see that you did meet MOE by taking the valid exception. You can use this table if it helps at all. But, it clearly demonstrates a couple of things. Where your MOE was in 2012 and where it is now, and where the child count growth is today and where your state and local expenditures are as well. Let me know if you have any questions.</p> <p><i>Wendy J. Lee</i> Funding and Accountability Coordinator</p>	<p>Email documentation from SDE</p> <p>Comments in ISEE</p> <p>MOE Charts from SDE (Wendy Lee)</p>	CORRECTED POINTS = 25

		<p>State Department of Education-Special Education Division P.O. Box 83720 Boise, ID 83720 208-332-6916 - phone 208-334-2228 – fax wlee@sde.idaho.gov</p>		
<p>Financial Management and Oversight 2b Generally Accepted Accounting Principles</p>	<p>IPCSC Comment: The audit findings identify as a material weakness that HA “does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with GAAP.” The audit acknowledges the hiring of an individual to fulfill this role is presently beyond the school’s financial capacity. An additional finding notes that per federal grant rules and HA’s employee handbook, employees involved in federal programs must track hours separately and report them monthly to</p>	<p>This item refers to one employee that changed positions mid-year. That employee corrected this error and this is not an ongoing issue. In addition, Idaho Department of Education staff members have reviewed and approved both the Heritage Academy time and effort reporting documents and reporting practices and determined they sufficiently meet federal requirements.</p> <p>Regarding GAAP, Heritage Academy employs a full time finance director with a graduate degree in accounting. In addition, Heritage Academy contracts with a CPA to prepare financial statements according to GAAP. This person is a contract worker and not a full-time Heritage Academy employee.</p> <p>The contracted CPA prepares the school’s financial statements and the finance director contacted all Idaho school districts with fewer than 300 students. None employ a full time CPA to prepare financial statements.</p> <p>GAAP requires that someone with the appropriate CPA certification prepare financial statements. It does not</p>	<p>Laurie Harberd’s CPA documentation</p> <p>Documentation of legal requirements</p> <p>Chart showing CPA status of school districts with fewer than 300 students</p>	<p>CORRECTED POINTS = 15</p>

	the business manager for proper payroll expense allocation. The two audit findings are carryover issues from prior years.	require that the person be a full time employee of the organization.		
Additional Obligations 6a		Performance Report posted on the website – the performance report has been posted on the Heritage Academy website. The posting is a link to the IPCSC website where the document is located, rather than a separate document on the website. Heritage Academy has moved the performance report under the Board of Directors tab and near the school report card link so it is user friendly and easier for stakeholders to find	Link to location on the website	CORRECTED POINTS = 15
Total Operational Points				CORRECTED OPERATIONAL POINTS = 335
% of Possible Operational Points				CORRECTED PERCENTAGE OF OPERATIONAL POINTS = 94.37%

FINANCIAL				
Measure		Response	Attached Documentation	
Near Term Measures 1b	Unrestricted Days Cash	The draft performance report is correct	NA	NA

Total Financial Points	Draft performance report is correct	The draft performance report is correct	NA	NA
% of Possible Financial Points	Draft performance report is correct	The draft performance report is correct	NA	NA

ACCOUNTABILITY DESIGNATION		
Academic & Mission Specific	CORRECTED POINTS = NA CORRECTED % of POINTS AVAILABLE = NA ACCOUNTABILITY DESIGNATION (Unchanged until New State Accountability System is Approved = CRITICAL	DESIGNATION CRITICAL – however, HA currently meets the academic goals identified in its charter, for students continuously enrolled in the school.
Operational	CORRECTED POINTS = 335 CORRECTED % of POINTS AVAILABLE = 94.37 CORRECTED ACCOUNTABILITY DESIGNATION = HONORS	CORRECTED DESIGNATION HONORS
Financial	TOTAL FINANCIAL POINTS = 360 % of POINTS POSSIBLE = 100 ACCOUNTABILITY DESIGNATION = HONORS	CORRECTED DESIGNATION HONORS

LONGITUDINAL ACCOUNTABILITY DESIGNATIONS			
	2013-2014 Designation	2014-2015 Designation	2015-2016 Designation
Academic *	Critical	Critical	Critical

Operational	Remediation	Good Standing	Honors
Financial	Critical	Honors	Honors

*According to the IPCSC Introduction to Annual Performance Report:

“Due to significant and ongoing changes to the state’s school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework’s development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools’ proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.”

Due to the above notes regarding academic data, and the “HONORS” designation for operations and finance, Heritage Academy’s overall rating should be “Good Standing” with a recommendation for full renewal.

Exhibit H – Annual Performance Report Response Documentation

SUPPORTING EVIDENCE FOR HERITAGE ACADEMY RESPONSE TO DRAFT ANNUAL PERFORMANCE REPORT

TABLE OF CONTENTS

- EXHIBIT A - Demographic Data
- EXHIBIT B - Free and Reduced Lunch Percentage
- EXHIBIT C - Longitudinal Performance Data
- EXHIBIT D - Mobility Data
- EXHIBIT E - Maintenance of Effort (MOE) Documentation From SDE
- EXHIBIT F - GAAP Documentation
- EXHIBIT G - Heritage Annual IPCSC Longitudinal Performance Ratings
- EXHIBIT H - Educational Effectiveness Survey Data

EXHIBIT A – DEMOGRAPHIC INFORMATION

	Fall Student Count	Never Enrolled (1 st Time at HA)	Previous Student (Attended HA in the past)	Continually Enrolled (Have been at HA 2 years or longer with no breaks)	Enrolled Off and On (Have attended HA previously with breaks in enrollment)
TOTAL	176	75	101	55	30
%	100%	43%	57%	*37%	*24%

POWER SCHOOL

	Heritage Academy	Jerome School District	State of Idaho	*Idaho Brick and Mortar Charter School Data	Idaho Public Charter School Commission Authorized Charter Schools
Free and Reduced Lunch	94%	68%	47%	21%	The Commission does not provide this information in its annual report, on its fact sheet or on its website
English Language Learner	14%	35%	9%	.44%	
Students with Disabilities	19%	10%	10%	6.5%	
Students with 504 Plans	6%	Not reported	Not reported	Not reported	

* Wang, C. (2009) A statewide study of "Brick and Mortar" public charter schools in Idaho. Northwest Regional Education Laboratory, Portland, OR. <http://www.sde.idaho.gov/school-choice/charter/files/general/research/A-Statewide-Study-of-Brick-and-Mortar-Schools.pdf>

EXHIBIT B -FREE AND REDUCED LUNCH PERCENTAGE

From: Cheryl Kary
Sent: Wednesday, August 31, 2016 10:02 AM
To: Jennifer Barbeau (Jennifer.Barbeau@osbe.idaho.gov)
Cc: Kirsten Pochop (Kirsten.Pochop@osbe.idaho.gov)
Subject: HERITAGE ACADEMY F/R RATE

Hi, Jennifer:

I am following up on our conversation last week where I asked you to verify that the Free and Reduced rate for Heritage Academy has been corrected in our 2014-15 Annual Report and any subsequent data. I have attached the Community Eligibility Provision (CEP) for 2014-15 which shows our F&R percent is 80.4%. In your annual 2014-15 report you reported it at 54.40%. We requested this change in our January 2016 Response to your Draft Report (see attached).

I have also attached the 2015-16 CEP Schedule for Heritage Academy along with instructions on how to compute the F&R percent for CEP schools. You will see our 2015-16 F&R rate is 94%. I appreciate you confirming that this has been corrected.

Cheryl Kary
Business Manager

3/9/2016 Idaho Child Nutrition Programs System | Community Eligibility Provision (CEP) Schedule For School Year: 2015 - 2016 VIEW

**Community Eligibility Provision (CEP) Schedule
For School Year: 2015 - 2016**

0821 Status: Active
Heritage Academy Inc.
DBA:
Lacey Jacobsen
500 S. Lincoln
Jerome, ID 83338

Summary Total Sites: 1

Group Name	Show Detail	Number of Sites	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
Unassigned	<input checked="" type="checkbox"/>	0			0	0			
Individual	<input checked="" type="checkbox"/>	1			101	172			
Group 1	<input checked="" type="checkbox"/>	0			0	0	0.00	0.0	100.0

Group Count: 1

Instructions

The Community Eligibility Provision (CEP) for the National School Lunch Program (NSLP) provides an alternative to household applications for free and reduced price meals. Eligible Sites, or group of Sites, must meet the minimum Identified Student Percentage (ISP) of 40%. CEP can be elected for an individual Site, group of Sites (e.g., Group 1), or across the district. The information in the following table identifies all Site applications that have selected CEP, and the respective Site's identified student data.

For each site, identify whether the site will qualify based on its individual numbers ("Individual") or as a group ("Group #").

Grouping

Site ID	Site Name	Group	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
001	Heritage Academy	Individual	2015	2015	101	172	58.72	94.0	6.0

Created By: LJacob on: 5/11/2015 1:15:46 PM Modified By: lyndaw on: 5/20/2015 11:54:02 AM VIEW

93.952%

https://cnp1.sde.idaho.gov/myidahoCNP/NSLP/CommunityEligibilityOptionSiteGrouping.aspx?enc=23zAcc6*FWBIBMIky6gIDavcRTP%LQhP5oA66wKf4gl... 1/1



United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

DATE: November 21, 2014

MEMO CODE: SP 08-2015

SUBJECT: Updated E-Rate Guidance for Schools Electing Community Eligibility

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

This memorandum notifies State agencies and local program operators of recently updated rules issued by the Federal Communications Commission (FCC) regarding the calculation of discount rates under the E-Rate program for schools electing the Community Eligibility Provision (CEP).

Background

The Universal Service Program for Schools and Libraries (E-Rate) makes telecommunications and information services more affordable for eligible schools and libraries by providing discounted telecommunications, Internet access, internal connections, basic maintenance of internal connections, and managed internal broadband services. Traditionally, school districts have calculated E-Rate discount rates based on each school's percentage of free and reduced price certified students under the school meal programs.

However, individual schools or any combination of schools electing CEP do not make individual determinations of eligibility for free or reduced price meal benefits. To remedy any confusion regarding schools' eligibility for E-Rate discounts, FCC published interim guidance on July 31, 2012 directing CEP schools to use data from the most recent funding year (defined as the period from July 1 to June 30 of the following year) that individual free and reduced price certifications were made.¹

In July 2014, FCC adopted new rules for the E-rate program, including rules specifying how school districts with CEP schools should calculate their discount rates beginning in School Year 2015-16.

¹ FCC interim guidance on E-Rate for CEP schools: <http://www.fcc.gov/document/universal-service>.

EXHIBIT C – LONGITUDINAL PERFORMANCE DATA

LONGITUDINAL IRI DATA (See Exhibit A)	
% Proficient After Continuous Enrollment - Charter requires 80%	84%
% Below Grade Level After Continuous Enrollment	16%
% of Non Proficient Students with Remediation Plans - Charter requires 100%	100%
% Below Grade Level When First Enrolled at HA	78%

*Data analysis of 2012 – 2016 IRI Data, ISEE Reports

LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment at HA	2 nd Year of Enrollment at HA	3 rd Year of Enrollment at HA	4 th Year of Enrollment at HA
% PROFICIENT	24%	40%	60%	84%

*Data analysis of 2012 – 2016 IRI Data, ISEE Reports

EXHIBIT D – MOBILITY DATA

	Fall Student Count	Never Enrolled (1 st Time at HA)	Previous Student (Attended HA in the past)	Continually Enrolled (Have been at HA 2 years or longer with no breaks)	Enrolled Off and On (Have attended HA previously with breaks in enrollment)
TOTAL	176	75	101	55	30
%	100%	43%	57%	*37%	*24%

EXHIBIT E Maintenance of Effort (MOE) DOCUMENTATION FROM THE IDAHO DEPARTMENT OF EDUCATION

From: Wendy Lee [<mailto:wlee@sde.idaho.gov>]

Sent: Tuesday, November 15, 2016 7:07 PM

To: Toni Carver <tcarver@heritageacademyid.org>

Subject: RE: IDEA Application

Hi Toni,

Yes, you certainly met MOE by taking the allowable exception. See information below, and also note that when you see the words Did Not Meet, it just means that you did not meet the MOE by the Per Capita test, but did meet it by the state and local amount. You can also see that you did meet MOE by taking the valid exception. You can use this table if it helps at all. But, it clearly

demonstrates a couple of things. Where your MOE was in 2012 and where it is now, and where the child count growth is today and where your state and local expenditures are as well. Let me know if you have any questions.

Wendy J. Lee
 Funding and Accountability Coordinator
 State Department of Education-Special Education Division
 P.O. Box 83720
 Boise, ID 83720
 208-332-6916 - phone
 208-334-2228 – fax
wlee@sde.idaho.gov

Fiscal Year	Standard	Child Count	State and Local Total Amount	State and Local Total MOE	State and Local Per Capita Amount	State and Local Per Capita MOE Result
2011-2012	Compliance (Expenditures)	8	\$ 44,518.00	Met as Baseline	\$ 5,564.75	Met as Baseline
2012-2013	Compliance (Expenditures)	11	\$ 52,053.00	Met	\$ 4,732.09	Did Not Meet
2013-2014	Compliance (Expenditures)	24	\$ 80,284.00	Met	\$ 3,345.17	Did Not Meet
2014-2015	Compliance (Expenditures)	28	\$ 102,888.00	Met	\$ 3,674.57	Did Not Meet
2015-2016	Compliance (Expenditures)	23	\$ 85,519.00	Met with Exceptions or Adjustments	\$ 3,718.22	Met with Exceptions or Adjustments
2016-2017	Eligibility (Budget)	28	\$ 129,395.00	Met	\$ 4,621.25	Met with Exceptions or Adjustments

METHOD 2: STATE AND LOCAL TOTAL		
Calculations	State and Local Total	MOE Result
Comparison Year	2014-2015	
Comparison Year Amount	\$ 102,888.00	
2015-16 Amount	\$ 85,519.00	Did Not Meet
Initial Difference	\$ 17,369.00	
Total Exceptions	\$ 18,372.86	
Difference with Exceptions	\$ (1,003.86)	Met
Total Adjustment	NA	
Final Shortfall	\$ -	

State and Local Total by LEA Blank

Exceptions to Maintenance of Effort as Permitted by §300.204	
(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.	
Year	Amount
2015-16 Total	\$ -
[Redacted]	
(b) A decrease in the enrollment of children with disabilities.	
Year	Amount
2015-16 Total	\$ 18,372.86
[Redacted]	
(c) The termination of the obligation of the agency to provide special education to a particular student with a disability that is an exceptionally costly program due to any of the following reasons: left the jurisdiction, aged out, or no longer needs the program of special education.	
Year	Amount
2015-16 Total	\$ -
[Redacted]	
(d) Termination of costly expenditures for long-term purchases, such as the acquisition of equipment or construction of school facilities.	
Year	Amount
2015-16 Total	\$ -
[Redacted]	
(e) The assumption of cost by the high cost fund operated by the SEA under §300.704. MUST be explicitly permitted by the SEA.	
Year	Amount
[Redacted]	
Total Exceptions	\$ 18,372.86

State and Local Total by LEA Blank

Adjustment to Maintenance of Effort as Permitted by §300.205	
Year	Amount
2015-16 Adjustment	\$ -
[Redacted]	
Total Adjustments	\$ -

Add exception information.

MOE met using exceptions.

Adjustment not needed.

NOTE: Enter Exceptions data on the Exception/Adjustment tab for each year.

EXHIBIT F - CPA DOCUMENTATION

**Idaho State Board of Accountancy
PO Box 83720 — Boise ID 83720-0002**

Name: Laurie Lynne Harberd
License #: CP-2578
License: Certified Public Accountant
Status: Active
Issued: 07/01/2016
Expires: 06/30/2017

Cheryl Guiddy, CPA
Board Chair

Southern Utah University

As authorized by law and by the State Board of Regents
and acting upon the recommendation of the Faculty, has conferred upon

Toni Elizabeth Gibson-Carver

the degree of

Master of Accountancy

Given at Cedar City, Utah and witness whereof, by authority committed to us, we have
herewith placed our names and the seal of the University on this, the fifth day of June
in the year of our Lord nineteen hundred ninety-three and of the University ninety-sixth.



Thomas J. Foxley
Chairman, State Board of Regents

Wm. R. K. K...
Commissioner of Higher Education

[Signature]
Chairman, Board of Trustees

Donald R. Shurt
President of the University

SCHOOL DISTRICT / CHARTER SCHOOL	(B) 2015-2016	CPA on Staff
002C Meridian Technical Charter High School	198	No
221C Payette River Technical	195	No
002C Meridian Medical Arts Charter School	192	No
149 North Gem	187	No
182 Mackay Joint	181	No
382 Rockland	177	No
479C Heritage Academy	177	No
281C Moscow Charter School	170	No
472C Palouse Prairie School	168	No
305 Highland Joint	163	No
011 Meadows Valley	156	No
274 Kootenai Joint	152	No
161 Clark County Joint	150	No
302 Nezperce Joint	150	No
121 Camas County	138	No
432 Cambridge Joint	132	No
488C Syringa Mountain Charter	131	No
234 Bliss Joint	128	No
555 COSSA	128	No
433 Midvale	125	No
243 Salmon River Joint	117	No
486C Upper Carmen Charter School	104	No
392 Mullan	102	No
483C Chief Tahgee Elementary Acad Charter	96	No
292 South Lemhi	79	No
485C Bingham Academy Charter	79	No
342 Culatesac Joint	74	No
489C Idaho College & Career Readiness Charte	59	No
092 Swan Valley Elementary	50	No
383 Arbon Elementary	18	No
364 Pleasant Valley Elementary	12	No
416 Three Creek Joint Elementary	11	No
191 Prairie Elementary	6	No
394 Avery	6	No

EXHIBIT G - HERITAGE ANNUAL PERFORMANCE REPORT LONGITUDINAL DATA

ACCOUNTABILITY DESIGNATION		
Academic & Mission Specific	CORRECTED POINTS = NA CORRECTED % of POINTS AVAILABLE = NA ACCOUNTABILITY DESIGNATION (Unchanged until New State Accountability System is Approved = CRITICAL	DESIGNATION CRITICAL
Operational	CORRECTED POINTS = 335 CORRECTED % of POINTS AVAILABLE = 94.37 CORRECTED ACCOUNTABILITY DESIGNATION = HONORS	CORRECTED DESIGNATION HONORS
Financial	TOTAL FINANCIAL POINTS = 360 % of POINTS POSSIBLE = 100 ACCOUNTABILITY DESIGNATION = HONORS	CORRECTED DESIGNATION HONORS

LONGITUDINAL ACCOUNTABILITY DESIGNATIONS			
	2013-2014 Designation	2014-2015 Designation	2015-2016 Designation
Academic *	Critical	Critical	Critical
Operational	Remediation	Good Standing	Honors

			(Corrected)
Financial	Critical	Honors	Honors

*According to the IPCSC Introduction to Annual Performance Report:

“Due to significant and ongoing changes to the state’s school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework’s development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment. For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools’ proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.”

EXHIBIT E - EDUCATOR EFFECTIVENESS SURVEY DATA

Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)-a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Structure of the EES Staff Report

This results document contains your data results from the survey you recently administered.

Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE's research into over 100,000 staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

Comparison between certificated staff and non-certificated staff

This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

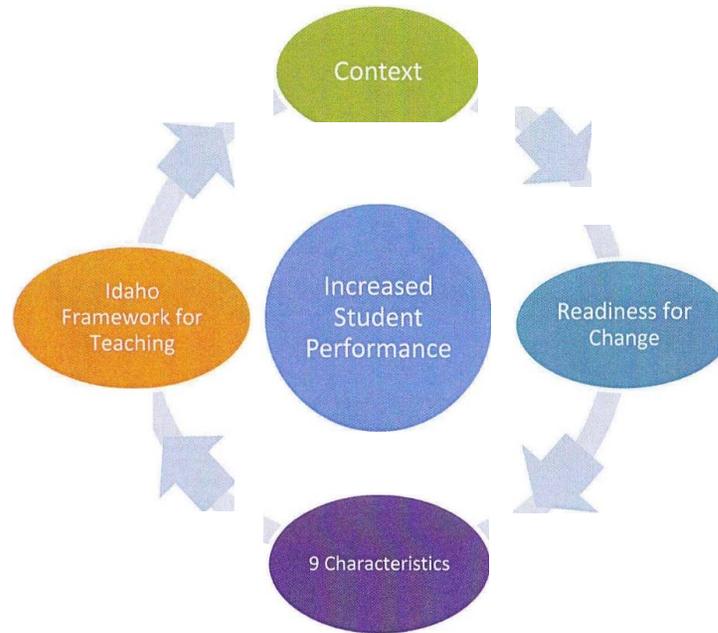
Idaho Framework for Teaching

The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the "Idaho Framework for Teaching."

The EES Handbook

The EES Handbook contains information and strategies for the interpretation and use of EES data with your staff. The EES Handbook is found in the EES results binder. If you cannot find your EES Handbook, you can access it on CEE's website: www.effectiveness.org/files/EES-Handbook-Idaho.pdf. CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance with using your report, please contact us at info@effectiveness.org.

Increasing Capacity for Improvement



The Context defines the current reality of the student population, the school, and community.



The Readiness for Change defines the current capacity for change amongst the systems and adult culture of the school and district.



The 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.



The Idaho Framework for Teaching defines the skills essential for effective teaching and learning.

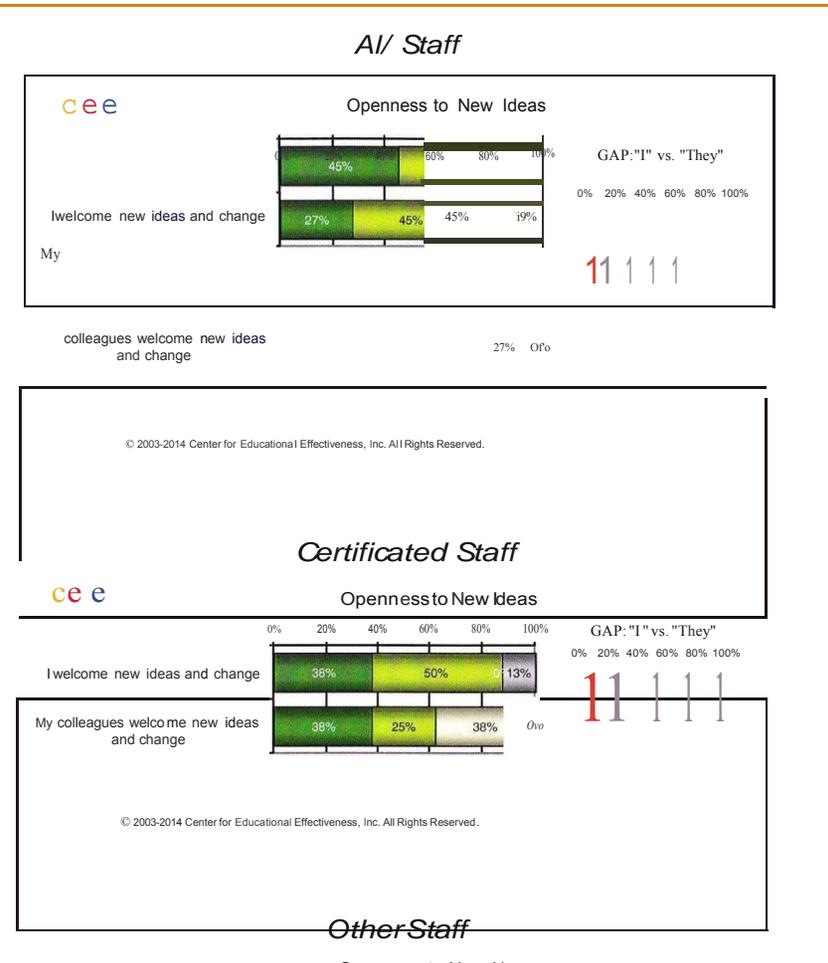
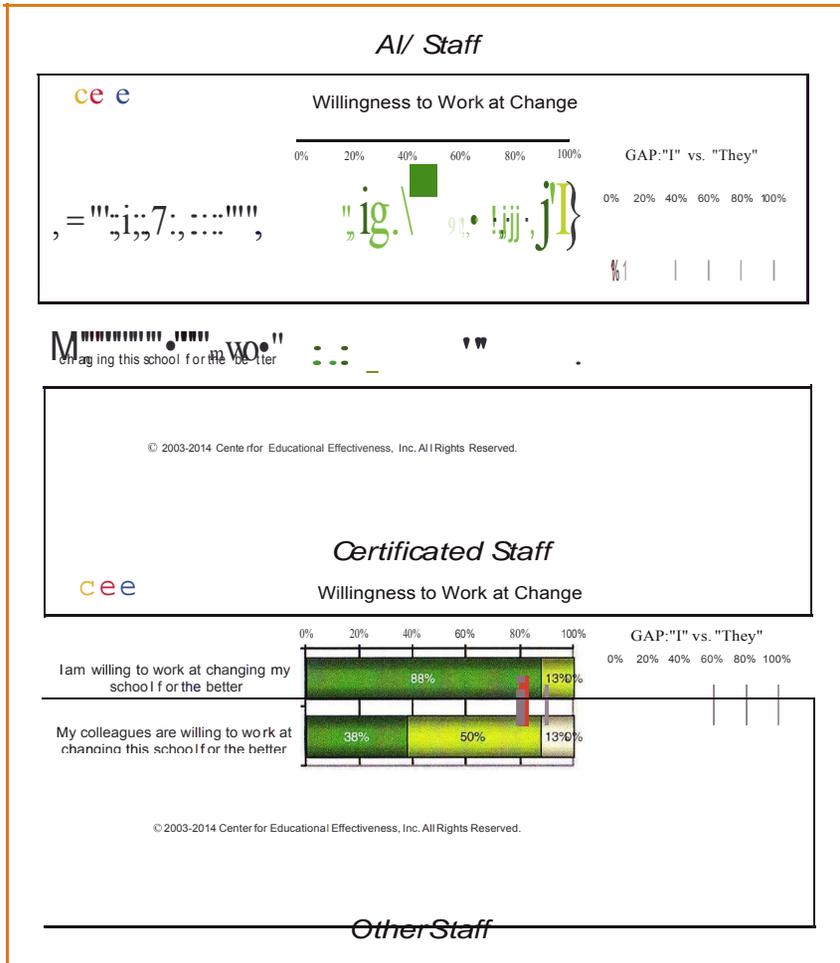


All four components impact the ability of the organization (school) to increase student learning and achievement.

Readiness for Change – "I" vs. "They" Perspectives

Willingness to Work At Change

Openness to New Ideas

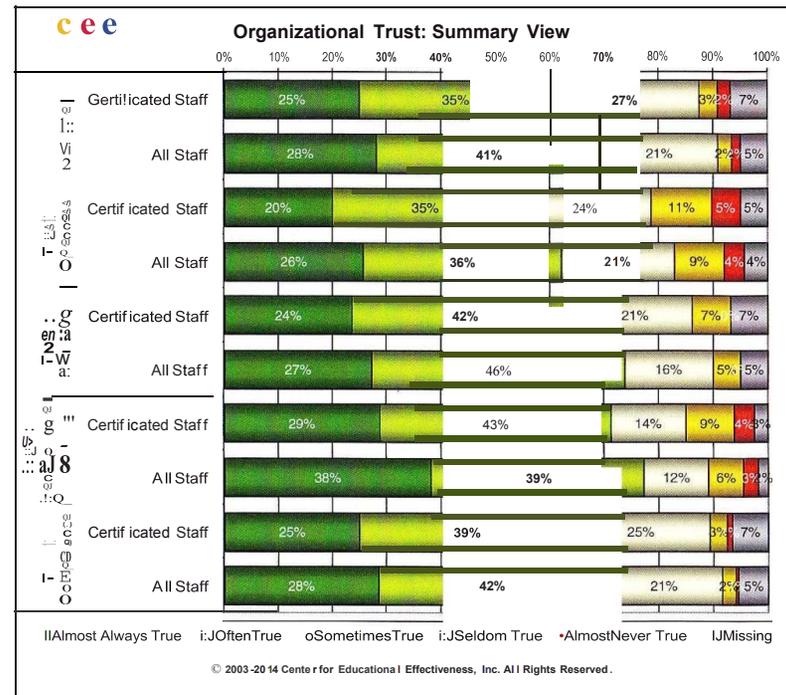
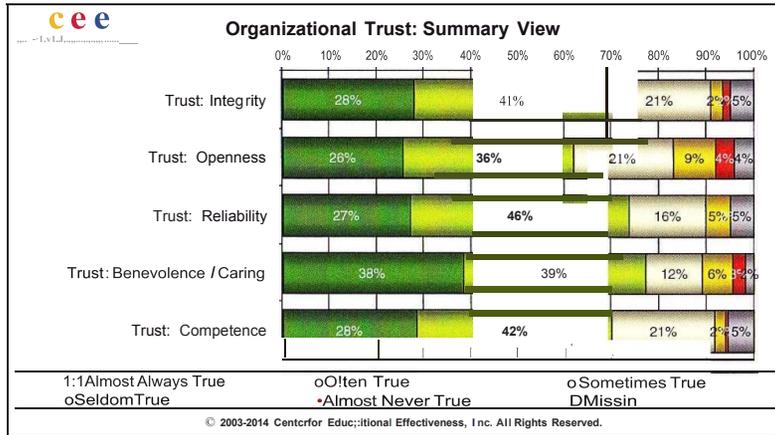


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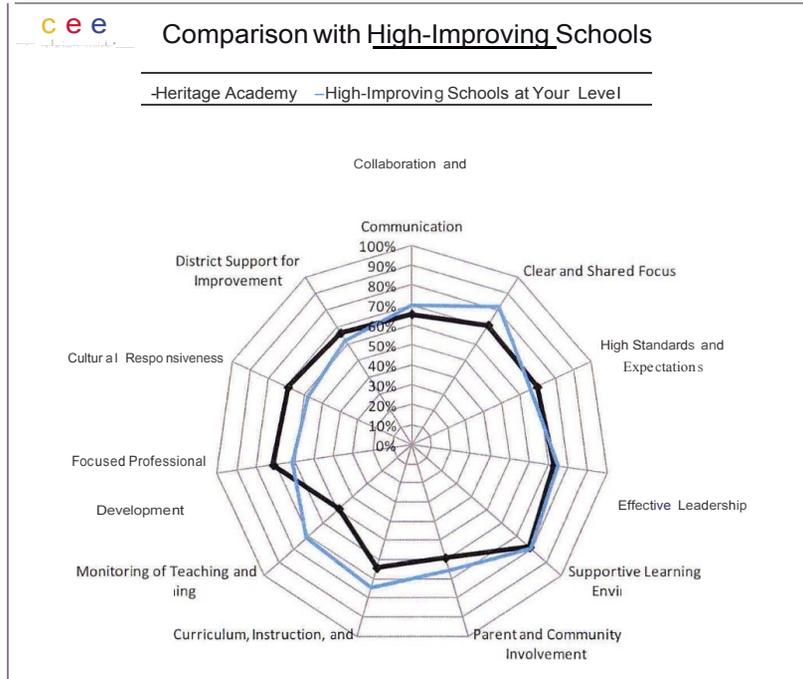
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liiAlmostAlways a Often True CI Sometimes True a Seldom True •Almost Never True a Missing

Organizational Trust and the "Resistance Gap"

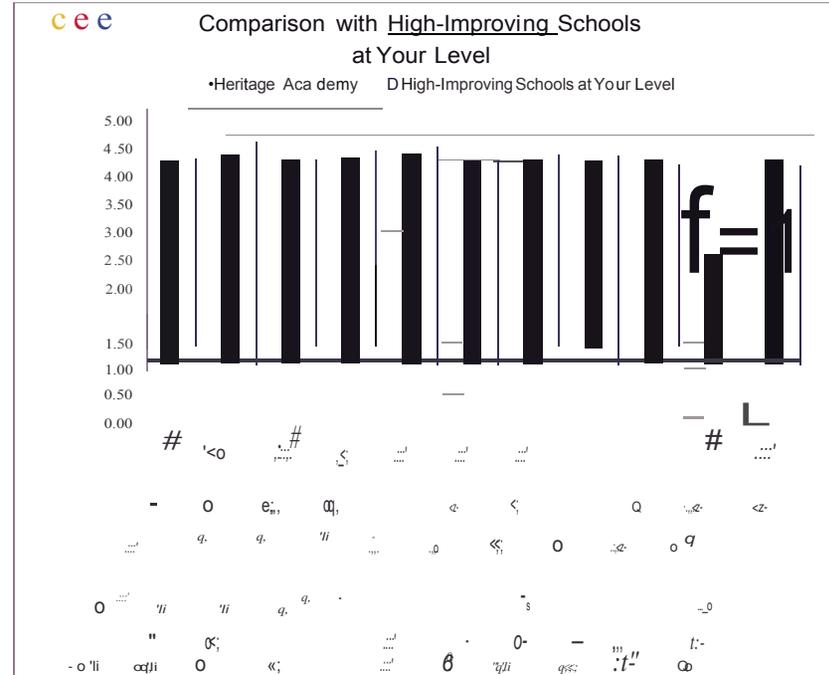


Comparison View: High-Improving Schools Combined Positive Values

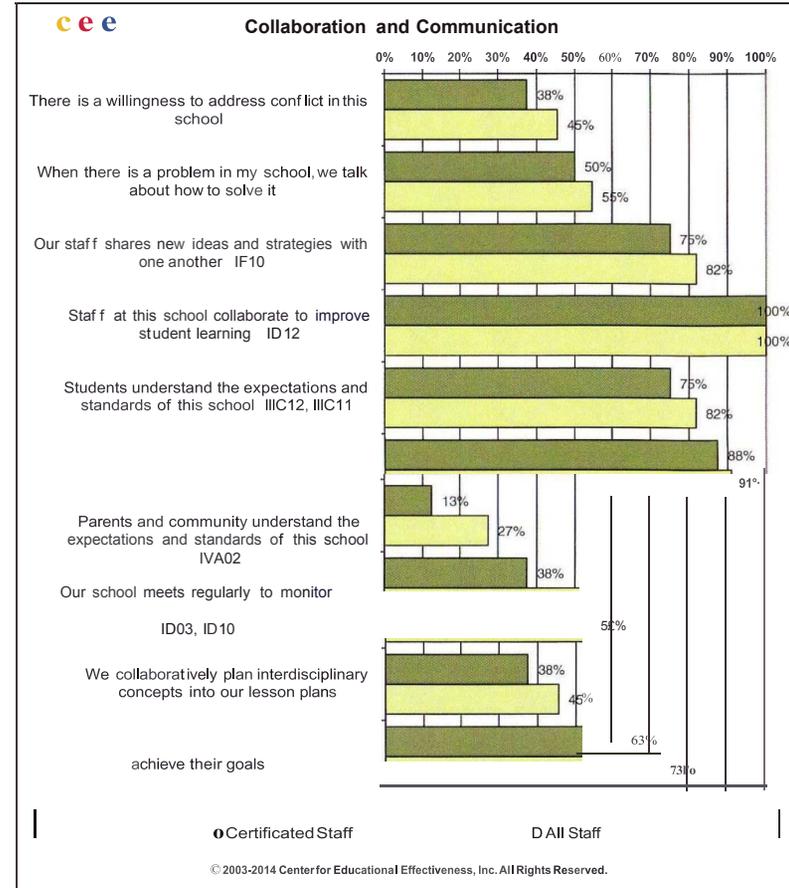
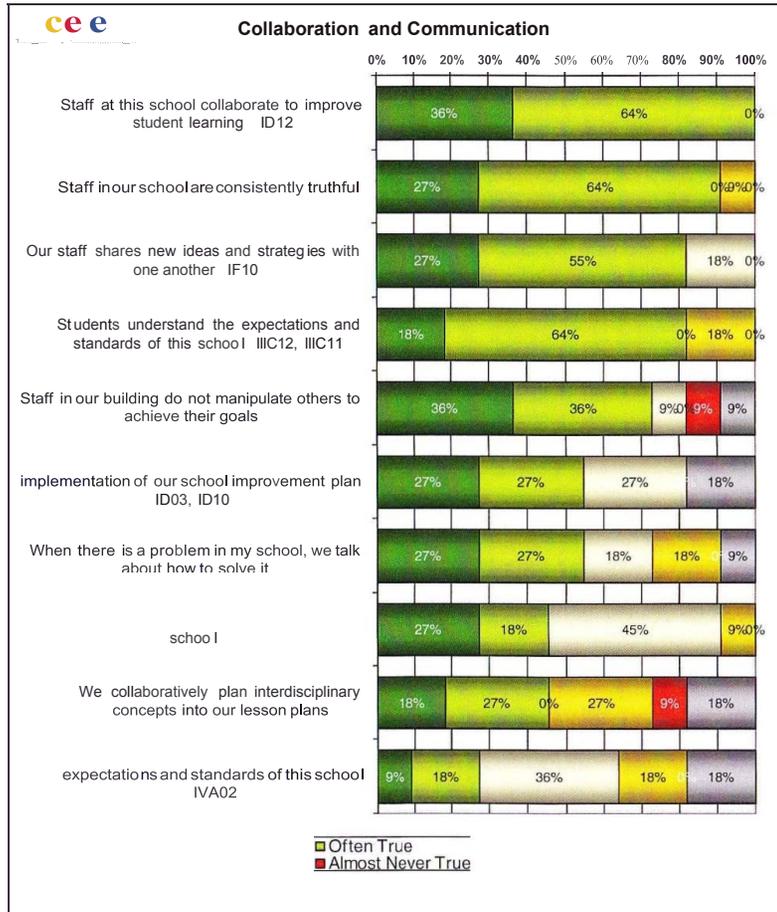


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Comparison View: High-Improving Schools Mean Values

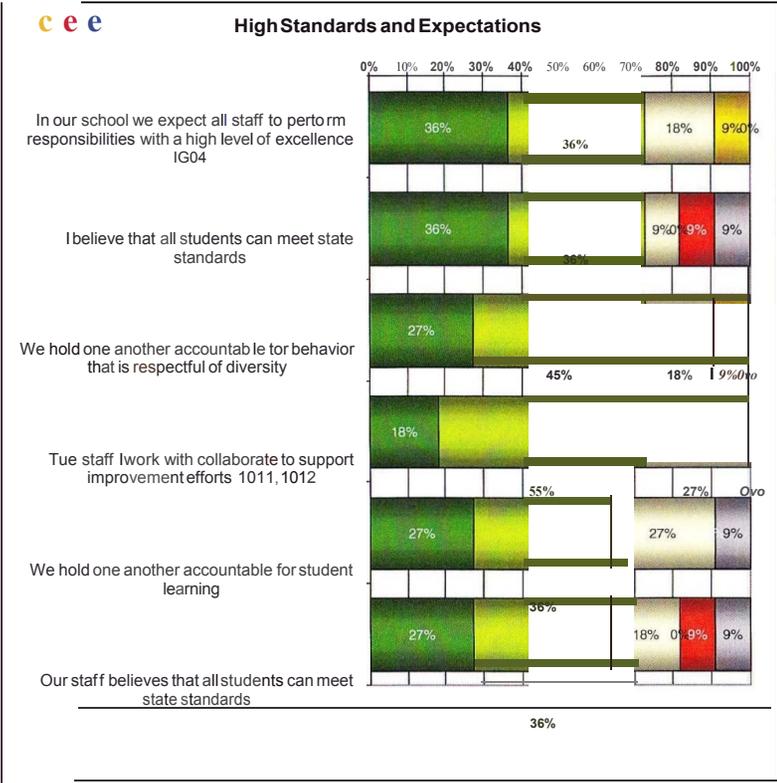


High Levels of Collaboration and Communication



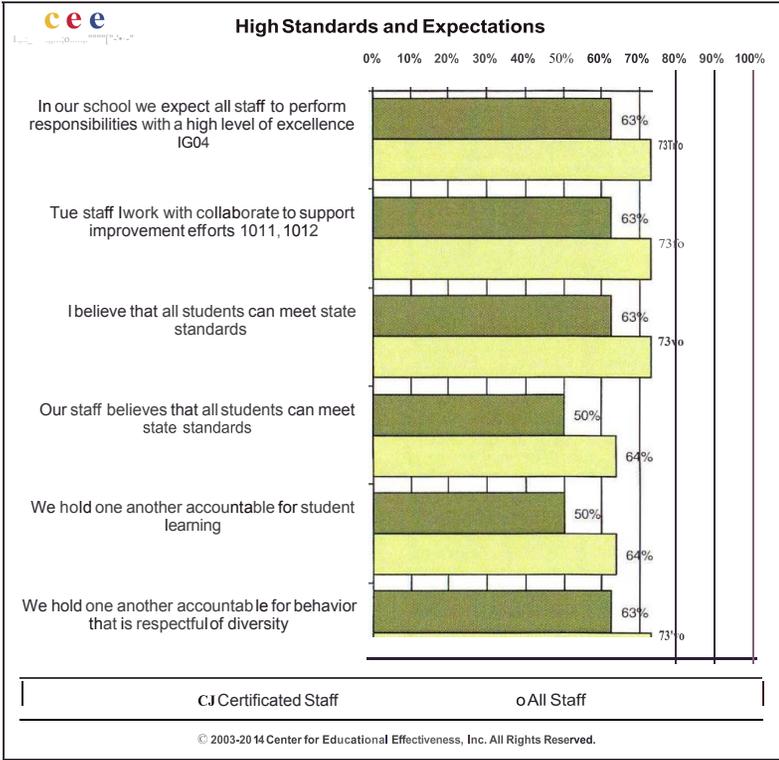
Certificated Staff	N= 8
All Staff	N= 11

High Standards and Expectations



Almost Always True
 Often True
 Sometimes True
 Seldom True
 Almost Never True
 Missing

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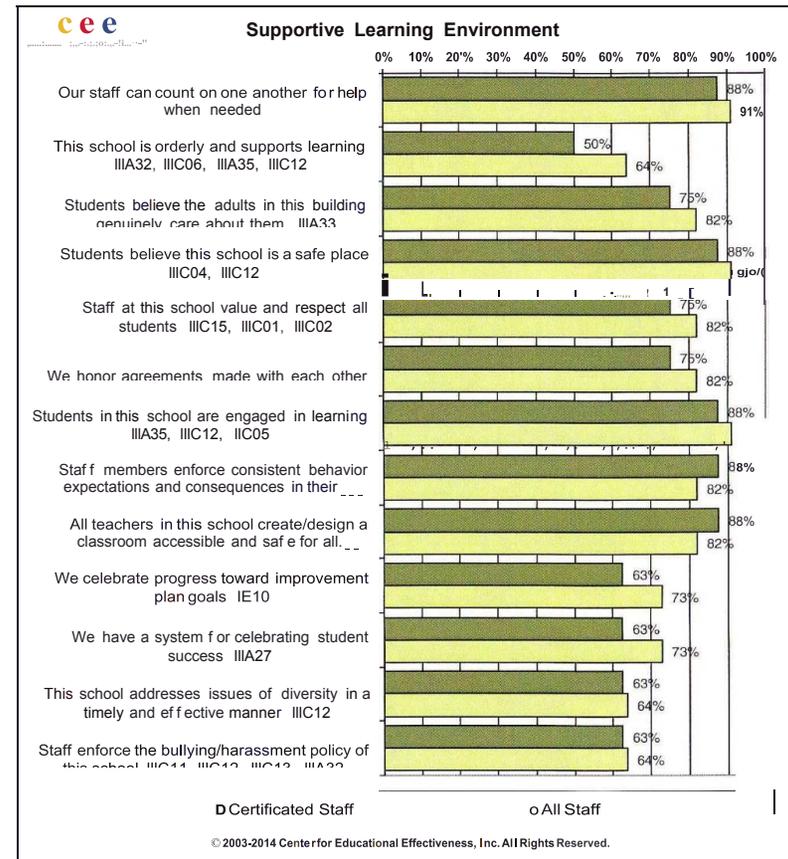
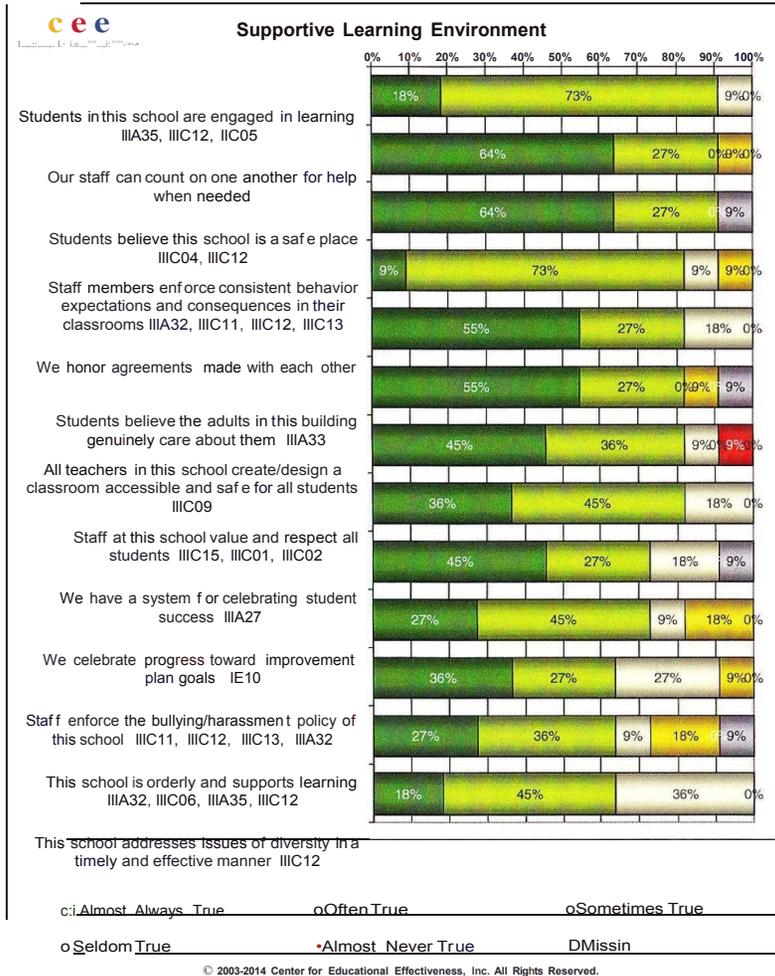
CJ Certificated Staff All Staff

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High Standards and Expectations

Certificated Staff	N = 8
All Staff	N = 11

Supportive Learning Environment

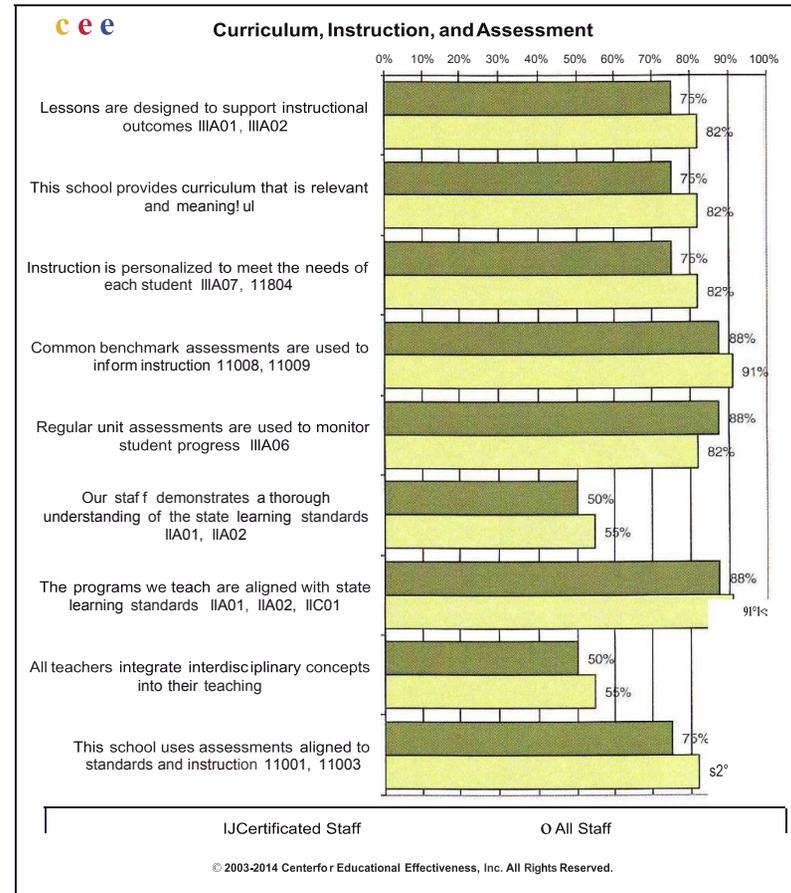
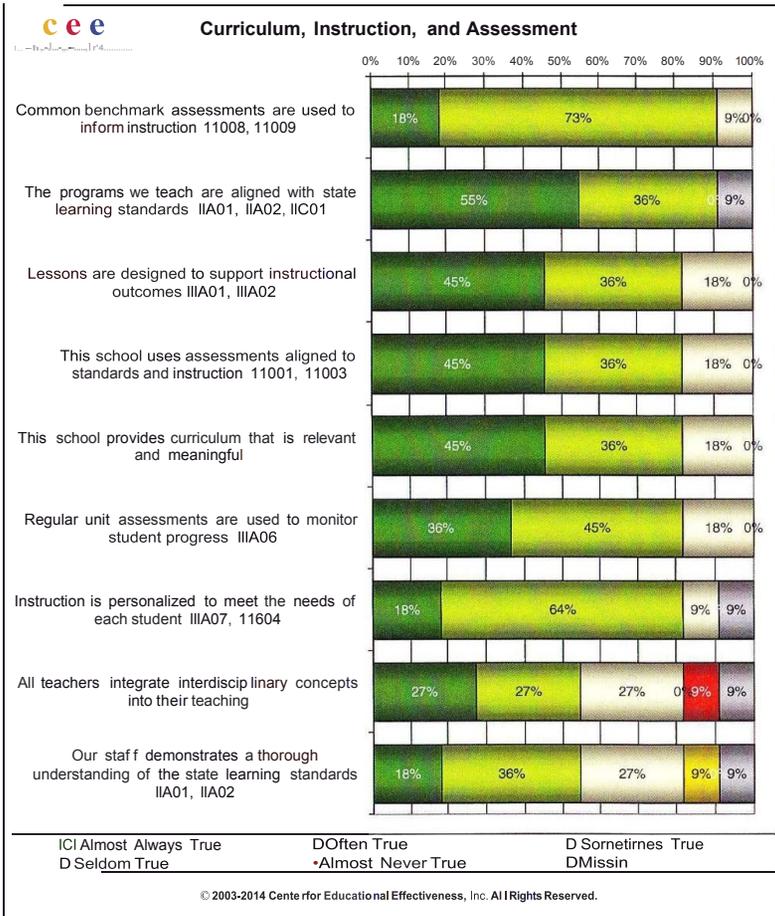


Supportive Learning Environment

Certificated Staff N= 8

All Staff N= 11

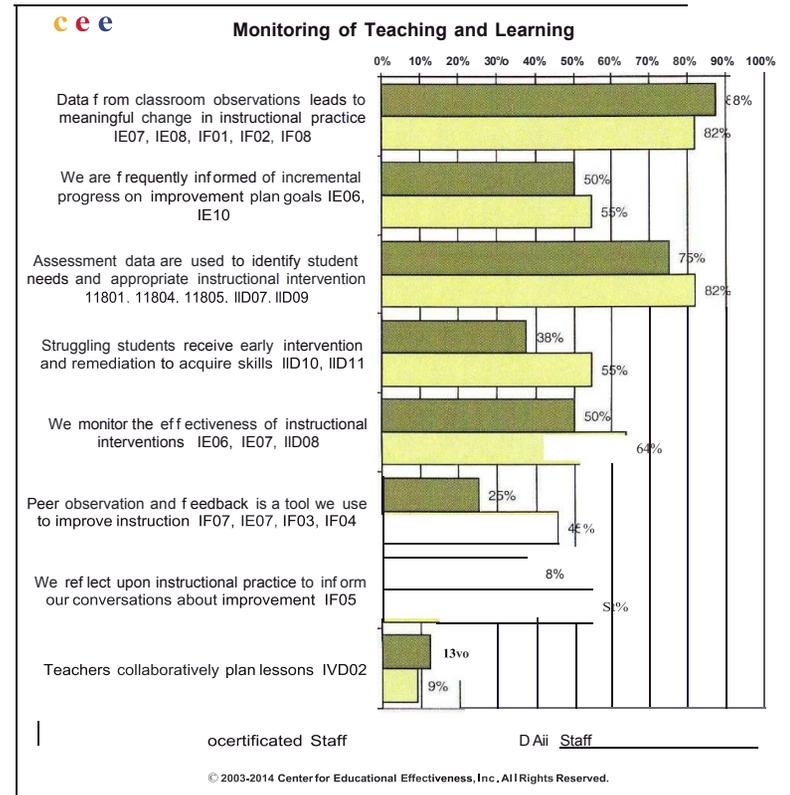
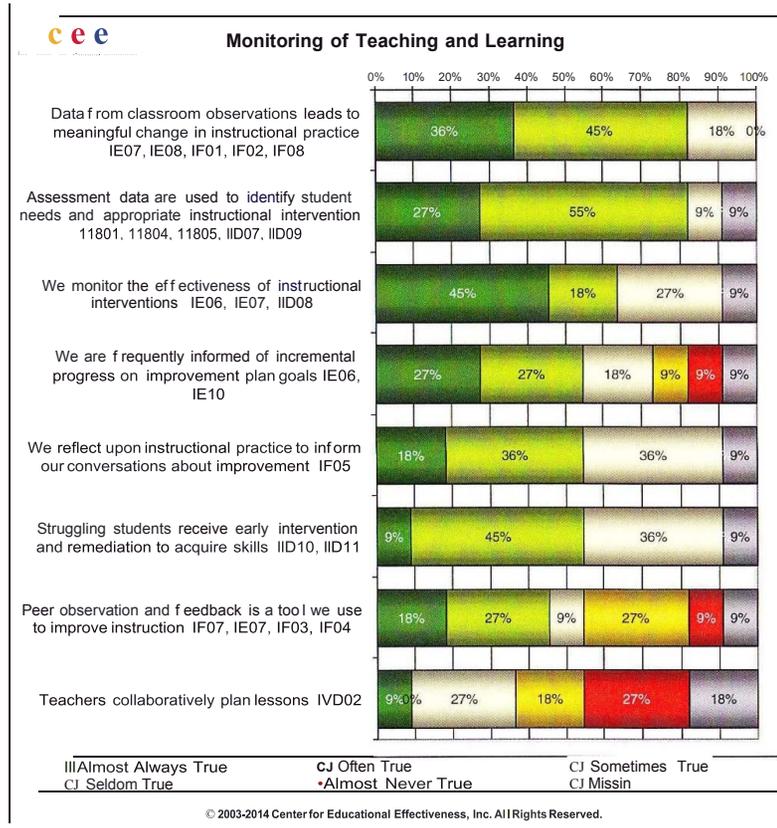
High Quality Curriculum, Instruction, and Assessment



Certificated Staff	N = 8
All Staff	N = 11

High Quality Curriculum, Instruction, and Assessment

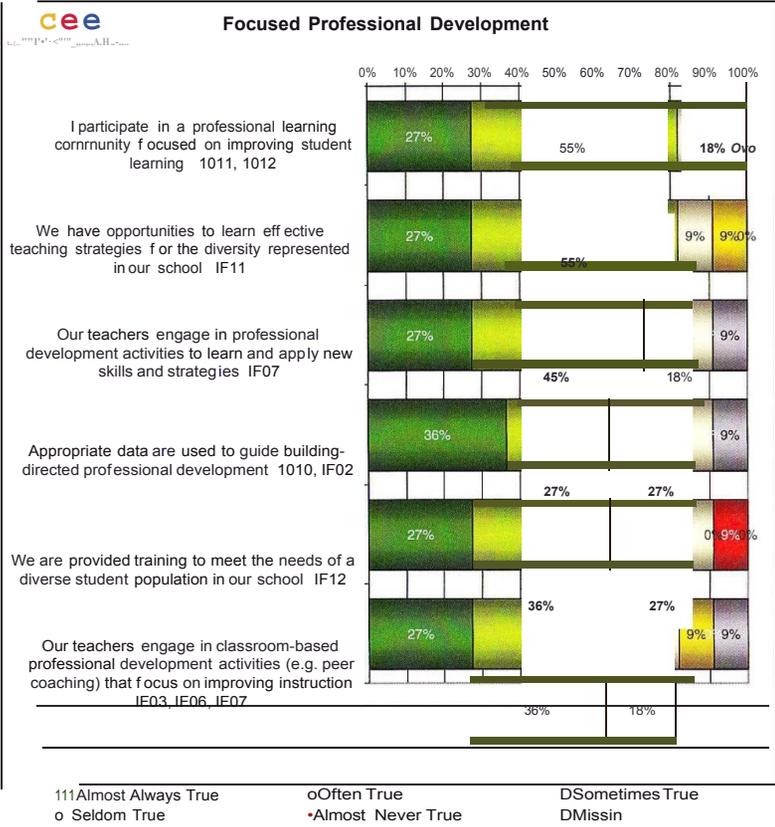
Frequent Monitoring of Teaching and Learning



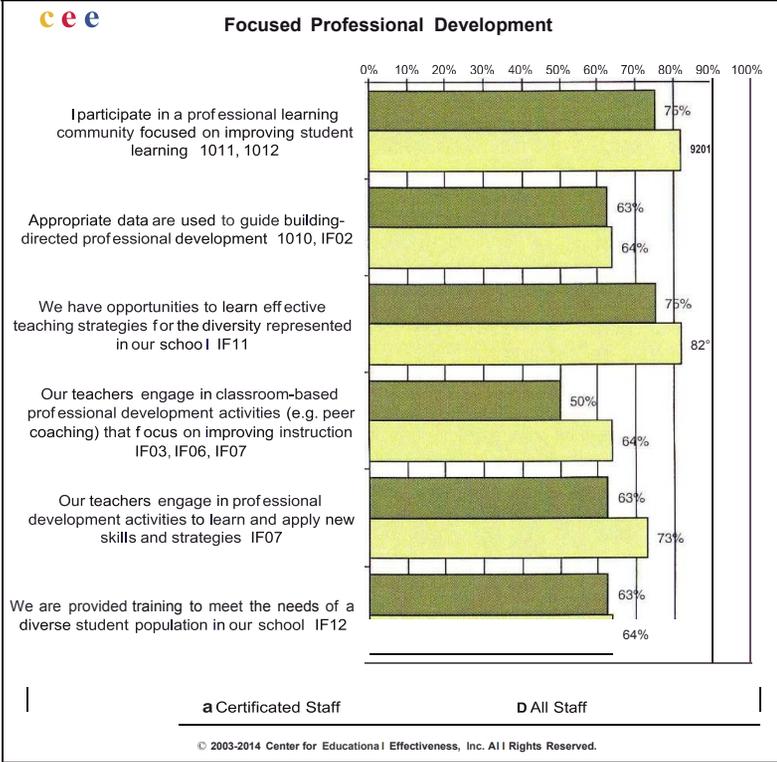
Frequent Monitoring of Teaching and Learning

Certificated Staff	N = 8
All Staff	N = 11

Focused Professional Development



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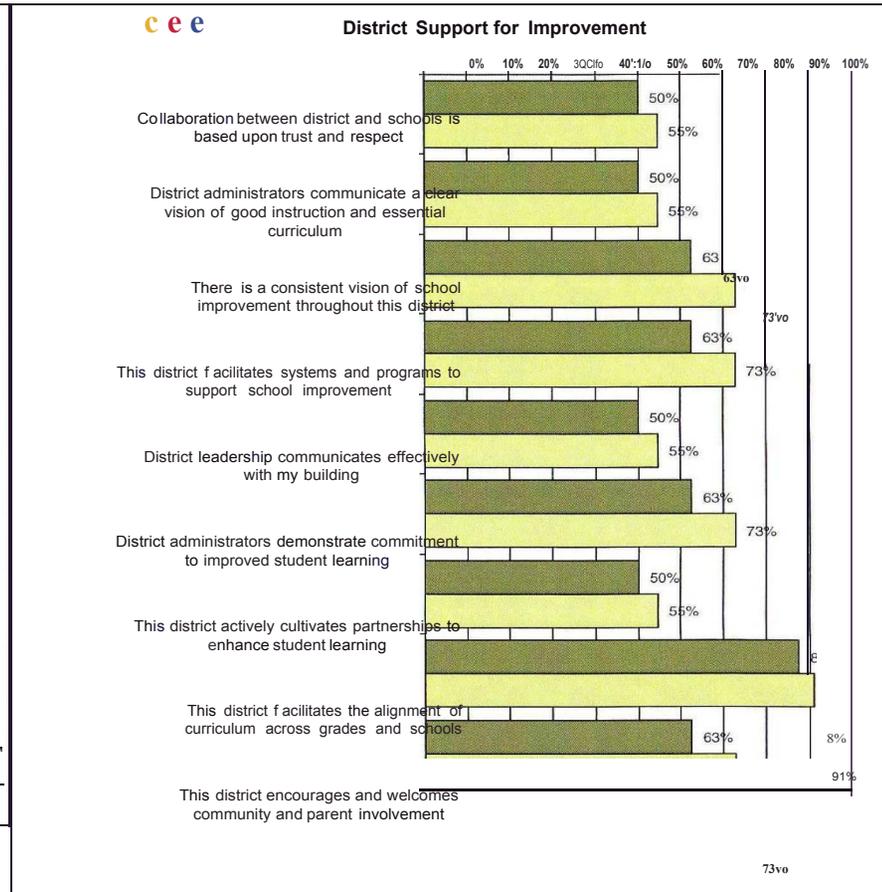
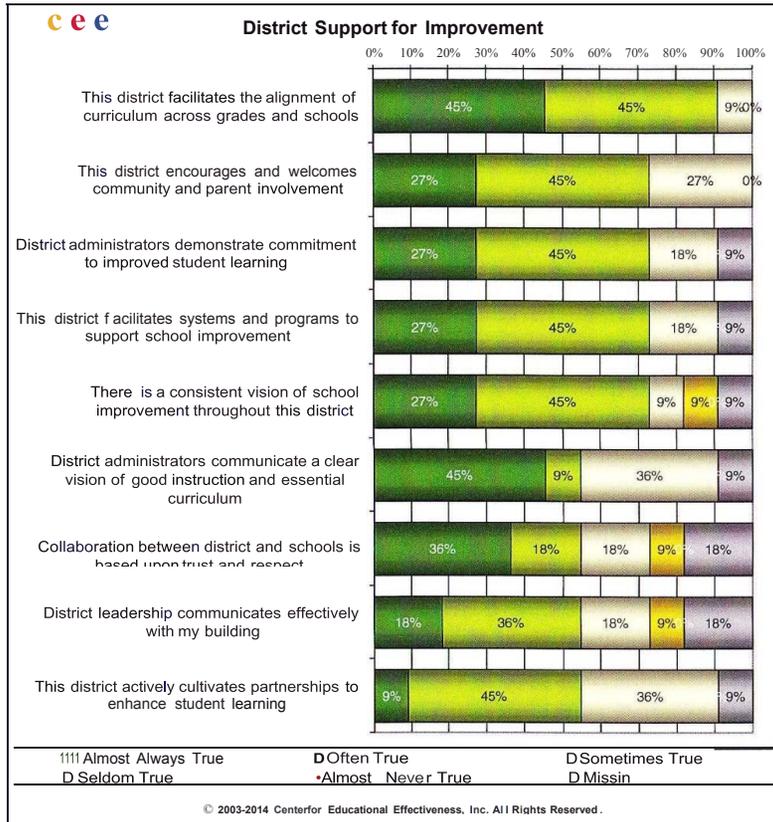
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Focused Professional Development

Certificated Staff N = 8

All Staff N = 11

District Support for Improvement



CJ Certificated Staff

DAii Staff

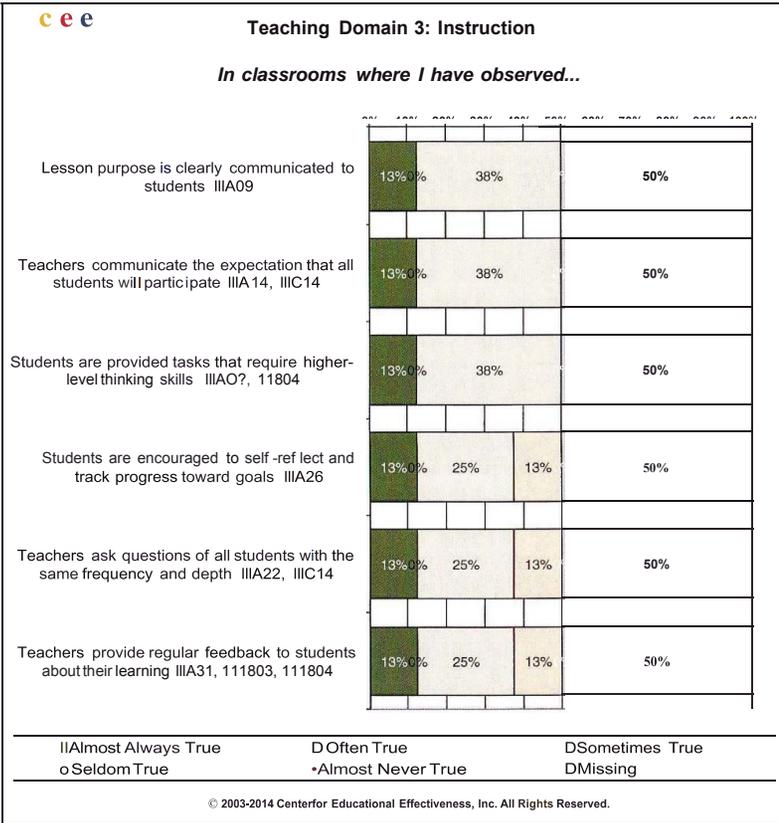
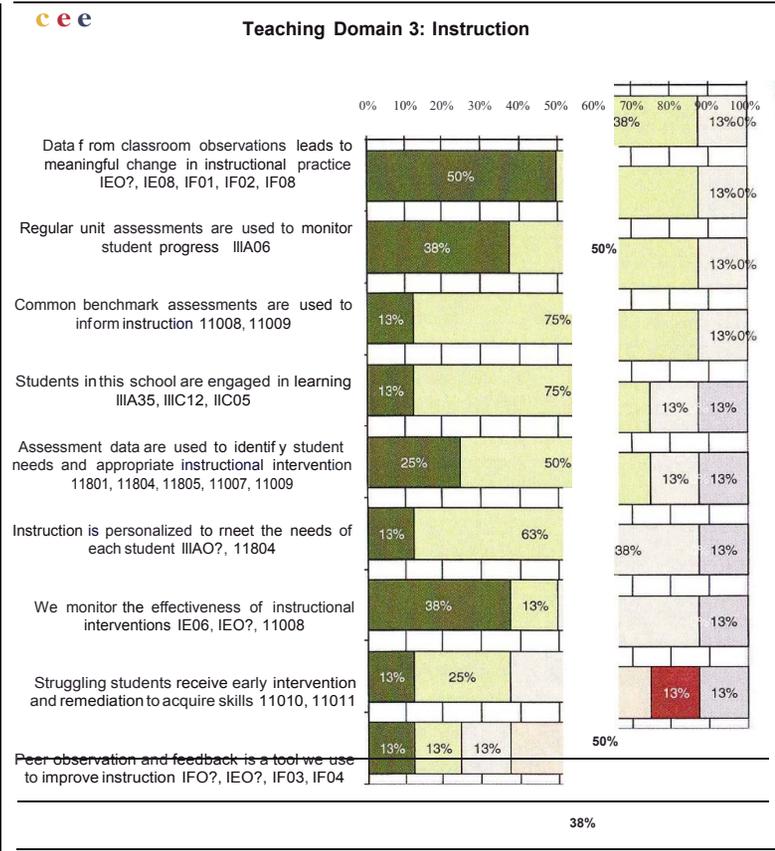
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District Support for Improvement

Certificated Staff N = 8

All Staff N = 11

Idaho Teaching Domain 3: Instruction



Almost Always True Often True Sometimes True
 Seldom True Almost Never True Missing

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**Note: These charts contain responses from
certificated teaching staff only.**



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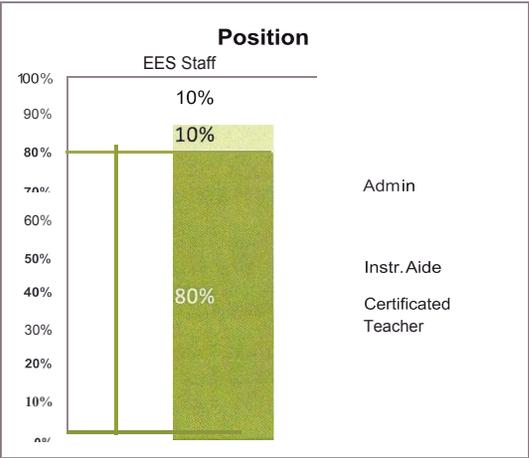
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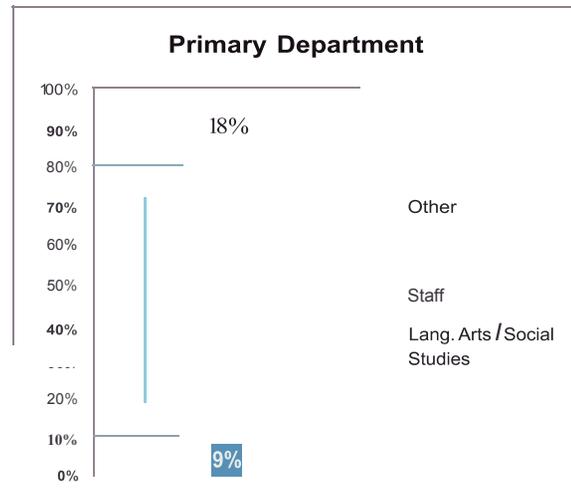
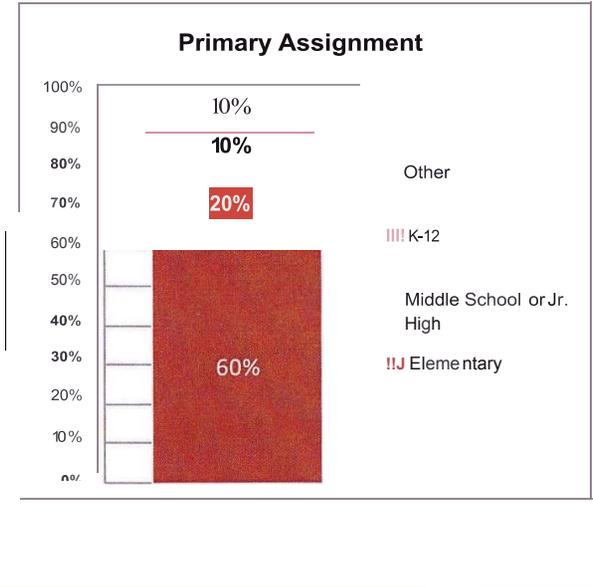
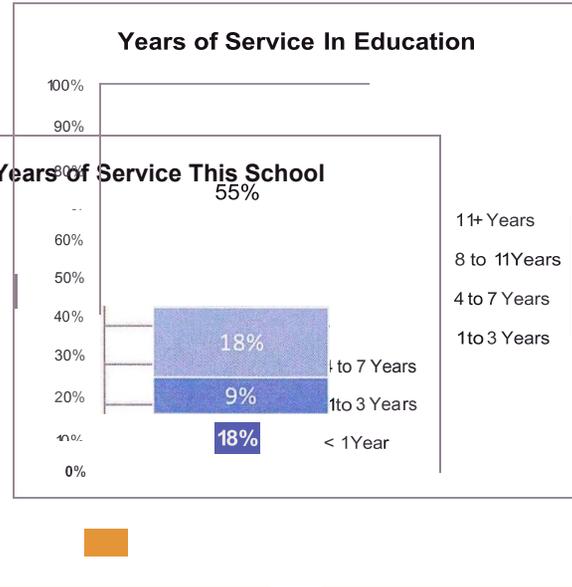
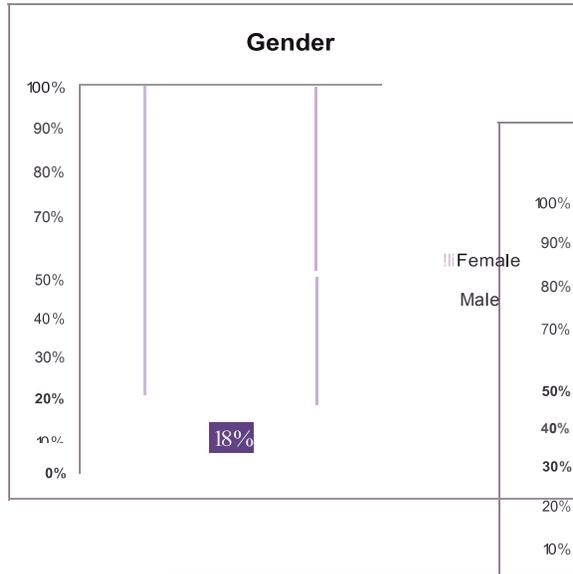
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Demographic Charts-Who Took the Survey?

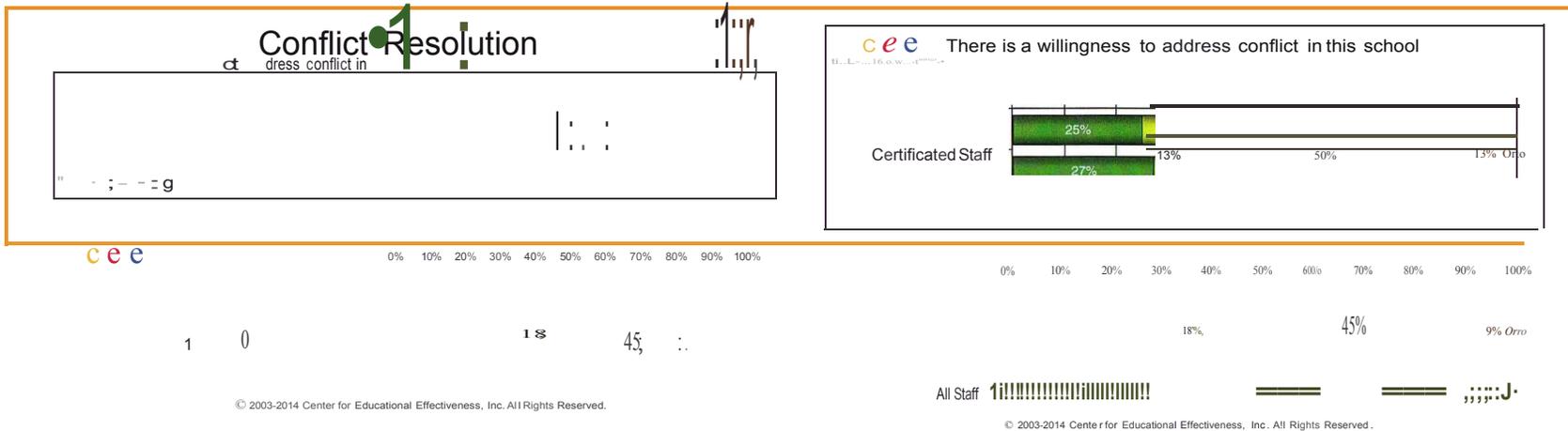
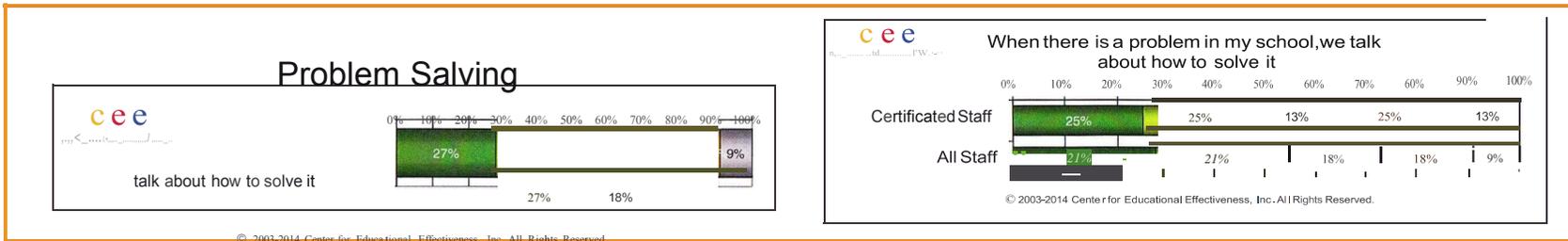




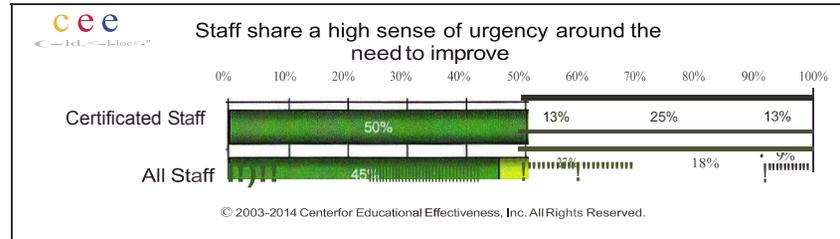
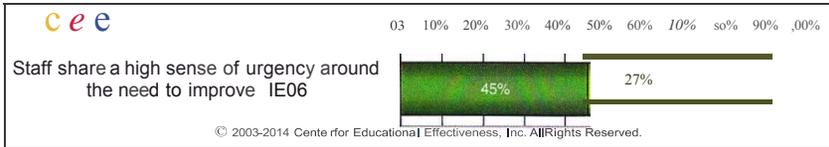
Readiness for Change

The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using "the staff voice."

You will find these data and the rest of the "readiness for change" data in the following report section.



A Sense of Urgency to Improve

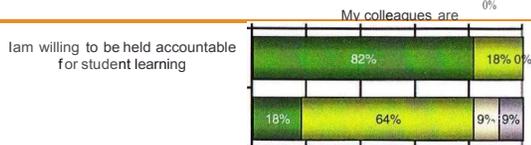
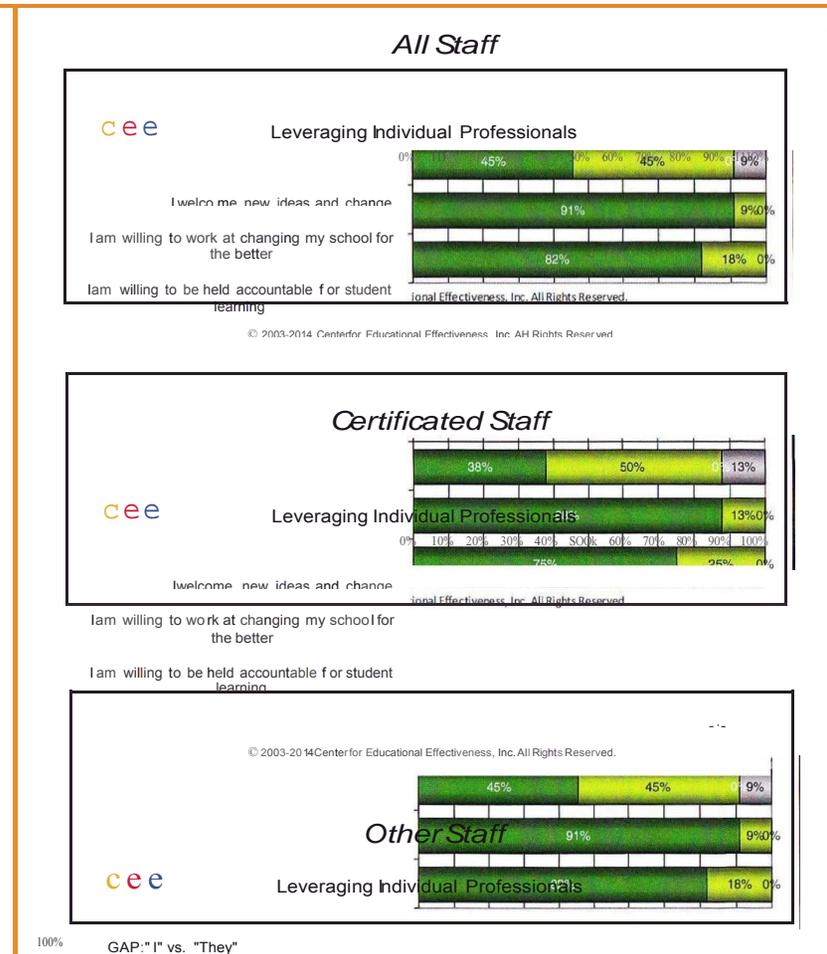
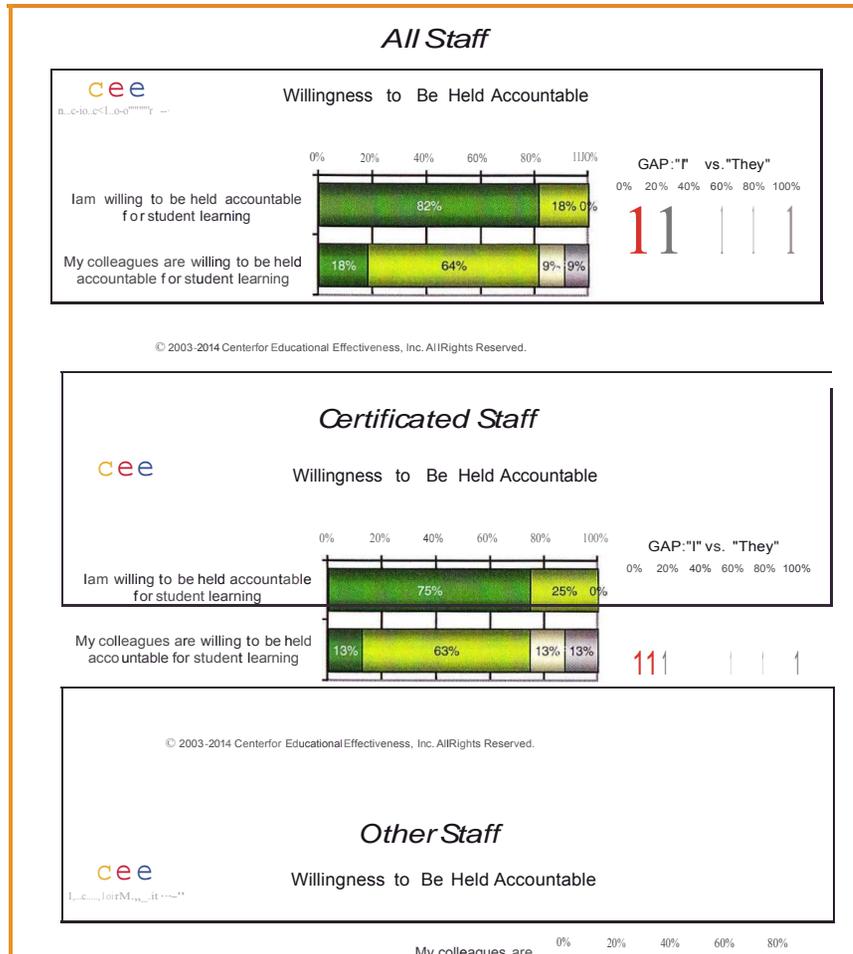


CIA Almost Always True a Often True CJ Sometimes True a Seldom True • Almost Never True a Missing

Readiness for Change - "I" vs. "They" Perspectives, continued

Willingness to Be Held Accountable

Leveraging Individual Professionals



11



0% 10% 20% 30% 40% 50% 60%
70% 80% 90% 100%

I welcome
new ideas and
change I am willing to
work at changing my
school for
the better
I am willing to be held
accountable for
student learning

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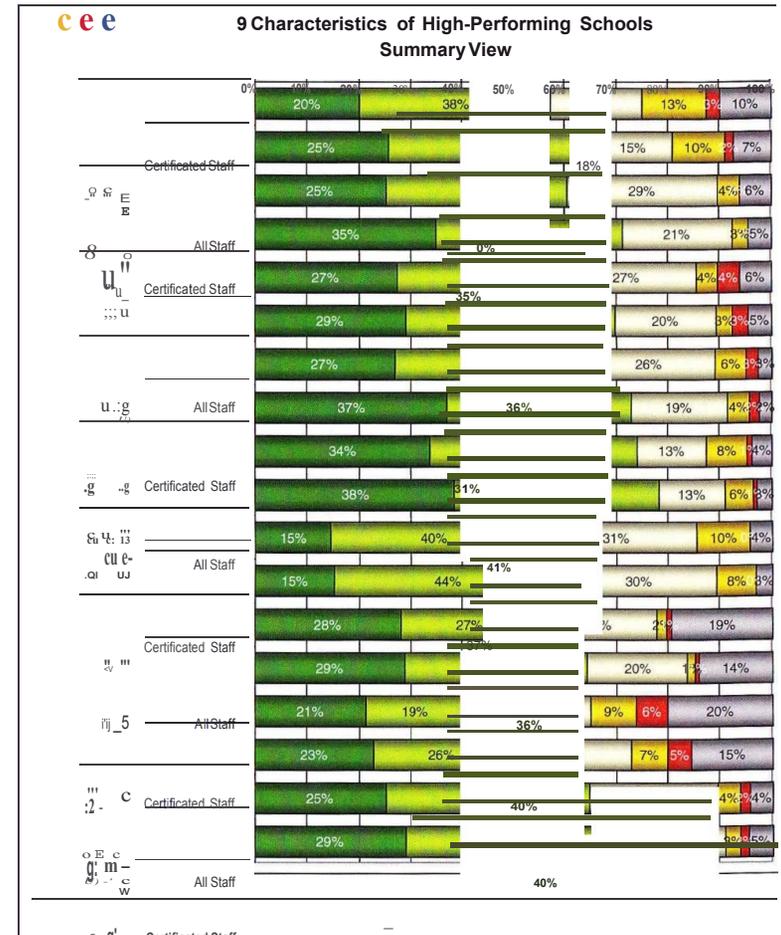
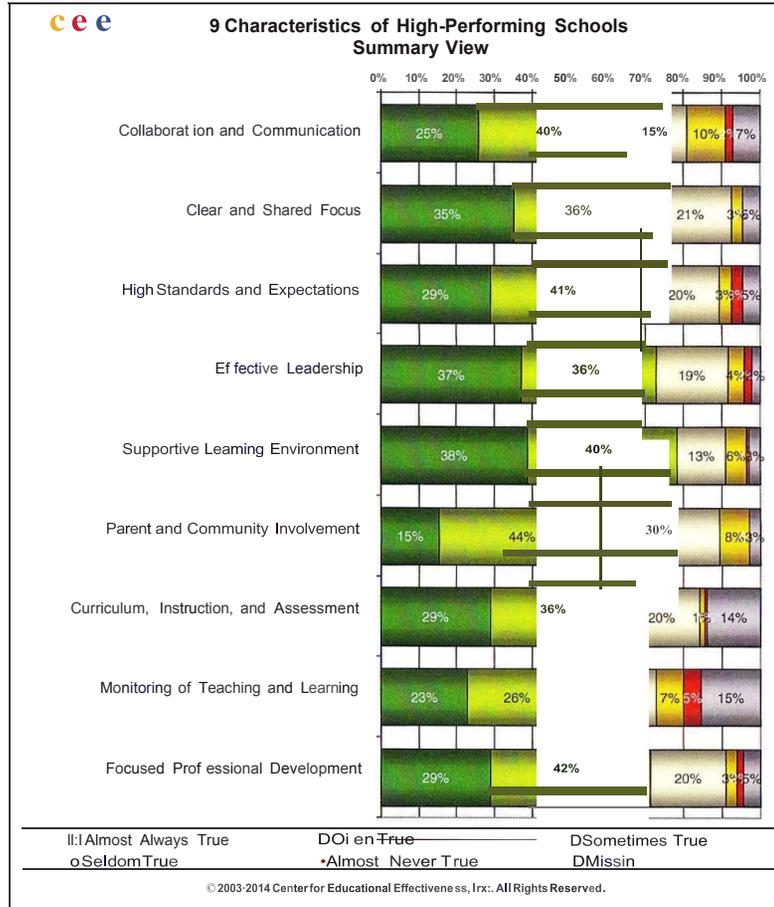
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EES Staff

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8

9 Characteristics of High-Performing Schools



81

Certificated Staff

All Staff

36%

Certificated Staff

Heritage Academy: 10/2016 Sample Size: N= 11

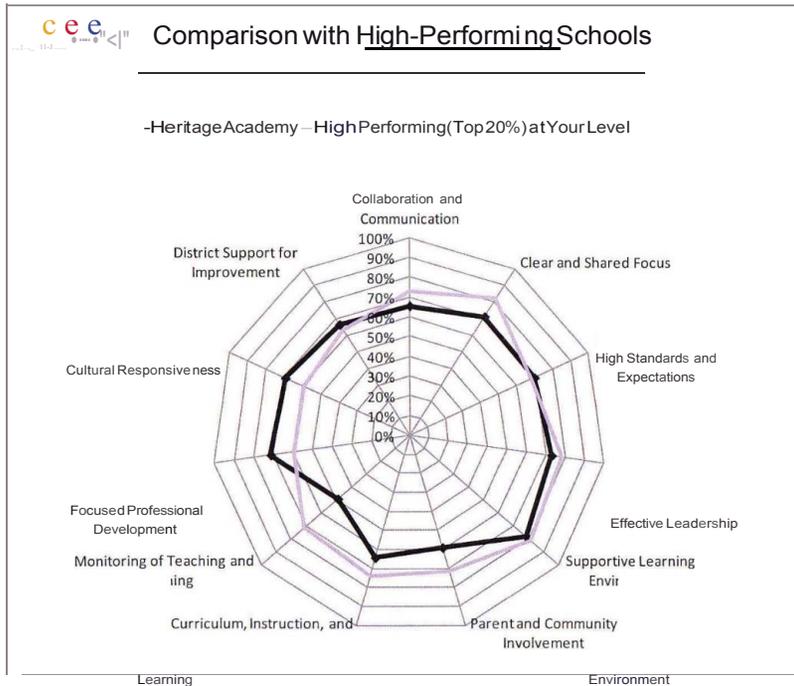
25%



m Almost Always True o Often True o Sometimes True o Seldom True o Almost Never True o Missing

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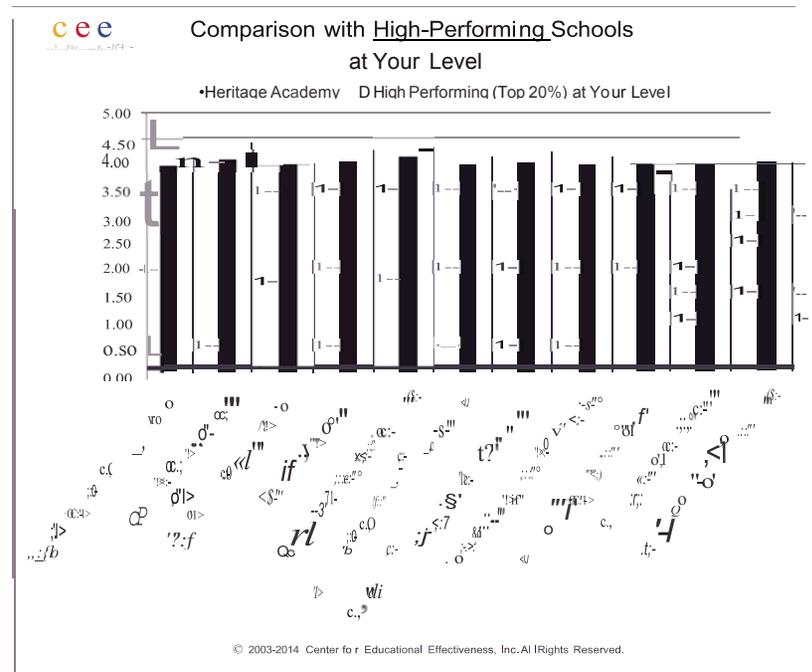
Comparison View: High-Performing Schools Combined Positive



Assessment

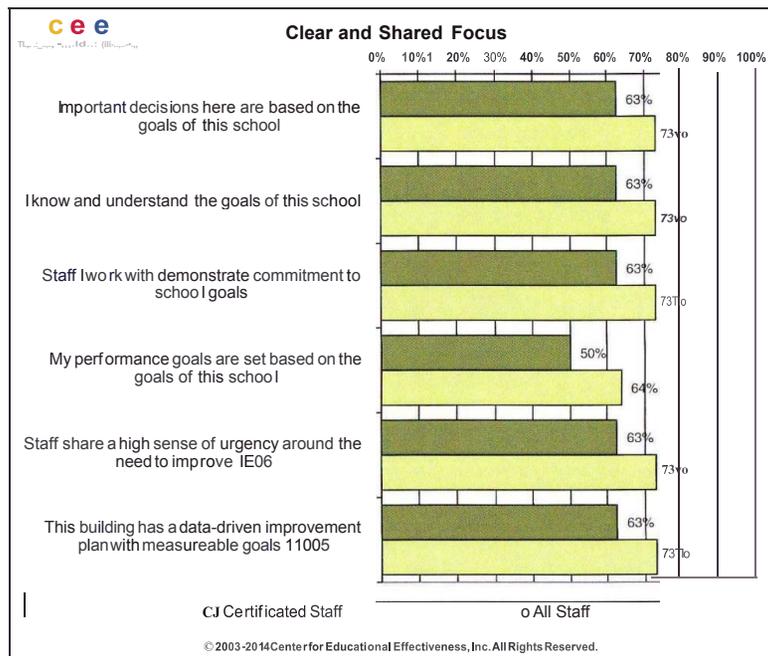
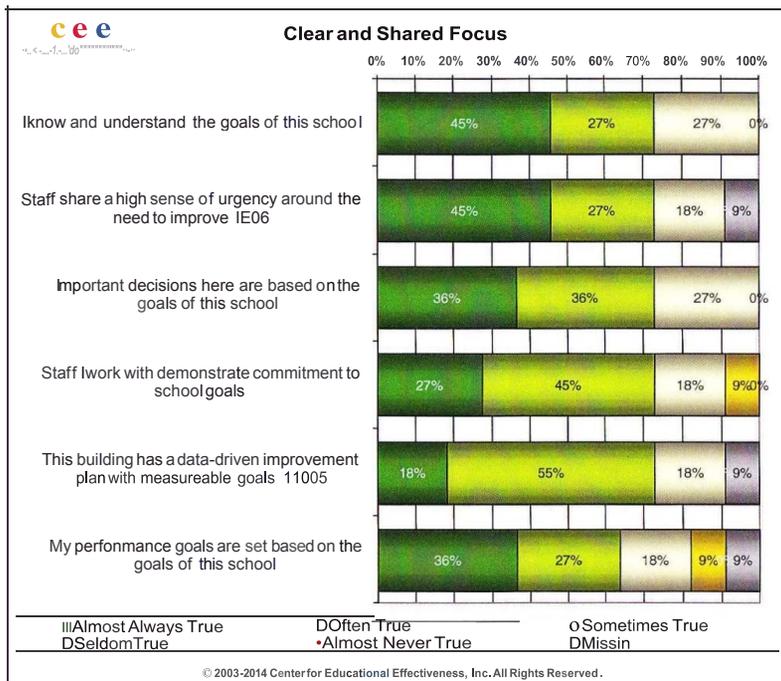
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Comparison View: High-Performing Schools Mean Scores



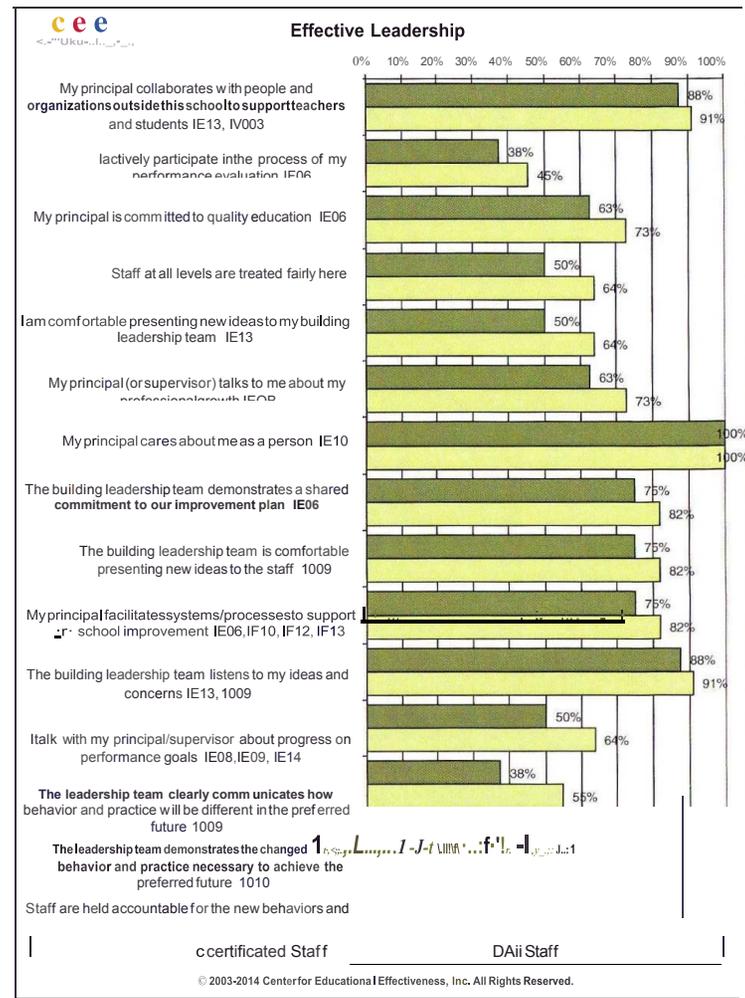
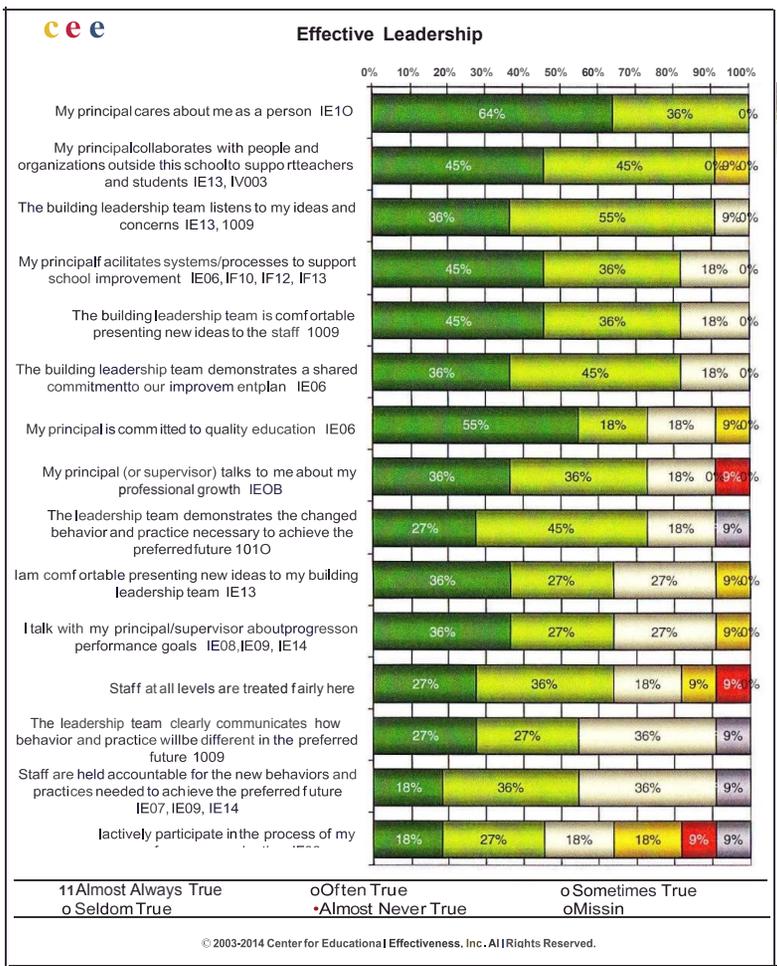
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Clear and Shared Focus



Certificated Staff N= 8

Effective Leadership

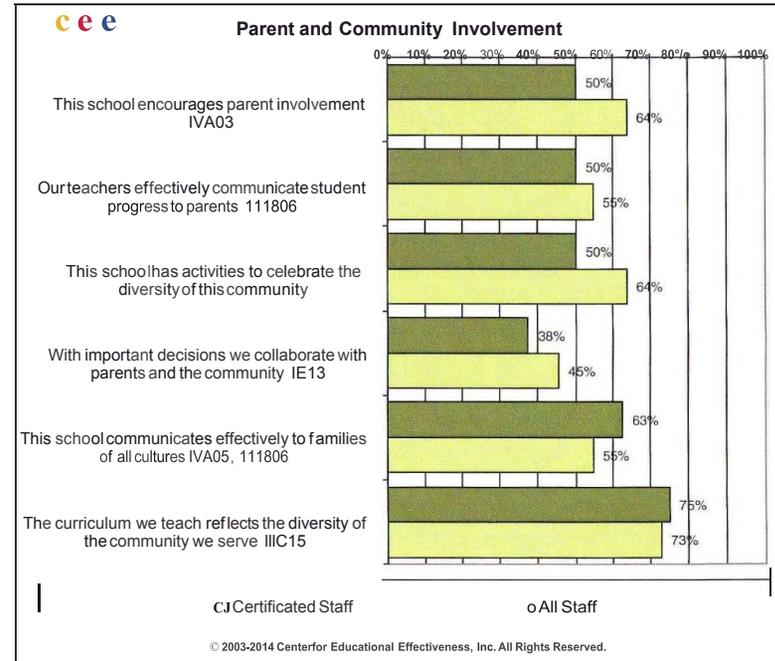
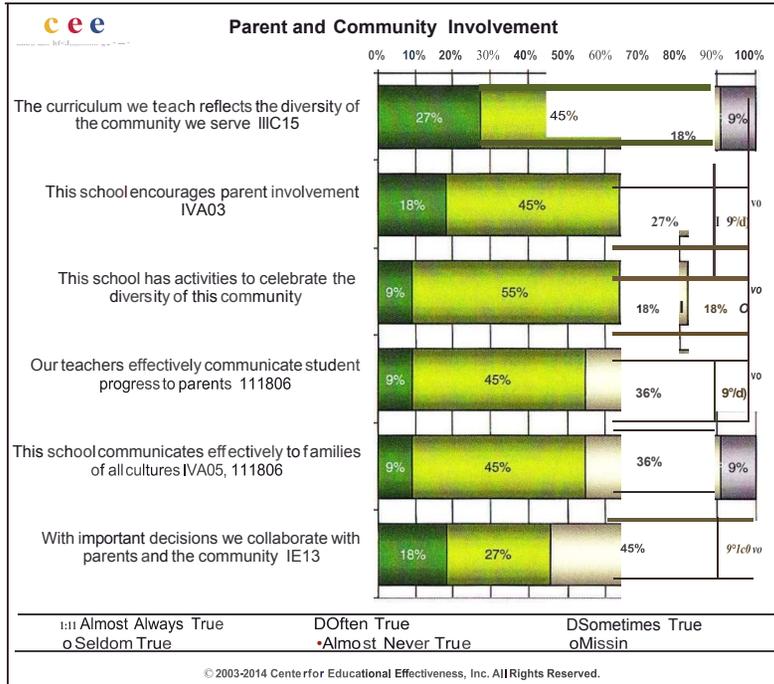


Certificated Staff	N = 8
All Staff	N = 11

Effective Leadership

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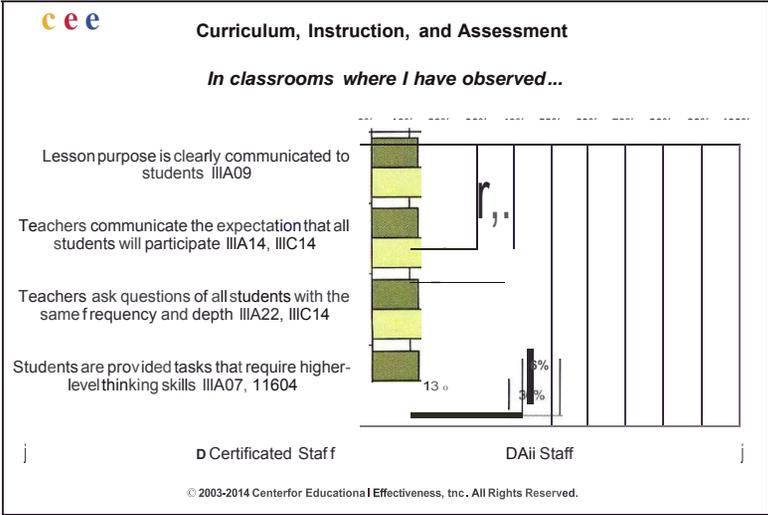
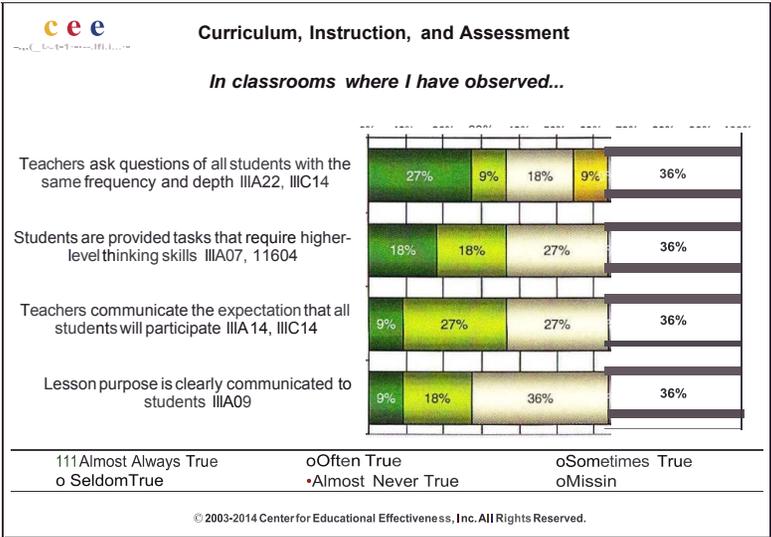
Parent and Community Involvement



Parent and Community Involvement

Certificated Staff	N = 8
All Staff	N = 11

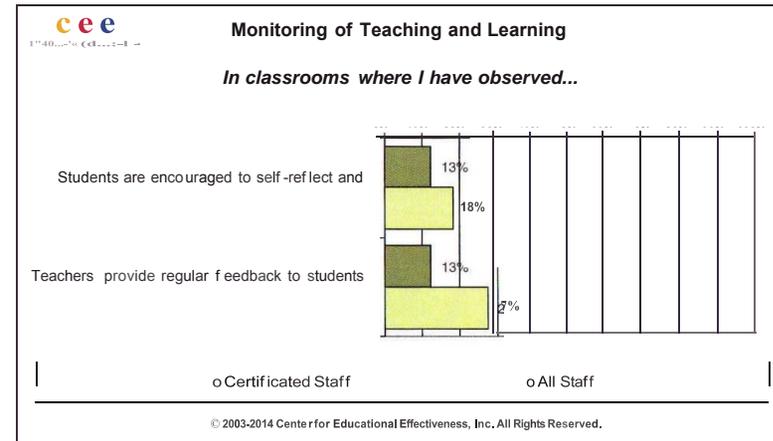
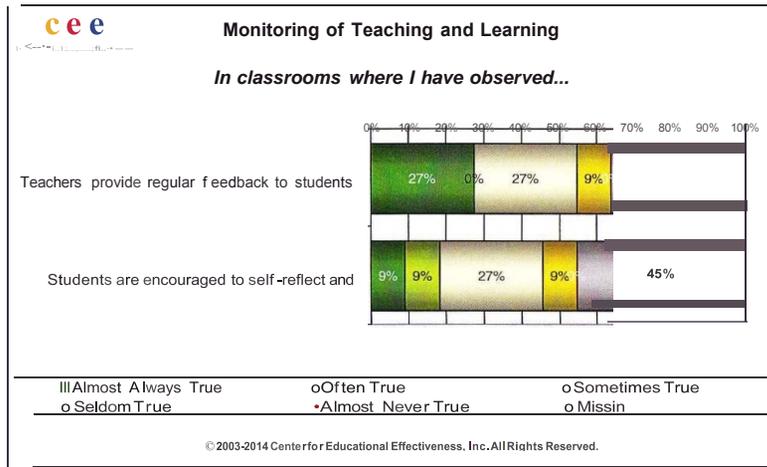
Observation of Practice



Observation of Practice

Certificated Staff	N= 8
All Staff	N= 11

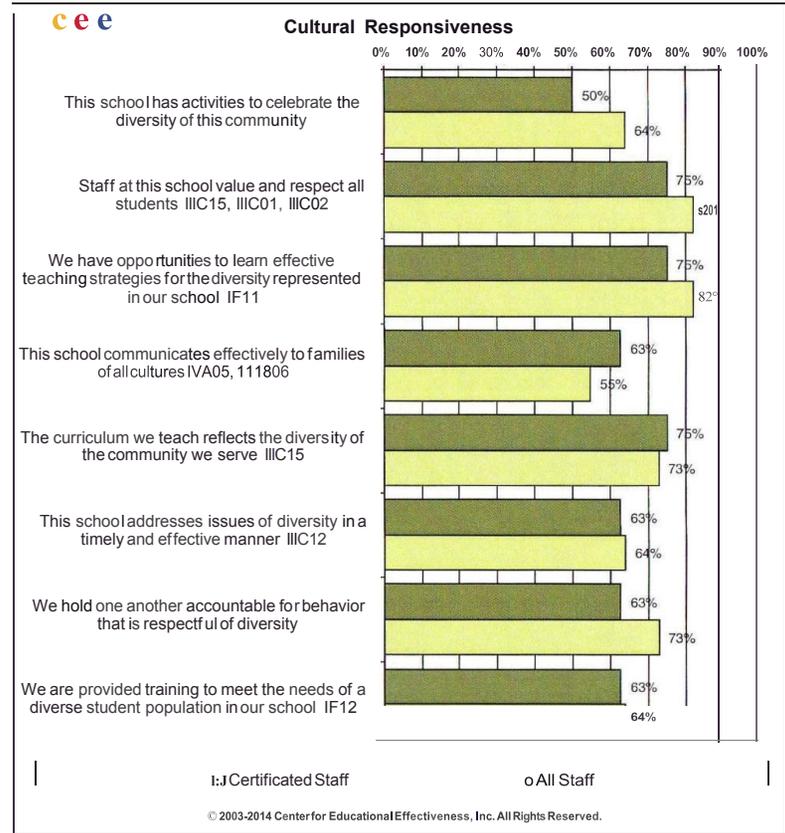
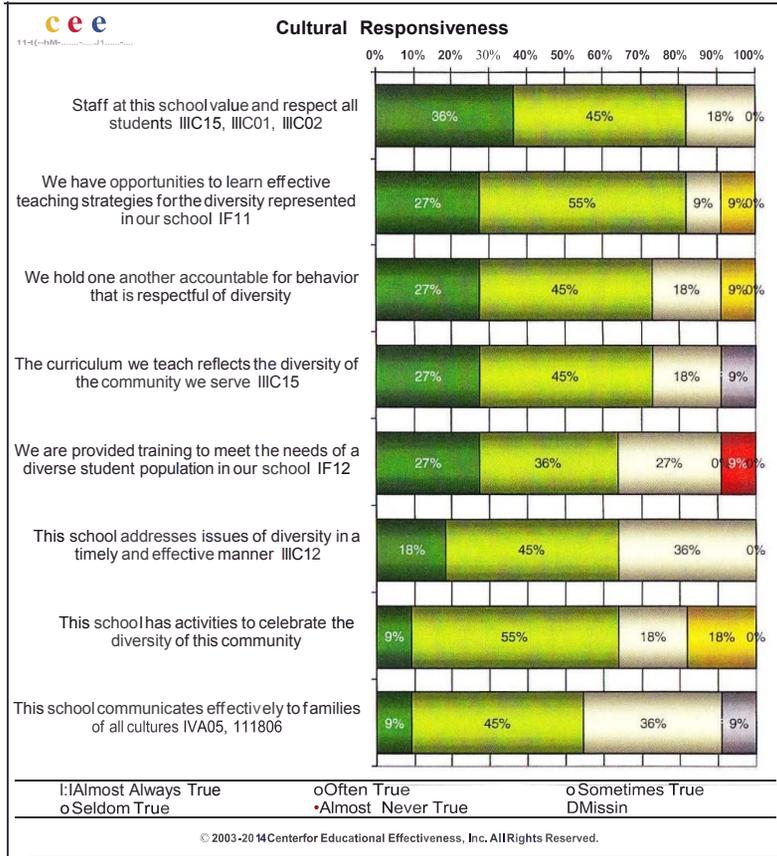
Observation of Practice



Observation of Practice

Certificated Staff	N = 8
All Staff	N = 11

Cultural Responsiveness

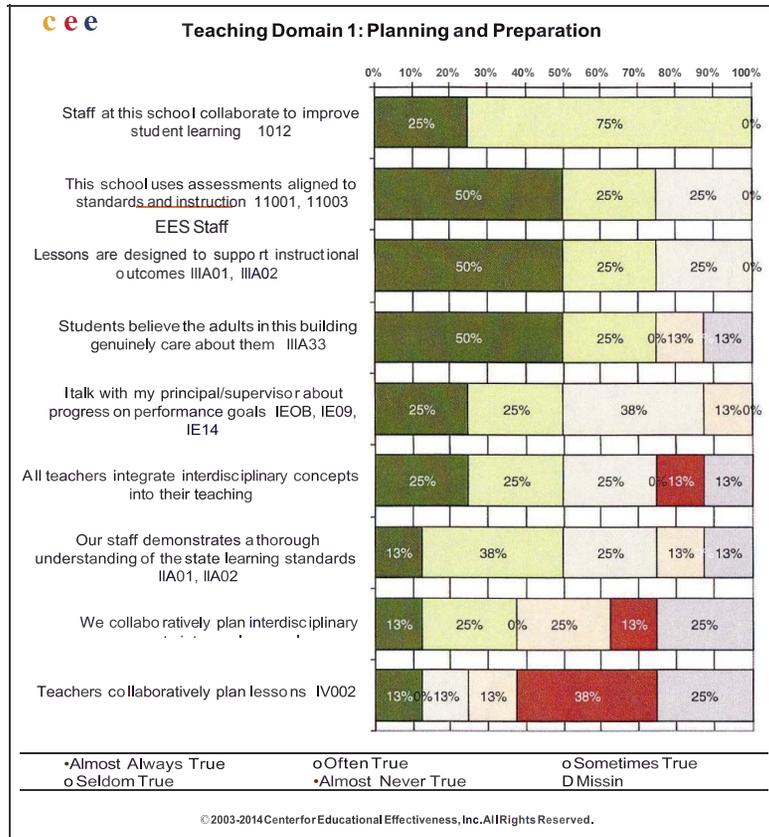


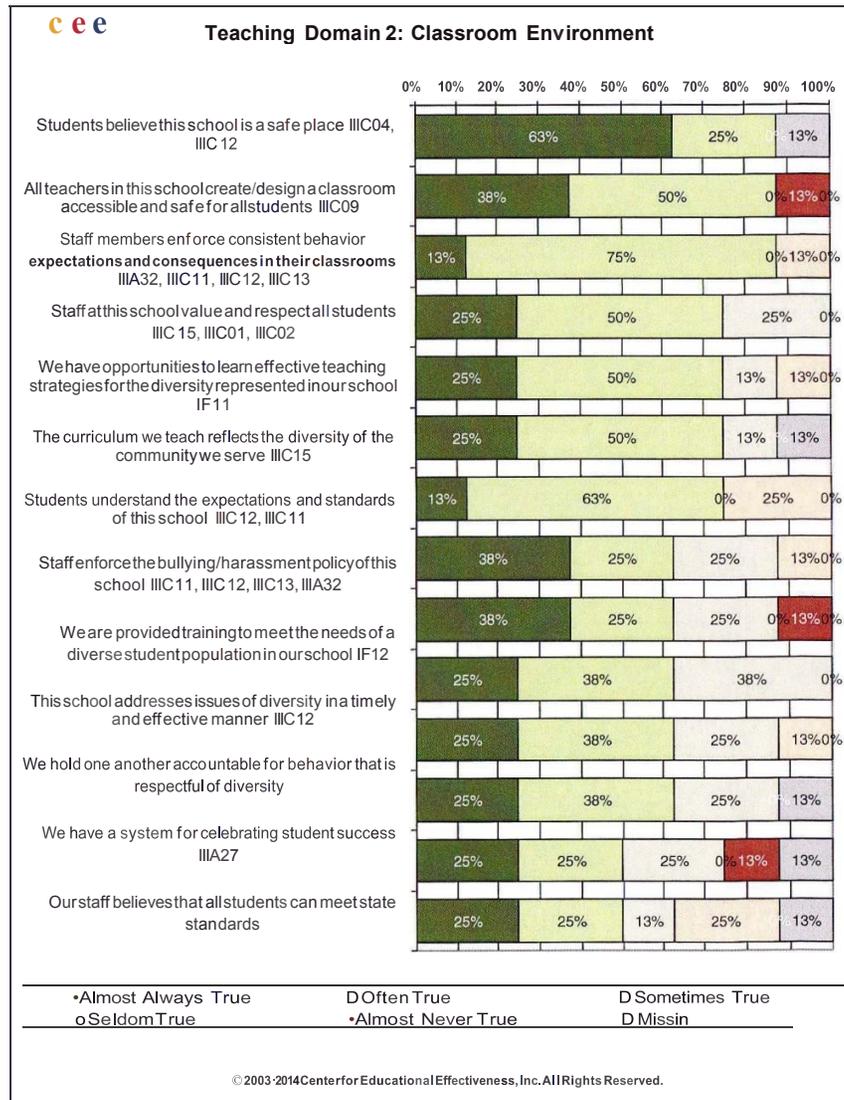
Certificated Staff	N = 8
All Staff	N = 11

The Idaho Framework for Teaching

Idaho Teaching Domain 1: Planning and Preparation

Idaho Teaching Domain 2: Classroom Environment



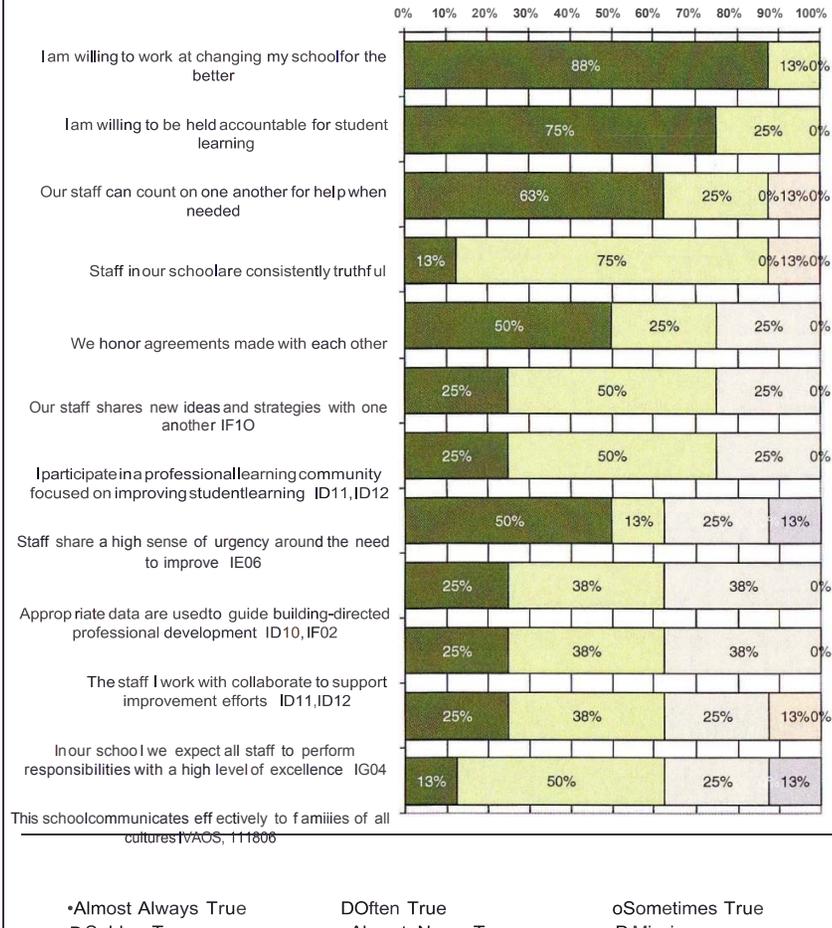


Note: These charts contain responses from certificated teaching staff only.

Idaho Teaching Domain 4: Professional Responsibilities

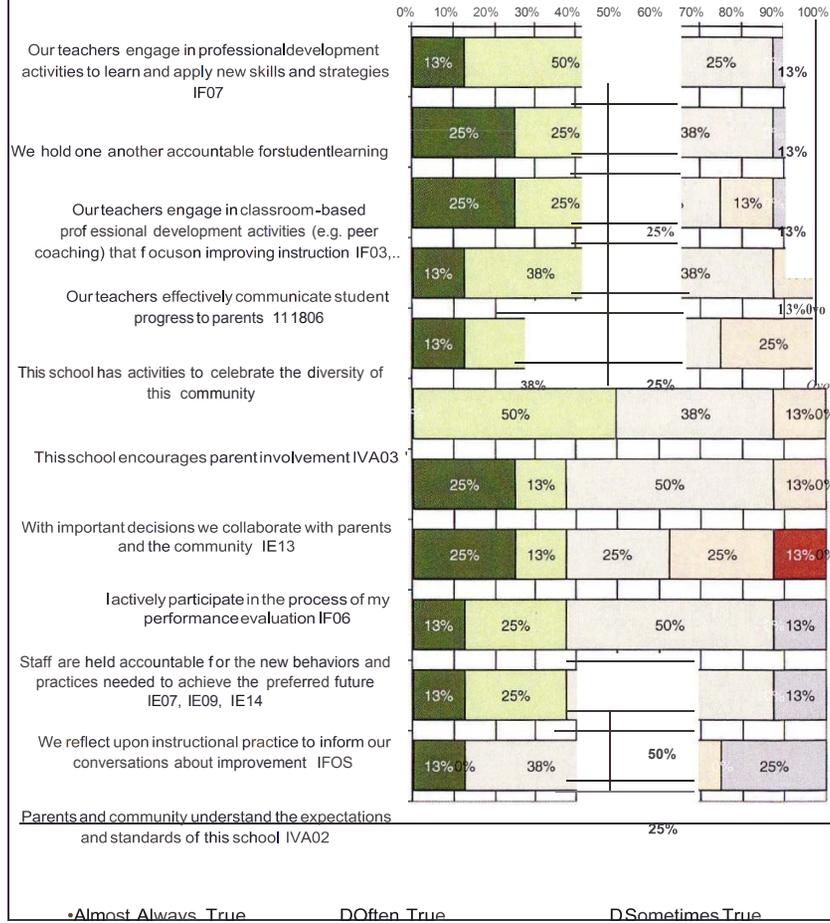


Teaching Domain 4: Professional Responsibilities (chart 1 of 2)





Teaching Domain 4: Professional Responsibilities (chart 2 of 2)



Note: These charts contain responses from certificated teaching staff only.

Exhibit I - Examples of Errors and Omissions of Pre-renewal Site Visit Team

These are a few of the most glaring examples of errors and omissions from the pre-renewal site visit report:

- The IPSCS visiting team writes: The rationale for the curriculum change seems to have been a response to consistently poor learning outcomes, but is not clear that an ongoing system of assessment is in place outside of the curricular package to make teaching more responsive to outcomes.
 - Heritage Academy responds: **Untrue.** The school uses a variety of formative and summative assessments to guide instruction and make curricular decisions.
 - Evidence: the documentation included and the fact that the school made regular research-based changes in core curriculum and intervention materials designed to address identified needs of students.

- The IPSCS visiting team writes: Based on a *belief* that good nutrition is a factor in successful learning...
 - Heritage Academy responds: **Untrue.** It is not simply a “belief” that student nutrition affects student academic achievement, it’s simple science.
 - Evidence: Research cited in the response and renewal application

- The IPSCS visiting team writes: The school’s newly adopted curriculum includes clear procedures for identifying diverse learners and *is presumed to have adequate intervention programs for such students.*
 - Heritage Academy responds: **Presumed?** The visiting team’s responsibility, if not duty, is to research the quality of the core curriculum and intervention program. If not, they should not pass judgment on a curricular offering.

- The IPSCS visiting team writes: The school reports that teachers are aware of their students’ progress, including meeting IEP goals, and achieving English proficiency. *However, teacher awareness appears to be disconnected from leadership taking action to remediate academic performance that is clearly low.*
 - Heritage Academy responds: **Untrue.** One only needs to read the side by side narrative that lists over 50 actionable items undertaken by the school’s superintendent, board, teachers and parents. Why did the visiting team chose not to review evidence binders in the superintendent’s office?

- The IPSCS visiting team writes: The school did not present evidence that it regularly administers valid and reliable assessments that align to the school’s curriculum
 - Heritage Academy responds: **Untrue.** The visiting team failed to examine binders full of documented assessment results; an annual assessment plan and online benchmark and progress monitoring data.

- The IPSCS visiting team writes: The school appears to have a fairly stable student body in terms of enrollment numbers; however, the school had 62 new students enrolled at the start of the current academic year, indicating a high attrition rate.
 - Heritage Academy responds: **Partially true.** Though it is clear the visiting team and perhaps the Commission doesn't understand, or appreciate, evidence backed by research regarding the challenges of serving a student population with high mobility. The school has responded to this challenge.
 - The IPCSC's 2014 and 2015 Annual Reports note that Idaho charter schools do not typically serve demographics that are similar to those of the surrounding districts. The report also highlights the fact that Idaho charter schools, overall, do not serve high poverty, economically disadvantaged students. It is possible IPCSC representatives are not aware of the strong correlation between high poverty and high mobility. Current IPCSC reporting templates do not allow for analysis of mobility and enrollment. Of the 62 "new" students mentioned in the report (26 were new kindergarten students), did the evaluation team analyze how many are students moving in and out of Heritage and surrounding schools? Data analysis indicates a different challenge than "high attrition".

- The IPSCS visiting team writes: The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests an episodic rather than systematic approach to using assessment to improve learning.
 - Heritage Academy responds: **Untrue.** Once again the visiting team failed to deem the provided evidence as proof that the identification and selection of new curricular materials and professional development was planned, strategic, and comprehensive.

Exhibit J – Pre-renewal Site Visit Cover Letter and Side by Side Response

- **Please note that the evidence cited within the side by side report is included in a separate site visit response submission**

TABLE OF CONTENTS

EXECUTIVE SUMMARY 3

EXECUTIVE SUMMARY 3

MISSION AND KEY DESIGN ELEMENTS 5

IS THE SCHOOL FAITHFUL TO ITS MISSION IMPLEMENTING KEY DESIGN ELEMENTS OUTLINED IN ITS PERFORMANCE CRITERIA 5

TO WHAT EXTENT IS THE CHARTER SCHOOL IMPLEMENTING DISTINCTIVE INSTRUCTIONAL PRACTICES AS OUTLINED IN ITS CHARTER 6

PROGRAM DELIVERY: CURRICULUM..... 10

DOES THE SCHOOL’S CURRICULUM PROVIDE THE OPPORTUNITY FOR ACADEMIC SUCCESS FOR ALL STUDENTS..... 10

DOES THE SCHOOL PROVIDE A CLEAR, APPROPRIATE, AND SKILLED DELIVERY OF CURRICULUM CONTENT 11

HAS THE SCHOOL DEVELOPED A WELL-DEFINED FEEDBACK LOOP FOR REVISING CURRICULUM ON AN INTERIM AND YEAR END BASIS 15

DOES THE SCHOOL EFFECTIVELY PROVIDE OPPORTUNITIES FOR STUDENT ENGAGEMENT..... 18

PROGRAM DELIVERY: INSTRUCTION..... 20

DOES THE SCHOOL RECRUIT, SUPPORT, AND RETAIN, HIGHLY EFFECTIVE STAFF 20

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP 24

DOES THE SCHOOL HAVE LEADERSHIP SUSTAINABILITY 27

DOES THE SCHOOL OFFER PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE SCHOOL’S GOALS AND THE NEEDS OF INDIVIDUALS 30

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION 33

DOES THE SCHOOL DELIVER AN ACADEMIC PROGRAM THAT PROVIDES IMPROVED ACADEMIC OUTCOMES AND EDUCATIONAL SUCCESS FOR ALL STUDENTS..... 33

DOES THE SCHOOL HAVE AN ADEQUATE ASSESSMENT SYSTEM IN PLACE TO EVALUATE INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING 38

DOES THE SCHOOL PROMOTE A CULTURE OF HIGH EXPECTATIONS AND IS SAFE, RESPECTFUL, AND SUPPORTIVE 44

ACCESS AND EQUITY 46

DOES THE SCHOOL OFFER ADEQUATE SUPPORT FOR SPECIAL POPULATIONS..... 46

DOES THE SCHOOL SUPPORT THE NEEDS OF ENGLISH LANGUAGE LEARNERS..... 47

DOES THE SCHOOL REPRESENT AN ADEQUATE DEMOGRAPHIC REPRESENTATION OF THE SURROUNDING DISTRICT 48

DOES THE SCHOOL HAVE A STRONG, STEADY RETENTION RATE FOR STUDENTS 49

ORGANIZATIONAL CAPACITY..... 52

DOES THE CREATE AND SUSTAIN A WELL FUNCTIONING ORGANIZATIONAL STRUCTURE AND PROFESSIONAL WORKING CLIMATE FOR ALL STAFF 52

ARE THERE EFFECTIVE COMMUNICATION CHANNELS BETWEEN STAKEHOLDERS 53

DOES THE SCHOOL FACILITY SUPPORT HIGH QUALITY TEACHING AND LEARNING 54

ARE HEALTH, SAFETY, AND ACCESSIBILITY STANDARDS BEING MET AND DOCUMENTATION KEPT CURRENT 55

GOVERNANCE

DO MEMBERS OF THE SCHOOL’S BOARD ACT AS PUBLIC AGENTS AUTHORIZED BY THE STATE AND PROVIDE
COMPETENT AND APPROPRIATE GOVERNANCE TO ENSURE THE TRANSPARENCY OF SCHOOL OPERATIONS 56

DOES THE BOARD HAVE POLICIES IN PLACE THAT STANDARDS FOR THE OVERALL MANAGEMENT OF THE
SCHOOL 57

DOES THE BOARD DEMONSTRATE ALIGNMENT WITH THE SCHOOL’S MISSION, VISION, AND CORE VALUES WHILE
REMAINING A GOVERNING AUTHORITY 58

HAS THE SCHOOL BOARD DEVELOPED A STRATEGIC PLAN 59

DOES THE BOARD PROVIDE APPROPRIATE ACADEMIC OVERSIGHT 60

DOES THE BOARD PROVIDE APPROPRIATE OPERATIONAL OVERSIGHT 61

GOVERNANCE: FINANCIAL

DOES THE BOARD PROVIDE APPROPRIATE FINANCIAL OVERSIGHT 62

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS OR PROCEDURES 63

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS 64

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS OR PROCEDURES 65

IS THE SCHOOL DEMONSTRATING STRONG SHORT AND LONG TERM FINANCIAL VIABILITY 66

DOES THE SCHOOL OPERATE PURSUANT TO A LONG RANGE FINANCIAL PLAN WHICH IT CREATES A REALISTIC
BUDGET AND ADJUSTS WHERE APPROPRIATE 67

FINAL SUMMARY

SUMMARY OF RESULTS 68

Executive Summary:

On October 6th 2016, the State of Idaho's Public Charter School Commission (IPCSC) sent two evaluators to Heritage Academy in Jerome, Idaho to conduct a pre-renewal site visit in advance of Heritage Academy's application for charter renewal. The two evaluators spent a total of six hours at Heritage Academy and the visit is documented in their report which is rife with conjecture and inaccuracies. As the visiting team spent considerable time interviewing teachers and visiting classrooms, they chose not to examine the documentation the school provided to demonstrate meeting or exceeding standards in all areas identified in the IPCSC's site visit rubric. In fact, some indicators included in the IPCSC's scoring rubric are not clearly referenced and assigned scores in the report. Of serious concern is the fact that 3 of the 4 indicators for Access and Equity are missing from the site visit report and all indicators for Financial Governance are missing. The missing indicators makes one wonder the intent and purpose of the visit. It is the opinion of the Heritage Academy board and leadership team that the site visit report relies on conjecture and misinformation to paint an unflattering and untrue picture of Heritage Academy.

The Heritage Academy board consulted and retained the Center for Education Reform (www.edreform.com) to assist in compiling hard and anecdotal evidence supporting the school's academic, financial and operational successes. The Center for Education Reform assisted in the formation of a response team comprised of educators and researchers to address the inaccuracies in the report submitted by the IPCSC visiting team. Their findings and recommendations are attached in a side by side format. After careful examination of the evidence, The Center for Education Reform concurs with the board that the evaluators are woefully under representing the positive attributes of the education model at Heritage Academy by more often than not overlooking hard data and evidence and/or choosing to ignore and disregard observable educational best practices in place by the teachers and administration. The Center for Education Reform asserts the evaluators have submitted a report that is based on conjecture leading to misinformed and inaccurate opinion. As you will see by the school's submitted evidence attached to this report, the evaluators chose not to recognize or contemplate the ample evidence provided to them. The Center for Education Reform and the board of Heritage Academy earnestly encourages the Idaho Public Charter School Commission to review the credentials and behavior of the evaluation team.

The board and superintendent of Heritage Academy acknowledge the need for improved academic outcomes at the school. The board and superintendent also recognize the need for continuous improvement. Decision-making, hiring, purchasing, development of strategic plans and goals, and implementation of programs, policies and initiatives from the Fall, 2012 through the present reflect that understanding. This is accompanied by the practice of utilizing data to continually adjust and improve school practices. The biased, and at times unfactual comments of the evaluators demonstrate a lack of understanding of organizational effectiveness, the practices of effective schools and the progressive nature of meeting the needs of students. Given the diverse nature of the Heritage Academy student body, and the high number of at-risk students served by the school, the Heritage Academy board and superintendent created a very detailed, step by step plan to ensure students meet the academic goals. As research demonstrates with

similar student populations, implementing this plan requires time, energy and a willingness to look at data and make substantive changes when necessary.

The evaluators spent six hours at the school and failed to review evidence of a six year process of continual data analysis, planning, implementation, evaluation and adjustment. The data from the Heritage Academy financial and operations indicators show that progression with accompanying results. The data from academic indicators show growth and improvement that is expected to follow the same trajectory. Instead, the document submitted by the IPCSC's evaluation team meant to chronicle the school's operation and academic programs should be viewed as a personal opinion narrative of a randomly selected 6 hours of an over 900 hour school year and an over 2000 hour operational year. The board and superintendent must emphasize: **The visiting team failed to look at the documentation provided and considered only their individual observations of .30% of the instructional year; .03% of the formal enrichment cluster meeting time and .06% of the operational time in a one year period.**

Center for Education Reform formatted this report for the ease of reading for the reviewer. All comments that are of subjective opinion of the evaluators and not based on any clear evidence are highlighted in the report. In addition, to easily discern the program rankings, Heritage Academy converted the IPCSC ratings into a 4 point scale. Scores/Ratings are summarized at the end of the responses. Once converted, even IPCSC ratings paint a different picture of the school than the subjective comments that evaluators included in the report.

Appropriate score, based on documentation aligned to the IPCSC's Site Visit Evaluation Rubric and Annual Performance Report are also included in Heritage Academy's response.

Is the school faithful to its mission implementing key design elements outlined in its performance certificate	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees With the State Report
Detail/Explanation	<p>All stakeholders share a common and consistent understanding of the school's mission and key design elements. Predominantly, they describe a safe and nurturing place for learning; less often, they focus on schoolwide enrichment.</p> <p>The school has implemented an enrichment program as a special class time once per week, using small, interest-based groupings of mixed age groups. It was reported that, this year, teachers are encouraged to stick closely to the regular curricular materials for core instruction, hinting that perhaps enrichment was previously implemented in other parts of the program.</p> <p>Character development also plays a prominent role in the classroom, incorporated throughout assignments and activities.</p>	<p>Heritage Academy is home to 175 students that are embraced and taught by 25 staff members. Our commitment to the mission of our school is purely intentional and affects each and every one of our practices as a school.¹</p> <p>The Heritage Academy Charter outlines the distinctive instructional practices Heritage Academy uses as well as how Heritage Academy meets the thoroughness standards required by Idaho Code 33-1612.² Heritage Academy materially meets each of those standards in exactly the way described in the charter.</p>

¹ See the Heritage Academy Student Handbook

² See Pages 20-24 in the Heritage Academy Charter and the attached Enrichment Cluster Brochures

To What Extent is the charter school implementing distinctive instructional practices as outlined in its charter?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>The performance certificate calls for differentiated curriculum for individual learners using various forms of modification and enrichment. The school lacked a cohesive curriculum prior to the start of the current academic year. Examples of modification for students in prior years were not provided. The enrichment clusters appear to be implemented using staff and some volunteers in order to create smaller group settings. Enrichment clusters occupy only one hour per week. An example of an enrichment cluster in action showed students planning a party for their own enrichment group. It was not clear that consistent instructional strategies were employed, and no evidence of assessment of the enrichments' effectiveness was evident. Enrichment clusters appear to be more of a fun activity than a form of purposeful educational development.</p>	<p>Heritage Academy is philosophically aligned with the Schoolwide Enrichment Model developed by Dr. Joseph Renzulli of the National Center for Gifted Education and Talent Development. Through extensive research and working with children, Dr. Renzulli found that all children benefit from hands-on, student-driven, and interest-based activities which are the basis for Heritage Academy's exciting Enrichment Program. These types of activities assist each child in developing critical thinking skills and the ability to work cooperatively while increasing the child's positive self-concept.³</p> <p>Every year, all Heritage Academy student complete an interest survey.⁴ Enrichment Clusters are based on the top student and teacher interests. An Enrichment Cluster is essentially a group of students working cooperatively "with adults to produce or deliver an authentic product or service to a real-world audience." (Renzulli, 296)</p> <p>Attributes of the model are:</p> <ul style="list-style-type: none"> • Students are involved in standards-based projects and/or activities. • All activity is directed toward the production of a

³ See Renzulli Learning TTP

⁴ See Paper and Pencil Interest Assessment

product or a service for an authentic audience.

- All Heritage Academy students and teachers are involved as well as interested parents and community volunteers.
- Students are grouped across grade levels by interest areas.
- There are no predetermined lessons or unit plans.
- The real-life methods of professional investigators are used to pursue product and service development.

These are the ideal features of an Enrichment Cluster. Heritage Academy continually adapts its enrichment program to achieve these goals, based upon data collected through enrichment cluster rubrics and final product evaluation.

Formal Enrichment Cluster activities occur each Thursday during school hours. Additional meetings and work sessions are scheduled by clusters, based upon the needs and design of the authentic product or service the cluster has developed. Following the completion of an Enrichment Cluster (meaning a real or genuine product or service has been produced or provided) the students have an opportunity to demonstrate their work at a school sponsored Student Showcase.

A Schoolwide Enrichment Model (SEM) has been implemented in the following ways:

- 2011-2014 Students complete Renzulli Learning Total Talent Portfolio and teachers use data to provide interest-based enrichment activities, projects and lessons to individual students.
- 2014-Present (Renzulli Learning purchased by Compass Learning) – Teachers implement interest assessments and direct individual enrichment projects, activities and lessons to students, based upon their interests as well as demonstrated need (using both AIMSWEB progress monitoring data and curriculum-based assessment data).⁵
- 2011-Present – All staff members participate in SEM training each summer – focus for SEM professional development is on 2 areas:
 1. Enrichment cluster purpose, process and outcomes;
 2. Assessing student need for enrichment and providing enrichment opportunities for individual students.⁶
- 2011- Present – All staff members facilitate clusters focused on assisting teams of students to develop authentic products and services in enrichment clusters. Clusters are student-driven and require application of knowledge and skills learned in core content areas as well

⁵ See Compass Learning System

⁶ See Summer Learning inservice Agendas and Training Notes.

as real world problem solving and creativity.⁷

⁷ See Cluster Rubric, Brochures, and Cluster End Products

Does the School's Curriculum provide the opportunity for Academic Success for All Students?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Evidence indicates Exceeds
Detail/Explanation	<p>The school has purchased new curricular materials for math and reading beginning this academic year, and they are aligned with the school's mission. The curriculum is designed to have horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. Teachers are directed to stick closely to these materials. Teachers described success using the formative assessments to create small groups and focus instruction on specific misconceptions. Teachers indicate that the curriculum provides opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Heritage Academy has always had a standards-aligned, research-based curriculum in core content areas.⁸ The previous curriculum was adequate for the founding of the school and was aligned to state and national standards. Both the math and the ELA curriculum were on the State Adoption List.</p> <p>Student performance is assessed on fall, winter, and spring benchmark assessments combined with monthly progress monitoring probes (administered beginning Fall, 2012 and continuing through the present). The data and curriculum-based assessments led the school's superintendent, leadership team and board to an organized and comprehensive process to reevaluate curricular offerings. As a result of extensive research, reflection, and selection process, the school upgraded existing curriculum and implemented a new language arts and mathematics curriculum.⁹</p>

⁸ See the Fall 2011-Fall 2015 Math Scope and Sequence, the Fall 2011-Spring 2013 Reading Street Scope and Sequence, and the Fall 2013 – Spring 2016 Open Court Scope and Sequence and Lesson Plans.

⁹ See the EngageNY Scope and Sequence and Sample Lesson plans for Current Heritage Academy Math Curriculum and the CKLA Scope and Sequence and Sample Lesson Plans for current Heritage Academy ELA Curriculum. Heritage Academy also uses the Anita Archer REWARDS Intervention program and SRA Phonemic Awareness programs for ELA instruction.

Does the School provide clear, appropriate and skilled delivery of the curriculum content?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>Using the new curriculum, teachers described their ability to deliver purposeful lessons with clear objectives. Teachers seemed to believe that lesson objectives are clearly communicated to students and that lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. The rationale for the curriculum change seems to have been a response to consistently poor learning outcomes, but is not clear that an ongoing system of assessment is in place outside of the curricular package to make teaching more responsive to outcomes.</p> <p>The lesson plans and instructions were not examined, but the newly adopted commercial package is designed to promote higher order thinking, use of precise academic language, and problem solving skills with appropriate success for all students.</p>	<p>Without providing any clear evidence besides what teachers “seem to believe” and without examining any lesson plans or instruction, it is impossible for the evaluators to assess this rubric item or determine the school is or is not delivering content well.</p> <p>Heritage Academy has a robust assessment system that does in fact make teaching and learning responsive to student outcomes.</p> <p>The assessment system has been in place since Fall, 2012 and both assessment and instruction have been adjusted and upgraded based upon quarterly analysis of progress monitoring and achievement data.</p> <p>Further, it is baffling that anyone could evaluate the quality of a school without evaluating the quality of the lesson plans that are being taught. This is especially troubling given the IPCSC visit evaluation rubric specifically mentions a school’s lesson plans and lesson delivery as indicators for this standard and not curriculum or assessment practices. The lack of investigation into how teachers are actually instructing students should be a warning for anyone trying to use the site visit report as a tool to analyze how academically successful Heritage Academy is.</p>

Heritage Academy teachers are expected to follow the lesson plans provided by the EngageNY math and CKLA.¹⁰ All core content curriculum is researched based and taught with fidelity. Depending on student levels, a variety of instructional tools are used to assist all levels of learners. Whole group may be used to introduce a concept; guided practice time may be used in small groups, and independent practice when mastery is certain. Teachers have ample access to manipulatives, digital projection and other instructional resources to support student learning.

Teachers use formative and summative assessment to inform instruction and as benchmarks.

Those include:

- CKLA assessment flow charts that individualize the assessment process for each student by directing teachers to the next assessment appropriate for each student, based upon his/her previous results. This flowchart is completed at the end of each instructional unit and students complete the series of recommended assessments prior to beginning the next unit.¹¹
- EngageNY assessments include daily frequency probes, unit assessments and application-based assessments.¹²
- AIMSWEB Plus includes three benchmark assessments

¹⁰ See both the CKNY and Engage NY Scope and Sequence for sample lesson plans that teachers can follow.

¹¹ See CKLA Assessments and Scope and Sequence

¹² See Engage NY Assessments and Scope and Sequence

during each academic year. Those assessments provide detailed, norm-referenced data measuring reading fluency, reading comprehension, phonemic awareness, vocabulary, math fluency, number sense and mathematical problem solving.

- Core Phonics Survey is administered to all primary grade students and older students, when appropriate.

Students take the AIMSWEB Plus summative assessment in September, January, and May.

Data was available for review at the site visit.

Every school in Idaho is required to use the Danielson Framework for teacher evaluation. Heritage Academy's superintendent has received continuing education in this model and completed coaching modules and train the trainer courses. As a result of using this instrument, poorly performing teachers are identified and coached to ensure quality teaching for all Heritage Academy students.¹³

Solid curricular materials and formative and summative assessment activity is not enough. Research clearly indicates a purposeful professional development schematic is required for student academic achievement. The school has provided extensive professional development – based upon the strategic plan and needs assessment.

¹³ See teacher evaluation data

Examples of relevant professional development have included¹⁴:

- 2011-12 – Schoolwide Enrichment Model; Strategic Planning for staff members and board
- 2012-13 – SEM; Core Knowledge Sequence; Mathematical Thinking Initiative; Progress Monitoring and RtI
- 2013-14 – Core Knowledge Sequence; Open Court; Mathematical Thinking Initiative; Progress Monitoring and RtI; Special Populations (SPED, LEP)
- 2014-15 – Core Knowledge; RtI and Data-Driven Instruction; SEM; Effective Reading Instruction; Safe Schools
- 2015-16 – Master Schedule; Increasing Effectiveness of Instruction; Effective Reading Instruction and Intervention; EngageNY; Using data to make decisions and for RtI; AIMSWEB Plus
- 2016-17 – Data-driven instruction; AIMSWEB Plus; EngageNY; CKLA;
- 2012 – Present – Mentors assigned to beginning or struggling teachers

¹⁴ See Sample Professional Development and Sample Annual Professional Development Plans and Goals

Has the school developed a well defined feedback loop for revising curriculum on an interim and year end basis?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Exceeds
Detail/Explanation	<p>School representatives described discovering a deficiency in curricular materials and making a decision to adopt new materials in reading and math. This adoption of new curriculum is recent, beginning with the start of the current academic year. It is not clear that the school has a more broadly developed assessment team or system able to help refine curriculum or exploit the enrichment model program-wide. It was not clear that the school utilizes multiple, grade-level appropriate assessments, nor that it has chosen a manageable number of student outcomes and performance criteria to guide refinement of the curriculum. The assessment-curricular change feedback loop is not clear and may not involve stakeholders other than teachers and administrators. The school did describe development of teacher teams with a lead/mentor aimed at monitoring learning in grade-level groups and helping teachers refine their practice. Much energy seems to be</p>	<p>The Heritage Academy board and superintendent are confused how after spending one day at a school the IPCSC evaluators could possibly have sufficient evidence that Heritage Academy does or does not have a well-defined loop for revising curriculum. Heritage Academy recently adopted a new curriculum and has not had the need to further revise anything as of yet. Previous revisions have occurred when data suggested changes needed to occur.¹⁵</p> <p>That said, the rationale for Heritage Academy switching to a new curriculum this year was because the former curriculum was not meeting the needs of its students. This demonstrates that Heritage Academy is in fact meeting this standard. By way of historical review, previous curricular upgrades (to Open Court in 2013, Pearson Social Studies in 2014 and to AIMSWEB Plus progress monitoring in 2016) were driven by a well-defined feedback loop built upon data analysis.</p> <p>Once again, there is ample evidence of formative and summative assessment the visiting team elected not to review. These include:</p>

¹⁵ See School Improvement Meeting Agendas for evidence of historical curricular revisions

going into the implementation of the new reading and math curricula. It is not clear whether or how this new practice will evolve into a clear process for ensuring all teaching practices align curriculum, standards, and performance goals. The newly adopted curriculum seems to be an important change in practice and is absorbing much of the school's focus.

- SPED assessment is administered as indicated by the RtI (Response to Intervention) process and Student Assistance Team (SAT).¹⁶See
- Intervention tools and strategies tied to individual student and small group needs are planned and used.
- Leadership and Student Assistance team monitor data and make whole class and school-wide changes as required.
- School-wide data is examined 3 times a year after benchmark testing. October, February and June.

Yes, there is an emphasis on the implementation of the new reading and math curricula. This is a result of superintendent observation, teacher feedback, a strong feedback loop, and benchmark testing as well as on research regarding best practices in education.

In addition to continuous data analysis and adjustments in curriculum and instruction, the leadership team identified several challenges associated with economically disadvantaged and at-risk students. In Spring, 2016, Heritage Academy began implementation of the 7 Mindsets program which is designed to address those issues that are

¹⁶ See the Heritage Assessment Schedule for evidence of the robust assessment practices that are taking place at Heritage

associated with student motivation and mindset.

Finally, attendance challenges associated with at-risk and economically disadvantaged students continue to negatively impact academic success. The leadership team has worked with community leaders to implement attendance court to encourage parents to make sure their children attend school regularly. The school has also implemented attendance incentives to motivate students to attend regularly.

In summary, Heritage Academy has evidence to support its use of instructional data to inform instruction and adjust curriculum and teaching strategies on a frequent and yearly basis

Does the School effectively provide opportunities for student engagement?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>Heritage Academy Teachers implement a variety of teaching strategies designed to increase student engagement. Some are built into the CKLA, EngageNY and Pearson curriculum. Some are teacher created.</p> <p>Students are provided with opportunities to utilize content and skill development in high interest areas through Enrichment Clusters and middle school electives. Students also complete class projects, science labs and writing assignments designed to promote critical thinking, problem-solving and creativity while working on standards-aligned assignments.¹⁷</p> <p>Teachers use whole class, direct instruction, whole class discussion, interactive whole class strategies, small group discussion, small group projects, integrated assignments involving multiple content areas, individual assignments focused on skills, individual assignments focused on knowledge, guided practice and independent work designed to allow students to demonstrate proficiency in core content areas, small group workshops or centers that allow students to develop and practice content skills, and individual and small group intervention designed to fill identified gaps in proficiency.</p> <p>All classroom activities demonstrate objectives within each of the three domains of Bloom's Taxonomy (Cognitive, Affective and Psychomotor).</p>

¹⁷ See Master Schedule and Faculty Schedule for outline of Enrichment Classes

Students also participate in “specials” each week. Specials include music, physical education, technology and art. These allow students to explore different elective areas.

Finally, all students participate in 7 Mindsets lessons and activities, school counseling activities, school-wide wellness activities and career development activities.¹⁸

¹⁸ See 7 Mindsets curriculum maps

Does the School Recruit, Support, and Retain, Highly Effective Staff?	State of Idaho's Report	Heritage Academy's Response
<p>Ranking</p> <p>Detail/Explanation</p>	<p>Approaches</p> <p>As a small school in a rural area, HA faces a challenge recruiting staff. The school wants to hire staff that can successfully enact the mission of the school and is working to develop and implement policies and strategies to recruit, hire, and retain highly effective personnel. The current staff appears to be dedicated and engaged.</p> <p>The newly hired curriculum director is playing an important part in training and supporting existing staff in an effort to ensure they are highly effective academically. The school's effort at creating collaborating teacher teams appears aimed at supporting the professional learning of staff.</p>	<p>Evidence indicates Meets</p> <p>Heritage Academy questions the subjective nature of this rating. It is clearly apparent the judgment was made without quantifiable data to support the claim.</p> <p>Heritage Academy concurs the school is challenged with recruiting federally define highly qualified teachers. In the face of that challenge, 100% of HA staff members meet federally defined HQT requirements¹⁹, State of Idaho certification requirements and State of Idaho licensing requirements for the positions held for all years of Heritage Academy's operation.²⁰</p> <p>There have not been any unfilled positions in its entire history of operation. Heritage Academy staff members demonstrate increasing levels of education and experience, when examining longitudinal staff data.</p> <p>Ineffective teachers have been provided with mentoring and support in order to improve and teachers not able to meet standards for effective teaching are no longer employed at Heritage Academy.²¹ If a teacher's contract was not</p>

¹⁹ See Staff Rosters for HQT Status

²⁰ See Heritage Academy's Sample Job Postings, list of tools and website where heritage looks for teachers, and Heritage Academy's Teacher Rubric

²¹ See mentor assignment list for evidence of mentoring program and the staff rosters with performance ratings for evidence of rigorous staff evaluation

renewed, the decision was made by reviewing student achievement and teacher evaluation data completed by a qualified superintendent who has demonstrated proficiency in utilizing the Danielson Framework for Teaching.

As a result of significant, and necessary changes in the first two years of operation, Heritage Academy had 100% turnover in teaching and administrative staff. In years 3 - 6 of operation, Heritage Academy has retained 80% of professional staff members (20% turn over due primarily to contract non-renewal or teachers moving out of Idaho to other states). For non-certificated staff members, the retention rate was 10% in the first 2 years of operation and has been 87% in years 3-6 of operation.

Our staff is more importantly addressing the emergent needs of underprivileged youth. In response to our curricular needs, Heritage Academy identified and recruited a curriculum director. In response to low math and science scores, Heritage Academy recruited an experienced science and math teacher with a graduate degree in curriculum and instruction. In response to increased enrollment of students with a variety of disabilities, Heritage recruited a retired special education teacher to return to the school system and lead the special education program.

Our yearly summary of teaching credentials from 2011 to 2016 support that education levels of our staff are increasing. We have extracted a highly competent staff from a very limited candidate pool.

Heritage Academy has intentionally recruited individuals to support the mission of the school. They are sold on the mission of the school and come with additional years of teaching experience alongside advanced degrees or specific training in identified areas of need.

The school has an extensive plan to recruit, support and retain highly effective staff that includes utilizing a variety of tools to advertise openings, utilizing hiring teams and interview questions designed to identify high quality candidates, and, utilizing interview rubrics to assess candidate quality. The superintendent, human resources director and board annually review and revise the Heritage Academy salary schedule to ensure Heritage Academy salaries are greater than those of surrounding districts. In addition, Heritage Academy contracts with staff members willing to provide additional support to the school often in an area of the employee's expertise.

Inexperienced staff members are provided with mentors to give them support. Staff members not meeting performance standards are given additional support, and if they do not improve, they are

		<p>no longer part of the Heritage Academy team</p> <p>To meet the needs of our increasing special education population, 7 of 11 teachers with experience or certification in special education, federal programs implementation (Title IA; Title III); counseling and behavior management - recruited due to the high percentage of at-risk students and/or with specific needs described in IEPs, ELPs and 504 plans.</p>
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Does the School have strong instructional leadership?	State of Idaho's Report	Heritage Academy's Response
<p>Ranking</p> <p>Detail/Explanation</p>	<p>Approaches</p> <p>The school leader has placed a focus on creating a safe and nurturing learning environment. Based on a belief that good nutrition is a factor in successful learning, leadership has developed an extensive, schoolwide nutrition program involving free breakfast, lunch and snacks. With these elements in place, leadership describes a new focus on student learning and achievement and refinements to the school-wide enrichment model.</p> <p>It appears the administrator was not aware of the issue regarding lack of curriculum for staff until the end of last year. Based on several years of poor test scores, it is not apparent that the administrator ensured that curriculum was reviewed and modified or that the delivery of the curriculum was monitored. A new hire and an outside consultant appear to be focused on creating an assessment team and system to collect qualitative and interim data that can be analyzed to judge efficacy of the core program. The lack of evidence of these actions in the past makes it unclear whether a comprehensive plan for improvement is being implemented.</p>	<p>Evidence indicates Exceeds</p> <p>For the visiting team to start with the leadership's commitment to child nutrition as the "savior" of the students is short-sighted and sophomoric. Nutrition is one small factor of academic achievement. Expectations, trained staff, and putting the needs and interests of students lead to academic excellence.</p> <p>However, available research supports a direct correlation between nutrition and academic achievement. A 2008 study done by Dr. Arthur Agatston showed significant increases in math scores among all 1,197 student participants in 79 elementary schools nationwide. A survey of K-8 teachers, conducted by Lake Research Partners in October 2010, showed that two-thirds of teachers reported children regularly come to school too hungry to learn.²² The Federal School Lunch Program tries to address these issues by providing free and reduced lunches to children in need. Free breakfast is also provided school-wide by schools who qualify (such as Heritage Academy). Recent school demographic data, provided by the Idaho Department of Education and the USDA indicate 94% of Heritage</p>

²² See Maslow's Hierarchy of Needs Pyramid for Documentation about why it is so critical that students are well fed

Academy students qualify for free or reduced-price lunches.²³

The reports' claim that Heritage Academy's superintendent did not know about the lack of a curriculum are false and misleading. First, a research proven curriculum was selected by the curriculum adoption team prior to the school's opening, using state adopted curricular materials. The superintendent became aware of missing items, however, those were supplemental to the core curriculum (CKS, Envision Scope and Sequence; Envision Teacher's Manuals; Reading Street Teachers' Manuals and Open Court Teachers' Manuals)²⁴

Second, Heritage Academy makes announced and unannounced classroom visits to ensure curricular compliance and to identify any holes in the curriculum. Weekly lesson plans are checked by the curriculum director.

The visiting committees' statements suggest that the teachers have free reign over adopting curricular materials. If so, there would have been a mish-mash of orders placed by the school as we know that teachers could not afford to outfit an entire class with new curriculum. The purchase of these new materials

²³ See the State of Idaho's Documentation of Heritage Academy's poverty rate

²⁴ See Heritage Academy's Strategic Plans from 2012-present to document exactly where how Superintendent helped to ensure that Heritage Academy is being as innovative as possible as well as the previous curricular changes outlined earlier in this report

was systematic, organized and intentional and initiated by the school's administration.

The visiting team members failed to examine materials provided to them prior to and during the site visit. Those include: leadership team responsibilities, curriculum from 2011-present, assessment data from 2012-present, school improvement plans; professional development plans, district strategic plans and documentation, etc. that was provided as evidence of this indicator. As a result, the evaluators' comments are not fact-based, but opinions based on limited information.

Does the School have leadership sustainability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>The school has a stable leadership team that appears to have clear job responsibilities and essential qualifications. No evidence of a leadership succession plan was provided. The curriculum director, who has a focus on assessment, is currently working toward an administrator certification. She may be a candidate for developing/maintaining a leadership pipeline, but it is not clear that this was planned by the school's current leadership.</p>	<p>The board is statutorily responsible for the hiring and employment term of the school leader. The school leader reports to the board and only the board. The school leader's scope of work does not include succession planning.²⁵ There is evidence though, through historical activity, the board can recruit, select and appoint a qualified superintendent if required. In fact, the board has conducted two successful superintendent searches. In addition, two current employees are securing superintendent credentials. The board is pleased with the performance of the current administration. Hence, no formalized succession plan exists.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● The Heritage Academy leadership team regularly reviews leadership team roles and responsibilities. ● The Heritage Academy leadership team identifies needs and seeks new staff members with specific strengths to fill needs and/or offers existing staff members training to enable them to fill needs.²⁶ ● Hiring decisions are made in a way that builds a stronger team and fills identified gaps. ● In Fall, 2012 Heritage Academy added an

²⁵ See Leadership Team Responsibilities Chart

²⁶ See New Hire Narrative with Identified Needs and Hiring Goals

superintendent with a doctorate in education leadership, a master's degree in business administration with a focus on organizational change and improvement, and over 20 years of experience working in Pre-K through Post-Secondary education. The superintendent has significant experience in charter school development, organizational change and management, comprehensive school improvement, serving at-risk populations and board development. The current superintendent also hired a K-5 team leader with over 30 years elementary education teaching experience and hired a federal programs coordinator with over 20 years of teaching experience and over 5 years of experience developing Title IA reading intervention programs and progress monitoring systems. A board clerk was hired with significant experience serving on charter school boards and with a high level of knowledge on legal compliance for charter schools.

- In Fall, 2013 Heritage Academy added a special education coordinator with over 30 years of experience serving all disability categories and with over 20 years of experience training

and supervising paraprofessionals. It also added 2 new elementary teachers with specific skill in enrichment and in providing effective core academic instruction.

- In Fall, 2014 Heritage Academy hired 2 additional staff members (paraprofessionals) pursuing elementary and special education teaching degrees (to fill SPED positions when the current teacher retires).
- In Fall, 2016 Heritage Academy hired 2 paraprofessionals pursuing elementary teaching degrees to fill elementary positions that open when the K-5 team leader retires or when someone moves.

Not only is the Heritage Academy's leadership mission driven with expansive experience in school administration and a passion for the student body, they serve at the will of the board. The school's administrative and teaching ranks are positioned with the appropriate credentials and experience.

Does the School offer professional development that supports the school's goals and the needs of individuals?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Evidence indicates Exceeds
Detail/Explanation	<p>Detail: There does not appear to be any professional development beyond teacher collaboration and mentoring, which were instituted just this academic year. No evidence was presented that the school has established annual PD goals and priorities aligned with the mission, values, and goals of the school, nor that PD activities are interrelated with assessment activities or classroom practice. Additionally, no evidence was presented that the school evaluates the effectiveness of PD.</p>	<p>Ample evidence was presented in binders of scheduled and ad hoc professional development. Had the visiting team taken the time to review the evidence, they would have noted a well defined professional development plan with goals and a multitude of professional development activities. Some of these activities include:</p> <ul style="list-style-type: none"> ● Invoices from paid presenters ● Teacher logs ● Annual professional development goals ● Supplemental contracts for mentors and trainers ● Conference attendance overviews and follow-up presentations ● Monthly full staff, team meetings, and monthly in-service professional development for assessment reviews. ● Two weeks of pre-opening staff development including enrichment training, RtI, etc. ● Monthly board meeting presentations ● Extensive professional development – based upon strategic plan and needs assessment ● 2011-12 – Schoolwide Enrichment Model ● Strategic Planning for staff members and board

- 2012-13 – SEM; Core Knowledge Sequence; Mathematical Thinking Initiative; Progress Monitoring and RtI
- 2013-14 – Core Knowledge Sequence; Open Court; Mathematical Thinking Initiative; Progress Monitoring and RtI; Special Populations (SPED, LEP)
- 2014-15 – CK; RtI and Data-Driven Instruction; SEM; Effective Reading Instruction; Safe Schools
- 2015-16 – Master Schedule; Increasing Effectiveness of Instruction; Effective Reading Instruction and Intervention; EngageNY Implementation (still included SEM overview and safe schools overview; Using data to make decisions and for RtI; AIMSWEB Plus
- 2016-17 – Data-driven instruction; AIMSWEB Plus; EngageNY; CKLA;
- 2012 - Present – Mentors assigned to beginning or struggling teachers
 - Safe Schools conference in 2013 & 14 (Counselor)
 - Title 1A Conference – 2014, 15, 16 – Team of teachers
 - SPED PD – all SPED teachers and paraprofessionals
 - Federal Programs Conferences and Directors’ Meetings – 2012 – 2016 - All federal programs staff members (teachers, paras and administrators)
 - SEM Training – U of Connecticut conference 2011, 12, 13 – 2 board members,

Superintendent, HR director and all teachers

- MTI – 2013 and 2014 – all teachers
- Open Court – 2014 and 15 – all elementary teachers
- CKLA – 2016 – all teachers
- Behavior Management Trainings – several teachers each year
- RtI – 2012 – present – all staff members
- Reading intervention strategies – 2012-2016 – all K-5 teachers and paraprofessionals

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Does Not Meet	Evidence indicates Approaches
Detail/Explanation	<p>The school’s newly adopted curriculum includes clear procedures for identifying diverse learners and is presumed to have adequate intervention programs for such students. The school reports that teachers are aware of their students’ progress, including meeting IEP goals, and achieving English proficiency. However, teacher awareness appears to be disconnected from leadership taking action to remediate academic performance that is clearly low.</p>	<p>The claim leadership does not take action to remediate low academic performance is based solely on the subjective opinions of the visiting team and not of current practice on campus. Significant instructional improvements have occurred on campus during each year of operation and are evident to our school community.</p> <p>In addition, the evaluators comment that the newly adopted curriculum is “presumed” to have adequate intervention programs for diverse learners demonstrates a complete lack of understanding of both core curriculum and research-based best practices for meeting the needs of diverse learners.</p> <p>The State of Idaho supports the Response to Intervention (RtI) model designed to identify schoolwide, classroom and individual student needs and address them with effective intervention. The State of Idaho and the United States Department of Education also recognize a variety of programs including Special Education, Limited English Proficient/English Language Learner, Title IA Targeted Assistance and Schoolwide Programs for struggling students, Gifted and</p>

Talented, Safe Schools (includes counseling); School Improvement; Neglected and Delinquent, Homeless; Rural Education (REAP), etc. because of the diverse needs of students have to be met using a variety of resources and strategies.

There would never be **one** new curriculum that “includes clear procedures for identifying diverse learners and is presumed to have adequate intervention programs for such students.” Any individual or team that would include such a comment in an official evaluation demonstrates a lack of the necessary understanding in the field of education that would be required to complete a valid and reliable evaluation.

The site visit evaluators do not identify actual deficiencies in meeting this indicator, making the school community wonder if they understand the needs of the school or data interpretation.

Does the visiting team have experience in data disaggregation and prescriptive strategies to foster academic improvement for the diverse learners that are included in the Heritage Academy community? Can the visiting team tell us if our changes will lead us to academic improvement?

Research demonstrates the strategies Heritage Academy has progressively implemented beginning in Fall, 2012 and

continuing through the present are the very strategies that work to improve academic outcomes in high poverty schools. Experts in the field of education, from the Idaho Department of Education, Idaho State University and the United States Department of Education concur.

Progression in financial and operational improvements demonstrate that we are positioned and suited for academic improvements. Our school is continually improving and longitudinal data from operations, financial and academic programs substantiate those improvements.

Currently the ISAT only presents achievement data and no growth data. How is the visiting team making judgment on student growth? The new Idaho State superintendent and SBOE are in the process of developing a new system that includes achievement **and** growth and is compliant with ESSA. Until that system is in place, utilizing only State assessment scores to evaluate student progress will not lead to a valid, reliable or accurate analysis, as is noted by the IPCSC in the introduction to its annual performance report.

The school has a better understanding of growth than the state utilizing longitudinal IRI data combined with AIMSWEB and AIMSWEB Plus data from the previous 5 years. With the changes in the ISAT, move to

CCSS and developments from the SBAC, it is important to look at stable measures that have not changed during Heritage Academy's current performance certificate period, rather than at data from assessments that have dramatically changed over that same period.

From 2012 to the present, the Heritage Academy Leadership team has been engaged in a number of efforts designed to increase instructional time and rigor as well as ensure teachers are implementing research-based, best practices in curriculum and instruction. The school has been focused on improving core reading and math instruction (using upgraded curriculum - Open Court Reading, CKLA and EngageNY Math curriculum) and ensuring that all teachers are maximizing instruction during their reading block. Teachers have attended brief professional development sessions focused on strategies for K-3 reading and on EngageNY implementation for K-8. SDE/ISU capacity builders, our federal programs director, our special education coordinator, our K-5 team leader and our administrator have all provided mentoring, coaching and training to teachers and paraprofessionals to make certain all teachers are implementing the curriculum and instructional practices necessary to produce significant growth in our students and to lead to proficiency in meeting the CCSS. All teachers collect monthly progress monitoring data using

four (AIMSWEB 2012-2015; AIMSWEB Plus and CKLA 2016-Present) probes. The leadership team and classroom teachers analyze data to determine if students are making enough growth to meet targets as well as to identify students to refer to our Student Assistance Team for further discussion and intervention.

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Evidence indicates Approaches
Detail/Explanation	<p>The school did not present evidence that it regularly administers valid and reliable assessments that align to the school's curriculum. Other than the newly adopted curriculum, the school did not present evidence of an assessment system that includes measures of student performance for the purpose of interim and summative evaluations of all students in each core content area. Data needed to analyze school wide performance and identify areas of improvement does not seem to be present. Assessment data may be available to teachers, but it does not appear to be shared with school leaders or board members. An assessment schedule provided by the school shows an intent to administer AIMSWEB assessments in the future, but no data was</p>	<p>Again, had the visiting team read and reviewed the binders of assessment data in the superintendent's office they would have found convincing evidence to the contrary. There is ample evidence of formative and summative assessment including:</p> <ul style="list-style-type: none"> ● SPED assessment as indicated by the RtI (Response to Intervention) process and Student Assistance Team (SAT) ● Intervention tools and strategies tied to individual student and small group needs ● Leadership and Student Assistance Team (SAT) monitor data and make whole class and school-wide changes as required. ● Evidence of school-wide data examined three times a year after benchmark testing. October, February and June. <ul style="list-style-type: none"> ● A well-defined feedback loop has been in place since Fall, 2012 and has driven each change in curriculum. <ul style="list-style-type: none"> ● Three year curriculum improvement plans ● AIMSWEB Probes (RCBM, MAZE, MCOMP, MCAP) over the past 2 years. ● CORE Reading assessment and Idaho Reading Indicator in grades K-3 and classroom curriculum-based assessments in grades K-8. The leadership team has used data to drive decisions regarding increasing instructional

currently available. The assessment schedule did not indicate what assessments were expected to be administered to students.

The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests an episodic rather than systematic approach to using assessment to improve learning. No evidence was presented of an assessment action plan focused on concrete strategies for improvement, including refining the assessment system to more closely connect teacher observation and classroom data to changes in practices.

time (through revising the master schedule for all grades) and adopting stronger core curriculum in reading (Open Court and then CKLA) and math (EngageNY). The Student Assistance Team (SAT) utilizes the RtI approach to assess individual student needs and plan for specific interventions designed to address specific gaps. Heritage Academy has also been working with School Improvement Capacity Builders, for 2 years, to analyze data and align school practices to those identified in high performing schools. Data showed that our students were still significantly behind and fall 2015 data reflect an inverted triangle, rather than the typical distribution of scores in Tier I, 2 and 3. This was after curriculum upgrades and intervention efforts designed to address identified gaps. Our leadership team and capacity builders have added stronger intervention programs in reading, that are aligned to the CCSS and support our core instruction. The master schedule now maximizes core instruction time in both reading and math.

All aforementioned data was available to inspect, during the site visit, in the superintendent's office. Data is housed in the teachers' work room, in locked file cabinets, in teacher data binders, in the superintendent's office and/or electronically. The evidence also includes board presentations. Once again, the visiting team overlooked this.

Heritage Academy acknowledges that our students' test scores are low. These low scores on state assessments drove the need

to study the curriculum and make a change. It is inaccurate, presumptive and odd that the evaluators believe data is available to teachers, but not shared with the superintendent or board members. If the evaluators had examined board documents, they would have read minutes showing the board is provided with assessment data, from the superintendent, on a monthly basis and board members are provided with training (also from the superintendent) focused on understanding assessment and assessment data. In addition, changes initiated by the superintendent and approved by the board are evidence that the superintendent and board member regularly review data and make decisions focused on school improvement.

The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests a systematic rather than episodic approach to using assessment to improve learning. We believe that the committee's statements are prejudicial and inaccurate

The following measures have been implemented, according to the timeline indicated:

2012-2015 – AIMSWEB

- Fluency/RCBM
- MAZE
- MCOMP
- MCAP

2016 -Present – AIMSWEB Plus

- Provides significantly more data from benchmark assessments and progress monitoring
- Allows teachers to set and

		<p>monitor individual goals in specific skill areas</p> <p>2012-Present Idaho Reading Indicator (IRI)</p> <ul style="list-style-type: none"> ● Fall, Winter and Spring Administration <p>2012-14 Core Phonics Survey Administration</p> <ul style="list-style-type: none"> ● 2012 - 14 and 2016 Administration <p>Curriculum Based Assessments</p> <ul style="list-style-type: none"> ● 2011-2013 Reading Street ● 2013-16 Open Court Reading ● 2016-Present CKLA ● 2011-2015 Envision Math ● 2015-Present EngageNY Math <p>2011-Present Idaho Standards Achievement Tests (ISAT)</p> <ul style="list-style-type: none"> ● Spring administration <p>2012-Present</p> <ul style="list-style-type: none"> ● IELA/WIDA/Access 2.0 ● Fall screening assessments for students with home languages in addition to, or other than, English ● Spring English Language Proficiency assessments <p>2012-Present - Kindergarten Assessments</p> <ul style="list-style-type: none"> ● Pre K Spring Screening
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- Hearing Screening
- Vision Screening

Special Education

- Assessments identified by students' IEP teams
- Progress monitoring assessments (Aimsweb; Aimsweb Plus; Read Naturally Live; Moby Max; other program based assessments)
- Benchmark academic assessments (Aimsweb; Aimsweb Plus; Woodcock Johnson IV)
- Cognitive Assessments (Woodcock Johnson IV Cognitive; WISC V)
- Behavior and Attention evaluations (Connors; BASC)
- Occupational Therapy - related assessments for visual perception, fine motor, etc.
- Speech and Language assessments including articulation, expressive and receptive language, vocabulary, etc.

Physical Therapy related assessments including gross motor assessments

Does the school promote a culture of high expectations and is safe respectful and supportive?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Evidence indicates Exceeds
Detail/Explanation	<p>Stakeholders report the success of behavior and safety policies to create a safe and welcoming school environment. All stakeholders in the school appear to share a common set of expectations for student behavior. Classrooms were not observed in depth, but reports indicate great improvement in student deportment both in and out of class. The classroom environment appears conducive to learning.</p>	<p>Yes, of course, our school promotes a culture of high expectations. Our local community is diverse and is a high poverty, rural community ready to meet the challenges and expectations of an academically challenging school. Parents who chose Heritage Academy as the best option for their children believe that the individual needs of their children are met by a caring, expert staff that is willing to take the time and make the continuous adjustments necessary to produce student success.</p> <p>The increasing percentage of students with special needs (IEP, ELP, 504) is due to the strong reputation Heritage Academy has in meeting the needs of those students. In 2012, Heritage Academy had a special needs population of less than 4%. Its Free and Reduced Lunch percentage was approximately 48%. Today the special needs population comprises over 39% of our student body and 94% of our students qualify for Free and Reduced Lunch (Idaho Department of Education and USDA) .</p> <p>The increasing number of students who are at-risk, for a variety of reasons, is an indication of the high level of</p>

parent support for a school that provides a small learning environment, a positive and caring approach to education and high expectations for academic achievement.

The visiting team's report is absent of any recognition of the importance of the partnership we have with our parents. Our parents support and appreciate the high expectations placed on our students.

Over five years the administration has implemented specific character development and school-wide expectations that have led to improved student department. We are proud of this and are pleased the visiting team recognizes our efforts.

Does the School offer adequate support for special populations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Evidence indicates Exceeds
Detail/Explanation	<p>Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.</p>	<p>It is extremely concerning the evaluation team did not include this indicator in their site visit report.</p> <p>Heritage Academy is recognized by the local community members and parents for providing outstanding services for special populations.</p> <p>Increased enrollment by parents of students from special populations is evidence of parent satisfaction with these services.</p> <p>Heritage Academy special populations (Students with disabilities, English Language Learners and students with 504 plans due to medical needs) make us approximately 39% of the Heritage Academy student body. Each student has a plan developed by a team that includes the superintendent; program coordinator (SPED, ELL, 504), intervention specialists, parents or guardians and general education teachers). Plans are designed to meet needs identified by evaluation and assessment data. Progress is monitored regularly (a minimum of monthly, typically every 2 weeks).</p>

Does the school support the needs of English Language Learners?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Evidence indicates Exceeds
Detail/Explanation	Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.	Again, it is alarming the evaluators did not include this measure in their report. Heritage Academy's ELLs make up approximately 14% of the student body and receive Sheltered Instruction using the SIOP model as well as intervention for language proficiency, reading and math, based upon their needs identified through assessment data.

Does the school demonstrate an adequate demographic representation of the surrounding district?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Evidence indicates Exceeds
Detail/Explanation	<p>Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.</p>	<p>It is extremely concerning the evaluators did not assess this indicator, as many Idaho charter schools do not meet performance standards in this area. As a result, those schools more easily meet standards for academic proficiency and often for teacher recruitment and retention.</p> <p>Heritage Academy has a similar, but more needful demographics than the local school district.</p> <p>The demographic information includes:</p> <ul style="list-style-type: none"> ● 94% Free and Reduced Lunch ● 14% English Language Learner ● 19% Students with disabilities ● 6% Students with 504 plans <p>Jerome School District:</p> <ul style="list-style-type: none"> ● 68% Free and Reduced Lunch ● 35% English Language Learner ● 10% Students with disabilities ● No 504 information <p>State of Idaho</p> <ul style="list-style-type: none"> ● 47% Free and Reduced Lunch ● 9% English Language Learner ● 10% Students with disabilities ● No 504 information <p>The school's student population is representative of the local demographics.</p>

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Does the school have a strong, steady, retention rate for students?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does not Meet	Evidence indicates Approaches
Detail/Explanation	<p>The school appears to have a fairly stable student body in terms of enrollment numbers; however, the school had 62 new students enrolled at the start of the current academic year, indicating a high attrition rate.</p> <p>The administrator stated that the school cannot calculate an accurate retention rate due to the transient nature of the population. The school did not present evidence of procedures to monitor its progress toward meeting enrollment targets. The school's enrollment has consistently been at or below the worst case anticipated in the charter, and has declined slightly in recent years.</p>	<p>The board made a deliberate choice to keep enrollment at one class per grade in K-5 and a maximum of 50 students in 6-8</p> <p>The Heritage Academy charter allows 450 (two classes per grade 25 per class) and this seems to be what the evaluators are referring to when they say our enrollment does not meet the standard.</p> <p>The evaluators' comments note many students who had been previously enrolled at Heritage Academy, at some time during the previous 2 school years. The challenge for Heritage Academy is in determining the most accurate way to monitor student retention. 450 students has never been the goal, but the board wanted flexibility in the charter so the board could make a decision without going through a charter amendment process if data showed that increasing enrollment would be beneficial to the school and local community.</p> <p>Based upon board decisions, current maximum enrollment would be 200.</p> <p>Many Heritage Academy families go back and forth between our school and several other schools in the same area and it is often due to issues that qualify under</p>

ESSA Homeless - usually multiple families living together.

School enrollment typically fluctuates between 165 and 190. Heritage Academy serves a primarily at-risk population of students who often go in and out of school. These students are usually the same families and it is usually due to family and economic challenges. The 62 new students referred to in the evaluators' comments to the evaluation team referred to the fact that the IPCSC retention form does not provide an accurate way to measure retention for this population. The comment did not indicate that the leadership team and board do not monitor and address student retention. Those efforts may look different than many of Idaho's charter schools that serve fewer at-risk students and families.

It is of significant concern one of the evaluators suggested to the Heritage Academy superintendent and several stakeholders that Heritage Academy consider amending its charter to create two schools, one for the more stable children and families, so that school's assessment data would not be negatively impacted by student mobility and factors associated with at-risk children. Heritage Academy stakeholders perceived this suggestion to be very discriminatory. The IPCSC evaluator's verbal comments suggested implementing practices to limit those very students would be a

good option to increase Heritage Academy's test scores.

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>The school appears to have clearly defined and delineated roles for staff, administration, and board members. The subjects interviewed reported a clear and well-understood system for decision-making and communication among all members of the school community. The school has, this year, implemented mechanisms for regular and frequent collaboration.</p> <p>It is not clear that school leadership has historically implemented a clearly defined mission and set of goals for all staff, as the charter commits.</p>	<p>The evaluators' comments seem to indicate Heritage Academy meets this indicator. The comments suggesting it's not clear the leadership has historically done this is a biased comment and not based on data.</p> <p>This is an area of strength for the superintendent, board and school. The superintendent and board have regular planning sessions, plans, agendas, etc. that show demonstrate the focus and commitment to creating the structure and climate described. This type of climate cannot be created without specific attention from the organization's leader. Their is clear evidence that this has historically occurred.</p> <p>Heritage Academy staff members post SMART goals in each room. All staff members have copies of professional development goals and plans for the year. The leadership team has responsibilities and committee assignments.</p>

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Are there Effective Communication Channels between stakeholders?	State of Idaho's Report	Heritage Academy's Response
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Ranking	Meets	Agrees with State's Rating
Detail/Explanation	The leadership team meets regularly with the board. Parents reported that two-way communication mechanisms are established between parents and teachers. It is less clear if parents are more broadly involved in school planning.	Heritage Academy agrees with the assigned rating. The comment regarding parents' involvement in planning is subjective.

Does the School Facility Support high quality teaching and learning?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees with State's Rating
Detail/Explanation	The classrooms are large with ample natural light. The school lacks an adequate library; however, a public library is located not far from the school. The facility appears appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Heritage Academy agrees with the assigned rating.

Are health safety and accessibility standards being met and documentation kept current?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>The school facility is an old, district school building and it is suffering some maintenance issues. There was evidence of leaks in the roof, and the board and administration indicated that the roof needs replacement. Being old, the electrical system was built to a more limited standard, but lighting was ample. The heating system is old and outdated. There is concern that it may need replacement in the future, a significant expense. The front steps leading into the school are crumbling, but the board indicated there is plan to repair them in the next year. Another key concern is the lack of ADA access to the 2nd and basement floors of the building. Currently this is an issue for one teacher recovering from an injury.</p>	<p>Heritage Academy is grandfathered to meet ADA regulations. Currently the school meets all requirements and we make accommodations for any student, parent or staff member that requires accommodations.</p> <p>The electrical system has been updated (prior to this year) and replaced with energy efficient lighting and electrical wiring that meets the needs of increased technology.</p> <p>Building inspections are on file and up to date.</p> <p>The furnace is old, but not necessarily outdated. It is well maintained. Heritage Academy currently has over \$40,000 in a building maintenance and repair reserve fund. The building mortgage will be paid off in the spring of 2018. A capital improvement plan is drafted to address our facility needs.</p>

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees with state's ranking
Detail/Explanation	The board keeps appropriate minutes of all meetings, and minutes are available to the public. The character of the minutes is compatible with the conclusion that the board understands Open Meeting law. The minutes also indicate that the board has systems and structures in place to ensure meetings are effective.	The board conducts monthly training to ensure board members understand Open Meeting Laws and the responsibility of the board and individual board members.

Does the board have policies in place that establish standards for overall management of the school?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Agrees with state's rating
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>The Heritage Academy board refers to school policy, Idaho Code and Idaho Administrative Rules and all applicable federal laws when making decisions.</p> <p>The board has a 3 year review cycle for school policies and a 3 year training plan for board members.</p> <p>The board receives regular training regarding its bylaws and the responsibilities of each officer. Officer and board member succession plans are in place and outgoing officers shadow new officers to help train them in their new roles.</p> <p>The board nominating committee meets annually and follows the procedures outlined in the bylaws to ensure that management of the school continues when board member terms end and new board members begin to serve.</p>

Does the board demonstrate alignment with the school’s mission, vision, and core values while remaining a governing authority?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Not Included	Evidence indicates Exceeds
Detail/Explanation	The board appears to have a clear definition of its role as a governance body separate from the role of management. No evidence was collected relative to board self-evaluations and training. The board is successfully maintaining its membership, and no bylaw issues have been identified.	Again, had the visiting team looked in the superintendent's office, they would have found self-evaluations and training schedules

Has the school's board developed a strategic plan?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Agrees with state's ranking
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>The board values strategic planning techniques that are based upon the Appreciative Inquiry approach to organizational management and change. The board and staff members attend an annual retreat and work together on a strategic plan.</p> <p>Stakeholders are involved in strategic planning sessions designed to identify and clarify stakeholder expectations of each other.</p> <p>The board and staff work from the perspective of "Heritage At Its Best" to develop a detailed plan. The superintendent and leadership team members create budgets, staff assignments and responsibilities, SMART goals and school improvement plans that are aligned to the strategic plan.</p> <p>The superintendent provides information to the board regarding academic, operational and financial plans and activities and their alignment to the overall strategic plan.</p>

Does the board provide appropriate academic oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Evidence indicates Exceeds
Detail/Explanation	<p>Based on the test scores, there is no evidence that the board sets student achievement goals aligned with authorizer expectations, nor that it regularly monitors progress towards these goals. No evidence was presented that board decision-making, including around resource allocation and human resources, is driven by student performance data. The board rated its administrator as expert, though the school has suffered from poor academic results and operated with virtually no curriculum in previous years. board members lack experience in K-12 education, and it does not appear that the current board members have the background to determine what assessment data is needed, or what educational goals are appropriate.</p>	<p>The board values strategic planning techniques that are based upon the Appreciative Inquiry approach to organizational management and change. The board and staff members attend an annual retreat and work together on a strategic plan.</p> <p>Stakeholders are involved in strategic planning sessions designed to identify and clarify stakeholder expectations of each other.</p> <p>The board and staff work from the perspective of "Heritage At Its Best" to develop a detailed plan. The superintendent and leadership team members create budgets, staff assignments and responsibilities, SMART goals and school improvement plans that are aligned to the strategic plan.</p> <p>The superintendent provides information to the board regarding academic, operational and financial plans and activities and their alignment to the overall strategic plan.</p>

Does the school's board provide appropriate operational oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Evidence indicates Meets
Detail/Explanation	<p>The board is aware that some repairs are necessary for the facility, including replacing the roof and fixing the crumbling front stairs. However, there does not seem to be any urgency around facility needs, nor do budgets indicate a concern for taking action as appropriate.</p> <p>There was some indication from school leadership that when the loan on the building is paid off (June 1, 2018) facility issues may receive more attention. School growth has been stagnant, if not declining, for the past several years. The board did not provide any evidence of effective action regarding the school not meeting enrollment expectations. Meeting minutes demonstrate an effort by the board to take action on organizational, management, and fiscal deficiencies.</p>	<p>The board minutes and budget show evidence of planning to address facility needs. Safety and health issues are addressed to safeguard student, staff and parents. A capital improvement plan exists to meet emergent issues as they arise and create additional instructional space as resources are available.</p> <p>The board has evidence that it is aware of enrollment and has continued marketing efforts to inform the public about the school and that charter schools are tuition-free public schools.</p> <p>Current enrollment is within 2% of goal enrollment for the year and within 15% of maximum enrollment. The board has chosen to continue the focus on academic achievement and school safety/wellness rather than work to increase enrollment. For the at-risk population our school serves, budgeting, planning for and serving a smaller number of students helps meet our students' needs more effectively.</p>

Does the school's board provide appropriate financial oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>Heritage academy consistently achieves "honors" ratings with regard to its finances. The board reviews financial statements and budget information at every board meeting. The board treasurer meets with the director of finance regularly and the board reviews annual audit information when working on strategic planning.</p> <p>In addition, the board considers student academic achievement data, human resources data and recommendations from the superintendent and Director of Finance when approving annual budgets.</p>

Does the school maintain appropriate internal controls and procedures?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The school maintains appropriate internal controls and procedures. The draft annual performance report noted one time sheet during the 2014-2015 school year that did not meet federal time and effort reporting requirements. That time sheet was for an employee that had moved into a new position. The employee had been given training but did not complete the timesheet correctly. She was provided with additional training to correct the problem. The director of finance and human resources reviewed Time and Effort reporting requirements and school reporting worksheets with the Idaho Department of Education Title IA Coordinator and the school's records and reporting system is compliant. The Finance and Human Resources Director provided training to all employees each year of this performance period.

Does the school maintain adequate financial resources to ensure stable operations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The school agrees with the information provided in its draft annual report.

Is the school demonstrating strong short and long-term fiscal viability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff in June, 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis. These steps were possible due to the conservative fiscal management by the board and superintendent.

Is the school demonstrating strong short and long-term fiscal viability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff in June, 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis. These steps were possible due to the conservative fiscal management by the board and superintendent.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Evidence indicates Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>The school includes financial goals in its annual strategic plan. In addition, the board integrates financial goals with goals in other areas of operation so that resources are directed to meet the needs of the students.</p> <p>The finance director, superintendent and board treasurer regularly review the budget, enrollment, financial statements and school needs to ensure the school is serving as a good steward of taxpayer public funds. Adjustments are made to ensure the school operates within its annual budget and maintains a reasonable reserve.</p>

ELEMENT	IPCSC TEAM RATINGS BY INDICATOR	EVIDENCE-BASED APPROPRIATE RATING BY INDICATOR	IPCSC TEAM OVERALL RATING (using a 4 point scale 4=exceeds 3=meets 2=approaches 1=does not meet)	EVIDENCE-BASED OVERALL RATING
MISSION & KEY DESIGN ELEMENTS	Mission: Meets Distinct Instruction: Approaches	Mission: Meets Distinct Instruction: Meets	2.5	3
PROGRAM DELIVERY: CURRICULUM	Success for All: Meets Delivery: Approaches Feedback Loop: Approaches Student Engagement: Not Included	Success for All: Exceeds Delivery: Meets Feedback Loop: Exceeds Student Engagement: Meets	2.3	3.5
PROGRAM DELIVERY: INSTRUCTION	Recruit Staff: Approaches Leadership: Approaches Leadership Sustainability: Approaches Prof Development: Does Not Meet	Recruit Staff: Meets Leadership: Meets Leadership Sustainability: Meets Prof Development: Exceeds	1.5	3.25
PROGRAM DELIVERY: ASSESSMENT AND EVALUATION	Academic Program: Does Not Meet Assessment to Evaluate Instructional Effectiveness: Does Not Meet	Academic Program: Approaches Assessment to Evaluate Instructional Effectiveness: Exceeds	0	3.3

	Culture of High Expectations: Does Not Meet	Culture of High Expectations: Exceeds		
ACCESS AND EQUITY	Support for Special Populations: Not Included Support for ELL: Not Included Demographics: Not Included Student Retention: Does Not Meet	Support for Special Populations: Exceeds Support for ELL: Exceeds Demographics: Exceeds Student Retention: Approaches	None Included	3.5
ORGANIZATIONAL CAPACITY	Org Structure: Approaches Communication : Meets Parent Involvement: Not Included Facility: Meets Health and Safety: Approaches	Org Structure: Exceeds Communication : Meets Parent Involvement: Meets Facility: Meets Health and Safety: Meets	2.5	3.2
GOVERNANCE	Public Agents: Meets Overall Management: Not Included Alignment with mission and vision: Not Included Strategic Plan: Not Included Academic Oversight: Does Not Meet Operational Oversight: Approaches	Public Agents: Meets Overall Management: Exceeds Alignment with mission and vision: Meets Strategic Plan: Exceeds Academic Oversight: Meets Operational Oversight: Exceeds	1.7	3.5
GOVERNANCE: FINANCIAL	Financial Oversight: Not Included	Financial Oversight: Exceeds	Not Included-Annual	3.6

	Internal Controls: Not Included Stable Operations: Not Included Fiscal Viability: Not Included Financial Plan: Not Included	Internal Controls: Exceeds Stable Operations: Exceeds Fiscal Viability: Meets Financial Plan: Meets	Performance Report Rates Finance as Honors	
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Student Handbook

http://heritageacademyid.org/index.php?option=com_content&view=article&id=105&Itemid=529

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by teachers, parents or community resource persons who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Cluster sessions will take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time. The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the Administrator.

Dr. Renzulli's model does not replace existing school structure or curriculum, but seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster's will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential.

Individuality is built into SEM through use of the Total Talent Portfolio (TTP). It is unique from many traditional assessment tools in that it focuses on strengths and "high-end learning" behaviors, rather than focusing on deficiencies. Portfolios use assessment tests and actual student work to determine student's interests and learning styles as well as their cognitive abilities. These portfolios will include student directed improvement goals along with follow up and self-assessment, which will be added at the bi-annual parent, teacher, student conference. The portfolio will follow students throughout their education and will serve as a tool to document personal growth and achievement. The portfolio will include the very

best things we know about each student. Heritage Academy will use this information to develop appropriate enrichment activities and develop an individualized learning environment based on each student’s strengths and talents.

Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will be given relevance when it is given practical application in enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them

Educational Goals; Compliance with Idaho Code Ann. §33-1612

Title 33-1612 of the Idaho Code statutorily defines eight “thoroughness standards” used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
<p>Standard 1: A safe environment conducive to learning is provided.</p>	<p>Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.</p>	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights and staff monitoring responsibilities. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and

		other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	Heritage Academy will: <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Heritage Academy will: <ol style="list-style-type: none"> 1. Utilize integrity initiatives throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social,

		and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	Heritage Academy will: <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet).
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	Heritage Academy will: <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	Heritage Academy will: <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use

FALL 2014 ENRICHMENT CLUSTERS



DELIGHTFUL DANCERS!!!

Do you spin around the room or make up your own moves when you hear music playing? Do you tap your feet and bob your head to music while riding in the car? If music catches your attention every time and makes you want to move, then *Delightful Dancers* is for you!



BLAZING BAT BRIGADE!

Bats, bats and more bats! Are you excited when you think of finding your hanging friends in a cave? Do you look forward to Halloween so you can put on some wings? If bats are your favorite, furry, flying friends, then come join us for some



WEATHER WATCHERS

Wind and rain; sleet and snow; a nice sunny day on a hot and humid beach . . . ever wonder what makes the weather change? Or why some places stay hot while others have ice, even when the sun is shining? If you love thunderstorms or you just wonder what makes a tornado twist, then let the wind blow you into this cluster and we can watch the weather while we wonder together.



EAT, DRINK AND BE MERRY!

Do you love to cook? Like learning about healthy wraps or the new food pyramid? Love digging in to some great finger food . . . or do you just love digging your fingers in to make some great food? If cooking makes you excited, and you just can't wait to plan the menu for your next Superbowl or class party . . . then this cluster is for you. Whether you want to spend your days in the Betty Crocker Test Kitchen, or your weekend home with a healthy smoothie Do you love to cook? Love digging in to some great finger food . . . or do you just love digging your fingers in to make some great food? If cooking makes you excited, and you just can't wait to plan the menu for your next Superbowl or class party . . . then this cluster is for you. Whether you want to spend your days in the Betty Crocker Test Kitchen, or your weekend h, join us for a fun and food-filled cluster.



HA PERFORMING ARTISTS

Have you always wanted to be like a character on your favorite television show? Or do you just like to dress up and pretend you are someone new? Even if acting isn't for you, you may have other talents too. This is your chance to be creative and show us what you can do.



WHITTLING WOOD WORKERS

Do you spend hours out in the shop building things? Ever pick up a piece of wood and whittle away the edges? If you like building things, then come join the whittling wood workers – this cluster's for you!



WILD AND WOUNDED!

What would you do if you could spend all your time out in the wild? Would you look for animals; hike a trail; search for interesting plants or rocks? If you would wander the wilderness in search of an animal in need, this cluster is for you. Wild and wounded needs warriors to help our furry friends.



MAGNIFICENT MINERS

Ever spend time studying the periodic table; or thinking about the mineral content in each rock you find? Want to dig for silver, gold or diamonds? Does wearing a flashlight on your head while you explore an ice cave or adventure into lava tubes and crystal-filled caverns sound fun to you? Then the magnificent miners might just be a match for you!

	citizens.	<p>of technology as a toll in the workplace of the 21st century.</p> <ol style="list-style-type: none"> 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system. 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data



ART-ATTACK

Are your worksheets covered in doodles? Is your fridge up to date with your latest art work? This is a cluster for students of all ages where we will explore and practice what you can do with just your mind and a few colorful art supplies! If you love to paint, draw or color, this may be the cluster for you.



JEROME JUNIOR JEWELERS

Do you enjoy making friendship bracelets? Do you “bedazzle” everything you can get your hands on? In this cluster, we’ll explore the world of jewelry-making, from rare, expensive rings and necklaces to rubber-band bracelets. You may be surprised to discover where some of the fanciest jewels come from!



FOOD, FESTIVALS AND FUN

Do you love to cook? Love planning for guests or throwing a great party? Do you find yourself watching endless hours of *Food Network* or wishing you were the winner of *Cupcake Wars*? Whether you want to spend your days in the *Betty Crocker Test Kitchen*, or your weekend in *Iron Chef Stadium*, join us for a fun and food-filled cluster!



WHITTLING WOOD WORKERS

Do you like hanging out in the shop and building things? Ever pick up a piece of wood and whittle away the edges? If you like building, come join the Whittling Wood Workers!



GREEN THUMB GANG

Who likes to get their hands dirty? If you said, “Me!” the Green Thumb Gang is just right for you. If you “dig” making things grow, working with soil, and experimenting with seeds, you should definitely try out this cluster!



HA MONEY-MAKERS

Are making and saving money a hobby for you? Do you want to own a business or invent a product? Are *Undercover Boss* and *Shark Tank* two of your favorite shows? If so, come join this marvelous money-making team!



HA PERFORMING ARTISTS

Have you always wanted to be like a character on your favorite television show? Or do you just like to dress up and pretend you are someone new? Whether you like acting, costumes, or creating behind the scenes, there is much to discover on and off the stage. This is your chance to be creative and show us what you can do!



RESPONSIBLE RECYCLERS

Are you passionate about keeping your surroundings clean and green? If you care about our environment and want to re-use (and even re-purpose) some of that cardboard, glass, plastic and aluminum, this cluster is just for you. Come see just how creative recycling can be!



SAVE THE DAY SUPER HEROES

Are you faster than a speeding bullet; able to leap tall buildings in a single bound; use x-ray vision or sling a web to save someone . . . if super heroes and super powers are what you spend your energy on, then sail your super-powered ship on over and save the day with some super-students!



HERITAGE HELPING HANDS

Is helping others your gift? Have you ever been told you have a “big heart”? If you can’t wait to find ways to help your friends, neighbors and our community, come join the Heritage Helping Hands and make our world a better place!



CLEAN & CLEAR COMMUNITY CREW

Everyone loves to drink clean, cold water or breathe crisp, clear air. Our environment is important and if we want to keep our community, and our environment, clean and clear, we need to work together to create a community we all can care about.



LIZARD AND SLITHERING SNAKE SOCIETY

Leapin lizards and slithering snakes . . . do they scare you or send you screamin? If not . . . if reptiles, rattlesnakes and really cool amphibians excite you, come join the lizard and snake society and share your love for cold-blooded creatures.

TOTAL TALENT PORTFOLIO

Status Information for

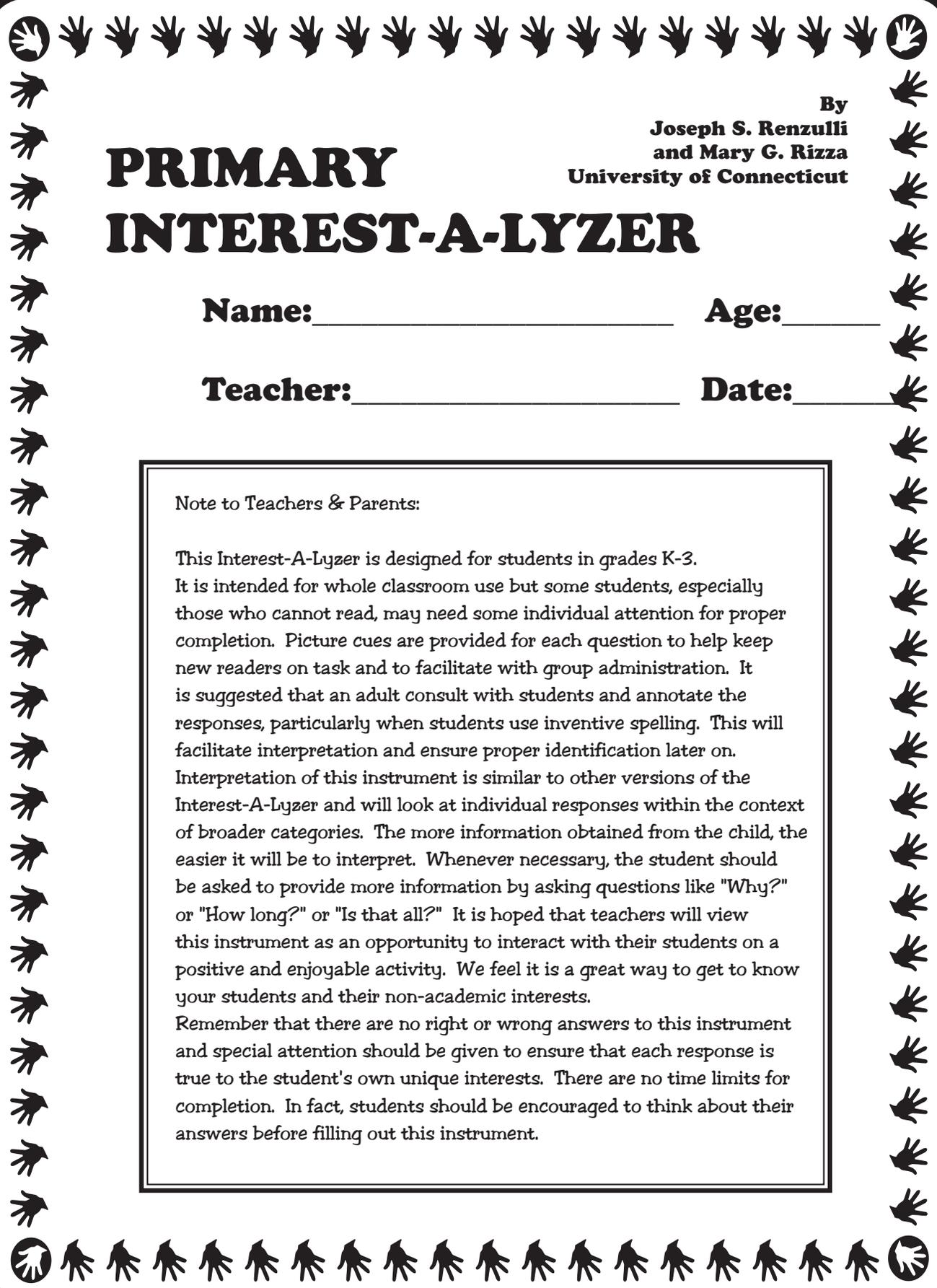
	K	1	2	3	4	5
Abilities						
Grades (above average or better):						
Reading						
Language Arts						
Mathematics						
Social Studies						
Science						
Art						
Music						
Physical Education						
Other:						
Standardized Tests:						

	K	1	2	3	4	5
Interests:						
General Areas:						
Fine Arts and Crafts						
Physical Science						
Musical Performance						
Musical Composition						
Life Science						
Creative Writing and Journalism						
Social Action						
Mathematics						
Logic						
Business/Management						
Technology						
Film/Video						
Computers						
History						
Athletics						
Performing Arts						
Other:						

	K	1	2	3	4	5
Style Preferences						
Instructional Style Preferences:						
Discussion						
Lecture						
Learning Games						
Computer Software						
Simulations						
Independent Study						
Peer Tutoring						
Learning Centers						
Mentorship						
Interactive Videos						
Electronic Distance Learning						
Other:						

	K	1	2	3	4	5
Expression Style Preferences:						
Written						
Oral/Discussion						
Manipulative						
Artistic						
Display						
Graphic						
Performance						
Dramatization						
Service/Leadership						
Multi-media						
Other:						

Specific interests:



PRIMARY INTEREST-A-LYZER

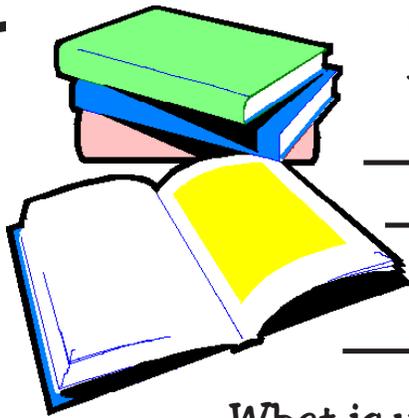
By
Joseph S. Renzulli
and **Mary G. Rizza**
University of Connecticut

Name: _____ **Age:** _____

Teacher: _____ **Date:** _____

Note to Teachers & Parents:

This Interest-A-Lyzer is designed for students in grades K-3. It is intended for whole classroom use but some students, especially those who cannot read, may need some individual attention for proper completion. Picture cues are provided for each question to help keep new readers on task and to facilitate with group administration. It is suggested that an adult consult with students and annotate the responses, particularly when students use inventive spelling. This will facilitate interpretation and ensure proper identification later on. Interpretation of this instrument is similar to other versions of the Interest-A-Lyzer and will look at individual responses within the context of broader categories. The more information obtained from the child, the easier it will be to interpret. Whenever necessary, the student should be asked to provide more information by asking questions like "Why?" or "How long?" or "Is that all?" It is hoped that teachers will view this instrument as an opportunity to interact with their students on a positive and enjoyable activity. We feel it is a great way to get to know your students and their non-academic interests. Remember that there are no right or wrong answers to this instrument and special attention should be given to ensure that each response is true to the student's own unique interests. There are no time limits for completion. In fact, students should be encouraged to think about their answers before filling out this instrument.

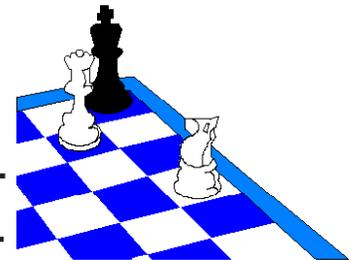


What kinds of books do you like to read?

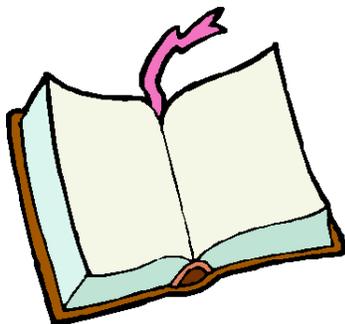
What is your favorite book?

Do you belong to any clubs or teams?

Tell about them here:



Imagine that you can travel to any time in history.



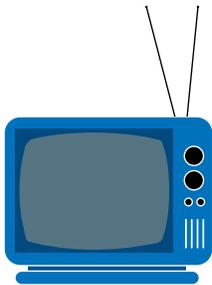
Where would you go?

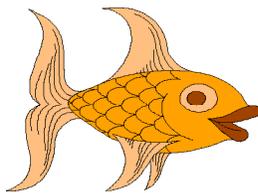
You are a famous author about to write your next book, what will it be about?



Can you think of a title?

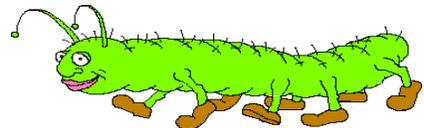
Name your three favorite T.V. shows here:





Do you have any pets?
Tell about them here:

If you could have any pet you wanted, what would it be?

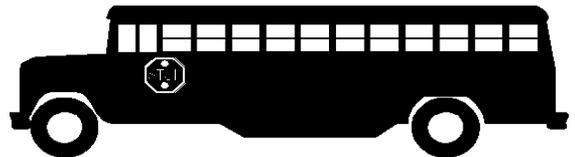




Lots of people play games. What are some of your favorite games?

Have you ever made up a new game? Tell about it here:

Pretend your class is going on a trip and you are in charge of picking the place to go.



Check off 3 ideas from below:

_____ Museum

_____ Science Center

_____ Sports Game

_____ A Show like Ice Capades

_____ Music Concert

_____ Mayor's Office

_____ Newspaper Office

_____ Firehouse

_____ T.V. Studio

_____ Planetarium

_____ Court Room

_____ Police Station

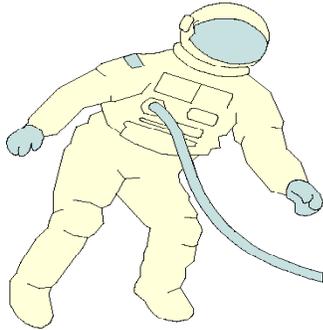
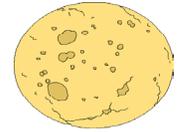
_____ The Zoo

_____ An Amusement Park

_____ A Play

What did we forget? _____

Pretend you are going to move to the moon with your family and friends. What things will you take with you?



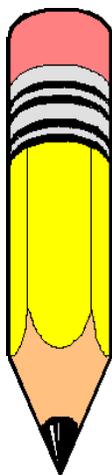
Do you like to collect things? _____

What are some things that you collect?

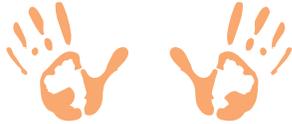
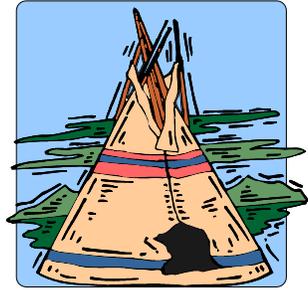
Some people keep journals where they write stories or poems.

Do you have a journal?

What are some things you like to write about?



Some people like to do craft projects. They weave pot holders, string beads, or build things with wood. Do you like to do these kinds of projects?



What are some of the things you make?

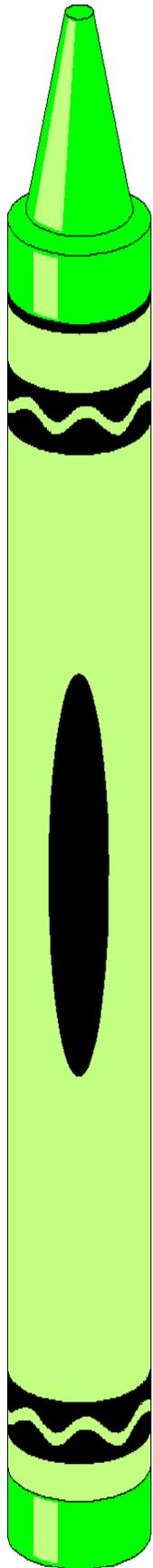
Some people like to listen to music. What is your favorite kind of music?



Do you have a favorite singer or band?

Do you play a musical instrument? Tell about it here:





Here are things that some people like to do.
Do you like any of them?
Put a check mark next to the ones you like to do.
Circle the ones you would like to try.

___ go to the opera, ballet, play

___ make a secret code

___ help animals

___ speak another language real or imagined

___ make cartoons

___ do science experiments at home

___ plant a garden

___ play a musical instrument

___ sculpt with clay

___ play chess

___ build with legos or other blocks

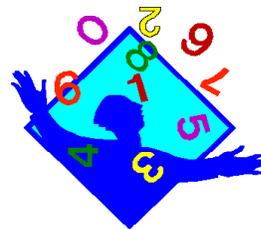
___ take things apart to see how they work

___ count things (like leaves on a tree or tiles in the floor)

___ cook or bake

___ do jigsaw puzzles

___ play math games



Secondary Interest-A-Lyzer

Thomas P. Hébert
The University of Alabama

Michele F. Sorensen
Farmington, Connecticut Public Schools

Joseph S. Renzulli
The University of Connecticut

This is an informal interest inventory which will serve as a foundation for developing your specific areas of interest throughout the school year. The information you provide is completely confidential. As a result of this survey, we hope to provide you with meaningful educational experiences that will further develop your interests, nurture your talents, and challenge your learning potential.

Read each question carefully and provide us with as much detailed information as possible so we may obtain a clear understanding of your interests.

Name _____

Grade _____ Date _____

School _____

1

You are fed up with the course offerings at your high school. Your principal has asked you to design the perfect course for people with your same interests. What would the course be called? What would be taught?

2

Rather than provide money for a class trip, the board of education has decided to give money to each individual student for a trip of his or her choice! Where would you go? List three (3) places you would visit and explain what you would do while visiting there. Why?

3

You have written your first book which you are ready to submit for publication. What is the title? What is the book about?

4

You have been asked to plan a concert for your high school. You have an unlimited budget! List three (3) choices of musical performances that you would schedule for that evening's program.

5

The science teachers at your high school are planning a Speakers' Bureau for their department based on a variety of special topics. Sign up for the **1st, 2nd** and **3rd choices** of presentations you would be interested in attending from the topics listed below:

[Empty vertical box for student name]

- | | |
|--|--|
| <input type="checkbox"/> toxic waste | <input type="checkbox"/> nuclear energy issues |
| <input type="checkbox"/> health issues for teenagers | <input type="checkbox"/> green house effect |
| <input type="checkbox"/> genetic engineering | <input type="checkbox"/> environmental issues |
| <input type="checkbox"/> endangered species | <input type="checkbox"/> volcanic erosion |
| <input type="checkbox"/> weather mapping | <input type="checkbox"/> meteorology |
| <input type="checkbox"/> forensic medicine | <input type="checkbox"/> rain forests |
| <input type="checkbox"/> robotics | <input type="checkbox"/> astronomy |
| <input type="checkbox"/> insecticide applications | <input type="checkbox"/> ecology |
| <input type="checkbox"/> in our environment | |
| <input type="checkbox"/> entomology | <input type="checkbox"/> medicine and medical issues |
| <input type="checkbox"/> scientific research and methods | <input type="checkbox"/> Other: _____ |

6

In connection with a Law Day celebration, a conservative and a liberal attorney in your community have been invited to your high school to debate a topic. What are your three preferred choices for possible debate topics? Why are they important issues?

[Empty vertical box for student name]

7

You are a photographer and you have one picture left to take on your roll of film. What will it be of? Why?

[Empty vertical box for student name]

8

Teenagers in your community have been asked to prepare individual time capsules for future generations. You are allowed to include 10 personal possessions that are representative of you. What would you include in your capsule?

[Empty vertical box for answer]

9

You have the opportunity to work with an editor of your choice on the local newspaper staff. Which department would you work for? Rank order your choices 1 through 3 and feel free to prioritize beyond your third choice.

[Empty vertical box for answer]

- national events
- culinary arts and nutrition
- political cartoons
- local history
- stock market analysis
- fashions
- personal advice
- humor and cartoons
- celebrity column
- children's page
- travel
- economics
- local events
- economics
- legal issues
- household management and improvement
- movie reviews
- crossword puzzles
- horoscopes
- music
- consumer reports
- business
- editorials
- math puzzles
- book reviews
- sports
- political commentary
- gossip column
- international events
- Other:** _____

10

You have had a dream in which you have been transported back in time and have become an active participant in that historical time period. Which period has this dream taken you to? Who did you meet while you were there?

11

If you could conduct an interview with a man you admire, past or present, who would it be? What three (3) questions would you ask him?

12

If you could conduct an interview with a woman you admire, past or present, who would it be? What three (3) questions would you ask her?

13

If you could be an exchange student in any other country for half a school year, what country would you like to be in as a student? Why?

14

You have the opportunity to learn foreign languages from native speakers. What three foreign languages would you want to learn? Explain your selections.

[Empty box for answer]

15

An after school group has been planned to meet and discuss important issues facing young people. Select the 1st, 2nd, and 3rd choices of seminars you would be interested in attending.

[Empty box for answer]

- contemporary moral issues
- national security
- career opportunities & choices
- gender issues
- death and dying
- peer relationships
- world peace
- family structure
- issues in ethnicity
- Other:** _____

16

The school board is sponsoring a school-wide Olympiad. Any and all physical related activities will be featured. If you were to participate, what three (3) events would you like to compete in? Specify if your preference for being judged would be based on individual or group performance.

[Empty box for answer]

17

Have you ever designed a computer program? If you have, describe your program. If you could design a computer program, what would it be?

[Empty box for answer]

18

A mentorship program is being arranged to allow you to work with a person in the community involved in a profession/occupation you are interested in. List three (3) occupations that you would like to explore in a mentorship.

19

List the titles/authors of your three (3) favorite books. State the type of book (science fiction, poetry, non-fiction, etc.) and briefly explain what it's about.

20

List 5 magazines that you enjoy reading. Rank order your choices.

21

Do you collect anything? Briefly describe your collection(s). What would you like to collect if you had the time and money?

[Empty vertical box for answer]

22

You have been asked to participate in producing the film of your choice. What type of film will this be? List your favorite three (3) choices.

[Empty vertical box for answer]

- documentary
- musical
- biographical
- travelogue
- fantasy
- mystery
- horror

- science fiction
- classic
- foreign
- comedy
- a popular release for teenage audiences
- adventure
- general drama

23

You have been asked to be a member of a social action committee in your town. Your task will be to work with elected officials to work on issues of importance. What three issues do you think need to be discussed? Why?

[Empty vertical box for answer]

Respond to the following questions by checking all of the responses that might apply:

Yes, I would do this.

No, I would not do this.

I might be interested in doing this.

I have had experience with this activity.

Would you enjoy...

submitting one of your original writings for publication?

repairing a car, stereo or household appliance?

conducting a scientific experiment?

establishing a school newspaper?

being a photographer for a magazine?

starting an astronomer's nighttime observation group?

studying the stock market?

organizing a new school club or team?

starting a musical group/band?

acting in a theatrical production?

starting your own business?

creating your own comic strip?

painting or sketching people, objects and landscapes?

	Yes, I would do this.	No, I would not do this.	I might be interested in doing this.	I have had experience with this activity.
working on a political campaign?	_____	_____	_____	_____
learning a handicraft such as jewelry making, pottery, or silkscreening ?	_____	_____	_____	_____
designing costumes, clothing or furniture?	_____	_____	_____	_____
designing a building?	_____	_____	_____	_____
designing your own invention?	_____	_____	_____	_____
having your own photo lab and developing your own photography?	_____	_____	_____	_____
visiting a museum or historical site?	_____	_____	_____	_____
keeping a personal journal or diary?	_____	_____	_____	_____
organic gardening?	_____	_____	_____	_____
being involved in a neighborhood project?	_____	_____	_____	_____
belonging to a social action group like the Sierra Club?	_____	_____	_____	_____
developing & maintaining a computer bulletin board?	_____	_____	_____	_____
volunteering your time to a charitable organization?	_____	_____	_____	_____

Compass Learning Link

<http://renzullilearning.com/>

HERITAGE ACADEMY STAFF AND SCHEDULE 2016 - 2017

STAFF LIST

- Superintendent, K-8 Principal, K-8 Counselor and Special Education Director – Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English & 4th Grade Lead Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Middle School PE Teacher; K-8 Special Education Teacher; Safe Schools and Wellness Coordinator – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Middle School History Teacher (IDLA) – Mrs. Ladwig
- Kindergarten Teacher – Mrs. Radford
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teachers – Mrs. Carpenter & Ms. Bizik (Lead)
- 5th Grade Teacher & School Library Coordinator – Mrs. Fontes
- English Language Learner (ELL) Coordinator – Ms. Carpenter
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary: Power School Coordinator & Parent Involvement Coordinator – Ms. Higgins
- Literacy Proficiency Paraprofessional – Mrs. Park
- Middle School TA Coordinator; Federal Programs Paraprofessional – Mrs. Preston
- K-5 PE Teacher; Special Education Teaching Intern & Marketing Coordinator – Mrs. Hunter
- Homeless Education Liaison, Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional & Art Coordinator – Mrs. Cornwell
- Kindergarten Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – Mrs. Gillespie
- Substitute Teacher – Ms. Rood
- Nutrition Program Director: Fundraising Committee Chairman & Parent Involvement Coordinator – Mrs. Jacobsen
- Kitchen Manager – Mrs. Martinez
- Nutrition Program Assistant – Ms. Burnham
- Nutrition Program Assistant – Mrs. Thacker
- HA Contract Service Providers:
 - Finance and Business Management Consultant – Mrs. Kary
 - Power School Technical Support – Mr. Kary
 - Speech and Language Pathologist – Mrs. Cato
 - Occupational Therapist – Mr. Vinson
 - Physical Therapist – Ms. Bigelow
 - School Psychologist – Mr. Durrant
 - Psychosocial Rehabilitation Specialists – TBD

LUNCH

	11:10 – 11:45	11:45 – 12:15	12:30 – 1:00
Radford – K Room 105	Recess 11:00 Lunch 11:15		
Weir – 1st Room 107	Recess 11:05 Lunch 11:20		
Lehnus – 2nd Room 106	Recess 11:10 Lunch 11:25		
Rasmussen – 3rd Room 207		Recess 11:45 Lunch 12:00	
Carpenter & Bizik – 4th Room 208		Recess 11:45 Lunch 12:00	
Fontes – 5th Room 206		Recess 11:45 Lunch 12:00	
6th, 7th & 8th			Lunch 12:15 Recess 12:30

Specials 11:45 – 12:45

TEACHER	Monday	Tuesday	Wednesday	Thursday
K – Radford 11:45 – 12:15	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie	Technology – Preston
1st Weir 11:45 – 12:15	Technology - Preston	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie
2nd - Lehnus 11:45 – 12:15	Music – A Ivie	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell
3rd – Rasmussen 12:15 – 12:45	PE and Dance - C Hunter	Art – Cornwell	Music – A Ivie	Technology - Preston
4th – Carpenter/Bizik 12:15 – 12:45	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell	Music – A Ivie
5th – Fontes 12:15 – 12:45	Music – A Ivie	Technology – Preston	PE and Dance – C Hunter	Art - Cornwell

SPECIALS TEACHERS’ INDIVIDUAL SCHEDULES (11:45 – 1:00)

C HUNTER	Monday	Tuesday	Wednesday	Thursday
11:45	Radford - Kindergarten	Weir - 1st Grade	Lehnus – 2nd Grade	Break
12:15	Rasmussen – 3rd Grade	Carpenter/Ras. – 4th Grade	Fontes – 5th Grade	Break

CORNWELL	Monday	Tuesday	Wednesday	Thursday
11:45	Break	Radford - Kindergarten	Weir – 1st Grade	Lehnus – 2nd Grade
12:15	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade	Fontes – 5th Grade

A IVIE	Monday	Tuesday	Wednesday	Thursday
11:45	Lehnus – 2nd Grade	Break	Radford - Kindergarten	Weir – 1st Grade
12:15	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade

PRESTON	Monday	Tuesday	Wednesday	Thursday
11:45	Weir – 1st Grade	Lehnus – 2nd Grade	Break	Radford - Kindergarten
12:15	Carpenter/Ras – 4th Grade	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade

2016 - 17 Duty Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45 – 8:15 Playground	Mr. Phillips Mrs. Cornwell Ms. Rood			
9:45 – 10:00 K Recess	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales
10:15 – 10:30 1-4 Recess	Mrs. Weir	Mrs. Carpenter	Mrs. Lehnus	Mrs. Rasmussen
11:00 – 1:00 Lunch Recess	Mrs. Park Mrs. Gillespie Mrs. Gonzales			
11:00 – 12:15 Cafeteria Duty	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas
2:00 – 2:15 K-3 Recess	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez

MIDDLE SCHOOL SCHEDULE – 2016-17

	7:45 – 8:15	1 8:15–9:30	Breakfast Break 9:30- 9:45	2 9:45– 11:00	3 11:00 – 12:15	L - 4 12:15- 12:30	LR - 4 12:30 – 12:45	5 12:45 – 1:30	6 1:30– 2:15	7 2:15– 3:30	PREP 3:30- 4:00
HUNTER, ROBERT Room 203		ASSESS	Duty	6 Math	7 th & 8 th Grade Math	LUNCH & PREP	LUNCH & PREP	ADMIN	Math Learning Lab	7 th & 8 th Science	PREP
IVIE, AARON Room 104		ECS (7/8)	Duty	School Tech Coord 9:45- 11:45	K – 2 nd Grade Music 11:45 – 12:15	3 rd – 5 th MUSIC/ TECH 12:15 – 12:45	3 rd - 5 th MUSIC/ TECH 12:15- 12:45	Audio/ Video	6 Technology	PREP	PREP
BIZIK Room 202		ADMIN	Duty	7 th & 8 th English	6 th English	LUNCH & PREP	LUNCH & PREP	LA Learning Lab	CURRICULUM	FED PROG ADMIN	PREP
KALULU Room 205		SPED Room 108	SPED Room 108	SPED	LUNCH & PREP	SPED	SPED	Lifetime Sports	7 th & 8 th Grade PE	6 th Grade PE	PREP
PRESTON Room 204		Supervise Soc Studies IDLA 6 th Grade	ESEA	ESEA	Supervise Middle School TAs	K-4 Tech 11:45- 12:45	K-4 Tech 11:45- 12:45	LUNCH	ESEA	ESEA	PREP
SAUER		SPED Room 102	SPED	SPED	LUNCH 11:45- 12:15	SPED	SPED	SPED	Learning Lab Math – Title IA	SPED	PREP
PHILLIPS Room 102	Duty	SPED	SPED	SPED	LUNCH & K-3 rd PE	SPED	SPED	Survival Skills	SPED	SPED	

Classified Staff Schedule

	Phillips	Cornwell	Preston	Gonzales	Park	Gillespie	Rood	Burnham
7:45 – 8:00	Recess	Recess					Recess	
8:00 – 8:15								
8:15 – 8:30	SPED	SPED	Middle	K	ESEA		Sub	
8:30 – 8:45			School		2 nd Grade		or	
8:45 – 9:15			History				ESEA	
9:15 – 9:30								
9:30 – 9:45			ESEA			ESEA		
9:45 – 10:00			1 st Grade	K Recess		3 rd Grade		
10:00 – 10:15								
10:15 – 10:45								
10:45 – 11:00								
11:00 – 11:15		Art		Recess		Recess		
11:15 – 11:30		Art	Break	Recess	Break	Recess		
11:30 – 11:45		Art	Break	Recess	Break	Recess		
11:45 – 12:00		Art	Technology	Break	Recess	Recess		
12:00 – 12:15		Art	Technology	Break	Recess	Recess		
12:15 – 12:30	Break	Art	Technology	K	Recess	Recess		
12:30 – 12:45	Break	Art	Technology		Recess	Recess		
12:45 – 1:00	Survival	Art	Supervise			Office		
1:00 – 1:15	Skills	Break	Middle			Office		
1:15 – 1:30		Break	School TAs			Office		
1:30 – 1:45	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:45 – 2:00								
2:00 – 2:15	SPED	SPED	Recess	K	ELL		Recess	Recess
2:15 – 2:30			ESEA					
2:30– 2:45								
2:45 – 3:00								
3:00 – 3:15								
3:15 – 3:30								

REV 09/12/2016

Elementary Master Schedule

	K	1	2	3	4	5	
7:45-8:00	Early Recess	Early Recess					
8:00-8:15	Breakfast	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess	
8:15-8:30	Calendar	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:30-8:45	Reading Block	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	
8:45-9:00		Reading Block	Reading Block	Reading Block	Reading Block	Reading Block	
9:00-9:15							
9:15-9:30							
9:30-9:45							
9:45-10:00							Recess
10:00-10:15	Reading Centers	Recess	Recess	Recess	Recess	Recess	
10:15-10:30		Reading Centers	Reading	Math	Math	Math	
10:30-10:45		Lunch Recess	Lunch Recess				Lunch Recess (11:15-11:30)
10:45-11:00							
11:00-11:15	Lunch	Lunch	Lunch (11:30)	Lunch Recess (11:45)	Lunch Recess 11:45 - 12:00	Lunch Recess	
11:15-11:30							
11:30-11:45	Specials	Specials	Specials	Lunch	Lunch 12 - 12:15	Lunch 12 - 12:15	
11:45-12:00							
12:00-12:15				Math	Math	Math	Specials
12:15-12:30							
12:30-12:45							
12:45-1:00	Workshop	Workshop	Workshop				
1:00-1:15	Math Centers						DEAR
1:15-1:30		Recess	Recess	Recess	Recess	DEAR	DEAR
1:30-1:45							
1:45-2:00	Social Studies/Science	Social Studies/Science					
2:00-2:15							
2:15-2:30							
2:30-2:45							
2:45-3:00	Clean Up	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	
3:00-3:15							
3:15-3:30	Ready to Leave						

NOTE: Enrichment Clusters meet from 2:15 – 3:15 on Thursday afternoon.

REV 09/12/2016

2016 – 2017 Professional Development Schedule

Professional Development Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Daily

- Monday – Thursday
 - ✓ 8:45 – 9:00 Admin Meeting (Ivie, Bizik, Hunter)
 - ✓ 9:45 – 10:00 Power School Meeting (Ivie A., and Higgins)

Weekly

- Mondays 3:45 – 4:30 – Leadership Team Meeting (Ivie C., Bizik, Sauer, Hunter R., Rasmussen, Lehnus)
- Tuesdays 3:45 – 5:00
 - ✓ 1st Tuesday of Each Month – All Staff
 - ✓ 2nd – 4th Tuesday of Each Month – All Certified Teachers - we will have team meetings during this time as well as professional development for all teachers
- Thursdays 1:00 – 1:30
 - ✓ Child Nutrition Team Meeting
- Mondays 1:15 – 1:30
 - ✓ Playground Duty Meeting (Hunter, Thacker, Cornwell, Gonzales, Phillips, Hunter C.)

Monthly

- 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Committees – Chair will determine meeting schedule
 - ✓ Facilities (Mr. Hunter, Mrs. Carver & Mrs. Gilgren)
 - ✓ Finance (Mrs. Gilgren & Mrs. Carver)
 - ✓ SEM and Student Achievement (Mrs. Crouch & Dr. Ivie)
 - ✓ Personnel (Mrs. Bingham & Dr. Ivie)
 - ✓ Sunshine Committee (Ms. Carpenter, & Ms. Higgins)
 - ✓ Fundraising (Mrs. Jacobsen & Mrs. Carver)
 - ✓ Marketing and Community Relations (Mrs. Ahrens, Mrs. Carver, Ms. Packard and Mrs. Hunter)
 - ✓ Safe Schools and Wellness (Mrs. Kalulu, Mr. Hunter and Mrs. Jacobsen)

Summer Course: Engaging and Teaching Students with Poverty in Mind (NNU Credit Available)

Fall Course: Teach Like a Champion (NNU Credit Available)

August

- Aug 15 – Aug 16 Board and Staff Retreat
 - Monday - Arrive at the monastery (in Jerome) at 10:00 am – we will be staying overnight
 - 10:00 – 12:10 – Introductions, Overview and Vision (Dr. Ivie)
 - 12:10 – 1:00 – Lunch, Check phones and emails
 - 1:00 – 3:00 – Strategic Planning (Dr. Ivie)
 - 3:00 – 3:30 – Break, snack, check phones and emails
 - 3:30 – 5:55 – Strategic Planning (Dr. Ivie)

REV 09/12/2016

5:55 – 6:45 – Dinner
6:45 – 8:45 – EngageNY & CKLA Overview and Q/A (Mr. Hunter & Ms. Bizik)
8:45 – Free Time

Tuesday –

8:00 – 8:30 – Breakfast
8:30 – 11:00 – Middle School Expectations (Ms. Bizik)
✓ R Hunter, Kalulu, A Ivie, Sauer
8:30 – 11:00 – Elementary Expectations (Mrs. Lehnus & Mrs. Rasmussen)
✓ C Hunter, Weir, Carpenter, Fontes
8:30 – 11:00 – Board Basics (Dr. Ivie & Mrs. Berry)
✓ Crouch, Packard, Gilgren, Bingham
11:00 – 11:10 – Break
11:10 – 12:10 – SEM Overview (Dr. Ivie & Mrs. Crouch)
12:10 – 1:00 – Lunch, check phones and emails
1:00 – 2:30 – 7 Mindsets Overview and Q/A (Dr. Ivie)
2:30 – 3:00 – Final Q & A, Next Steps, Committee meeting schedules

- Aug 17 – Work in Classrooms
1:00 – 2:00 – Teachers check in with Cherrynn, Robert, Aaron and Christine to pick up curriculum, tech, keys, inventory sheets, etc.
 - Aug 18 –
9:00 – 11:00 - CKLA Q/A & Support (Ms. Bizik)
11:00 – Lunch provided by NWPE - NWPE Presentation
12:00 – Master Schedule Q and A (Dr. Ivie & Ms. Bizik)
1:00 – Federal Programs Q and A (Ms. Bizik & Dr. Ivie)
2:00 – SPED Q and A (Mrs. Sauer & Dr. Ivie)
 - Aug 19 – Work in Classrooms
 - Aug 22 – Work in Classrooms
1:00 – 2:00 – Back to School Night Discussion (Ms. Higgins, Mrs. Jacobsen, Dr. Ivie)
 - Aug 23 – All Staff
9:00 – AFLAC Presentation
10:00 – American Fidelity Presentation
11:00 – Blue Cross Presentation
12:00 – Lunch on your own
1:00 – PERSI Presentation
2:00 – Budget Overview; Purchasing; Timesheets & HR Paperwork Presentation (Christine & Toni)
3:00 – Business Technology Presentation (Copy Machine)
 - Aug 24 – All Staff
10:00 – Middle School and K-5 Team Meetings
11:00 – Time and Effort Reporting (Toni & Cherrynn)
12:00 – Lunch on your own
1:30 – Playground, Hallway, Lunchroom Expectations (Robert & Lacey) – all staff
4:00 – Adjourn
 - Aug 25
Teachers – Prep for Back to School Night
6:00 – 8:00 pm Back to School Night
 - Aug 26 – Day Off
- September
- Tuesday Sept 6 – Special Education Overview (Mrs. Sauer and Dr. Ivie)
 - Friday Sept 16th – 3rd Friday of Each Month 9:00 – 3:30pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion

REV 09/12/2016

- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

October

- Tuesday Oct 4 – Christmas Program, Classroom Art and Theme Basket Discussion (Mrs. Lehnus)
- Friday Oct 21st – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Oct 27 – Parent Teacher Conferences (No School)
- Monday Oct 31 – No School – Teacher Inservice – Fall Data Analysis

November

- Tuesday Nov 1 – Homeless Education, School Counseling and Social Work Overview (Dr. Ivie)
- Friday Nov 11 - 2nd Friday of Each Month 9:00 am – 3:30 pm (instead of Nov 18 due to Thanksgiving break)
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

December

- Tuesday Dec 6 – 7 Mindsets (Dr. Ivie)
- Friday Dec 16 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Complete employee self-evaluation
- Schedule individual meetings with your supervisor to review your evaluation and discuss progress on your annual goals

January

- Tuesday Jan 3 - Parent Teacher Conference Discussion
- Friday Jan 20 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

February

- Tuesday Feb 7 – School Carnival Discussion
- Friday Feb 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

March

- Tuesday March 7 – ISAT and IRI Overview
- Friday March 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)

REV 09/12/2016

- ✓ 12:00 – 1:00 Potluck and Book Discussion
- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

April

- Tuesday April 4 – School Carnival Updates; K & 8th Graduations & Field Day Discussion
- Friday April 21st - 2nd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

May

- Tuesday May 2 – End of the Year Checklists & Summer Professional Development
- Friday May 19th – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

June

- Thurs June 2 – Report Cards and Teacher Check Out must be done by 4pm (Can turn in report cards and complete check out anytime between May 25 and June 2)

Duty & Committee Assignments 2016-17

Sunshine Committee	Parent & Community Involvement Committee	K – 5 Elem. Team	Middle School Team	Fundraising	SEM Cluster Planning & Coordination	Safe Schools Wellness Team	SAT & Intensive Intervention Team
Becky & Ana (Co-Chairs)	Becky, Lacey & Toni (Co-Chairs)	Barb (Chair)	Cherrynn (Chair)	Lacey (Chair)	Christine (Chair)	Babes & Robert (Co-Chairs)	Michelle (Chair)
Teresa	Crystal	Courtney	Darlene	Toni	Teresa	Aaron	Cherrynn
Barb	Stuart	Michelle	Robert	Crystal	Anneli	Stuart	Helen
Babes	Lacey	Ana	Aaron	Darlene	Courtney	Lacey	Christine
Kim	Cherrynn	Martice	Babes		Michelle	Robert	Robert
	Judy	Helen	Stuart		Kim	Martice	
	Ana	Christine	Helen				
		Kim	Christine				

Enrichment Clusters

Facilitator Evaluation Form

Name (Optional): _____

Your feedback and input are essential to the success of the enrichment cluster program. By taking a few minutes to complete the evaluation questions below, you will be assisting us in improving and further developing enrichment clusters for students.

1. What did you enjoy most about facilitating your cluster?

2. Were the clusters well organized? How can the program be changed or improved?

3. What were the students' reactions to your cluster?

4. What types of advanced content did you present in your cluster?

5. What products (if any) were produced by students in your cluster?

6. Are you interested in facilitating another cluster? Yes No
If yes, what topic?

7. Can you recommend other potential facilitators and possible topics for the next session?

8. What recommendations would you make for scheduling the clusters (i.e., how many sessions, length of sessions)?

9. Other comments:

Cluster Debriefing Survey

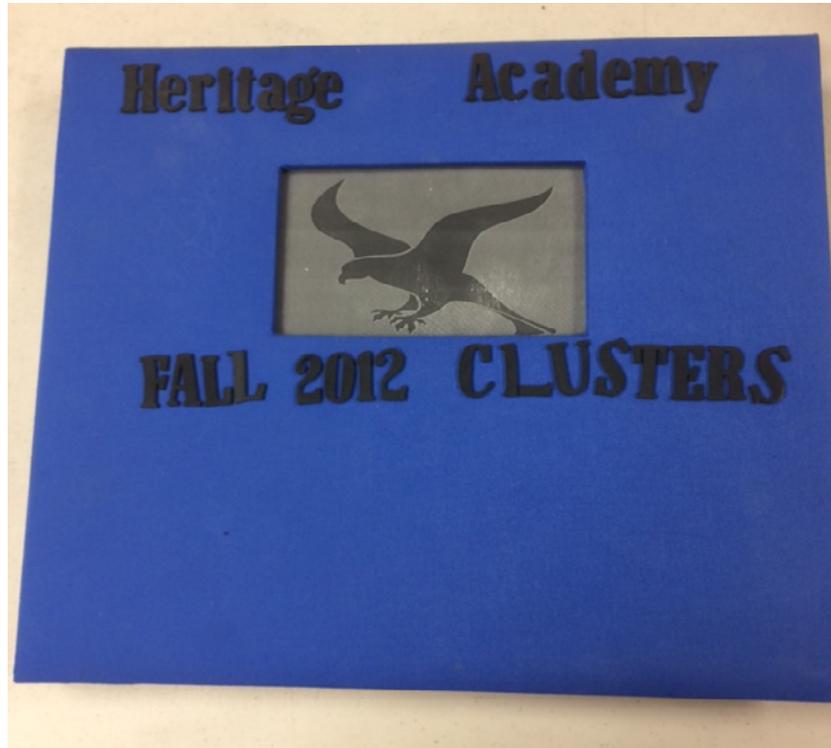
Your name:

Cluster Title:

1. What product(s) and/or service(s) did the participants in your enrichment cluster create?
2. What were some of the different roles that students took on to help create these product(s) and/or services?
3. Please give some specific examples of reading and/or writing that took place within your enrichment cluster.
4. Please give some specific examples of listening and/or speaking skills that took place within your enrichment cluster.
5. Please give some specific examples of mathematics that took place within your enrichment cluster (counting, measuring, geometry, estimating, etc.).
6. Please give some specific examples of the arts that took place within your enrichment cluster (music, dance, etc.).
7. Please give some examples of any technology that students used within your enrichment cluster.
8. What was the most enjoyable aspect of facilitating this enrichment cluster? What are you most proud of?
9. Did you encounter any difficulties? What suggestions, if any, do you have that might strengthen the program?

Thank you for taking the time to reflect on your experience. Please return this survey to the Enrichment Team. On behalf of the students, thank you for sharing your time, interests, and expertise!

Sample Cluster Product



Sample Cluster Product



Grades K-6

Phonics Scope and Sequence



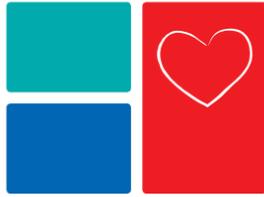
SCOTT FORESMAN
**Reading
Street**
COMMON CORE

ALWAYS LEARNING

HA CHARTER RENEWAL

PEARSON

EXHIBIT M
M.252



Kindergarten

Phonics Scope and Sequence

Grade 1

Phonics Scope and Sequence



UNIT 1

Week

- 1 Letter Recognition: *Aa, Bb, Cc, Dd, Ee*
- 2 Letter Recognition: *Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn*
- 3 Letter Recognition: *Oo, Pp, Qq, Rr, Ss*
- 4 Letter Recognition: *Tt, Uu, Vv, Ww, Xx, Yy, Zz*
- 5 Consonant /m/ *m*
- 6 Consonant /t/ *t*

UNIT 4

Week

- Consonant /h/ *h*
- Consonant /l/ *li*
- Consonant Blends
- Consonant /g/ *g*
- Short and long *e*
- Short and long *e*

UNIT 2

Week

- 1 Short and long *a*
- 2 Consonant /s/ *s*
- 3 Consonant /p/ *p*
- 4 Consonant /k/ *c*
- 5 Short and long *i*
- 6 Short and long *i*

UNIT 5

Week

- 1 Consonants /j/ *Jj* (Day 1); /w/ *w* (Day 2)
- 2 Consonant /ks/ *x*
- 3 Short and long *u*
- 4 Short and long *u*
- 5 Consonants /v/ *v* (Day 1); /z/ *Zz* (Day 2)
- 6 Consonants /y/ *y* (Day 1); /kw/ *Qu* (Day 2)

UNIT 3

Week

- 1 Consonants /n/ *n*, (Day 1); /b/ *b* (Day 2)
- 2 Consonant /r/ *r*
- 3 Consonants /d/ *d* (Day 1); /k/ *k* (Day 2)
- 4 Consonant /f/ *f*
- 5 Short and long *o*
- 6 Short and long *o*

UNIT 6

Week

- 1 All consonants; short vowels *a* and *i*
- 2 All consonants; vowels *a*, *i*, and *o*
- 3 All consonants; vowels *a*, *i*, *o*, and *e*
- 4 All consonants; vowels *a*, *i*, *o*, *e*, and *u*
- 5 All consonants; all vowels
- 6 All consonants; all vowels

UNIT R/READINESS

Week

- 1 Consonant *m/m/*; Consonant *s, ss /s/*; Consonant *t/t/*; Short *a: a*
- 2 Consonant *c/k/*; Consonant *p/p/*; Consonant *n/n/*
- 3 Consonant *f, ff /f/*; Consonant *b/b/*; Consonant *g/g/*; Short *i: i*
- 4 Consonant *d/d/*; Consonant *l, ll /l/*; Consonant *h/h/*; Short *o: o*
- 5 Consonant *r/r/*; Consonant *w/w/*; Consonant *j/i/*; Consonant *k/k/*; Short *e: e*
- 6 Consonant *v/v/*; Consonant *y/y/*; Consonant *z, zz /z/*; Consonant *qu/kw/*; Short *u: u*

UNIT 3

Week

- 1 Vowel Sounds of *y*; Syllable Pattern *CV*
- 2 Consonant Patterns *ng, nk*; Compound Words
- 3 Ending *-es*; Plural *-es*; Vowels: *r-Controlled or, ore*
- 4 Adding Endings; Vowel: *r-Controlled ar*
- 5 Vowels: *r-Controlled er, ir, ur*; Contractions
- 6 Comparative Endings *-er, -est*; Consonant Pattern *-dge*

UNIT 1

Week

- 1 Short *a: a*; Consonant Pattern *-ck*
- 2 Short *i: i*; Consonant *x/ks/*
- 3 Short *o: o*; Plural *-s*; Consonant *s/z/*
- 4 Inflected Ending *-s*; Inflected Ending *-ing*
- 5 Short *e: e*; Initial Consonant Blends
- 6 Short *u: u*; Final Consonant Blends

UNIT 4

Week

- 1 Vowel Digraphs *ai, ay*; Singular and Plural Possessives
- 2 Vowel Digraph *ea*; Adding Endings
- 3 Vowel Digraphs *oa, ow*; Three-Letter Consonant Blends
- 4 Vowel Digraphs *ie, igh*; Consonant Patterns *kn, wr*
- 5 Compound Words; Vowel Digraphs *ue, ew, ui*
- 6 Vowel Sound in moon: *oo*

UNIT 2

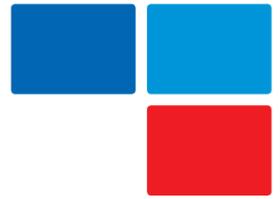
Week

- 1 Consonant Digraphs *sh, th*; Vowel Sound in ball: *a, al*
- 2 Long *a: a_e*; Consonants *c/s/, g/i/*
- 3 Long *i: i_e*; Consonant Digraphs *wh, ch, tch, ph*
- 4 Long *o: o_e*; Contractions
- 5 Long *u: u_e*; Long *e: e_e*; Inflected Ending *-ed*
- 6 Long *e: e, ee*; Syllables *VC/CV*

UNIT 5

Week

- 1 Diphthongs *ow, ou*; Final Syllable *-le*
- 2 Vowel Patterns *ow, ou*; Syllables *V/CV, VC/V*
- 3 Vowel Sound in foot: *oo*; Adding Endings
- 4 Diphthongs *oi, oy*; Suffixes *-er, -or*
- 5 Vowel Sound in ball: *aw, au*; Syllable Patterns: Vowel Digraphs and Diphthongs
- 6 Prefixes *un-, re-*; Long *o: o*; Long *i: i*



Grade 2

Phonics Scope and Sequence

Grade 3

Phonics Scope and Sequence

UNIT 1

Week

- 1 Short Vowels
- 2 Long Vowels CVCe
- 3 Consonant Blends
- 4 Inflected Endings
- 5 Consonant Digraphs

UNIT 2 (focus on syllables to end of year)

Week

- 1 Vowels *r*-Controlled *-ar, -or, -ore, -oar*
- 2 Contractions
- 3 Vowels: *r*-Controlled *-er, -ir, -ur*
- 4 Plurals
- 5 Vowel Digraphs *ai, ay*

UNIT 3

Week

- 1 Vowel Patterns *e, ee, ea, y*
- 2 Vowel Patterns *o, oa, ow*
- 3 Compound Words
- 4 Vowel Patterns *i, ie, igh, y*
- 5 Comparative Endings *-er, -est*

UNIT 4

Week

- 1 Final Syllable *-le*
- 2 Vowels Patterns *oo, u*
- 3 Diphthongs *ou, ow, oi, oy*
- 4 Syllable Patterns CV, CVC
- 5 Vowel Digraphs *oo ue, ew, ui*

UNIT 5

Week

- 1 Suffixes *-ly, -ful, -er, -or, -ish*
- 2 Prefixes *un-, re-, pre-, dis-*
- 3 Consonant Patterns *kn, wr, gn, mb*
- 4 Consonant Patterns *ph, gh, ck, ng*
- 5 Vowel Patterns *aw, au, au(gh), al*

UNIT 6

Week

- 1 Inflected Endings
- 2 Abbreviations
- 3 Final Syllables *-tion, -ture, -ion*
- 4 Suffixes *-ness, -less, -able, -ible*
- 5 Prefixes *mis-, mid-, non-*

UNIT 1

Week

- 1 Short Vowels; Syllables VC/CV
- 2 Plurals *-s, -es, -ies*
- 3 Base Words and Endings *-ed, -ing, -er, -est*
- 4 Vowel Digraphs *ee, ea; ai, ay; oa, ow*
- 5 Vowel Diphthongs */ou/* spelled *ou, ow; /oi/* spelled *oi, oy*

UNIT 2

Week

- 1 Syllables V/CV, VC/V
- 2 Final Syllable *-le*
- 3 Compound Words
- 4 Consonant Blends *squ, spl, thr, str*
- 5 Consonant Digraphs */sh/, /th/, /f/, /ch/, /ng/*

UNIT 3

Week

- 1 Contractions
- 2 Prefixes *un-, re-, mis-, dis-, non*
- 3 Spellings of */j/, /s/, /k/*
- 4 Suffixes *-ly, -ful, -ness, -less, -able, -ible*
- 5 Consonant Patterns *wr, kn, gn, st, mb*

UNIT 4

Week

- 1 Irregular Plurals
- 2 Vowels: *r*-Controlled */er/* spelled *ir, er, ur, ear, or, and ar, or, ore, oar*
- 3 Prefixes *pre-, mid-, over-, out-, bi-, de*
- 4 Suffixes *-er, -or, -ess, -ist*
- 5 Syllables VCCCV

UNIT 5

Week

- 1 Syllable Patterns CV/VC
- 2 Homophones
- 3 Vowel Patterns *a, au, aw, al, augh, ough*
- 4 Vowel Patterns *ei, eigh*
- 5 Suffixes *-y, -ish, -hood, -ment*

UNIT 6

Week

- 1 Vowel Sounds in *moon* and *foot*: *oo, ew, ue, ui, and oo, u*
- 2 Schwa
- 3 Final Syllables *-tion, -ion, -ture, -ive, -ize*
- 4 Prefixes *im-, in-*
- 5 Related Words





Grade 4

Phonics Scope and Sequence

Unit 1

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Suffixes	Word Ending <i>-ed</i>
2 Word Endings	Suffixes <i>-or, -er</i>
3 Multiple-meaning Words	Word Ending <i>-ing</i>
4 Synonyms and Antonyms	Compound Words
5 Suffixes	Related Words

Unit 3

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Multiple-meaning Words	Latin Word Origins
2 Multiple-meaning Words	Greek Roots <i>bio, phon, graph</i>
3 Unfamiliar Words	Related Words
4 Root Words	Latin Roots <i>struct, scribe, script</i>
5 Suffixes	Related Words

Unit 5

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Homographs	French Word Origins
2 Greek and Latin Roots	Suffixes <i>-ous, -able, -ible</i>
3 Unfamiliar Words	Related Words
4 Greek and Latin Prefixes	Suffix <i>-ion</i>
5 Synonyms	German Word Origins

Unit 2

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Prefixes and Suffixes	Prefixes <i>un-, in-</i>
2 Unknown Words	Spanish and Native American Word Origins
3 Prefixes	Latin Prefixes <i>dis-, re-, non-</i>
4 Unknown Words	Compound Words
5 Unknown Words	Suffix <i>-ly</i>

Unit 4

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Synonyms and Antonyms	Suffixes <i>-ian, -ist, -ism</i>
2 Multiple-meaning Words	Latin Roots <i>aqua, dict</i>
3 Unknown Words	Related Words—Prefixes <i>im-, in-</i>
4 Greek and Latin Roots	Greek and Latin Prefixes <i>trans-, tele-</i>
5 Synonyms and Antonyms	Greek Prefixes <i>amphi-, anti-</i>

Unit 6

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Root Words	Latin Roots <i>gener, port</i>
2 Multiple-meaning Words	Latin Roots <i>dur, ject</i>
3 Unfamiliar Words	French Word Origins
4 Unfamiliar Words	Related Words
5 Multiple-meaning Words	Prefix <i>astro-</i> , Greek and Latin Roots

Grade 5

Phonics Scope and Sequence



Unit 1

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Homographs	Suffix <i>-ly</i>
2 Homonyms	Greek and Latin Roots
3 Unknown Words	Compound Words
4 Antonyms	Shades of Meaning
5 Multiple-meaning Words	Suffix <i>-ing</i>

Unit 3

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Multiple-meaning Words	Shades of Meaning
2 Greek and Latin Roots	Greek and Latin Roots
3 Homonyms	Suffixes <i>-tion, -sion</i>
4 Antonyms	Suffix <i>-ous</i>
5 Prefixes <i>pre-, re-</i>	Compound Words

Unit 5

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Greek and Latin Roots	Prefix <i>im-</i>
2 Unknown Words	Acronyms
3 Multiple-meaning Words	Greek and Latin Roots
4 Unfamiliar Words	Complex Spelling Patterns <i>-ous, -ious, -eous</i>
5 Prefixes <i>over-, in-</i>	Morphemes

Unit 2

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Unfamiliar Words	Spanish Word Origins
2 Unknown Words	French Word Origins
3 Greek and Latin Roots	Suffixes <i>-tion, -ion</i>
4 Unfamiliar Words	Spanish Word Origins
5 Endings <i>-s, -ed, -ing</i>	Word Families

Unit 4

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Endings <i>-ed, -ing, -s</i>	Word Endings <i>-ing, -ed, -s</i>
2 Unfamiliar Words	Suffixes <i>-ly, -ian</i>
3 Synonyms	Suffix <i>-ize</i>
4 Unfamiliar Words	Prefixes <i>com-, pro-, epi-</i>
5 Suffixes <i>-ion, -ish</i>	Idioms

Unit 6

WORD STUDY SKILL	PHONICS SKILL
Week	
1 Unknown Words	Compound Words
2 Endings <i>-s, -es</i>	Russian Word Origins
3 Suffixes <i>-less, -ful</i>	Complex Spelling Patterns <i>ci = /sh/, ti = /sh/, ous = /us/</i>
4 Unfamiliar Words	Word Families
5 Homographs	Compound Words

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First grade math

[See recommended skills!](#)

Here is a list of all of the math skills students learn in first grade! These skills are organized into categories, and you can move your mouse over any skill name to view a sample question. To start practicing, just click on any link. IXL will track your score, and the questions will automatically increase in difficulty as you improve!

Counting and number patterns

- A.1 Counting review - up to 10
- A.2 Count to fill a ten frame
- A.3 Counting review - up to 20
- A.4 Counting tens and ones - up to 20
- A.5 Counting - up to 30
- A.6 Counting by tens - up to 100
- A.7 Counting - up to 100
- A.8 Counting tens and ones - up to 99
- A.9 Counting by twos, fives, and tens with pictures
- A.10 Counting by twos, fives, and tens
- A.11 Counting forward and backward
- A.12 Number lines
- A.13 Counting on the hundred chart
- A.14 Hundred chart
- A.15 Even or odd

Understand subtraction

- F.1 Subtract with pictures - numbers up to 10
- F.2 Subtraction sentences - numbers up to 10
- F.3 Subtraction sentences using number lines - numbers up to 10
- F.4 Subtract zero and all

Subtraction skill builders

- G.1 Subtracting 1
- G.2 Subtracting 2
- G.3 Subtracting 3
- G.4 Subtracting 4
- G.5 Subtracting 5
- G.6 Subtracting 6
- G.7 Subtracting 7

Measurement

- P.1 Read a thermometer
- P.2 Compare objects: length and height
- P.3 Measure using objects
- P.4 Measure using an inch ruler
- P.5 Which customary unit of length is appropriate?
- P.6 Customary units of length: word problems
- P.7 Which customary unit of weight is appropriate?
- P.8 Compare and convert cups, pints, and quarts
- P.9 Measure using a centimeter ruler
- P.10 Which metric unit of length is appropriate?
- P.11 Metric units of length: word problems
- P.12 Which metric unit of weight is

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Grade 6

Phonics Scope and Sequence

Unit 1

WORD STUDY SKILL

Week

- 1 Synonyms
- 2 Greek and Latin Roots
- 3 Unfamiliar Words

- 4 Word Endings
- 5 Suffixes

PHONICS SKILL

- Word Endings *-ed, -ing*
 Shades of Meaning
 Spanish and Native American Word Origins
 Prefixes *ex-, re-*
 Multiple-meaning Words

Unit 2

WORD STUDY SKILL

Week

- 1 Greek and Latin Roots
- 2 Suffixes
- 3 Unknown Words

- 4 Unfamiliar Words
- 5 Greek and Latin Roots

PHONICS SKILL

- Related Words
 Morphemes
 Spanish and Native American Word Origins
 Shades of Meaning
 Greek and Latin Roots

Unit 3

WORD STUDY SKILL

Week

- 1 Word Endings
- 2 Suffixes
- 3 Synonyms
- 4 Prefixes
- 5 Antonyms

PHONICS SKILL

- Shades of Meaning
 Greek and Latin Roots
 Suffixes *-ary, -ize*
 Multiple-meaning Words
 Suffixes *-ion, -less*

Unit 4

WORD STUDY SKILL

Week

- 1 Unfamiliar Words
- 2 Unknown Words
- 3 Unfamiliar Words
- 4 Multiple-meaning Words
- 5 Prefixes

PHONICS SKILL

- French and Italian Words
 Suffixes *-ship, -ence*
 Suffixes *-en, -age, -ment*
 Greek and Latin Roots
 Shades of Meaning

Unit 5

WORD STUDY SKILL

Week

- 1 Antonyms
- 2 Homonyms
- 3 Synonyms
- 4 Unfamiliar Words
- 5 Unknown Words

PHONICS SKILL

- Prefixes *ac-, de-*
 Spanish Words
 Greek and Latin Roots
 Shades of Meaning
 Affixes *un-, -able*

Unit 6

WORD STUDY SKILL

Week

- 1 Prefixes
- 2 Unfamiliar Words
- 3 Multiple-meaning Words
- 4 Multiple-meaning Words
- 5 Synonyms

PHONICS SKILL

- Greek and Latin Roots
 Greek Roots
 Prefixes *pro-, uni-, dis-*
 French Words
 Shades of Meaning

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Unit 3		Phonics	Vocabulary Words	Comprehension Strategy	Grammar	Writing
Week 1 Theme I See Animals Hiding	review consonants, blends and digraphs	natural, unaware, camouflage, warrest, slithering, invisible	asking questions, compare and contrast, summarizing, clarifying	subject/verb agreement in simple sentences,	personal narrative	
Week 2 Theme: Animal Camouflage	oo moon oo/ 	costume, surroundings, blends, marshes, mimicry, pretenders	asking questions, main idea and details, making connections, summarizing	types of sentences, irregular pludrals, homophones	topic sentences	
Week 3 Theme: What Color is Camouflage?	ow, cow ow/ ou, ouch ou/ 	stalks, thicket, prowling, prey, threatened, predator	making connections, clarifying, cause and effect, summarizing, drawing conclusions	adverbs, phonograms, suffixes	writing nonfiction descriptions	
Week 4 Theme: They Thought They Saw Him	aw, saw aw/ au, Paul au/ ough, augh, all, al, alk	elstened, wakeful, gripped, swooped, ridge	clarifying, drawing conclusions, asking questions, predicting	adjectives and adverbs	writing a simple explanation	
Week 5 Theme:How th Guinea Fowl Got Her Spots	oi, oil oi/ oy, boy oi/ frequently misspelled words,	glossy, delicious, slinking, scrambled, cautiously,craned	making connections, classifying and categorizing, prediction, asking questions, drawing	punctuating dialogue, using context clues	responding to a picture	
Week 6 Theme: All Eyes on the Pond	review oi, aw, ow, oo, oo	view, gazes, tangled, echoes, peering, peculiar	clarifying, author's point of view, visualizing, summarizing	Nouns (proper and common)	rhyme in poetry	

Unit 4		Phonics	Vocabulary Words	Comprehension Strategy	Grammar	Writing	Spelling
Week 1 Theme Dinosaur Fossils Genre: Expository	plural words, unstressed endings, comparative word forms	dinosaurs, fossils, hardened, scientists, difficult, extinct, paleontologists,	clarifying, main idea & details, asking questions, summarizing, making connections, classifying and categorizing	commas in a series, common nouns	asking and answering questions	consonant before adding ed, ing compound words	
Week 2 Theme: The Dinosaur Who Lived in My Backyard Genre: Fantasy	eight, sleigh /a/ ou, ouch /ou/ ow, cow /ow/	hatched, neighborhood, swamp, rescue, sprinkler	asking questions, visualizing, fact and opinion, making connections	abbreviations	using comparisons	il, al, le endings, comparatives and superlatives	
Week 3 Theme: Why Did The Dinosaurs Disappear? Genre: Expository	words ending with - ous, -tion, -ure	climate, starved, protection, moisture, erupt, discovery, burrow, earthquakes, volcanoes,	making connections, predicting, cause and effect, clarifying, summarizing	compound subjects and predicates	giving instructions	vowel + r, prefixes and suffixes	
Week 4 Theme: Monster Tracks Genre: Expository	words ending in ly, multiple-meaning words,	clues, prehistoric, imprint, mold, shallow, textures, instructions, wordless, embed, ooze, reverse	making connections, clarifying, sequence, summarizing	subject/verb agreement	using time and order words	compound words, inflectional endings	

Unit 5		Phonics	Vocabulary Words	Comprehension Strategy	Grammar	Writing	Spelling
Week 1	e spelled _y, ee, feet /e/, ea, eat/e/, ie, chief /e/	guts, homesick, wimp, swatted, creepy, beetles, homesick, pinkies	making connections, author's point of view, visualizing, predicting	letters: form and punctuation	writing process, personal narrative	plurals: review simple and ending in y, synonyms	
Week 2	frequently misspelled words, inflectional endings: Drop final e, review /a/ and long/a/	puffing, avalanche, trembling	making connections, drawing conclusions, clarifying, summarizing	Verbs: regular and irregular	rhyme and repetition	frequently misspelled words, position words	
Theme: Dragons and Giants Genre: Fantasy							
Week 3	ie, chief /e/ compound words, homophones, multiple-meaning words	gurgling, trickling, gushing, numb, rumbiling, hero, windmills, dikes, echo	asking questions, cause and effect, clarifying, summarizing, making connections	possessive nouns	writing a narrative	phonograms, multiple- meaning words	
Theme: The Hole in the Dike Genre: Legend							
Week 4	ar, star /ar/ related words	powerful, protests, demanding, fair, riots, violence, prejudice, minister, doctorate, character	asking questions, drawing conclusions, summarizing, main idea and details, clarifying	Letters: form and punctuation	using supporting details in paragraphs	contractions, prefixes and suffixes	
Theme: A Picture Book of Martin Luther King Jr. Genre: Biography							
Week 5	/er/ spelling oi, oil /oi/ oy, boy /oy/ ow, cow /ow/ ou, ouch /ou/	successor, worthy, proclamation, swarmed, courage, ashamed, admire, tended, issued, transferred	making connections, asking questions, making inferences, summarizing, predicting, sequence	commas in a series, inflectional endings, using context clues	writing process: elaborating through suspense and surprise	contractions	
Theme: The Empty Pot Genre: Folktale							
Week 6	long l, consonant blends, spellings for /j/ antonyms	reservation, drifted, swirling, qualified, emblem, g ymnasium, mural, platter, beam, dangling, depends, livestock, cradle hoard mysterious	asking questions, author's purpose, making connections, cause and effect, clarifying, summarizing, predicting	review: nouns, adjectives, adverbs	writing dialogue	consonant blends, antonyms	
Theme: Brave as a Mountain Lion Genre: Realistic Fiction							

August

September

October

November

9/6-8	2-4	2-4	10/3-6	17-20	5-8	10/3-11/3	9-11	11-16
9/12-15	5-8	5-8	10/10-13	21-22	9-12	11/7-20	12-15	8-10
9/19-22	9-12	9-12	10/17-20	2-5	13-14	11/14-17	14, 17	11-12
9/26-29	13-16	13-16	10/24-27	6-8	Am. Green	11/21	off week	11/28-12/1

December

January

February

March

12/5-8	6-9	5-8	1/2-5	off	1/2-5	2/6-9	5-8	5-8	2/6-9	20-23	20-23
12-15	10-13	9-10	1/9-12	18-21	1-4	2/13-16	9-12	9-12	2/13-16	24-25	24-25
1/19-22	14-17	11-14	1/16-19	22-24	5-7	2/20-23	13-15	1-3	2/27-3/2	16-19	4-7

April

May

June

July

3-6	5-8	7-8	4/1-4	21-24	1-4						
10-13	9-12	1-4	5/8-11	25-28	5-8						
17-20	13-16	5-8	5/15-18	29-30	9-12						
24-27	19-20	9-11	5/22-24	add	13-15						
			25-31	last day							

August

CKLA Engage NY
Skill on. W/1's
less lesson Module 3

9/5-8	6-9	5-8	less 21 - Mod 4	less 1-3
9/12-15	10-13	9-10	Mod 4	less 4-7
9/19-22	14-17	11-11	less 8-10	

September

2017
Skill
Domain 5
Lesson

9/6-8	2-4	2-4	Lesson 2-4	
9/12-15	5-8	5-8	Lesson 5-8	
9/19-22	9-12	9-12	Lesson 9-12	
9/26-29	13-16	13-16	Lesson 13-16	

October

Down to 1/7
Skills
Lessons

10/3-6	17-20	5-8	Lesson 1-4	
10/10-13	21-24	9-12	Lesson 5-8	
10/17-20	2-5	13-14	Lesson 9-10, 1+2	
10/24-27	6-8	Am.	Lesson 3-5	

November

Skills
Lessons

11/3-11/3	9-11	11-16	Lesson 1-3	
11/7-10	12-15	16-17	Lesson 4-6	
11/14-17	18-21	22-25	Lesson 7-9	
11/21	22-25	26-29	Lesson 10-12	

December

Engage NY
Skill on. W/1's
less lesson Module 3

12/5-8	6-9	5-8	less 21 - Mod 4	less 1-3
12/12-15	10-13	9-10	Mod 4	less 4-7
12/19-22	14-17	11-11	less 8-10	

April

Skills
Lessons

4/3-6	5-8	7-8	Lesson 1-4	
4/10-13	9-12	1-4	Lesson 5-8	
4/17-20	13-16	5-8	Lesson 9-12	
4/24-27	19-22	9-11	Lesson 13-16	

May

Skills
Lessons

5/1-4	21-24	1-4	Lesson 1-4	
5/8-11	25-28	5-8	Lesson 5-8	
5/15-18	29-30	9-11	Lesson 9-12	
5/22-24	1-4	13-15	Lesson 13-15	

June

Skills
Lessons

6/6-9	5-8	5-8	Lesson 26-29	
6/13-16	9-12	9-12	Lesson 30-31	
6/20-23	13-15	1-3	Lesson 3-5	
6/27-30	16-19	4-7	Lesson 6-9	

July

Skills
Lessons

7/6-9	20-23	24-25	Lesson 1-3	
7/13-15	26-29	30-31	Lesson 4-6	
7/20-23	1-4	4-6	Lesson 7-9	
7/27-30	1-4	4-6	Lesson 10-12	

Scope and Sequence Chart – Second Level

The following Scope and Sequence Chart indicates the lessons in which each skill is taught.

Introduction of Letter-Sound Associations			One-Syllable Words		Multisyllable Words		Words with Word Endings		Irregular and/or High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	Word Type	Examples
1-3	ai ay	/aaa/ /aaa/	rain play	Words with ai and ay	fai pain play hay	ai and ay	raindrop railway maintain	Words with -ed ending	failed painted played
4-6	ee ea	/eee/ /eee/	feed leaf	Words with ee and ea	beet sheep beach lead	ee and ea	sunbeam freeway indexed	Words with -ed ending	needed peeled cleaned
7-9	oa ow	/ooo/ /ooo/	coat snow	Words with oa and ow	coach toast flow show	oa and ow	window oatmeal rowboat	Words with both -ed and -ing endings	floated floating snowed snowing
10-12	igh	/iii/	light	Words with igh	night fright	igh	highway nightfall brightness	Words with both -ed and -ing endings	sprayed spraying printed printing
13-16	a	/aaa/	rake	CVCe words with a	bake grape	CVCe with a	handmade inhale	Words with 1 or 2 medial consonants	trading mapping
17	i	/iii/	five	CVCe words with i	white time	CVCe with i	dislike reptile	Words with 1 or 2 medial consonants	riding sitting
18-20	o	/ooo/	joke	CVCe words with o	vote nose	CVCe with o	sunstroke backbone	Words with 1 or 2 medial consonants	hoping jogging
21-23	ar	/ar/	car	Words with ar	smart farm	ar	artist harmless market	Review of words with -ed and -ing endings	would, should, could, been
24-26	er	/er/	fern	Words with er	term heard	er	perfect yesterday	Words with -er ending Review of words with -ed and -ing endings	come, who, very
27-29	or	/or/	corn	Words with or	sport horse	or	popcorn corrupt forget	Review of words with -ed, -ing, and -er endings	your
30-32	ir ur	/ir/ /ur/	bird turn	Words with ir and ur	first girl church turn	ir and ur	birthday frankfurter stirrup hamburger	Review of words with -ed, -ing, and -er endings	use

TABLE OF CONTENTS

	Page
The Phonics for Reading Series	4
Phonics for Reading, Second Level	6
Research Report	16
<hr/>	
Lesson 1 Introduction of <i>ai</i> and <i>ay</i> words (<i>rain, play</i>) Introduction of words with the word ending <i>-ed</i>	24
Lesson 2 Practice of words with <i>ai</i> and <i>ay</i> Practice of words with the word ending <i>-ed</i>	28
Lesson 3 Practice of words with <i>ai</i> and <i>ay</i> Practice of words with the word ending <i>-ed</i>	32
<hr/>	
Lesson 4 Introduction of <i>ee</i> and <i>ea</i> words (<i>feed, leaf</i>) Practice of words with the word ending <i>-ed</i>	36
Lesson 5 Practice of words with <i>ee</i> and <i>ea</i> Practice of words with the word ending <i>-ed</i>	40
Lesson 6 Practice of words with <i>ee</i> and <i>ea</i> Practice of words with the word ending <i>-ed</i>	44
<hr/>	
Lesson 7 Introduction of <i>oa</i> and <i>ow</i> words (<i>coat, snow</i>) Introduction of words with both word endings <i>-ed</i> and <i>-ing</i>	48
Lesson 8 Practice of words with <i>oa</i> and <i>ow</i> Practice of words with both word endings <i>-ed</i> and <i>-ing</i>	52
Lesson 9 Practice of words with <i>oa</i> and <i>ow</i> Practice of words with both word endings <i>-ed</i> and <i>-ing</i>	56
<hr/>	
Lesson 10 Introduction of <i>igh</i> words (<i>light</i>) Practice of words with both word endings <i>-ed</i> and <i>-ing</i>	60
Lesson 11 Practice of words with <i>igh</i> Practice of words with both word endings <i>-ed</i> and <i>-ing</i>	64
Lesson 12 Practice of words with <i>igh</i> Practice of words with both word endings <i>-ed</i> and <i>-ing</i>	68
<hr/>	
Lesson 13 Introduction of CVCe words with <i>a</i> (<i>rake</i>) Introduction of words altered by the word ending <i>-ing</i>	72
Lesson 14 Practice of CVCe words with <i>a</i> Practice of words altered by the word ending <i>-ing</i>	76
Lesson 15 Practice of CVCe words with <i>a</i> Practice of words altered by the word ending <i>-ing</i>	80
Lesson 16 Practice of CVCe words with <i>a</i> Practice of words altered by the word ending <i>-ing</i>	84

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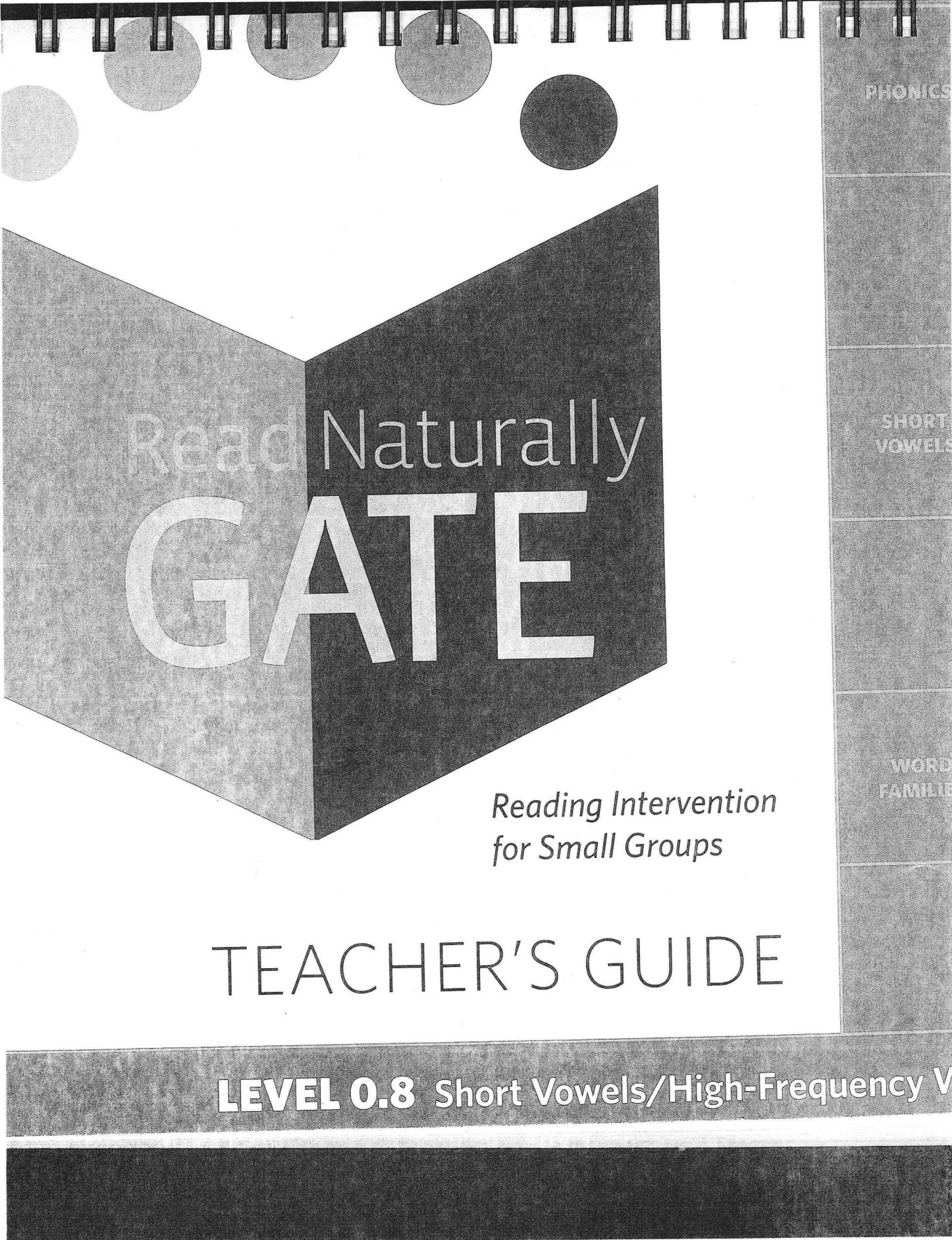
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NOT FOR RESALE

Lesson 17	Introduction of CVCe words with <i>i</i> (<i>five</i>) Practice of words altered by the word ending <i>-ing</i>	88
Lesson 18	Introduction of CVCe words with <i>o</i> (<i>joke</i>) Practice of words altered by the word ending <i>-ing</i>	92
Lesson 19	Practice of CVCe words with <i>a, i,</i> and <i>o</i> Practice of words altered by the word ending <i>-ing</i>	96
Lesson 20	Practice of CVCe words with <i>a, i,</i> and <i>o</i> Practice of words altered by the word ending <i>-ing</i>	100
Lesson 21	Introduction of words with <i>ar</i> (<i>car</i>) Practice of words with the word endings <i>-ed</i> and <i>-ing</i>	104
Lesson 22	Practice of words with <i>ar</i> Practice of words with the word endings <i>-ed</i> and <i>-ing</i>	108
Lesson 23	Practice of words with <i>ar</i> Practice of words with the word endings <i>-ed</i> and <i>-ing</i>	112
Lesson 24	Introduction of words with <i>er</i> (<i>fern</i>) Practice of words with the word endings <i>-ed</i> and <i>-ing</i> Introduction of words with the word ending <i>-er</i>	116
Lesson 25	Practice of words with <i>er</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	120
Lesson 26	Practice of words with <i>er</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	124
Lesson 27	Introduction of words with <i>or</i> (<i>corn</i>) Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	128
Lesson 28	Practice of words with <i>or</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	132
Lesson 29	Practice of words with <i>or</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	136
Lesson 30	Introduction of words with <i>ir</i> and <i>ur</i> (<i>bird, turn</i>) Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	140
Lesson 31	Practice of words with <i>ir</i> and <i>ur</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	144
Lesson 32	Practice of words with <i>ir</i> and <i>ur</i> Practice of words with the word endings <i>-ed, -ing,</i> and <i>-er</i>	148
Answer Key		152
Word Lists		168
Individual Education Plan (IEP)		174
Letters of Progress		178
Placement Test		181
Reading Fluency Graph		190
Scope and Sequence Chart		191



Read Naturally
GATE

*Reading Intervention
for Small Groups*

TEACHER'S GUIDE

LEVEL 0.8 Short Vowels/High-Frequency V

Scope and Sequence

GATE has three levels, and each level has 24 lessons. Each lesson provides detailed instruction of reading skills which the student applies while learning to read a nonfiction story. The skills in each level are listed on the table below.

Scope and Sequence of Skills

	Level 0.8			Level 1.3			Level 1.8		
	T	R	A	T	R	A	T	R	A
Phonemic Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phonics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consonants	✓	✓	✓	✓	✓	✓	-	-	✓
Short Vowels	✓	✓	✓	-	-	-	-	-	✓
Long Vowels	✓	✓	✓	✓	✓	✓	-	✓	✓
Blends and Digraphs	-	-	-	-	-	-	✓	✓	✓
Inflected Endings	-	-	-	-	-	-	✓	✓	✓
Compound/2-Syllable Words	-	-	-	-	-	-	✓	✓	✓
Spelling	✓	✓	✓	✓	✓	✓	✓	✓	✓
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nonfiction Stories	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary	Many stories define concepts such as fog, mimes, glaciers.								

T = Taught R = Reviewed A = Applied

Activities

Each lesson consists of several activities carefully constructed to ensure the development and mastery of foundational skills. The activities are organized by the area of instruction in the following list.

Phonemic Awareness

- Listening for specific sounds in words.
- Blending sounds and syllables into words.

Phonics and Structural Analysis

- Learning the sounds of letters and letter combinations.
- Sounding out words with the featured patterns.
- Spelling words with the featured patterns.
- Decoding one- and two-syllable words with inflected endings.

Word Recognition

- Decoding phonetically regular words.
- Learning regular and irregular high-frequency words.
- Reading the story with and without teacher support.

Hyperlinks to CKLA Amplify and EngageNY

<http://ckla.amplify.com/site/home>

<https://www.engageny.org/>

Assessment

Importance of Assessments

The focus of Lessons 6 through 10 is to gauge students' reading abilities through a number of assessments. **Taking time to assess students is crucial in ensuring their success as readers.** The assessments help you determine which students have the knowledge and skills needed to profit from Grade 1 Skills and which students need to be regrouped to an earlier point in the Skills program. The assessments can also help you determine which students in your class are ready to read trade books independently. Warm-Ups are left out this week in order to maximize the amount of time you have to assess students. Details about how to interpret students' scores for placement are provided in the Placement section of this Teacher Guide.

Core Knowledge Language Arts Kindergarten Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the CKLA Kindergarten program. Students who did well in CKLA Kindergarten should be ready for the Grade 1 sequence of skills instruction. In general, students who mastered CKLA Kindergarten learned:

- One-to-one letter-sound correspondences: CVC words with short vowel sounds, like *cat*, *dog*, and *bed*
- Consonant clusters: CCVC words like *flag*, CVCC words like *dust*, CCVCC words like *blast*
- Consonant sounds written with digraph spellings: 'sh', 'ch', 'th', 'ng'
- Tricky Words, such as *the* and *I*
- Double-letter spellings like 'ss', 'ff', 'ck'
- In the last unit of Kindergarten, students learned the basic code spelling for the long vowel sounds: /ee/ spelled 'ee', 'ae' spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'.

Note: Not all students who participated in the CKLA Kindergarten sequence will have completed the last unit, but they may still be prepared for Grade 1 materials. In general, students who mastered CKLA Kindergarten material from:

- Units 1–8 should have adequate preparation for the Grade 1 sequence of skills instruction.
- Units 9–10 should have good to outstanding preparation.

Kindergarten		Grade 1	
Units 1–2:	Purely oral phonemic awareness		
Units 3–5:	One-to-one letter-sound correspondences; CVC words with “short” vowel sounds like <i>cat</i> , <i>dog</i> , <i>bed</i>		
Unit 6:	Consonant clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>		
Unit 7:	Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’		
Units 8–9:	Tricky Words; double-letter spellings like ‘ss’, ‘ff’, ‘ck’	Unit 1:	Review of CVC, CCVC, CVCC, and CCVCC words
Unit 10:	Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words	Unit 2:	Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘oe’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words
		Unit 3:	Basic code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
		Unit 4:	Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/); past-tense endings; two-syllable words
		Unit 5:	Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ and ‘ge’ for /j/, ‘wr’ for /r/, ‘ve’ for /v/
		Unit 6:	Common spelling alternatives for consonant sounds, e.g., ‘c’, ‘ce’, and ‘se’ for /s/, ‘kn’ for /n/, ‘wh’ for /w/, ‘n’ for /ng/
		Unit 7:	Spelling alternatives for “long” vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘oa’ for /oe/

Order of Assessments

All students will take the Word Recognition Test. The next test they take will be determined by their score on the Word Recognition Test. Below is a chart that will guide you in determining the assessments to give students.

Test Name	If the Score is . . .	Then the Next Test Will Be . . .
Word Recognition Test (Group)	18 or higher (exclude lines 21–25)	Story Reading: “Gwen’s Hens”
	17 or lower	Pseudoword Reading Test
Story Reading: “Gwen’s Hens” (Group)	4 or higher	No further assessments
	3 or lower	Work one-on-one and listen to student read the story aloud, marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Test.
Pseudoword Reading Test (1–1)	27 or higher	Story Reading: “Gwen’s Hens”
	26 or lower	Code Knowledge Diagnostic Test
Code Knowledge Diagnostic Test (1–1)	23 or higher	No further assessments
	22 or lower	Letter Name Test (optional)
Letter Name Test (Optional) (Group or 1–1)	No further assessments	No further assessments

A flow chart has been provided on the pages that follow to help you visualize the order of assessments. In addition, a student scoring sheet is provided to record students’ scores.

Managing the Administration of the Assessments

Both the Word Recognition and Story Reading Tests are administered as group assessments. The Pseudoword Reading Test and Code Knowledge Diagnostic Test are administered individually. The Letter Name Test can be administered individually or as a group.

We have created worksheets for students to complete independently while others are being assessed. They are intentionally created to be easy for students to complete without direct teacher guidance. You can also incorporate other independent activities that are routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

The important thing is for students to be engaged in activities that will allow you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for providing and explaining to students the worksheets and other independent activities so things can run smoothly during this time.

In Lesson 6, the Word Recognition Test is administered to the entire class at the same time. Worksheets are provided for independent work during the remainder of the class period. In Lesson 7, the Story Reading Test is

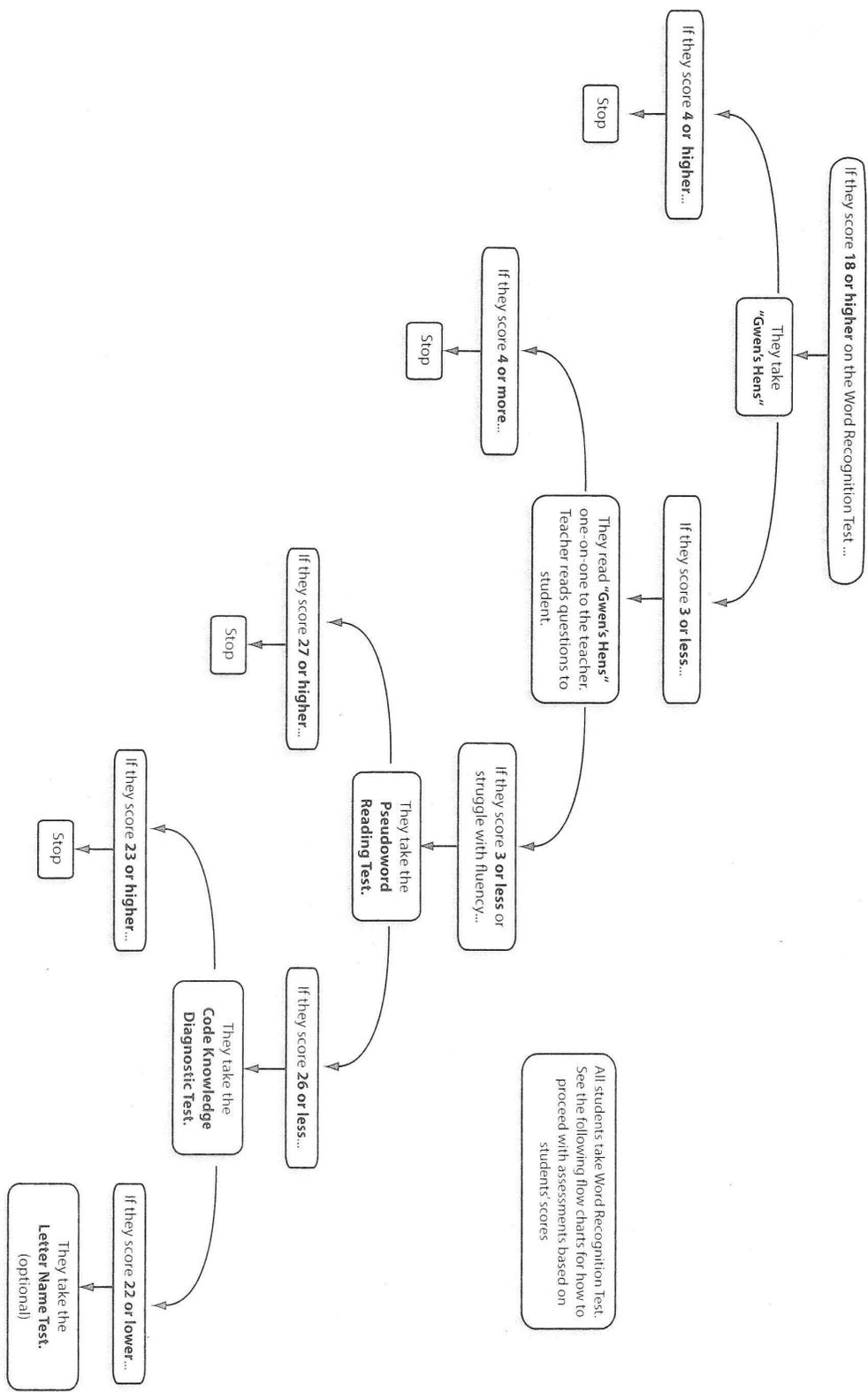
administered as a group test, but only to those students who scored 18 or higher on the Word Recognition Test. Students who are not eligible for the Story Reading Test should work independently on the worksheets provided, as the teacher then calls each student individually to complete the indicated one-on-one assessment during Lesson 7 and the remainder of the week.

Scoring and Placement

At the end of each lesson, there is information in the Scoring section about how to evaluate students' tests. The Scoring section also tells you which students will take the next tests. After Lesson 10, information is provided in the Placement section that will guide how to place students in appropriate reading groups.

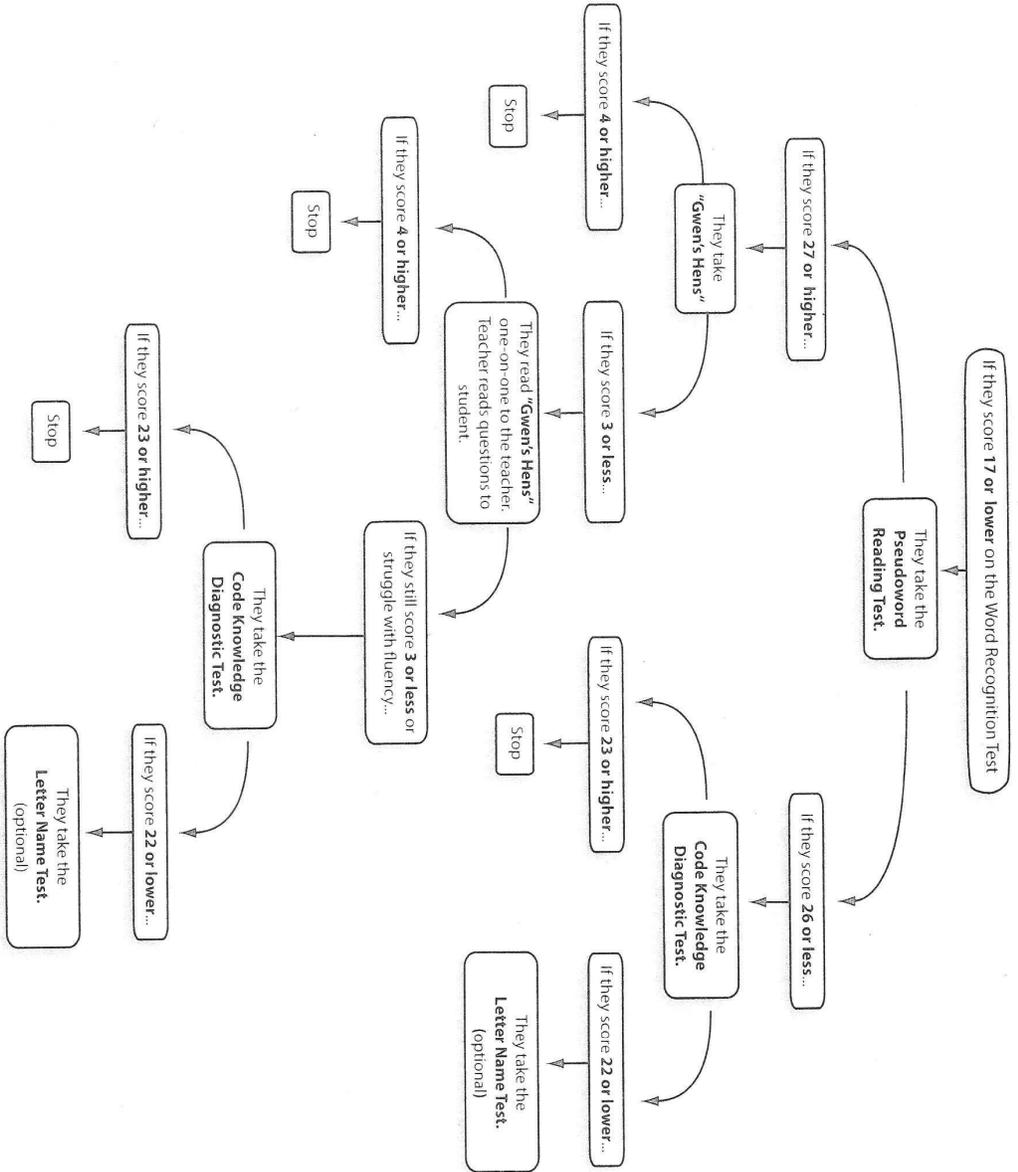
If the placement tests indicate that a student is not ready for Grade 1, it is imperative that the student be regrouped to get Skills instruction that matches his or her reading ability.

Order of Assessments Flowchart if Students Score 18 or Higher on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Order of Assessments Flowchart if Students Score 17 or Lower on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Hyperlinks to CKLA Amplify and EngageNY

<http://ckla.amplify.com/site/home>

<https://www.engageny.org/>



6th Grade Math

Mr. Hunter

Syllabus

Intro: Welcome to the Heritage Academy 6th grade Math Course. This Course will cover the following topics listed below. The basis for this course is Engage New York and Idaho State Common Core Standards. This course will be intellectually rigorous. Students will engage in high level critical thinking, Socratic Seminars, and Project Based Learning. Students will speak, read, write and listen to Math content. Students will keep a Math Journal in which they will take daily notes, and respond to questions. Please contact me if you have any questions about the course. I see this document as a living one in which we can adapt, change or accommodate as necessary in order to maximize as much as possible each student's success. I look forward to a fantastic year!

Math01 Units for the year

- I. Ratios and Unit Rates (Quarter 1)
- II. Division of Fractions (Quarter 1)
- III. Rational Numbers (Quarter 2)
- IV. Expressions and Equations (Quarter 2)
- V. Geometry (Quarter 3)
- VI. Statistics (Quarter 4)



3. Loren and Julie have different part-time jobs after school. They are both paid at a constant rate of dollars per hour. The tables below show Loren and Julie's total income (amount earned) for working a given amount of time.

Loren

Hours	3	6	9	12		18	21	24	27
Dollars	18	36			90				

Julie

Hours	4	8	12	16	20	24		32	36
Dollars	16		48				112		

- a. Find the missing values in the two tables above.
- b. Who makes more per hour? Justify your answer.
- c. Write how much Julie makes as a rate. What is the unit rate?

- d. How much money would Julie earn for working 16 hours?
- e. What is the ratio between how much Loren makes per hour and how much Julie makes per hour?
- f. Julie works $\frac{1}{4}$ hours/dollar. Write a one or two-sentence explanation of what this rate means. Use this rate to find how long it takes for Julie to earn \$160.

4. Your mother takes you to your grandparents' house for dinner. She drives 60 minutes at a constant speed of 30 miles per hour. She reaches the highway, quickly speeds up, and drives for another 30 minutes at constant speed of 80 miles per hour.
- How far did you and your mother travel altogether?
 - How long did the trip take?
 - Your older brother drove to your grandparents' house in a different car but left from the same location at the same time. If he traveled at a constant speed of 70 miles per hour, explain why he would reach your grandparents' house first. Use words, diagrams, or numbers to explain your reasoning.

A Progression Toward Mastery					
Assessment Task Item		STEP 1 Missing or incorrect answer and little evidence of reasoning or application of mathematics to solve the problem.	STEP 2 Missing or incorrect answer but evidence of some reasoning or application of mathematics to solve the problem.	STEP 3 A correct answer with some evidence of reasoning or application of mathematics to solve the problem, OR an incorrect answer with substantial evidence of solid reasoning or application of mathematics to solve the problem.	STEP 4 A correct answer supported by substantial evidence of solid reasoning or application of mathematics to solve the problem.
1	6.RP.A.3c	Student is unable to depict the problem using a table, diagram, or equation, and student either answers incorrectly or does not answer the	Student depicts the problem using a table, diagram, or equation, but has significant errors in the reasoning or calculations, leading to an incorrect answer.	Student is able to answer the question correctly, but is not able to explain the reasoning process with an accurate depiction using a table, diagram, or	Student gives an accurate depiction of the problem with a table, diagram, or equation and connects that depiction to a correct answer to the

		question at all.		equation. OR Student gives an accurate depiction of the problem but makes a minor calculation or articulation error in arriving at the answer.	question.
2	a 6.RP.A.2 6.RP.A.3d	Student is unable to answer the question. Student is not able to accurately represent the rate or unit rate for Brand A. The student shows no evidence of moving beyond that representation.	Student is able to accurately represent the rate for Brand A but is unable to determine the unit rate. The student is unable to apply the unit rate to further questioning in the problem.	Student correctly provides the unit rate as 12, but the work lacks connection to the original problem of 60 lb. per \$5.	Student correctly provides the rate as 12 pounds per dollar and the unit rate is given as 12.

	b 6.RP.A.2 6.RP.A.3d	Student is unable to answer the question. Student is not able to accurately represent the rate or unit rate for Brand B and shows no evidence of moving beyond that representation.	Student is able to accurately represent the rate for Brand B but is unable to apply the unit rate in comparison to the unit rate of Brand A.	Student accurately represents the unit rate of Brand B as 12.5 lb. per \$1 and compares the unit rate to being more than Brand A. However, the student does not make connections to the problem and does not determine that Brand B is a better deal because it gives more sand than Brand A.	Student accurately represents both unit rates of Brand A and Brand B. The student determines Brand B is a better unit rate and relates the unit rates to the problem.
	c 6.RP.A.2 6.RP.A.3d	Student does not answer the question correctly. The total number of cubic feet is not found. The rate of 100 lb./1 ft. is not used to determine the total pounds of sand, and the unit	Student determines the total number of cubic feet. The rates to find the total pounds of sand needed are not used or are miscalculated. The unit rate of the cost of A or B is not used to determine the total cost	Student accurately determines the number of cubic feet needed for the project. The rate of 100 lb./1 ft. is accurately calculated to determine the total pounds of sand needed; however, the rate of	Student accurately determines the total cubic feet needed and the total pounds of sand needed and uses the appropriate rate to determine the final cost of the project. The student uses labels

		rate of the cost of either A or B is not used to determine the total cost of the project.	of the project or is miscalculated.	\$1/the unit rate of A or B to determine the final cost is miscalculated.	accurately to support the reasoning of the final answer.
3	a	Student is unable to answer the question. The values are not placed in either table, or incorrect values are provided.	Student is able to provide two to three correct values to portions of the tables but does not support the answers mathematically.	Student is able to provide correct values for three to four portions of the tables but does not support the answers mathematically.	Student is able to provide correct values for all portions of the tables. The student provides reasoning for the answers using additive patterns and unit rate conversion.
	b	Student does not calculate the hourly rate of either Loren or Julie correctly or does not answer the question. The rates to determine a final answer are not compared.	Student does not correctly calculate the hourly rate of either Loren or Julie and is unable to compare the rates and determine which girl made more money per hour.	Student correctly calculates the hourly rate of each girl but does not compare the rates to determine which made more money per hour.	Student accurately answers the question and justifies the reasoning through comparison of the hourly rates.
	c	Student is unable to answer the question. The rate or the unit rate is not accurately determined. The student does not make connections to the values in the table.	Student references values from the table (e.g., \$36/3 hrs.) but does not express the values as a rate or a unit rate.	Student correctly determines the rate of Julie’s pay as \$12 for every hour but does not determine the unit rate to be 12.	Student accurately answers the question by representing the unit rate as 12 and by referencing the values from the table.
	d	Student is unable to answer the question. The correct rate with the number of hours is not accurately computed. OR Student does not attempt the problem.	Student does not accurately compute the correct rate with the number of hours but is proficient in the process to find the correct answer.	Student computes the correct rate with the number of hours. The student finds the total amount of money Julie made in 16 hours. Student work lacks labeling and clear sequence in solving.	Student accurately derives the correct amount of money Julie made in 16 hours. Student uses the correct rate, and the work is labeled in order to justify the reasoning. Student’s work is in logical progression.

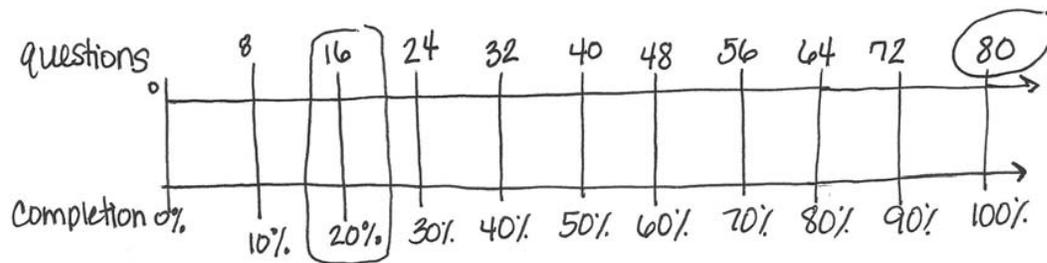
	<p>e</p> <p>6.RP.A.1 6.RP.A.2 6.RP.A.3a 6.RP.A.3b</p>	<p>Student is unable to answer the question. The correct rate of pay for one or both of the girls is not found.</p>	<p>Student is able to compute the accurate rate of pay for the girls but does not compare to determine which girl made more money per hour.</p>	<p>Student accurately computes the rate of pay for each girl and accurately compares the pay in ratio form. Student does not derive a simplified ratio from the rates of pay.</p>	<p>Student answers the problem accurately, with labels, and simplifies the final answer.</p>
	<p>f</p> <p>6.RP.A.1 6.RP.A.2 6.RP.A.3a 6.RP.A.3b</p>	<p>Student explains what the rate means in the problem but does not accurately find the answer.</p>	<p>Student explains the meaning of the rate in detail using conversions but makes errors when deriving the plan to solve.</p> <p><i>Example: The answer is not indicative of understanding cancellation of units and finds \$19 instead of 19 hours.</i></p>	<p>Student provides a lucid explanation with conversions and support. The student may multiply by minute conversion and find a final answer of 1,140 minutes instead of 19 hours.</p>	<p>Student answers the problem with precision and coherent explanation of what the rate means. Calculations are accurate, and the final answer is supported and justified through appropriate labeling.</p>
4	<p>a</p> <p>6.RP.A.3b</p>	<p>Student is unable to answer the problem accurately. Student is not able to apply the rates to determine the number of miles.</p>	<p>Student is able to show intent to multiply the rate by the time to find the miles but computes incorrectly.</p>	<p>Student multiplies the rates appropriately to the time for each section of the trip. The number of separate miles is found, but student does not combine them for a total number of miles for the trip. OR Student shows understanding of the concept but makes computation errors.</p>	<p>Student completes the entire problem accurately with appropriate labels. Student is able to derive a total distance with no computation errors.</p>
	<p>b</p> <p>6.RP.A.3b</p>	<p>Student does not complete the problem or answers with an incorrect response.</p>	<p>Student uses information from the original problem to determine the addends but computes the total incorrectly.</p>	<p>Student uses information from the original problem to determine addends and computes the sum correctly but does not report the correct unit.</p>	<p>Student uses information from the original problem to determine addends and computes the sum correctly. Student labels work appropriately and converts the minutes</p>

					into hours.
	<p>c</p> <p>6.RP.A.3b</p>	<p>Student does not use a diagram, words, or numbers to support the answer or uses the diagram inappropriately. Student does not answer the problem with an accurate response.</p>	<p>Student provides an accurate response but does not utilize a diagram, words, or numbers to support the answer.</p>	<p>Student provides a correct answer and uses only words or numbers to support the answer.</p>	<p>Student uses appropriate diagrams, words, and numbers to support the accurate answer.</p>

Name _____

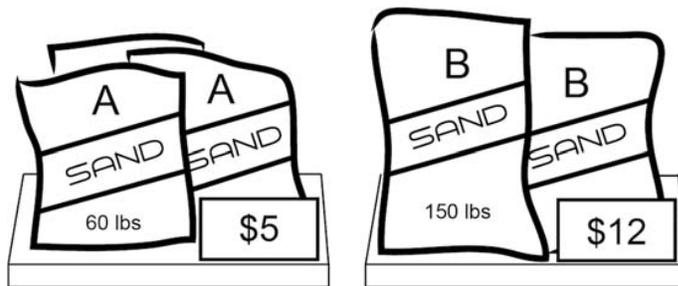
Date _____

- Jasmine has taken an online boating safety course and is now completing her end-of-course exam. As she answers each question, the progress bar at the bottom of the screen shows what portion of the test she has finished. She has just completed Question 16, and the progress bar shows she is 20% complete. How many total questions are on the test? Use a table, diagram, or equation to justify your answer.



There are 80 questions on the test.

- Alisa hopes to play beach volleyball in the Olympics someday. She has convinced her parents to allow her to set up a beach volleyball court in their backyard. A standard beach volleyball court is approximately 26 feet by 52 feet. She figures that she will need the sand to be one foot deep. She goes to the hardware store to shop for sand and sees the following signs on pallets containing bags of sand.



- a. What is the rate that Brand A is selling for? Give the rate and then specify the unit rate.

$$\text{Brand A } \frac{60 \text{ lbs.}}{5 \text{ dollar}} = \frac{12 \text{ lbs}}{1 \text{ dollar}} = 12 \begin{array}{l} \text{unit} \\ \text{rate} \end{array}$$

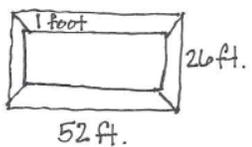
- b. Which brand is offering the better value? Explain your answer.

$$\text{Brand B } \frac{150 \text{ lbs.}}{12 \text{ dollar}} = \frac{12.5 \text{ lbs.}}{1 \text{ dollar}} = 12.5$$

Brand A is selling sand at a rate of 12 lbs per dollar. Brand B is selling at a rate of 12.5 lbs. per dollar. Brand B offers a better value because it gives more sand per dollar.

- c. Alisa uses her cell phone to search how many pounds of sand is required to fill 1 cubic foot and finds the answer is 100 pounds. Choose one of the brands and compute how much it will cost Alisa to purchase enough sand to fill the court. Identify which brand was chosen as part of your answer. Use the volume formula, $V = l \times w \times h$, to determine your answer.

Brand A



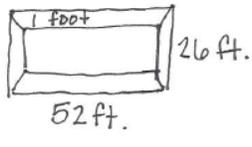
$$52 \text{ ft.} \times 26 \text{ ft.} \times 1 \text{ ft.} = 1,352 \text{ ft}^3$$

$$1,352 \text{ ft}^3 \times 100 \frac{\text{lbs.}}{\text{ft}^3} = 135,200 \text{ lbs.}$$

$$135,200 \text{ lbs.} \times \frac{1}{12} \frac{\text{dollars}}{\text{lb.}} = \$11,266.67$$

Alisa would need \$11,266.67.

Brand B



$$52 \text{ ft.} \times 26 \text{ ft.} \times 1 \text{ ft.} = 1,352 \text{ ft}^3$$

$$1,352 \text{ ft}^3 \times 100 \frac{\text{lbs.}}{\text{ft}^3} = 135,200 \text{ lbs.}$$

$$135,200 \text{ lbs.} \times \frac{1}{12.5} \frac{\text{dollars}}{\text{lb.}} = \$10,816$$

Alisa would need \$10,816.

3. Loren and Julie have different part-time jobs after school. They are both paid at a constant rate of dollars per hour. The tables below show Loren and Julie's total income (amount earned) for working a given amount of time.

Loren

Hours	2	4	6	8	10	12	14	16	18
Dollars	18	36	54	72	90	108	126	144	162

Handwritten annotations for Loren: Brackets above the table show increments of +2 for hours. To the right, vertical calculations show 108 + 18 = 126 and 126 + 18 = 144.

Julie

Hours	3	6	9	12	15	18	21	24	27
Dollars	36	72	108	144	180	216	252	288	324

Handwritten annotations for Julie: Brackets below the table show increments of +3 for hours and +36 for dollars. Brackets above the table show increments of +18 for dollars.

a. Find the missing values in the two tables above.

$$\begin{array}{r} 216 \\ + 36 \\ \hline 252 \end{array} \quad \begin{array}{r} 252 \\ + 36 \\ \hline 288 \end{array} \quad \begin{array}{r} 36 \\ + 36 \\ \hline 72 \end{array} \quad \begin{array}{l} \text{ratio } 3:36 = 1:12 \\ \text{so, } 6:72 \end{array}$$

- b. Who makes more per hour? Justify your answer.

$$\text{Loren} - \frac{18 \text{ dollars}}{2 \text{ hour}} = 9 \frac{\text{dollars}}{\text{hour}}$$

$$\text{Julie} - \frac{36 \text{ dollars}}{3 \text{ hour}} = 12 \frac{\text{dollars}}{\text{hour}}$$

$$\begin{array}{cc} \text{Loren} & \text{Julie} \\ 9 & < & 12 \end{array}$$

Julie makes more per hour.

- c. Write how much Julie makes as a rate. What is the unit rate?

$$\begin{array}{l} \text{Julie } 3:36 \rightarrow 1:12 \\ \$12 \text{ per hour} \quad \frac{12 \text{ dollars}}{1 \text{ hour}} \\ \text{unit rate} - 12 \end{array}$$

- d. How much money would Julie earn for working 16 hours?

$$\frac{12 \text{ dollars}}{1 \text{ hour}} \times 16 \text{ hours} = 12 \text{ dollars} \times 16 = 192 \text{ dollars}$$

Julie earns \$192 for working 16 hours.

- e. What is the ratio between how much Loren makes per hour and how much Julie makes per hour?

$$\begin{array}{l} \text{Loren} - 9 \frac{\text{dollars}}{\text{hour}} \\ \text{Julie} - 12 \frac{\text{dollars}}{\text{hour}} \end{array}$$

$$9:12 \rightarrow 3:4$$

- f. Julie works $\frac{1}{12}$ hours/dollar. Write a one or two-sentence explanation of what this rate means. Use this rate to find how long it takes for Julie to earn \$228.

To earn one dollar, Julie has to work $\frac{1}{12}$ hour, or 5 minutes.

$$\frac{\frac{1}{12} \text{ hours}}{1 \text{ dollars}} \times 228 \text{ dollars} = \frac{1}{12} \text{ hour} \times 228 = 19 \text{ hours}$$

$$\begin{array}{r} 19 \\ 12 \overline{)228} \\ \underline{-12} \\ 108 \\ \underline{-108} \\ 0 \end{array}$$

4. Your mother takes you to your grandparents' house for dinner. She drives 60 minutes at a constant speed of 40 miles per hour. She reaches the highway, quickly speeds up, and drives for another 30 minutes at constant speed of 70 miles per hour.
- a. How far did you and your mother travel altogether?

$$1 \text{ hour} \times 40 \frac{\text{miles}}{\text{hour}} = 1 \times 40 \text{ miles} = 40 \text{ miles}$$

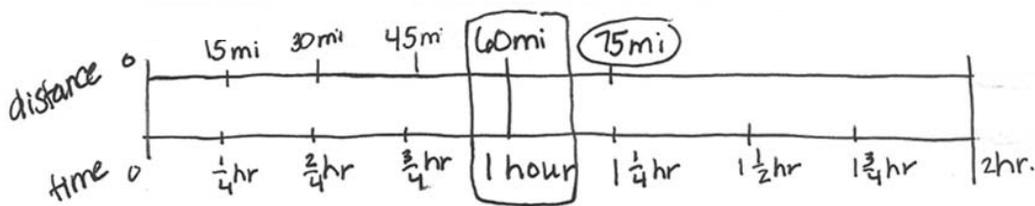
$$0.5 \text{ hour} \times 70 \frac{\text{miles}}{\text{hour}} = 0.5 \times 70 \text{ miles} = 35 \text{ miles}$$

$$40 \text{ miles} + 35 \text{ miles} = 75 \text{ miles}$$

b. How long did the trip take?

$$60 \text{ minutes} + 30 \text{ minutes} = 90 \text{ minutes or } 1\frac{1}{2} \text{ hours.}$$

c. Your older brother drove to your grandparents' house in a different car but left from the same location at the same time. If he traveled at a constant speed of 60 miles per hour, explain why he would reach your grandparents' house first. Use words, diagrams, or numbers to explain your reasoning.



The trip is 75 miles long. If he travels 60 miles in 1 hour, it will take him $1\frac{1}{4}$ or 1.25 hours to get there.

2012 – 2016 Teacher Evaluation Data

TEACHER	Fall 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	OUTCOME
	Unsatisfactory	Unsatis							Nonrenewal
	Unsatisfactory	Unsatis							Nonrenewal
	Basic	Basic	Unsatis						Resigned
				Prof	Prof	Prof			Moved to a full time music position
	Unsatis	Unsatis							Nonrenewal
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Basic	Basic							Resigned
	Proficient	Proficient	Disting	Disting					Moved to WA
	Proficient	Proficient							Moved to Nevada
	Unsatisfactory and serious policy violations								Admin Leave and Resignation
	Proficient	Proficient	Profic	Profic	Disting	Disting	Profic	Profic	Still at HA
			Profic	Profic	Profic	Profic	Profic	Profic	Still at HA
			Profic	Profic					Moved to Boise
			Basic	Basic					Health Issues – Left after a year
					Profic	Profic	Basic	Basic	Nonrenewal
					Unsat	Unsat and serious ethics violation			Admin Leave and Resignation
					Basic	Unsat			Nonrenewal

							Unsat	Unsat	Nonrenewal
					Profic	Disting	Disting	Disting	Still at HA
					Proficient	Proficient	Proficient	Profic	Moved to Twin
							Distinguished	Distinguished	Still at HA
							Proficient	Proficient	Still at HA
					Proficient	Proficient	Proficient	Proficient	Still at HA
					Distinguished	Distinguished	Distinguished	Distinguished	Still at HA

Staff Progression

	2011-12	2012-13	2013-14	2014-15	2015-16
Unsatisfactory	Administrator	3	1	2	1
Basic	did not	2	1	0	1
Proficient	complete	3	4	5	5
Distinguished	evals	2	3	5	5
Renewed	5	4	5	9	10
Not-renewed and/or put on leave and resigned	0	5	2	2	2
Moved to a different district	1 (moved to local school district)	1 (moved out of state)	2 (both out of the Magic Valley)	1 (moved to high school – different content area)	0

Heritage Academy Professional Development Plan

This professional development plan encompasses all professional development provided by the district using **ANY** source of funds. Plan is to be reviewed and updated annually.

District: Heritage Academy Date: August 2015
500 S Lincoln Ave Jerome, ID 83338
 Phone: (208)595-1617
 Fax: (208)595-16 Email: cbizik@heritageacademyid.org

For Districts receiving Title IIA funds, districts **MUST** provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught.
2. Improve student achievement in the classroom, teach, and address the needs of students with different learning needs (particularly students with disabilities, students who are gifted and talented, and students with limited English proficiency.)

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Christine Ivie</u>	<u>Superintendent</u>
<u>Barb Lehnus</u>	<u>K-5 Team Leader and Mentor</u>
<u>Cherryann Bizik</u>	<u>Federal Programs Director</u>
<u>Helen Sauer</u>	<u>Special Education Team Leader</u>
<u>Michelle Rasmussen</u>	<u>RtI and 504 Coordinator</u>
<u>Robert Hunter</u>	<u>Admin Intern and 5th Grade Teacher</u>
<u>Nancy Cornwell</u>	<u>Paraprofessional and Parent Volunteer Coordinator</u>

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers District-wide at the end of the 2014-15 school year: **100**

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

Team members met at leadership team meetings and in federal programs team meetings. The team had collaboration/brainstorming meetings and also utilized the WISE Tool as a guide to assessing current needs and creating a plan.

b) What data was collected and analyzed to determine PD needs?

Heritage Academy Professional Development Plan

c) What PD needs were identified?

Section 2: Academic Progress

a) How was academic progress data analysis conducted?

b) What academic progress data was collected and analyzed?

Heritage Academy Professional Development Plan

c) What academic progress needs were identified?

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

b) What HQT data was collected and analyzed?

c) What HQT needs were identified?

List any private schools choosing to participate in your district's professional development funded under any ESEA programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Heritage Academy Professional Development Plan

Fill out the Professional Development Plan Template that follows, using as many or as few pages as needed.

Should you have any questions or concerns about this document, or Highly Qualified Professional Development in general, please contact:

Teresa Burgess, Title II-A Coordinator
Idaho State Department of Education
650 West State Street
P. O. Box 83720
Boise, ID 83720-0027
tburgess@sde.idaho.gov
208-332-6891

Idaho State Department of Education Professional Development Plan Template

NEED ONE: _____

GOAL ONE: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education
Professional Development Plan Template

Idaho State Department of Education Professional Development Plan Template

NEED TWO: _____

GOAL TWO: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education Professional Development Plan Template

HQT NEEDS: _____

HQT GOAL: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education

Professional Development Plan Template

Complete the following pages to further describe the district's plan for ensuring 100% HQT. Review the district's report card and HQT report regarding the number and percent of teachers who are and are not highly qualified. Consider which core academic subjects and grade levels have teachers, if any, who are not highly qualified. Use this information in responding to the questions in this plan.

A. CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSESSMENT

1. Describe how teachers are presently being supported by the district in meeting the Elementary and Secondary Education Act highly qualified teacher (HQT) requirements.

2. What issues or conditions are preventing the district from having 100% of the teachers highly qualified?

Idaho State Department of Education

Professional Development Plan Template

B. TEACHERS NOT HIGHLY QUALIFIED BY SCHOOLS & SUBJECTS: Using the following chart, list each school with teachers who are NOT highly qualified and the core academic subject classes they teach. Indicate the current actions to become highly qualified. Below the table, write a brief summary to describe highly qualified teacher issues in the district. (Add additional rows to expand the chart, as needed.)

Name of School with Teacher(s) Not Highly Qualified	<i># of teachers not HQ</i>	Grade(s)	Subject	No. of Classes Taught	Current Actions to Become Highly Qualified

SUMMARY:

Idaho State Department of Education

Professional Development Plan Template

C. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS: List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete *Resources* column as appropriate. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	How Will Progress Be Monitored
*Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.			

*Example of one strategy to consider.

Idaho State Department of Education

Professional Development Plan Template

D. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Indicate the district procedures or actions for recruiting and hiring highly qualified teachers, i.e. signing bonuses. Also indicate the actions taken should a teacher be hired who is not highly qualified. Complete the *Resources* column as appropriate. (Expand the table to include other actions, as needed.)

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
* The district will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position, applications, and resumes received, and notes from interviewing and selecting the teacher for employment.			
* The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve highly qualified status, using the most expedient option.			
* The district will ensure that the teacher receives support and assistance necessary to achieve the highly qualified designation as expediently as possible.			
<i>Other actions:</i>			

* These actions are highly recommended if teachers are not highly qualified.

Idaho State Department of Education
Professional Development Plan Template

E. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS: List and describe district actions to retain highly qualified teachers. All actions should be supported by the district’s policies and procedures for recruiting, hiring, inducting, and retaining highly qualified teachers. Complete the *Resources* column as appropriate.

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes

HERITAGE ACADEMY STAFF AND SCHEDULE 2016 - 2017

STAFF LIST

- Superintendent, K-8 Principal, K-8 Counselor and Special Education Director – Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English & 4th Grade Lead Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Middle School PE Teacher; K-8 Special Education Teacher; Safe Schools and Wellness Coordinator – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Middle School History Teacher (IDLA) – Mrs. Ladwig
- Kindergarten Teacher – Mrs. Radford
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teachers – Mrs. Carpenter & Ms. Bizik (Lead)
- 5th Grade Teacher & School Library Coordinator – Mrs. Fontes
- English Language Learner (ELL) Coordinator – Ms. Carpenter
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary: Power School Coordinator & Parent Involvement Coordinator – Ms. Higgins
- Literacy Proficiency Paraprofessional – Mrs. Park
- Middle School TA Coordinator; Federal Programs Paraprofessional – Mrs. Preston
- K-5 PE Teacher; Special Education Teaching Intern & Marketing Coordinator – Mrs. Hunter
- Homeless Education Liaison, Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional & Art Coordinator – Mrs. Cornwell
- Kindergarten Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – Mrs. Gillespie
- Substitute Teacher – Ms. Rood
- Nutrition Program Director: Fundraising Committee Chairman & Parent Involvement Coordinator – Mrs. Jacobsen
- Kitchen Manager – Mrs. Martinez
- Nutrition Program Assistant – Ms. Burnham
- Nutrition Program Assistant – Mrs. Thacker
- HA Contract Service Providers:
 - Finance and Business Management Consultant – Mrs. Kary
 - Power School Technical Support – Mr. Kary
 - Speech and Language Pathologist – Mrs. Cato
 - Occupational Therapist – Mr. Vinson
 - Physical Therapist – Ms. Bigelow
 - School Psychologist – Mr. Durrant
 - Psychosocial Rehabilitation Specialists – TBD

LUNCH

	11:10 – 11:45	11:45 – 12:15	12:30 – 1:00
Radford – K Room 105	Recess 11:00 Lunch 11:15		
Weir – 1st Room 107	Recess 11:05 Lunch 11:20		
Lehnus – 2nd Room 106	Recess 11:10 Lunch 11:25		
Rasmussen – 3rd Room 207		Recess 11:45 Lunch 12:00	
Carpenter & Bizik – 4th Room 208		Recess 11:45 Lunch 12:00	
Fontes – 5th Room 206		Recess 11:45 Lunch 12:00	
6th, 7th & 8th			Lunch 12:15 Recess 12:30

Specials 11:45 – 12:45

TEACHER	Monday	Tuesday	Wednesday	Thursday
K – Radford 11:45 – 12:15	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie	Technology – Preston
1st Weir 11:45 – 12:15	Technology - Preston	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie
2nd - Lehnus 11:45 – 12:15	Music – A Ivie	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell
3rd – Rasmussen 12:15 – 12:45	PE and Dance - C Hunter	Art – Cornwell	Music – A Ivie	Technology - Preston
4th – Carpenter/Bizik 12:15 – 12:45	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell	Music – A Ivie
5th – Fontes 12:15 – 12:45	Music – A Ivie	Technology – Preston	PE and Dance – C Hunter	Art - Cornwell

SPECIALS TEACHERS’ INDIVIDUAL SCHEDULES (11:45 – 1:00)

C HUNTER	Monday	Tuesday	Wednesday	Thursday
11:45	Radford - Kindergarten	Weir - 1st Grade	Lehnus – 2nd Grade	Break
12:15	Rasmussen – 3rd Grade	Carpenter/Ras. – 4th Grade	Fontes – 5th Grade	Break

CORNWELL	Monday	Tuesday	Wednesday	Thursday
11:45	Break	Radford - Kindergarten	Weir – 1st Grade	Lehnus – 2nd Grade
12:15	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade	Fontes – 5th Grade

A IVIE	Monday	Tuesday	Wednesday	Thursday
11:45	Lehnus – 2nd Grade	Break	Radford - Kindergarten	Weir – 1st Grade
12:15	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade

PRESTON	Monday	Tuesday	Wednesday	Thursday
11:45	Weir – 1st Grade	Lehnus – 2nd Grade	Break	Radford - Kindergarten
12:15	Carpenter/Ras – 4th Grade	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade

2016 - 17 Duty Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45 – 8:15 Playground	Mr. Phillips Mrs. Cornwell Ms. Rood			
9:45 – 10:00 K Recess	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales
10:15 – 10:30 1-4 Recess	Mrs. Weir	Mrs. Carpenter	Mrs. Lehnus	Mrs. Rasmussen
11:00 – 1:00 Lunch Recess	Mrs. Park Mrs. Gillespie Mrs. Gonzales			
11:00 – 12:15 Cafeteria Duty	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas
2:00 – 2:15 K-3 Recess	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez

MIDDLE SCHOOL SCHEDULE – 2016-17

	7:45 – 8:15	1 8:15–9:30	Breakfast Break 9:30- 9:45	2 9:45– 11:00	3 11:00 – 12:15	L - 4 12:15- 12:30	LR - 4 12:30 – 12:45	5 12:45 – 1:30	6 1:30– 2:15	7 2:15– 3:30	PREP 3:30- 4:00
HUNTER, ROBERT Room 203		ASSESS	Duty	6 Math	7 th & 8 th Grade Math	LUNCH & PREP	LUNCH & PREP	ADMIN	Math Learning Lab	7 th & 8 th Science	PREP
IVIE, AARON Room 104		ECS (7/8)	Duty	School Tech Coord 9:45- 11:45	K – 2 nd Grade Music 11:45 – 12:15	3 rd – 5 th MUSIC/ TECH 12:15 – 12:45	3 rd - 5 th MUSIC/ TECH 12:15- 12:45	Audio/ Video	6 Technology	PREP	PREP
BIZIK Room 202		ADMIN	Duty	7 th & 8 th English	6 th English	LUNCH & PREP	LUNCH & PREP	LA Learning Lab	CURRICULUM	FED PROG ADMIN	PREP
KALULU Room 205		SPED Room 108	SPED Room 108	SPED	LUNCH & PREP	SPED	SPED	Lifetime Sports	7 th & 8 th Grade PE	6 th Grade PE	PREP
PRESTON Room 204		Supervise Soc Studies IDLA 6 th Grade	ESEA	ESEA	Supervise Middle School TAs	K-4 Tech 11:45- 12:45	K-4 Tech 11:45- 12:45	LUNCH	ESEA	ESEA	PREP
SAUER		SPED Room 102	SPED	SPED	LUNCH 11:45- 12:15	SPED	SPED	SPED	Learning Lab Math – Title IA	SPED	PREP
PHILLIPS Room 102	Duty	SPED	SPED	SPED	LUNCH & K-3 rd PE	SPED	SPED	Survival Skills	SPED	SPED	

Classified Staff Schedule

	Phillips	Cornwell	Preston	Gonzales	Park	Gillespie	Rood	Burnham
7:45 – 8:00	Recess	Recess					Recess	
8:00 – 8:15								
8:15 – 8:30	SPED	SPED	Middle	K	ESEA		Sub	
8:30 – 8:45			School		2 nd Grade		or	
8:45 – 9:15			History				ESEA	
9:15 – 9:30								
9:30 – 9:45			ESEA			ESEA		
9:45 – 10:00			1 st Grade	K Recess		3 rd Grade		
10:00 – 10:15								
10:15 – 10:45								
10:45 – 11:00								
11:00 – 11:15		Art		Recess		Recess		
11:15 – 11:30		Art	Break	Recess	Break	Recess		
11:30 – 11:45		Art	Break	Recess	Break	Recess		
11:45 – 12:00		Art	Technology	Break	Recess	Recess		
12:00 – 12:15		Art	Technology	Break	Recess	Recess		
12:15 – 12:30	Break	Art	Technology	K	Recess	Recess		
12:30 – 12:45	Break	Art	Technology		Recess	Recess		
12:45 – 1:00	Survival	Art	Supervise			Office		
1:00 – 1:15	Skills	Break	Middle			Office		
1:15 – 1:30		Break	School TAs			Office		
1:30 – 1:45	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:45 – 2:00								
2:00 – 2:15	SPED	SPED	Recess	K	ELL		Recess	Recess
2:15 – 2:30			ESEA					
2:30– 2:45								
2:45 – 3:00								
3:00 – 3:15								
3:15 – 3:30								

REV 09/12/2016

Elementary Master Schedule

	K	1	2	3	4	5								
7:45-8:00	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess								
8:00-8:15	Breakfast	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess								
8:15-8:30	Calendar	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast								
8:30-8:45	Reading Block	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc								
8:45-9:00		Reading Block	Reading Block	Reading Block	Reading Block	Reading Block								
9:00-9:15														
9:15-9:30														
9:30-9:45														
9:45-10:00							Recess							
10:00-10:15	Reading Centers	Recess	Recess	Recess	Recess	Recess								
10:15-10:30		Reading Centers	Reading	Math	Math	Math								
10:30-10:45		Lunch Recess	Lunch Recess				Lunch Recess (11:15-11:30)							
10:45-11:00														
11:00-11:15	Lunch	Lunch	Lunch (11:30)	Lunch Recess (11:45)	Lunch Recess 11:45 - 12:00	Lunch Recess								
11:15-11:30	Specials	Specials	Specials				Lunch 12 - 12:15	Lunch 12 - 12:15						
11:30-11:45				Math	Math	Math			Specials 12:15-12:45	Specials 12:15-12:45				
11:45-12:00	Math Centers	DEAR	DEAR				DEAR	Workshop			Workshop			
12:00-12:15									Recess	Recess		Recess	DEAR	DEAR
12:15-12:30														
12:30-12:45	Clean Up	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
12:45-1:00				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				
1:00-1:15	Ready to Leave	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
1:15-1:30				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				
1:30-1:45	Ready to Leave	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
1:45-2:00				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				
2:00-2:15	Ready to Leave	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
2:15-2:30				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				
2:30-2:45	Ready to Leave	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
2:45-3:00				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				
3:00-3:15	Ready to Leave	Ready to Leave	Ready to Leave				Ready to Leave	Ready to Leave						
3:15-3:30				Ready to Leave	Ready to Leave	Ready to Leave			Ready to Leave	Ready to Leave				

NOTE: Enrichment Clusters meet from 2:15 – 3:15 on Thursday afternoon.

REV 09/12/2016

2016 – 2017 Professional Development Schedule

Professional Development Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Daily

- Monday – Thursday
 - ✓ 8:45 – 9:00 Admin Meeting (Ivie, Bizik, Hunter)
 - ✓ 9:45 – 10:00 Power School Meeting (Ivie A., and Higgins)

Weekly

- Mondays 3:45 – 4:30 – Leadership Team Meeting (Ivie C., Bizik, Sauer, Hunter R., Rasmussen, Lehnus)
- Tuesdays 3:45 – 5:00
 - ✓ 1st Tuesday of Each Month – All Staff
 - ✓ 2nd – 4th Tuesday of Each Month – All Certified Teachers - we will have team meetings during this time as well as professional development for all teachers
- Thursdays 1:00 – 1:30
 - ✓ Child Nutrition Team Meeting
- Mondays 1:15 – 1:30
 - ✓ Playground Duty Meeting (Hunter, Thacker, Cornwell, Gonzales, Phillips, Hunter C.)

Monthly

- 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Committees – Chair will determine meeting schedule
 - ✓ Facilities (Mr. Hunter, Mrs. Carver & Mrs. Gilgren)
 - ✓ Finance (Mrs. Gilgren & Mrs. Carver)
 - ✓ SEM and Student Achievement (Mrs. Crouch & Dr. Ivie)
 - ✓ Personnel (Mrs. Bingham & Dr. Ivie)
 - ✓ Sunshine Committee (Ms. Carpenter, & Ms. Higgins)
 - ✓ Fundraising (Mrs. Jacobsen & Mrs. Carver)
 - ✓ Marketing and Community Relations (Mrs. Ahrens, Mrs. Carver, Ms. Packard and Mrs. Hunter)
 - ✓ Safe Schools and Wellness (Mrs. Kalulu, Mr. Hunter and Mrs. Jacobsen)

Summer Course: Engaging and Teaching Students with Poverty in Mind (NNU Credit Available)

Fall Course: Teach Like a Champion (NNU Credit Available)

August

- Aug 15 – Aug 16 Board and Staff Retreat
 - Monday - Arrive at the monastery (in Jerome) at 10:00 am – we will be staying overnight
 - 10:00 – 12:10 – Introductions, Overview and Vision (Dr. Ivie)
 - 12:10 – 1:00 – Lunch, Check phones and emails
 - 1:00 – 3:00 – Strategic Planning (Dr. Ivie)
 - 3:00 – 3:30 – Break, snack, check phones and emails
 - 3:30 – 5:55 – Strategic Planning (Dr. Ivie)

REV 09/12/2016

5:55 – 6:45 – Dinner
6:45 – 8:45 – EngageNY & CKLA Overview and Q/A (Mr. Hunter & Ms. Bizik)
8:45 – Free Time

Tuesday –

8:00 – 8:30 – Breakfast
8:30 – 11:00 – Middle School Expectations (Ms. Bizik)
✓ R Hunter, Kalulu, A Ivie, Sauer
8:30 – 11:00 – Elementary Expectations (Mrs. Lehnus & Mrs. Rasmussen)
✓ C Hunter, Weir, Carpenter, Fontes
8:30 – 11:00 – Board Basics (Dr. Ivie & Mrs. Berry)
✓ Crouch, Packard, Gilgren, Bingham
11:00 – 11:10 – Break
11:10 – 12:10 – SEM Overview (Dr. Ivie & Mrs. Crouch)
12:10 – 1:00 – Lunch, check phones and emails
1:00 – 2:30 – 7 Mindsets Overview and Q/A (Dr. Ivie)
2:30 – 3:00 – Final Q & A, Next Steps, Committee meeting schedules

- Aug 17 – Work in Classrooms
1:00 – 2:00 – Teachers check in with Cherrynn, Robert, Aaron and Christine to pick up curriculum, tech, keys, inventory sheets, etc.
 - Aug 18 –
9:00 – 11:00 - CKLA Q/A & Support (Ms. Bizik)
11:00 – Lunch provided by NWPE - NWPE Presentation
12:00 – Master Schedule Q and A (Dr. Ivie & Ms. Bizik)
1:00 – Federal Programs Q and A (Ms. Bizik & Dr. Ivie)
2:00 – SPED Q and A (Mrs. Sauer & Dr. Ivie)
 - Aug 19 – Work in Classrooms
 - Aug 22 – Work in Classrooms
1:00 – 2:00 – Back to School Night Discussion (Ms. Higgins, Mrs. Jacobsen, Dr. Ivie)
 - Aug 23 – All Staff
9:00 – AFLAC Presentation
10:00 – American Fidelity Presentation
11:00 – Blue Cross Presentation
12:00 – Lunch on your own
1:00 – PERSI Presentation
2:00 – Budget Overview; Purchasing; Timesheets & HR Paperwork Presentation (Christine & Toni)
3:00 – Business Technology Presentation (Copy Machine)
 - Aug 24 – All Staff
10:00 – Middle School and K-5 Team Meetings
11:00 – Time and Effort Reporting (Toni & Cherrynn)
12:00 – Lunch on your own
1:30 – Playground, Hallway, Lunchroom Expectations (Robert & Lacey) – all staff
4:00 – Adjourn
 - Aug 25
Teachers – Prep for Back to School Night
6:00 – 8:00 pm Back to School Night
 - Aug 26 – Day Off
- September
- Tuesday Sept 6 – Special Education Overview (Mrs. Sauer and Dr. Ivie)
 - Friday Sept 16th – 3rd Friday of Each Month 9:00 – 3:30pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion

REV 09/12/2016

- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

October

- Tuesday Oct 4 – Christmas Program, Classroom Art and Theme Basket Discussion (Mrs. Lehnus)
- Friday Oct 21st – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Oct 27 – Parent Teacher Conferences (No School)
- Monday Oct 31 – No School – Teacher Inservice – Fall Data Analysis

November

- Tuesday Nov 1 – Homeless Education, School Counseling and Social Work Overview (Dr. Ivie)
- Friday Nov 11 - 2nd Friday of Each Month 9:00 am – 3:30 pm (instead of Nov 18 due to Thanksgiving break)
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

December

- Tuesday Dec 6 – 7 Mindsets (Dr. Ivie)
- Friday Dec 16 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Complete employee self-evaluation
- Schedule individual meetings with your supervisor to review your evaluation and discuss progress on your annual goals

January

- Tuesday Jan 3 - Parent Teacher Conference Discussion
- Friday Jan 20 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

February

- Tuesday Feb 7 – School Carnival Discussion
- Friday Feb 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

March

- Tuesday March 7 – ISAT and IRI Overview
- Friday March 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)

REV 09/12/2016

- ✓ 12:00 – 1:00 Potluck and Book Discussion
- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

April

- Tuesday April 4 – School Carnival Updates; K & 8th Graduations & Field Day Discussion
- Friday April 21st - 2nd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

May

- Tuesday May 2 – End of the Year Checklists & Summer Professional Development
- Friday May 19th – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

June

- Thurs June 2 – Report Cards and Teacher Check Out must be done by 4pm (Can turn in report cards and complete check out anytime between May 25 and June 2)

Duty & Committee Assignments 2016-17

Sunshine Committee	Parent & Community Involvement Committee	K – 5 Elem. Team	Middle School Team	Fundraising	SEM Cluster Planning & Coordination	Safe Schools Wellness Team	SAT & Intensive Intervention Team
Becky & Ana (Co-Chairs)	Becky, Lacey & Toni (Co-Chairs)	Barb (Chair)	Cherryynn (Chair)	Lacey (Chair)	Christine (Chair)	Babes & Robert (Co-Chairs)	Michelle (Chair)
Teresa	Crystal	Courtney	Darlene	Toni	Teresa	Aaron	Cherryynn
Barb	Stuart	Michelle	Robert	Crystal	Anneli	Stuart	Helen
Babes	Lacey	Ana	Aaron	Darlene	Courtney	Lacey	Christine
Kim	Cherryynn	Martice	Babes		Michelle	Robert	Robert
	Judy	Helen	Stuart		Kim	Martice	
	Ana	Christine	Helen				
		Kim	Christine				

2016 – 17 Annual Goals – Christine Ivie

1. **Clear and Shared Vision and Purpose** - Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

Annual Goal: Develop 3 areas of focus, and associated professional development calendar/activities. Share these during the August strategic planning retreat.

2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

Annual Goal: Implement PLC focused on student growth, during September in-service. Check teachers' growth targets (based on Aimsweb probe data and fall IRI scores) to make sure they are challenging and lead to proficiency in meeting grade-level standards.

3. **Effective School Leadership** - Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Annual Goal: For this year, my focus will be on both continuing our implementation of strong academic programs (master schedule, core curriculum and intervention programs) and on implementing the 7 Mindsets. I will be doing a variety of things to accomplish this, however, I have 2 SMART goals in this area: 1. To teach the introductory mindset lessons in each grade level. 2. To facilitate monthly leadership team meetings that allow our leadership team to continually monitor our progress and make adjustments.

4. **High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

Annual Goal: Facilitate monthly inservice days that allow staff members to collaborate in meaningful ways. (I will also support staff members' efforts to develop additional communication tools such as the Heritage Herald and the Crew communication app).

5. **Curriculum, Instruction and Assessment Aligned with the Standards** - Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Annual Goal: Monitor staff members' progress and proficiency in implementing core curriculum (EngageNY, CKLA) and intervention programs by conducting walk-throughs a minimum of 2 times per week in each classroom. Provide feedback to teachers using template developed last year, at least once a week.

6. **Frequent Monitoring of Teaching and Learning** - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

Annual Goal: Monitor staff members' progress in implementing the master schedule, with fidelity, and implementing effective instruction and classroom management strategies by conduction walk-throughs a minimum of 2 times per week in each classroom. Provide feedback to teachers using template developed last year, at least once a week.

7. **Focused Professional Development** - Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Annual Goal: Ensure that all teachers receive, and participate in professional development supporting our 3 school focus areas. Monitor the professional development calendar and meet with presenters both before (to brainstorm and ensure training is focused and effective) and after, to evaluate the training and determine what follow-up training is necessary.

8. **Supportive Learning Environment** - The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Annual Goal: This is area of strength for our school. I will maintain and build on the efforts that we started 4 years ago – continuing things like enrichment clusters; being available in the hallways to talk to students; kindness and compassion days; community service; 7 mindsets, etc.

9. **High Level of Community and Parent Involvement** - There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in

schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Annual Goal: This is an area that our school is working on. I will support the efforts of Ms. Bizik, Mrs. Jacobsen, Ms. Higgins and Mrs. Johnson in developing a more effective plan to address this area.

Schoolwide Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Minutes – Teacher Data Meetings – January 19, 2016

1st Grade -

We reviewed IRI data and looked at both words per minute and letter sound fluency. We looked at the benchmark goals and Mrs. Weir pointed out that our data are inverted/flip flopped. Mrs. Bailey and Ms. Johnston suggested a goal to have every student gain 2 words per week from now until the second week of May. That would create significant growth and allow many of the 1st graders to achieve Benchmark. Mrs. Bailey asked Mrs. Weir what she thinks we could do with time, curriculum and instruction. Mrs. Weir said that she is working hard to implement Open Court and the Master Schedule. Ms. Bizik is doing training for the intervention groups (SRA) this Friday.

Mrs. Weir does blending activities each day. They also use decodables. She tries to do one read through and then have students read it twice at home. If time allows, she also has them pair read. The team discussed increasing the number of times they read the decodable in class so that they reinforce the skills they are learning and practicing. Mrs. Weir is going to start with 3 times a day. She will see if she can add any additional reads and have the goal of 5 times a day. We talked about different ways to increase the number of reads as well as the importance of having students use their fingers for tracking and do some choral reading prior to pair or independent. We also talked about training TA's from middle school so that they could pull kids and read decodables during the 2:00 – 2:45 time period (recess, social studies, science, technology, library).

Ms. Johnston asked about storing decodables. Mrs. Weir collects them because students lose them. Ms. Johnston had some ideas about streamlining that process and will help Mrs. Weir

3rd Grade –

We reviewed data with Mrs. Rasmussen and looked at the strategic students. With the strategic students in 3rd grade, the team believes that focused instruction and intervention will produce significant results and move them to benchmark by spring. There is one student that the team is concerned about and suggests referral.

Ms. Johnston and Mrs. Bailey brainstormed and discussed many strategies to produce continued growth for benchmark students and then move the others. Mrs. Rasmussen is going to focus on Open Court and EngageNY and maximizing opportunities for eyes to print as well as tightening up anything she can to accomplish the most during that core instruction.

Time, instruction, strategies goal –

Kindergarten –

We reviewed data with Ms. Waterman and looked at strategic and intensive students. Ms. Waterman says they have grown, but not enough. Ms. Bailey asked us to consider instruction, curriculum and time

in planning to increase the rate of student growth. Currently Ms. Weir is assessing for report cards so students are working independently. Mrs. Bailey and Mrs. Johnston focused on using time more effectively. Mrs. Johnston explained how the Open Court program is structured recommending starting at Unit 3. Mrs. Johnston explained the components of the program. The beginning of open court is mostly phonological awareness. Mrs. Bailey demonstrated the SRA Phonemic Awareness which is in the beginning of Open Court and has been purchased for intervention groups. Components of the Open Court program include letter, sound, blending, phonics, high frequency words, and decodables. Emphasis was placed upon repetition and creating opportunities to have student eyes to print.

Mrs. Bailey addressed building opportunities for additional practice, such as exit tickets, short bursts of games using letters, sounds and sight words. Ms. Waterman said her current assessments show that students know sight words better than letter names and sounds. Mrs. Bailey suggested blending a big word such as FANTASTIC to show how and why phonics are important. Mrs. Bailey also suggested they focus on sounds more than names. Exit tickets and flashcard strategies were important. Mrs. Bailey emphasized short bursts of exciting instructions.

Goal – Moving intensive students to with more strategic practice on letter names and sounds.

2nd Grade

Mrs. Lehnus, Ms. Johnston, Mrs. Bailey and Ms. Bizik reviewed the data from the winter IRI and started discussing how we are going to help students grow and hopefully get the intensive and strategic students to intensive (ideally). Given the scores and the class she has, what things will help the students grow at a faster rate. Mrs. Bailey asked what suggestions Mrs. Lehnus has regarding curriculum, instruction and time. Mrs. Lehnus thinks that doubling their practice time will help increase growth. Mrs. Bailey asked about tripling their time. Mrs. Lehnus thought that would help. Mrs. Lehnus also mentioned that she has noticed that many of the students in her class need more direction and help staying focused. She thinks the walk to read groups help because they are small. Mrs. Bailey asked if some of their behavior could be learned – maybe they have had situations in which they weren't required to pay attention and stay focused. Mrs. Lehnus said that it seems like there are quite a few students that either do things slowly or seem to get distracted easily.

The team discussed strategies to help the students become more independent such as chunking work with specific direction to get to the end of the chunk before Mrs. Lehnus comes back; recognition for independence; scaffolding from whole group complete something; then work with a pair; then work independently. Mrs. Lehnus and Mrs. Bailey discussed some great ideas for scaffolding and support, that also allow Mrs. Lehnus to assess things while she is providing support.

Mrs. Bailey also brought up prioritizing the things in Open Court so that Mrs. Lehnus can make adjustments that meet her students' needs. Mrs. Lehnus said she has been doing some of the more challenging ideas and content as a class so the students are exposed to it and the higher students can get more out of that and other students get exposure and then focus on other skills they need.

Ms. Johnston talked about using blending routine and skills they are learning during reading instruction, when they are reading decodables.

Goal:

4th Grade:

Mrs. Fuger, Mrs. Bailey, Ms. Johnston, Ms. Bizik and Dr. Ivie discussed focusing on EngageNY and Reading Street and limiting input from outside sources. We talked about really implementing EngageNY and Reading Street effectively. Dr. Ivie said that if she focused on only those 2 things and could produce growth in her students, in those areas, that would be a great accomplishment for the year. Social studies and science are important, but students need to gain the math and reading/language arts skills they need to succeed in solving problems and to be able to successfully participate in 4th grade science and social studies instruction.

Mrs. Bailey reviewed assessment data with the team and we discussed how to implement Reading Street effectively. Mrs. Bailey demonstrated a technique to use in choral reading. The team talked about classroom management techniques to use while implementing these strategies and suggested that Holly summarize the strategy Mrs. Bailey shared and email it to Ms. Johnston or Ms. Bizik to reinforce the technique and to identify any questions she has about implementing it effectively.

Ms. Johnston and Ms. Bizik went through the Reading Street teacher's edition to look at how a day and a week would look.

Goal: Work on choral reading strategy to increase fluency and comprehension

HERITAGE ACADEMY - ANNUAL ASSESSMENT PLAN

	KINDERGARTEN	1ST – 3RD	4TH – 8TH	ELL	SWD/IEP
SEPTEMBER	Speech, Language and Hearing Screening Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Speech, Language and Hearing Screening Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Fall IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	WIDA Access Screening Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	Math, Reading and Written Language Benchmark Assessments (Aimsweb Plus, MAZE, MCOMP, MCAP, RCBM; Read Naturally, Moby Max, etc.)
OCTOBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	TIMING DETERMINED BY IEP TEAMS – Examples: Connor, BASC Woodcock Johnson, Core Phonics, Readlive or Read Naturally probes, Aimsweb Plus, Curriculum-based assessments, etc.
NOVEMBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL	Related Services OT PT

		EngageNY Unit Assessments		intervention program (Details determined by ELP teams)	Speech Language Etc. (as determined by IEP teams)
DECEMBER	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
JANUARY	Winter IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Winter IRI Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments	Aimsweb Plus Reading and Math Benchmark Assessments CKLA Benchmark Assessments EngageNY Benchmark Assessments End of Course Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
FEBRUARY	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	WIDA – Language Proficiency Students complete all grade-level assessments Progress monitoring using	ISAT ALT – SCIENCE IPASS (Alternative Assessment eligibility)

		EngageNY Unit Assessments		tools from EL intervention program	determined by IEP teams)
MARCH	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
APRIL COMPLETE KINDERGARTEN SCREENING FOR FALL	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments ISAT – 3 rd Grade Only	Aimsweb Plus Reading and Math Progress Monitoring Assessments CKLA Unit Assessments EngageNY Unit Assessments Idaho Standards Achievement Tests (Literacy, English Language, Math and Science)	Students complete all grade-level assessments Progress monitoring using tools from EL intervention program (Details determined by ELP teams)	
MAY	Spring IRI Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments	Spring IRI Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments	Aimsweb Plus Reading and Math End of Year Benchmark Assessments CKLA Benchmark Assessments	Students complete all grade-level assessments Progress monitoring using tools from EL	

	EngageNY Benchmark Assessments	EngageNY Benchmark Assessments	EngageNY Benchmark Assessments End of Course Assessments	intervention program (Details determined by ELP teams)	
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MONTH	ASSESSMENT	STUDENTS	STAFF ACTION
AUGUST	ASSESSMENT	STUDENTS	STAFF ACTION
	<p>Assessment Preparation – Teacher Inservice</p> <p>AIMSWEB – Upload students in the system from Power School (Assessment Director)</p> <p>Distribute and Identify Students on Parent survey that may need to take the English Learner Screener (WAPT) (Assessment Director and EL Coordinator)</p> <p>Meet with teachers during staff meeting to show them preparation resources for the ISAT-SBAC in Reading, Math, and Science. (Assessment Director)</p> <p>Students will begin taking the Idaho Reading Indicator</p>	NA	<p>Staff Inservice:</p> <ul style="list-style-type: none"> • Assessment overview • Proctor training for Aimsweb Plus • ISAT resources • IRI Schedule • Data access and goal setting • Progress monitoring • Rtl Overview • SAT referral process and forms
SEPTEMBER	ASSESSMENT	STUDENTS	STAFF ACTION

Weeks 1 & 2 of the School Year	Complete Idaho Reading Indicator testing and upload in the system. The first AIMSWEB Benchmark or probe will take place as soon as Power School is complete. Projecting to begin September 12 th through the 15 th . Each successive probe during the month will take place in the last week during the last two days of the month unless holiday schedules interfere.	All K-3 Students	
	EI-Screening will be completed prior to the 30 day of school which is October 18 th .		
	<p>K - 5th grade will take AIMSWEB Benchmark at the following times:</p> <ul style="list-style-type: none"> • Kindergarten will take the AIMSWEB Benchmark in the K classroom. • Mrs. Weir's 1st grade class in the 1st grade classroom • Mrs. Lehnus on Monday from 10:15-11:15am • Mrs. Rasmussen on Tuesday from 10:15-11:15am • Mrs. Carpenter on Wednesday 10:15-11:15am. • Mrs. Fontes will also be on Thursday 10:15 to 11:15am. • from 8:15-9:30 am in the computer lab. 		

	<ul style="list-style-type: none"> The time of day of the assessment schedule will remain the same with the exception of possibly flexing to accommodate the ISAT-SBAC. <p>Middle School students will complete their assessments on Wednesday and Thursday</p>		
October	AIMSWEB will be completed as noted above.		
November	AIMSWEB will be completed as noted above and end on the 1 st of December		
December	AIMSWEB will begin on the 19 th of December and end on the 22 nd of December to accommodate the holiday schedule. Mid-year English Learner Assessment will begin on December 5 th for students who qualified according to the screener.		
January	AIMSWEB will be completed as noted above. Benchmark IRI testing will begin on January 17 th , 2017.		
February	AIMSWEB will be completed as noted above.		
March	AIMSWEB will be completed as noted above after returning from Spring Break.		
April	SBAC testing will begin. Please refer to schedule below.		

	AIMSWEB will be completed as noted above.		
May	AIMSWEB will occur from 15 th of May to the 18 th of May due to activities taking place for the last week of school which is the following week. IRI testing will also occur on the 15 th of May to the 18 th of May due to last week activities.		
ISAT-SBAC Assessment Schedule 2016-17			

	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30				5th Grade Science Mr. Ivie's Classes meet in Title room	
10:30 – 12:30				7th Grade Science Mr. Ivie's Classes meet in Title room	
12:30 – 1:50				Finish science testing Mr. Ivie's Classes meet in Title room	

HERITAGE ACADEMY STAFF AND SCHEDULE 2016 - 2017

STAFF LIST

- Superintendent, K-8 Principal, K-8 Counselor and Special Education Director – Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English & 4th Grade Lead Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Middle School PE Teacher; K-8 Special Education Teacher; Safe Schools and Wellness Coordinator – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Middle School History Teacher (IDLA) – Mrs. Ladwig
- Kindergarten Teacher – Mrs. Radford
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teachers – Mrs. Carpenter & Ms. Bizik (Lead)
- 5th Grade Teacher & School Library Coordinator – Mrs. Fontes
- English Language Learner (ELL) Coordinator – Ms. Carpenter
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary: Power School Coordinator & Parent Involvement Coordinator – Ms. Higgins
- Literacy Proficiency Paraprofessional – Mrs. Park
- Middle School TA Coordinator; Federal Programs Paraprofessional – Mrs. Preston
- K-5 PE Teacher; Special Education Teaching Intern & Marketing Coordinator – Mrs. Hunter
- Homeless Education Liaison, Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional & Art Coordinator – Mrs. Cornwell
- Kindergarten Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – Mrs. Gillespie
- Substitute Teacher – Ms. Rood
- Nutrition Program Director: Fundraising Committee Chairman & Parent Involvement Coordinator – Mrs. Jacobsen
- Kitchen Manager – Mrs. Martinez
- Nutrition Program Assistant – Ms. Burnham
- Nutrition Program Assistant – Mrs. Thacker
- HA Contract Service Providers:
 - Finance and Business Management Consultant – Mrs. Kary
 - Power School Technical Support – Mr. Kary
 - Speech and Language Pathologist – Mrs. Cato
 - Occupational Therapist – Mr. Vinson
 - Physical Therapist – Ms. Bigelow
 - School Psychologist – Mr. Durrant
 - Psychosocial Rehabilitation Specialists – TBD

LUNCH

	11:10 – 11:45	11:45 – 12:15	12:30 – 1:00
Radford – K Room 105	Recess 11:00 Lunch 11:15		
Weir – 1st Room 107	Recess 11:05 Lunch 11:20		
Lehnus – 2nd Room 106	Recess 11:10 Lunch 11:25		
Rasmussen – 3rd Room 207		Recess 11:45 Lunch 12:00	
Carpenter & Bizik – 4th Room 208		Recess 11:45 Lunch 12:00	
Fontes – 5th Room 206		Recess 11:45 Lunch 12:00	
6th, 7th & 8th			Lunch 12:15 Recess 12:30

Specials 11:45 – 12:45

TEACHER	Monday	Tuesday	Wednesday	Thursday
K – Radford 11:45 – 12:15	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie	Technology – Preston
1st Weir 11:45 – 12:15	Technology - Preston	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie
2nd - Lehnus 11:45 – 12:15	Music – A Ivie	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell
3rd – Rasmussen 12:15 – 12:45	PE and Dance - C Hunter	Art – Cornwell	Music – A Ivie	Technology - Preston
4th – Carpenter/Bizik 12:15 – 12:45	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell	Music – A Ivie
5th – Fontes 12:15 – 12:45	Music – A Ivie	Technology – Preston	PE and Dance – C Hunter	Art - Cornwell

SPECIALS TEACHERS’ INDIVIDUAL SCHEDULES (11:45 – 1:00)

C HUNTER	Monday	Tuesday	Wednesday	Thursday
11:45	Radford - Kindergarten	Weir - 1st Grade	Lehnus – 2nd Grade	Break
12:15	Rasmussen – 3rd Grade	Carpenter/Ras. – 4th Grade	Fontes – 5th Grade	Break

CORNWELL	Monday	Tuesday	Wednesday	Thursday
11:45	Break	Radford - Kindergarten	Weir – 1st Grade	Lehnus – 2nd Grade
12:15	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade	Fontes – 5th Grade

A IVIE	Monday	Tuesday	Wednesday	Thursday
11:45	Lehnus – 2nd Grade	Break	Radford - Kindergarten	Weir – 1st Grade
12:15	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade

PRESTON	Monday	Tuesday	Wednesday	Thursday
11:45	Weir – 1st Grade	Lehnus – 2nd Grade	Break	Radford - Kindergarten
12:15	Carpenter/Ras – 4th Grade	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade

2016 - 17 Duty Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45 – 8:15 Playground	Mr. Phillips Mrs. Cornwell Ms. Rood			
9:45 – 10:00 K Recess	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales
10:15 – 10:30 1-4 Recess	Mrs. Weir	Mrs. Carpenter	Mrs. Lehnus	Mrs. Rasmussen
11:00 – 1:00 Lunch Recess	Mrs. Park Mrs. Gillespie Mrs. Gonzales			
11:00 – 12:15 Cafeteria Duty	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas
2:00 – 2:15 K-3 Recess	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez

MIDDLE SCHOOL SCHEDULE – 2016-17

	7:45 – 8:15	1 8:15–9:30	Breakfast Break 9:30- 9:45	2 9:45– 11:00	3 11:00 – 12:15	L - 4 12:15- 12:30	LR - 4 12:30 – 12:45	5 12:45 – 1:30	6 1:30– 2:15	7 2:15– 3:30	PREP 3:30- 4:00
HUNTER, ROBERT Room 203		ASSESS	Duty	6 Math	7 th & 8 th Grade Math	LUNCH & PREP	LUNCH & PREP	ADMIN	Math Learning Lab	7 th & 8 th Science	PREP
IVIE, AARON Room 104		ECS (7/8)	Duty	School Tech Coord 9:45- 11:45	K – 2 nd Grade Music 11:45 – 12:15	3 rd – 5 th MUSIC/ TECH 12:15 – 12:45	3 rd - 5 th MUSIC/ TECH 12:15- 12:45	Audio/ Video	6 Technology	PREP	PREP
BIZIK Room 202		ADMIN	Duty	7 th & 8 th English	6 th English	LUNCH & PREP	LUNCH & PREP	LA Learning Lab	CURRICULUM	FED PROG ADMIN	PREP
KALULU Room 205		SPED Room 108	SPED Room 108	SPED	LUNCH & PREP	SPED	SPED	Lifetime Sports	7 th & 8 th Grade PE	6 th Grade PE	PREP
PRESTON Room 204		Supervise Soc Studies IDLA 6 th Grade	ESEA	ESEA	Supervise Middle School TAs	K-4 Tech 11:45- 12:45	K-4 Tech 11:45- 12:45	LUNCH	ESEA	ESEA	PREP
SAUER		SPED Room 102	SPED	SPED	LUNCH 11:45- 12:15	SPED	SPED	SPED	Learning Lab Math – Title IA	SPED	PREP
PHILLIPS Room 102	Duty	SPED	SPED	SPED	LUNCH & K-3 rd PE	SPED	SPED	Survival Skills	SPED	SPED	

Classified Staff Schedule

	Phillips	Cornwell	Preston	Gonzales	Park	Gillespie	Rood	Burnham
7:45 – 8:00	Recess	Recess					Recess	
8:00 – 8:15								
8:15 – 8:30	SPED	SPED	Middle	K	ESEA		Sub	
8:30 – 8:45			School		2 nd Grade		or	
8:45 – 9:15			History				ESEA	
9:15 – 9:30								
9:30 – 9:45			ESEA			ESEA		
9:45 – 10:00			1 st Grade	K Recess		3 rd Grade		
10:00 – 10:15								
10:15 – 10:45								
10:45 – 11:00								
11:00 – 11:15		Art		Recess		Recess		
11:15 – 11:30		Art	Break	Recess	Break	Recess		
11:30 – 11:45		Art	Break	Recess	Break	Recess		
11:45 – 12:00		Art	Technology	Break	Recess	Recess		
12:00 – 12:15		Art	Technology	Break	Recess	Recess		
12:15 – 12:30	Break	Art	Technology	K	Recess	Recess		
12:30 – 12:45	Break	Art	Technology		Recess	Recess		
12:45 – 1:00	Survival	Art	Supervise			Office		
1:00 – 1:15	Skills	Break	Middle			Office		
1:15 – 1:30		Break	School TAs			Office		
1:30 – 1:45	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:45 – 2:00								
2:00 – 2:15	SPED	SPED	Recess	K	ELL		Recess	Recess
2:15 – 2:30			ESEA					
2:30– 2:45								
2:45 – 3:00								
3:00 – 3:15								
3:15 – 3:30								

REV 09/12/2016

Elementary Master Schedule

	K	1	2	3	4	5	
7:45-8:00	Early Recess	Early Recess					
8:00-8:15	Breakfast	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess	
8:15-8:30	Calendar	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:30-8:45	Reading Block	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	
8:45-9:00		Reading Block	Reading Block	Reading Block	Reading Block	Reading Block	
9:00-9:15							
9:15-9:30							
9:30-9:45							
9:45-10:00							Recess
10:00-10:15	Reading Centers	Recess	Recess	Recess	Recess	Recess	
10:15-10:30		Reading Centers	Reading	Math	Math	Math	
10:30-10:45		Lunch Recess	Lunch Recess				Lunch Recess (11:15-11:30)
10:45-11:00							
11:00-11:15	Lunch	Lunch	Lunch (11:30)	Lunch Recess (11:45)	Lunch Recess 11:45 - 12:00	Lunch Recess	
11:15-11:30	Specials	Specials	Specials				Lunch
11:30-11:45							
11:45-12:00	Math	Math	Math	Specials	Specials 12:15-12:45	Specials 12:15-12:45	
12:00-12:15							
12:15-12:30	Math Centers	DEAR	DEAR	DEAR	Workshop	Workshop	
12:30-12:45							
12:45-1:00							
1:00-1:15							
1:15-1:30	Recess	Recess	Recess	Recess	DEAR	DEAR	
1:30-1:45							
1:45-2:00							
2:00-2:15	Social Studies/Science	Social Studies/Science					
2:15-2:30							
2:30-2:45							
2:45-3:00							
3:00-3:15	Clean Up	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	
3:15-3:30	Ready to Leave						

NOTE: Enrichment Clusters meet from 2:15 – 3:15 on Thursday afternoon.

REV 09/12/2016

2016 – 2017 Professional Development Schedule

Professional Development Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Daily

- Monday – Thursday
 - ✓ 8:45 – 9:00 Admin Meeting (Ivie, Bizik, Hunter)
 - ✓ 9:45 – 10:00 Power School Meeting (Ivie A., and Higgins)

Weekly

- Mondays 3:45 – 4:30 – Leadership Team Meeting (Ivie C., Bizik, Sauer, Hunter R., Rasmussen, Lehnus)
- Tuesdays 3:45 – 5:00
 - ✓ 1st Tuesday of Each Month – All Staff
 - ✓ 2nd – 4th Tuesday of Each Month – All Certified Teachers - we will have team meetings during this time as well as professional development for all teachers
- Thursdays 1:00 – 1:30
 - ✓ Child Nutrition Team Meeting
- Mondays 1:15 – 1:30
 - ✓ Playground Duty Meeting (Hunter, Thacker, Cornwell, Gonzales, Phillips, Hunter C.)

Monthly

- 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Committees – Chair will determine meeting schedule
 - ✓ Facilities (Mr. Hunter, Mrs. Carver & Mrs. Gilgren)
 - ✓ Finance (Mrs. Gilgren & Mrs. Carver)
 - ✓ SEM and Student Achievement (Mrs. Crouch & Dr. Ivie)
 - ✓ Personnel (Mrs. Bingham & Dr. Ivie)
 - ✓ Sunshine Committee (Ms. Carpenter, & Ms. Higgins)
 - ✓ Fundraising (Mrs. Jacobsen & Mrs. Carver)
 - ✓ Marketing and Community Relations (Mrs. Ahrens, Mrs. Carver, Ms. Packard and Mrs. Hunter)
 - ✓ Safe Schools and Wellness (Mrs. Kalulu, Mr. Hunter and Mrs. Jacobsen)

Summer Course: Engaging and Teaching Students with Poverty in Mind (NNU Credit Available)

Fall Course: Teach Like a Champion (NNU Credit Available)

August

- Aug 15 – Aug 16 Board and Staff Retreat
 - Monday - Arrive at the monastery (in Jerome) at 10:00 am – we will be staying overnight
 - 10:00 – 12:10 – Introductions, Overview and Vision (Dr. Ivie)
 - 12:10 – 1:00 – Lunch, Check phones and emails
 - 1:00 – 3:00 – Strategic Planning (Dr. Ivie)
 - 3:00 – 3:30 – Break, snack, check phones and emails
 - 3:30 – 5:55 – Strategic Planning (Dr. Ivie)

REV 09/12/2016

5:55 – 6:45 – Dinner
6:45 – 8:45 – EngageNY & CKLA Overview and Q/A (Mr. Hunter & Ms. Bizik)
8:45 – Free Time

Tuesday –

8:00 – 8:30 – Breakfast
8:30 – 11:00 – Middle School Expectations (Ms. Bizik)
✓ R Hunter, Kalulu, A Ivie, Sauer
8:30 – 11:00 – Elementary Expectations (Mrs. Lehnus & Mrs. Rasmussen)
✓ C Hunter, Weir, Carpenter, Fontes
8:30 – 11:00 – Board Basics (Dr. Ivie & Mrs. Berry)
✓ Crouch, Packard, Gilgren, Bingham
11:00 – 11:10 – Break
11:10 – 12:10 – SEM Overview (Dr. Ivie & Mrs. Crouch)
12:10 – 1:00 – Lunch, check phones and emails
1:00 – 2:30 – 7 Mindsets Overview and Q/A (Dr. Ivie)
2:30 – 3:00 – Final Q & A, Next Steps, Committee meeting schedules

- Aug 17 – Work in Classrooms
1:00 – 2:00 – Teachers check in with Cherrynn, Robert, Aaron and Christine to pick up curriculum, tech, keys, inventory sheets, etc.
- Aug 18 –
9:00 – 11:00 - CKLA Q/A & Support (Ms. Bizik)
11:00 – Lunch provided by NWPE - NWPE Presentation
12:00 – Master Schedule Q and A (Dr. Ivie & Ms. Bizik)
1:00 – Federal Programs Q and A (Ms. Bizik & Dr. Ivie)
2:00 – SPED Q and A (Mrs. Sauer & Dr. Ivie)
- Aug 19 – Work in Classrooms
- Aug 22 – Work in Classrooms
1:00 – 2:00 – Back to School Night Discussion (Ms. Higgins, Mrs. Jacobsen, Dr. Ivie)
- Aug 23 – All Staff
9:00 – AFLAC Presentation
10:00 – American Fidelity Presentation
11:00 – Blue Cross Presentation
12:00 – Lunch on your own
1:00 – PERSI Presentation
2:00 – Budget Overview; Purchasing; Timesheets & HR Paperwork Presentation (Christine & Toni)
3:00 – Business Technology Presentation (Copy Machine)
- Aug 24 – All Staff
10:00 – Middle School and K-5 Team Meetings
11:00 – Time and Effort Reporting (Toni & Cherrynn)
12:00 – Lunch on your own
1:30 – Playground, Hallway, Lunchroom Expectations (Robert & Lacey) – all staff
4:00 – Adjourn
- Aug 25
Teachers – Prep for Back to School Night
6:00 – 8:00 pm Back to School Night

• Aug 26 – Day Off

September

- Tuesday Sept 6 – Special Education Overview (Mrs. Sauer and Dr. Ivie)
- Friday Sept 16th – 3rd Friday of Each Month 9:00 – 3:30pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion

REV 09/12/2016

- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

October

- Tuesday Oct 4 – Christmas Program, Classroom Art and Theme Basket Discussion (Mrs. Lehnus)
- Friday Oct 21st – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Oct 27 – Parent Teacher Conferences (No School)
- Monday Oct 31 – No School – Teacher Inservice – Fall Data Analysis

November

- Tuesday Nov 1 – Homeless Education, School Counseling and Social Work Overview (Dr. Ivie)
- Friday Nov 11 - 2nd Friday of Each Month 9:00 am – 3:30 pm (instead of Nov 18 due to Thanksgiving break)
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

December

- Tuesday Dec 6 – 7 Mindsets (Dr. Ivie)
- Friday Dec 16 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Complete employee self-evaluation
- Schedule individual meetings with your supervisor to review your evaluation and discuss progress on your annual goals

January

- Tuesday Jan 3 - Parent Teacher Conference Discussion
- Friday Jan 20 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

February

- Tuesday Feb 7 – School Carnival Discussion
- Friday Feb 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

March

- Tuesday March 7 – ISAT and IRI Overview
- Friday March 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)

REV 09/12/2016

- ✓ 12:00 – 1:00 Potluck and Book Discussion
- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

April

- Tuesday April 4 – School Carnival Updates; K & 8th Graduations & Field Day Discussion
- Friday April 21st - 2nd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

May

- Tuesday May 2 – End of the Year Checklists & Summer Professional Development
- Friday May 19th – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

June

- Thurs June 2 – Report Cards and Teacher Check Out must be done by 4pm (Can turn in report cards and complete check out anytime between May 25 and June 2)

Duty & Committee Assignments 2016-17

Sunshine Committee	Parent & Community Involvement Committee	K – 5 Elem. Team	Middle School Team	Fundraising	SEM Cluster Planning & Coordination	Safe Schools Wellness Team	SAT & Intensive Intervention Team
Becky & Ana (Co-Chairs)	Becky, Lacey & Toni (Co-Chairs)	Barb (Chair)	Cherrynn (Chair)	Lacey (Chair)	Christine (Chair)	Babes & Robert (Co-Chairs)	Michelle (Chair)
Teresa	Crystal	Courtney	Darlene	Toni	Teresa	Aaron	Cherrynn
Barb	Stuart	Michelle	Robert	Crystal	Anneli	Stuart	Helen
Babes	Lacey	Ana	Aaron	Darlene	Courtney	Lacey	Christine
Kim	Cherrynn	Martice	Babes		Michelle	Robert	Robert
	Judy	Helen	Stuart		Kim	Martice	
	Ana	Christine	Helen				
		Kim	Christine				

7 Mindsets Middle School Scope and Sequence - Spring 2016

“We can’t solve the problems we face at the same level of thinking that created them.” Albert Einstein

Student Objectives:

- ✓ Students will be able to explain what the 7 Mindsets are and why they are important for all of us to develop.
- ✓ Students will be able to provide a general description of each mindset.
- ✓ Students will be able to identify at least two personal goals associated with the 7 Mindsets.

Teacher Objectives:

- ✓ Teachers will complete one lesson for each of the mindsets, from Course 1 Introduction to the 7 Mindsets, by the end of the 2015-16 school year.
- ✓ Teachers will model behavior and attitudes associated with the 7 Mindsets and look for opportunities to incorporate the 7 Mindsets into their lessons/classes.

Assigned Lessons:

- Dr. Ivie – Introduction to the 7 Mindsets
- Mrs. Kalulu – Lessons 1.1, 2.1, 3.1, 4.1, 5.1, 6.1 and 7.1
- Mr. Ivie – Lessons 1.2, 2.2, 3.2, 4.2, 5.2, 6.2 and 7.2
- Mr. Grove – Lessons 1.3, 2.3, 3.3, 4.3, 5.3, 6.3 and 7.3
- Ms. Bizik – Lessons 1.4, 2.4, 3.4, 4.4, 5.4, 6.4 and 7.4

February 2016

- February 8th – 11th Introduction to the 7 Mindsets
- February 16th – 25th – Everything is Possible
 - Lessons 1.1, 1.2, 1.3 and 1.4
- February 29th – March 11th – Passion First
 - Lessons 2.1, 2.2, 2.3 and 2.4
- March 14th – March 31st – We are Connected
 - Lessons 3.1, 3.2, 3.3 and 3.4
- April 4th – April 7th – 100% Accountable
 - Lessons 4.1, 4.2, 4.3 and 4.4
- April 11th – 21st – Attitude of Gratitude
 - Lessons 5.1, 5.2, 5.3 and 5.4
- April 25th – May 5th – Live to Give
 - Lessons 6.1, 6.2, 6.3 and 6.4
- May 9th – 19th – The Time is Now
 - Lessons 7.1, 7.2, 7.3 and 7.4

7 Mindsets Hyperlink

<http://7mindsets.com/>

State of Idaho
 District : (479) Heritage Academy District
 School Year: 2011-2012
 Teacher Quality

Professional Qualifications of Public Elementary and Secondary School Teachers

BA Degree	BA + 12 Credits	BA + 24 Credits	MA Degree	MA + 12 Credits	MA + 24 Credits	PhD Degree or MA + 36 credits
5.00	0.00	0.00	1.00	1.00	2.00	0.00

Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

0.00 %

Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers

In High Poverty Schools	In Low Poverty Schools	Total
0.00 %	0.00 %	0.00 %

State of Idaho
 District : (479) Heritage Academy District
 School Year: 2012-2013
 Teacher Quality

Professional Qualifications of Public Elementary and Secondary School Teachers

BA Degree	BA + 12 Credits	BA + 24 Credits	MA Degree	MA + 12 Credits	MA + 24 Credits	PhD Degree or MA + 36 credits
5.00	0.00	1.00	2.00	0.00	1.00	1.00

Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

0.00 %

Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers

In High Poverty Schools

0.00 %

In Low Poverty Schools

0.00 %

Total

0.00 %

State of Idaho
 District : (479) HERITAGE ACADEMY DISTRICT
 School : (1341) HERITAGE ACADEMY
 School Year: 2013-2014
 Teacher Quality

Professional Qualifications of Public Elementary and Secondary School Teachers						
BA Degree	BA + 12 Credits	BA + 24 Credits	MA Degree	MA + 12 Credits	MA + 24 Credits	PhD Degree or MA + 36 credits
4.00	0.00	1.00	1.00	2.00	2.00	2.00

Public Elementary and Secondary School Teachers with Emergency/Provisional Certification
 16.67 %

Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers			
In High Poverty Schools		In Low Poverty Schools	
Total		Total	
0.00 %		0.00 %	11.54 %

State of Idaho
 District : (479) HERITAGE ACADEMY DISTRICT
 School Year: 2014-2015
 Teacher Quality

Professional Qualifications of Public Elementary and Secondary School Teachers						
BA Degree	BA + 12 Credits	BA + 24 Credits	MA Degree	MA + 12 Credits	MA + 24 Credits	PhD Degree or MA + 36 credits
4.00	0.00	2.00	0.00	2.00	2.00	2.00

Public Elementary and Secondary School Teachers with Emergency/Provisional Certification
 0.00 %

Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers			
In High Poverty Schools	In Low Poverty Schools	Total	
No data available	No data available		



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Search type

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STEP 1

▶ Post a Job

STEP 2

▼ Job Description

- ▶ Preferred Talents
- ▶ Preferred Tools and Technologies
- ▶ Preferred Work Activities

STEP 3

▶ Job Location

STEP 4

▶ Posting Preferences

STEP 5

▼ Additional Information

- ▶ Contact Information

STEP 6

► Review and Post

-  My Home Page
-  My Job Postings
-  Search Resumes
-  My Saved Searches
-  My Company Profile
-  Log Out

Review and Post Job Order #737708

Post a Job

What is the job title?

Elementary Teacher

What date do you want this job made public?

2016-08-08

What is the expiration date of this job?

2016-09-30

How many positions are available?

1

How many years of experience are required for this job?

0 months

What education level is required for this position?

Other Professional Degree

Day shift?

Yes

Evening shift?

No

Night shift?

No

Rotating shift?

No

Split shift?

No

Multiple shifts available?

No

Are there other shift schedules for this job?

Heritage Academy is a four day a week school - Monday - Thursday. Occasional Friday training required.

Is this job part-time or full-time?

Full-time

Is this job temporary or permanent?

Permanent

Average hours per week

40

Is overtime available

No

Is overtime required

No

Is this job an Affirmative Action job?

No

Is this a green job?

No

Is this job supporting an H-1B, H-2A or H-2B Recruitment Activities?

No

Is there a formal program for training new employees?

Yes

Is your company a Registered Apprenticeship sponsor?

No

Please enter the Apprenticeship Registration Number

Is travel required for this job?

No

Is driving an essential function of this job?

No

Job Description

Do you want to display wage information in this job posting?

No

How are wages paid for this position?

Annual

Minimum starting wage or salary

\$34,500

Maximum starting wage or salary

\$50,000

Salary other explanation

What is the job description?

Heritage Academy is a 4-day a week public charter school who is seeking dynamic elementary/middle school teachers who can engage students in a unique program designed to maximize student interest and academic achievement. Heritage Academy has approximately 200 students in grades K-8. We offer small class size.

Are specific credentials required for this job? If so, please list them here.

All applicants must hold or be eligible for proper Idaho certification with an Elementary Education Endorsement. Must meet highly qualified requirements.

At least 2 years of relevant experience preferred

Bachelors degree or higher

Citizenship, residency or work VISA in US required

Essential Talents

Essential Tools and Technologies

Essential Work Activities

Job Location

Company name

Heritage Academy

Company Description

Heritage Academy is a four-day a week public charter school with grades K-8. Heritage has approximately 200 students with small class sizes.

Physical address

Address2 - 500 S. Lincoln

Posting Preferences

How do you want your job to display?

Public

Would you like to receive resume matches by email?

Yes

Note to yourself

Index this on US.jobs by Direct Employer?

Yes

Do you need staff assistance with this job order?

No

Additional Information

Medical Insurance

Yes

Dental Insurance

Yes

Life Insurance

No

Paid Vacation

No

Retirement Plan

Yes

Disability

No

Incentive Pay

No

Tuition Reimbursement

No

Company Vehicle

No

401K

No

Child Care

No

Miscellaneous benefits

Will be part of PERSI retirement

Contact Information

Contact Name

Cheryl Kary

Contact Title

Business Manager

Contact Address

Address2 - 500 S. Lincoln

Contact Phone

Phone Number - 2085951617

Contact Fax

Contact Email

Email Address - tcarver@heritageacademyid.org

Application Link

www.heritageacademyid.org

Company Link

Web Address - www.heritageacademyid.org

Applicant Reply Method

Email

Mail

Application Description

Elementary Teacher

Job Order View

To view this Job Posting as it will be displayed, select the option below that best suits your needs.

Short Display

[View](#)

This is how your job posting will display to job seekers when they conduct a job search.

Full Display

[View](#)

This is how the information about this job posting will display to job seekers when they click on the job title to view the job details.



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- |
- **Veterans' Priority**
- |
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- |
- **Browser Help**
- |
- **Protect Yourself**
- |
- **About Us**
- |
- **FAQ**
- **Build: r31768 , 13.2.17**

Select Language

Powered by  Google Translate



HERITAGE ACADEMY JOB APPLICATION

Thank you for your interest in Heritage Academy. Please fill out the following application as completely as possible. The application is not saved or submitted until the "submit application" button has been pressed (at the end of the application), so be sure to collect all necessary information before beginning. Once you have submitted the application, you will receive a confirmation to the e-mail address entered here. Please [e-mail us](#) with questions.

AVAILABLE POSITIONS

Please select ALL available positions that you would be interested in. Please note: the positions listed below are based on this application type.

- Principal
- Teacher (please specify grade level and/or content area: [Click here to enter text.](#))
- Other Certified Staff position (please specify): [Click here to enter text.](#)

OTHER POSITIONS

To apply for positions which are not currently listed as available, please select all positions/locations which interest you: [Click here to enter text.](#)

Please enter comments or position preferences: [Click here to enter text.](#)

PERSONAL INFORMATION

Name (first, last)	Email Address	Daytime Phone	Date of Availability
Click here to enter text.			
Current Street Address	City/State/Zip	Authorized to Work In	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

EDUCATION HISTORY

School/program	Location	Degree/Level	Major(s)	Minor(s)	GPA	Dates

ADD ANOTHER: Click here to enter text.

STUDENT TEACHING

Status: completed in process other, please explain: Click here to enter text.

School Name	Location	School Type	Position	Grade Received	Dates

CERTIFICATION / LICENSURE

Issued By (state)	Certificate/License	Endorsements/Subjects	Expiration Date	Positions Qualified for
I-SEE-ID (if applicable)	Are you highly qualified for the position you are applying for? <input type="checkbox"/> Yes <input type="checkbox"/> No			

WORK EXPERIENCE: EDUCATION

POSITIONS BELOW			
Location:	School Type (charter/public/private):	District/Division Name:	Contract Type:
Position(s)	Description :		Dates:

Location:	School Type (charter/public/private):	District/Division Name:	Contract Type:
Position(s)	Description :		Dates:
Location:	School Type (charter/public/private):	District/Division Name:	Contract Type:
Position(s)	Description :		Dates:
ADD ANOTHER:			

WORK EXPERIENCE: OTHER

Employer	Location	Position Title	Dates
ADD ANOTHER:			

MILITARY EXPERIENCE

Leave blank if not applicable.

Branch of Service	Duty Description	Dates	Type of Discharge

EXTRACURRICULAR ACTIVITIES

Activity	Description	Dates
ADD ANOTHER:		

LANGUAGE ABILITIES

Language	Abilities (check all that apply)			
	<input type="checkbox"/> Understand Con conversationally	<input type="checkbox"/> Speak Con conversationally	<input type="checkbox"/> Read	<input type="checkbox"/> Write
	<input type="checkbox"/> Understand Con conversationally	<input type="checkbox"/> Speak Con conversationally	<input type="checkbox"/> Read	<input type="checkbox"/> Write
	<input type="checkbox"/> Understand Con conversationally	<input type="checkbox"/> Speak Con conversationally	<input type="checkbox"/> Read	<input type="checkbox"/> Write

AWARDS AND HONORS

Award/Honor	Description (if necessary)	Date (if necessary)

ADD ANOTHER:

PROFESSIONAL MEMBERSHIPS

Organization	Office Held (if applicable) or Description (if necessary)	Dates

ADD ANOTHER:

REFERENCES

Please add at least three references

Name	Relationship	Position/Title	Company	Address	Phone	Email

ADD ANOTHER:

BACKGROUND INFORMATION

Question	No	Yes	If yes, please explain
Have you ever been refused tenure, suspended, or terminated?	<input type="checkbox"/>	<input type="checkbox"/>	
Have you ever been convicted of a crime or offense?	<input type="checkbox"/>	<input type="checkbox"/>	
Have you ever had a teaching license revoked?	<input type="checkbox"/>	<input type="checkbox"/>	

Have you ever been discharged or requested to resign a former position?	<input type="checkbox"/>	<input type="checkbox"/>	
Have you undergone a criminal history record check within the last 90 days?	<input type="checkbox"/>	<input type="checkbox"/>	

SUPPLEMENTAL QUESTIONS

Please describe your philosophy of education: [Click here to enter text.](#)

Please describe why you would like to be part of the HERITAGE ACADEMY team: [Click here to enter text.](#)

Do you agree to inform our staff if at any point you choose to withdraw your application or are hired by another employer? yes no

What is your date of availability? If you are not already a local resident, please describe your anticipated timeframe of moving to our area. [Click here to enter text.](#)

If you are not a U.S. citizen, have you received INS authorization to work in the United States?

not applicable yes no (please explain)

Are you Spanish bilingual? yes no

COMMENTS

Enter additional comments about your application, if any:

SIGNATURE

I hereby certify that all statements made hereon are true and correct to the best of my knowledge and authorize Heritage Academy representatives to investigate, either orally or in writing, any and all of my past and present work, education, and law enforcement records to ascertain any and all information which may be pertinent to my employment qualifications. The release of any and all information is authorized whether same is of record or not, and I do hereby release from all liability persons and organizations reporting information required by this application. I understand that any false statements or deliberate material omissions shall be sufficient cause for dismissal or disqualification from employment. I hereby waive any right to see any written materials submitted to HERITAGE ACADEMY in response to the above inquiries or notes of any oral communication relative to such inquiries. I understand that if I am hired by HERITAGE ACADEMY and any information received in response to the above inquiries is placed in my personnel file, that I may be denied the right to inspect such material. In the event I am employed by HERITAGE

ACADEMY, I also give my permission for the Principal or his/her designee to provide on request from future prospective employers, any information relating to my employment with HERITAGE ACADEMY.

In accordance with Idaho State Law, applicant consents that HERITAGE ACADEMY may conduct a criminal background check, and I hereby waive my rights to written notice of such. No applicant for employment shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity on the basis of sex, race, religion, age, national origin or disability. Accommodations will be made as necessary for applicants with disabilities. In connection with my application for employment with HERITAGE ACADEMY, I hereby authorize HERITAGE ACADEMY to investigate my past and present work, education, and law enforcement records to ascertain any and all information which may be pertinent to my qualifications. I do hereby release all persons, firms, agencies, companies, groups or installations from any damages of, or resulting from, providing such information. I further agree that a copy of this release shall function as an original.

I agree Signature:

Teacher Application Screening Rubric

Applicant Name: _____

Position: _____

Date Application Received: _____

Date of Screening: _____

Points	1	2	3	4	Score
Qualifications (Meeting Minimum Requirements for the job)	The candidate is not currently qualified for the position (not certified, or does not have the proper endorsements).	The candidate is not fully qualified for the position but could become certified in time to meet state requirements.	The candidate is highly qualified for the position, meeting all education and certification requirements.	The candidate is highly qualified for the position, meeting all education and certification requirements. The candidate also holds additional degrees or certifications which may enhance his/her ability to be an effective classroom in the area of certification.	
Appearance of Application	The application is incomplete or difficult to read. Applicant's use of grammar, spelling and mechanics is poor.	The application is complete. However, applicant's use of grammar, spelling and mechanics is poor.	The application is complete. The applicant uses proper grammar, spelling and mechanics, but does little to draw the reader in or to "sell" his/her professional value.	The application is complete; the applicant uses proper grammar, spelling and mechanics. The applicant also employs strong language/communication skills to convince the reader of his/her worth as an HA Teacher.	
Strength of Experience	The applicant has little or no relevant experience.	The applicant has minimal experience as a classroom teacher, but also has relevant experience as a volunteer, student teacher, school mentor, educational assistant, etc.	The applicant has valuable, significant experience as an educator.	The applicant has valuable, significant experience as an educator. The candidate also has additional relevant experience in related fields, or has experience in classical education, the Core Knowledge Sequence, Dual Language Immersion programs, and/or charter schools.	

Special Education					
Preparation	It is obvious that no preparation was used.	It is obvious that some preparation was used.	It is obvious that above average preparation was used.	It is obvious that a great deal of preparation was used.	
Classroom Leader	Has had little classroom experience.	Has had 3-4 years of classroom experience.	Has had 5-6 years of classroom experience.	Has had 8 or more years of classroom experience.	
Classroom Management	Candidate seems hesitant or unsure about how to effectively manage a classroom.	Candidate shares some ideas about classroom management, but lacks a well-rounded approach.	Candidate shares a well-rounded, effective approach to classroom management.	Candidate shares a strong, well-rounded, effective approach to classroom management that fosters a safe, positive learning environment and focuses on clear boundaries and logical consequences.	
Curriculum Development	Teacher has little or no experience developing and implementing curriculum.	Teacher has some experience developing and implementing curriculum, but tends to focus on a lecture, worksheet/workbook approach.	Teacher has experience designing and implementing instructional activities that promote student engagement and fit with the classical model of education.	Teacher has experience designing and implementing a long-term, well-rounded curriculum that promotes student engagement and fits with the classical model of education.	
Student Achievement Scenario	Very little indication that the teacher will take a comprehensive approach.	Some indication that the teacher would consider various factors that may impact the student.	Good indication that the teacher would use a comprehensive approach to analyzing student needs and would consider different approaches to supporting the student.	Excellent indication that the teacher would consider all relevant factors, develop a comprehensive approach to assessing and supporting the student; and would plan for progress monitoring.	

Introductions – Christine

1. Tell us a little about yourself . . . (Christine)
2. What made you decide to become a teacher (Toni)
3. What is one of the accomplishments you are most proud of, as a teacher? (Robert)
4. How would you describe your approach to curriculum and lesson planning (Helen)
5. How would you describe your classroom management approach (Christine)
6. What would you do if you had a student that had been doing well, turning in work, etc. and then, around Thanksgiving, suddenly stopped turning things in and put his head down a lot in class? (Toni)
7. What is one thing you think you could contribute to the K-5 team at HA (Robert)
8. How would you handle it if a parent showed up at your room, in the middle of the day, while you were in the middle of teaching? (Helen)
9. At the end of the upcoming year, what is the most important thing you hope to have accomplished (Christine)
10. Any questions for us? (Toni)

HERITAGE ACADEMY STAFF AND SCHEDULE 2016 - 2017

STAFF LIST

- Superintendent, K-8 Principal, K-8 Counselor and Special Education Director – Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English & 4th Grade Lead Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Middle School PE Teacher; K-8 Special Education Teacher; Safe Schools and Wellness Coordinator – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Middle School History Teacher (IDLA) – Mrs. Ladwig
- Kindergarten Teacher – Mrs. Radford
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teachers – Mrs. Carpenter & Ms. Bizik (Lead)
- 5th Grade Teacher & School Library Coordinator – Mrs. Fontes
- English Language Learner (ELL) Coordinator – Ms. Carpenter
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary: Power School Coordinator & Parent Involvement Coordinator – Ms. Higgins
- Literacy Proficiency Paraprofessional – Mrs. Park
- Middle School TA Coordinator; Federal Programs Paraprofessional – Mrs. Preston
- K-5 PE Teacher; Special Education Teaching Intern & Marketing Coordinator – Mrs. Hunter
- Homeless Education Liaison, Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional & Art Coordinator – Mrs. Cornwell
- Kindergarten Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – Mrs. Gillespie
- Substitute Teacher – Ms. Rood
- Nutrition Program Director: Fundraising Committee Chairman & Parent Involvement Coordinator – Mrs. Jacobsen
- Kitchen Manager – Mrs. Martinez
- Nutrition Program Assistant – Ms. Burnham
- Nutrition Program Assistant – Mrs. Thacker
- HA Contract Service Providers:
 - Finance and Business Management Consultant – Mrs. Kary
 - Power School Technical Support – Mr. Kary
 - Speech and Language Pathologist – Mrs. Cato
 - Occupational Therapist – Mr. Vinson
 - Physical Therapist – Ms. Bigelow
 - School Psychologist – Mr. Durrant
 - Psychosocial Rehabilitation Specialists – TBD

LUNCH

	11:10 – 11:45	11:45 – 12:15	12:30 – 1:00
Radford – K Room 105	Recess 11:00 Lunch 11:15		
Weir – 1st Room 107	Recess 11:05 Lunch 11:20		
Lehnus – 2nd Room 106	Recess 11:10 Lunch 11:25		
Rasmussen – 3rd Room 207		Recess 11:45 Lunch 12:00	
Carpenter & Bizik – 4th Room 208		Recess 11:45 Lunch 12:00	
Fontes – 5th Room 206		Recess 11:45 Lunch 12:00	
6th, 7th & 8th			Lunch 12:15 Recess 12:30

Specials 11:45 – 12:45

TEACHER	Monday	Tuesday	Wednesday	Thursday
K – Radford 11:45 – 12:15	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie	Technology – Preston
1st Weir 11:45 – 12:15	Technology - Preston	PE and Dance – C Hunter	Art – Cornwell	Music – A Ivie
2nd - Lehnus 11:45 – 12:15	Music – A Ivie	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell
3rd – Rasmussen 12:15 – 12:45	PE and Dance - C Hunter	Art – Cornwell	Music – A Ivie	Technology - Preston
4th – Carpenter/Bizik 12:15 – 12:45	Technology - Preston	PE and Dance – C Hunter	Art - Cornwell	Music – A Ivie
5th – Fontes 12:15 – 12:45	Music – A Ivie	Technology – Preston	PE and Dance – C Hunter	Art - Cornwell

SPECIALS TEACHERS’ INDIVIDUAL SCHEDULES (11:45 – 1:00)

C HUNTER	Monday	Tuesday	Wednesday	Thursday
11:45	Radford - Kindergarten	Weir - 1st Grade	Lehnus – 2nd Grade	Break
12:15	Rasmussen – 3rd Grade	Carpenter/Ras. – 4th Grade	Fontes – 5th Grade	Break

CORNWELL	Monday	Tuesday	Wednesday	Thursday
11:45	Break	Radford - Kindergarten	Weir – 1st Grade	Lehnus – 2nd Grade
12:15	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade	Fontes – 5th Grade

A IVIE	Monday	Tuesday	Wednesday	Thursday
11:45	Lehnus – 2nd Grade	Break	Radford - Kindergarten	Weir – 1st Grade
12:15	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade	Carpenter/Ras – 4th Grade

PRESTON	Monday	Tuesday	Wednesday	Thursday
11:45	Weir – 1st Grade	Lehnus – 2nd Grade	Break	Radford - Kindergarten
12:15	Carpenter/Ras – 4th Grade	Fontes – 5th Grade	Break	Rasmussen – 3rd Grade

2016 - 17 Duty Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45 – 8:15 Playground	Mr. Phillips Mrs. Cornwell Ms. Rood			
9:45 – 10:00 K Recess	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales	Mrs. Gonzales
10:15 – 10:30 1-4 Recess	Mrs. Weir	Mrs. Carpenter	Mrs. Lehnus	Mrs. Rasmussen
11:00 – 1:00 Lunch Recess	Mrs. Park Mrs. Gillespie Mrs. Gonzales			
11:00 – 12:15 Cafeteria Duty	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas	Ms. Johnson Mr. Thomas
2:00 – 2:15 K-3 Recess	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez	Mrs. Preston Mrs. Martinez

MIDDLE SCHOOL SCHEDULE – 2016-17

	7:45 – 8:15	1 8:15–9:30	Breakfast Break 9:30- 9:45	2 9:45– 11:00	3 11:00 – 12:15	L - 4 12:15- 12:30	LR - 4 12:30 – 12:45	5 12:45 – 1:30	6 1:30– 2:15	7 2:15– 3:30	PREP 3:30- 4:00
HUNTER, ROBERT Room 203		ASSESS	Duty	6 Math	7 th & 8 th Grade Math	LUNCH & PREP	LUNCH & PREP	ADMIN	Math Learning Lab	7 th & 8 th Science	PREP
IVIE, AARON Room 104		ECS (7/8)	Duty	School Tech Coord 9:45- 11:45	K – 2 nd Grade Music 11:45 – 12:15	3 rd – 5 th MUSIC/ TECH 12:15 – 12:45	3 rd - 5 th MUSIC/ TECH 12:15- 12:45	Audio/ Video	6 Technology	PREP	PREP
BIZIK Room 202		ADMIN	Duty	7 th & 8 th English	6 th English	LUNCH & PREP	LUNCH & PREP	LA Learning Lab	CURRICULUM	FED PROG ADMIN	PREP
KALULU Room 205		SPED Room 108	SPED Room 108	SPED	LUNCH & PREP	SPED	SPED	Lifetime Sports	7 th & 8 th Grade PE	6 th Grade PE	PREP
PRESTON Room 204		Supervise Soc Studies IDLA 6 th Grade	ESEA	ESEA	Supervise Middle School TAs	K-4 Tech 11:45- 12:45	K-4 Tech 11:45- 12:45	LUNCH	ESEA	ESEA	PREP
SAUER		SPED Room 102	SPED	SPED	LUNCH 11:45- 12:15	SPED	SPED	SPED	Learning Lab Math – Title IA	SPED	PREP
PHILLIPS Room 102	Duty	SPED	SPED	SPED	LUNCH & K-3 rd PE	SPED	SPED	Survival Skills	SPED	SPED	

Classified Staff Schedule

	Phillips	Cornwell	Preston	Gonzales	Park	Gillespie	Rood	Burnham
7:45 – 8:00	Recess	Recess					Recess	
8:00 – 8:15								
8:15 – 8:30	SPED	SPED	Middle	K	ESEA		Sub	
8:30 – 8:45			School		2 nd Grade		or	
8:45 – 9:15			History				ESEA	
9:15 – 9:30								
9:30 – 9:45			ESEA			ESEA		
9:45 – 10:00			1 st Grade	K Recess		3 rd Grade		
10:00 – 10:15								
10:15 – 10:45								
10:45 – 11:00								
11:00 – 11:15		Art		Recess		Recess		
11:15 – 11:30		Art	Break	Recess	Break	Recess		
11:30 – 11:45		Art	Break	Recess	Break	Recess		
11:45 – 12:00		Art	Technology	Break	Recess	Recess		
12:00 – 12:15		Art	Technology	Break	Recess	Recess		
12:15 – 12:30	Break	Art	Technology	K	Recess	Recess		
12:30 – 12:45	Break	Art	Technology		Recess	Recess		
12:45 – 1:00	Survival	Art	Supervise			Office		
1:00 – 1:15	Skills	Break	Middle			Office		
1:15 – 1:30		Break	School TAs			Office		
1:30 – 1:45	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:45 – 2:00								
2:00 – 2:15	SPED	SPED	Recess	K	ELL		Recess	Recess
2:15 – 2:30			ESEA					
2:30– 2:45								
2:45 – 3:00								
3:00 – 3:15								
3:15 – 3:30								

REV 09/12/2016

Elementary Master Schedule

	K	1	2	3	4	5	
7:45-8:00	Early Recess	Early Recess					
8:00-8:15	Breakfast	Early Recess	Early Recess	Early Recess	Early Recess	Early Recess	
8:15-8:30	Calendar	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:30-8:45	Reading Block	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	Pledge, Etc	
8:45-9:00		Reading Block	Reading Block	Reading Block	Reading Block	Reading Block	
9:00-9:15							
9:15-9:30							
9:30-9:45							
9:45-10:00							Recess
10:00-10:15	Reading Centers	Recess	Recess	Recess	Recess	Recess	
10:15-10:30		Reading Centers	Reading	Math	Math	Math	
10:30-10:45		Lunch Recess	Lunch Recess				Lunch Recess (11:15-11:30)
10:45-11:00							
11:00-11:15	Lunch	Lunch	Lunch (11:30)	Lunch Recess (11:45)	Lunch Recess 11:45 - 12:00	Lunch Recess	
11:15-11:30	Specials	Specials	Specials				Lunch
11:30-11:45							
11:45-12:00	Math	Math	Math	Specials	Specials 12:15-12:45	Specials 12:15-12:45	
12:00-12:15							
12:15-12:30	Math Centers	DEAR	DEAR	DEAR	Workshop	Workshop	
12:30-12:45							
12:45-1:00							
1:00-1:15							
1:15-1:30	Social Studies/Science	Social Studies/Science					
1:30-1:45							
1:45-2:00							
2:00-2:15	Recess	Recess	Recess	Recess	DEAR	DEAR	
2:15-2:30	Clean Up	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	Ready to Leave	
2:30-2:45							
2:45-3:00							
3:00-3:15	Ready to Leave	Ready to Leave					
3:15-3:30	Ready to Leave	Ready to Leave					

NOTE: Enrichment Clusters meet from 2:15 – 3:15 on Thursday afternoon.

REV 09/12/2016

2016 – 2017 Professional Development Schedule

Professional Development Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Daily

- Monday – Thursday
 - ✓ 8:45 – 9:00 Admin Meeting (Ivie, Bizik, Hunter)
 - ✓ 9:45 – 10:00 Power School Meeting (Ivie A., and Higgins)

Weekly

- Mondays 3:45 – 4:30 – Leadership Team Meeting (Ivie C., Bizik, Sauer, Hunter R., Rasmussen, Lehnus)
- Tuesdays 3:45 – 5:00
 - ✓ 1st Tuesday of Each Month – All Staff
 - ✓ 2nd – 4th Tuesday of Each Month – All Certified Teachers - we will have team meetings during this time as well as professional development for all teachers
- Thursdays 1:00 – 1:30
 - ✓ Child Nutrition Team Meeting
- Mondays 1:15 – 1:30
 - ✓ Playground Duty Meeting (Hunter, Thacker, Cornwell, Gonzales, Phillips, Hunter C.)

Monthly

- 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Committees – Chair will determine meeting schedule
 - ✓ Facilities (Mr. Hunter, Mrs. Carver & Mrs. Gilgren)
 - ✓ Finance (Mrs. Gilgren & Mrs. Carver)
 - ✓ SEM and Student Achievement (Mrs. Crouch & Dr. Ivie)
 - ✓ Personnel (Mrs. Bingham & Dr. Ivie)
 - ✓ Sunshine Committee (Ms. Carpenter, & Ms. Higgins)
 - ✓ Fundraising (Mrs. Jacobsen & Mrs. Carver)
 - ✓ Marketing and Community Relations (Mrs. Ahrens, Mrs. Carver, Ms. Packard and Mrs. Hunter)
 - ✓ Safe Schools and Wellness (Mrs. Kalulu, Mr. Hunter and Mrs. Jacobsen)

Summer Course: Engaging and Teaching Students with Poverty in Mind (NNU Credit Available)

Fall Course: Teach Like a Champion (NNU Credit Available)

August

- Aug 15 – Aug 16 Board and Staff Retreat
 - Monday - Arrive at the monastery (in Jerome) at 10:00 am – we will be staying overnight
 - 10:00 – 12:10 – Introductions, Overview and Vision (Dr. Ivie)
 - 12:10 – 1:00 – Lunch, Check phones and emails
 - 1:00 – 3:00 – Strategic Planning (Dr. Ivie)
 - 3:00 – 3:30 – Break, snack, check phones and emails
 - 3:30 – 5:55 – Strategic Planning (Dr. Ivie)

REV 09/12/2016

5:55 – 6:45 – Dinner
6:45 – 8:45 – EngageNY & CKLA Overview and Q/A (Mr. Hunter & Ms. Bizik)
8:45 – Free Time

Tuesday –

8:00 – 8:30 – Breakfast
8:30 – 11:00 – Middle School Expectations (Ms. Bizik)
✓ R Hunter, Kalulu, A Ivie, Sauer
8:30 – 11:00 – Elementary Expectations (Mrs. Lehnus & Mrs. Rasmussen)
✓ C Hunter, Weir, Carpenter, Fontes
8:30 – 11:00 – Board Basics (Dr. Ivie & Mrs. Berry)
✓ Crouch, Packard, Gilgren, Bingham
11:00 – 11:10 – Break
11:10 – 12:10 – SEM Overview (Dr. Ivie & Mrs. Crouch)
12:10 – 1:00 – Lunch, check phones and emails
1:00 – 2:30 – 7 Mindsets Overview and Q/A (Dr. Ivie)
2:30 – 3:00 – Final Q & A, Next Steps, Committee meeting schedules

- Aug 17 – Work in Classrooms
1:00 – 2:00 – Teachers check in with Cherrynn, Robert, Aaron and Christine to pick up curriculum, tech, keys, inventory sheets, etc.
 - Aug 18 –
9:00 – 11:00 - CKLA Q/A & Support (Ms. Bizik)
11:00 – Lunch provided by NWPE - NWPE Presentation
12:00 – Master Schedule Q and A (Dr. Ivie & Ms. Bizik)
1:00 – Federal Programs Q and A (Ms. Bizik & Dr. Ivie)
2:00 – SPED Q and A (Mrs. Sauer & Dr. Ivie)
 - Aug 19 – Work in Classrooms
 - Aug 22 – Work in Classrooms
1:00 – 2:00 – Back to School Night Discussion (Ms. Higgins, Mrs. Jacobsen, Dr. Ivie)
 - Aug 23 – All Staff
9:00 – AFLAC Presentation
10:00 – American Fidelity Presentation
11:00 – Blue Cross Presentation
12:00 – Lunch on your own
1:00 – PERSI Presentation
2:00 – Budget Overview; Purchasing; Timesheets & HR Paperwork Presentation (Christine & Toni)
3:00 – Business Technology Presentation (Copy Machine)
 - Aug 24 – All Staff
10:00 – Middle School and K-5 Team Meetings
11:00 – Time and Effort Reporting (Toni & Cherrynn)
12:00 – Lunch on your own
1:30 – Playground, Hallway, Lunchroom Expectations (Robert & Lacey) – all staff
4:00 – Adjourn
 - Aug 25
Teachers – Prep for Back to School Night
6:00 – 8:00 pm Back to School Night
 - Aug 26 – Day Off
- September
- Tuesday Sept 6 – Special Education Overview (Mrs. Sauer and Dr. Ivie)
 - Friday Sept 16th – 3rd Friday of Each Month 9:00 – 3:30pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion

REV 09/12/2016

- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

October

- Tuesday Oct 4 – Christmas Program, Classroom Art and Theme Basket Discussion (Mrs. Lehnus)
- Friday Oct 21st – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Oct 27 – Parent Teacher Conferences (No School)
- Monday Oct 31 – No School – Teacher Inservice – Fall Data Analysis

November

- Tuesday Nov 1 – Homeless Education, School Counseling and Social Work Overview (Dr. Ivie)
- Friday Nov 11 - 2nd Friday of Each Month 9:00 am – 3:30 pm (instead of Nov 18 due to Thanksgiving break)
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

December

- Tuesday Dec 6 – 7 Mindsets (Dr. Ivie)
- Friday Dec 16 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Complete employee self-evaluation
- Schedule individual meetings with your supervisor to review your evaluation and discuss progress on your annual goals

January

- Tuesday Jan 3 - Parent Teacher Conference Discussion
- Friday Jan 20 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

February

- Tuesday Feb 7 – School Carnival Discussion
- Friday Feb 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

March

- Tuesday March 7 – ISAT and IRI Overview
- Friday March 17 – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)

REV 09/12/2016

- ✓ 12:00 – 1:00 Potluck and Book Discussion
- ✓ 1:00 – 1:30 Break
- ✓ 1:30 – 3:30 Small Groups and Team Meetings

April

- Tuesday April 4 – School Carnival Updates; K & 8th Graduations & Field Day Discussion
- Friday April 21st - 2nd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

May

- Tuesday May 2 – End of the Year Checklists & Summer Professional Development
- Friday May 19th – 3rd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings

June

- Thurs June 2 – Report Cards and Teacher Check Out must be done by 4pm (Can turn in report cards and complete check out anytime between May 25 and June 2)

Duty & Committee Assignments 2016-17

Sunshine Committee	Parent & Community Involvement Committee	K – 5 Elem. Team	Middle School Team	Fundraising	SEM Cluster Planning & Coordination	Safe Schools Wellness Team	SAT & Intensive Intervention Team
Becky & Ana (Co-Chairs)	Becky, Lacey & Toni (Co-Chairs)	Barb (Chair)	Cherryynn (Chair)	Lacey (Chair)	Christine (Chair)	Babes & Robert (Co-Chairs)	Michelle (Chair)
Teresa	Crystal	Courtney	Darlene	Toni	Teresa	Aaron	Cherryynn
Barb	Stuart	Michelle	Robert	Crystal	Anneli	Stuart	Helen
Babes	Lacey	Ana	Aaron	Darlene	Courtney	Lacey	Christine
Kim	Cherryynn	Martice	Babes		Michelle	Robert	Robert
	Judy	Helen	Stuart		Kim	Martice	
	Ana	Christine	Helen				
		Kim	Christine				

2012 – 2016 Teacher Evaluation Data

TEACHER	Fall 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	OUTCOME
	Unsatisfactory	Unsatis							Nonrenewal
	Unsatisfactory	Unsatis							Nonrenewal
	Basic	Basic	Unsatis						Resigned
				Prof	Prof	Prof			Moved to a full time music position
	Unsatis	Unsatis							Nonrenewal
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Basic	Basic							Resigned
	Proficient	Proficient	Disting	Disting					Moved to WA
	Proficient	Proficient							Moved to Nevada
	Unsatisfactory and serious policy violations								Admin Leave and Resignation
	Proficient	Proficient	Profic	Profic	Disting	Disting	Profic	Profic	Still at HA
			Profic	Profic	Profic	Profic	Profic	Profic	Still at HA
			Profic	Profic					Moved to Boise
			Basic	Basic					Health Issues – Left after a year
					Profic	Profic	Basic	Basic	Nonrenewal
				Unsat	Unsat and serious ethics violation			Admin Leave and Resignation	
				Basic	Unsat			Nonrenewal	

							Unsat	Unsat	Nonrenewal
					Profic	Disting	Disting	Disting	Still at HA
					Proficient	Proficient	Proficient	Profic	Moved to Twin
							Distinguished	Distinguished	Still at HA
							Proficient	Proficient	Still at HA
					Proficient	Proficient	Proficient	Proficient	Still at HA
					Distinguished	Distinguished	Distinguished	Distinguished	Still at HA

Staff Progression

	2011-12	2012-13	2013-14	2014-15	2015-16
Unsatisfactory	Administrator	3	1	2	1
Basic	did not	2	1	0	1
Proficient	complete	3	4	5	5
Distinguished	evals	2	3	5	5
Renewed	5	4	5	9	10
Not-renewed and/or put on leave and resigned	0	5	2	2	2
Moved to a different district	1 (moved to local school district)	1 (moved out of state)	2 (both out of the Magic Valley)	1 (moved to high school – different content area)	0

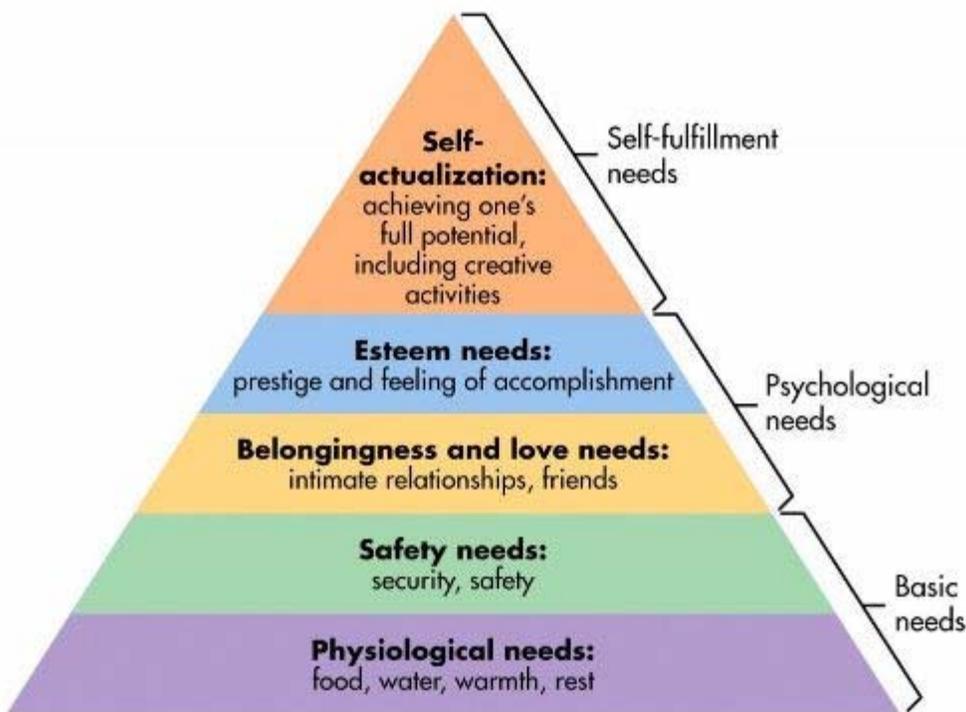
Maslow's Hierarchy of Needs

by [Saul McLeod](#) published 2007, updated 2016

Maslow's (1943, 1954) *hierarchy of needs* is a motivational theory in psychology comprising a five tier model of human needs, often depicted as hierarchical levels within a pyramid.

Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to [rewards](#) or [unconscious desires](#).

Maslow (1943) stated that people are motivated to achieve certain needs, and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us, and so on.



This five stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*) and the top level is known as growth or being needs (*B-needs*).

The deficiency needs are said to motivate people when they are unmet. Also, the need to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

One must satisfy lower level deficit needs before progressing on to meet higher level growth needs. When a deficit need has been satisfied it will go away. Our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences, including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy. Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

The original hierarchy of needs five-stage model includes:

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep.
2. Safety needs - protection from elements, security, order, law, stability, freedom from fear.
3. Love and belongingness needs - friendship, intimacy, trust and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).
4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.



Maslow posited that human needs are arranged in a hierarchy:

'It is quite true that man lives by bread alone — when there is no bread. But what happens to man's desires when there is plenty of bread and when his belly is chronically filled?

At once other (and "higher") needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still "higher") needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency' (Maslow, 1943, p. 375).

VIEW

**Community Eligibility Provision (CEP) Schedule
For School Year: 2015 - 2016**

0821 Status: Active
Heritage Academy Inc.
 DBA:
 Lacey Jacobsen
 500 S. Lincoln
 Jerome, ID 83338

Summary

Total Sites: 1

Group Name	Show Detail	Number of Sites	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
Unassigned	<input checked="" type="checkbox"/>	0			0	0			
Individual	<input checked="" type="checkbox"/>	1			101	172			
Group 1	<input checked="" type="checkbox"/>	0			0	0	0.00	0.0	100.0

Group Count: 1 ▼

Instructions

The Community Eligibility Provision (CEP) for the National School Lunch Program (NSLP) provides an alternative to household applications for free and reduced price meals. Eligible Sites, or group of Sites, must meet the minimum Identified Student Percentage (ISP) of 40%. CEP can be elected for an individual Site, group of Sites (e.g., Group 1), or across the district. The information in the following table identifies all Site applications that have selected CEP, and the respective Site's identified student data.

For each site, identify whether the site will qualify based on its individual numbers ("Individual") or as a group ("Group #").

Grouping

Site ID	Site Name	Group	First Year	Year Used	Nbr of Identified Students	Enrollment	ISP	Reimburse % Free	Reimburse % Paid
001	Heritage Academy	Individual ▼	2015	2015	101	172	58.72	94.0	6.0

Created By: LJacob on: 5/11/2015 1:15:46 PM Modified By: lyndaw on: 5/20/2015 11:54:02 AM XL

VIEW

93.952%



United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

DATE: November 21, 2014

MEMO CODE: SP 08-2015

SUBJECT: Updated E-Rate Guidance for Schools Electing Community Eligibility

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

This memorandum notifies State agencies and local program operators of recently updated rules issued by the Federal Communications Commission (FCC) regarding the calculation of discount rates under the E-Rate program for schools electing the Community Eligibility Provision (CEP).

Background

The Universal Service Program for Schools and Libraries (E-Rate) makes telecommunications and information services more affordable for eligible schools and libraries by providing discounted telecommunications, Internet access, internal connections, basic maintenance of internal connections, and managed internal broadband services. Traditionally, school districts have calculated E-Rate discount rates based on each school's percentage of free and reduced price certified students under the school meal programs.

However, individual schools or any combination of schools electing CEP do not make individual determinations of eligibility for free or reduced price meal benefits. To remedy any confusion regarding schools' eligibility for E-Rate discounts, FCC published interim guidance on July 31, 2012 directing CEP schools to use data from the most recent funding year (defined as the period from July 1 to June 30 of the following year) that individual free and reduced price certifications were made.¹

In July 2014, FCC adopted new rules for the E-rate program, including rules specifying how school districts with CEP schools should calculate their discount rates beginning in School Year 2015-16.

¹ FCC interim guidance on E-Rate for CEP schools: <http://www.fcc.gov/document/universal-service-administrative-company-3>

No Applicability in School Year 2014-15

FCC's updated rules for schools electing CEP will not go into effect until school year 2015-16 (E-Rate funding year 2015). It is important to note that there is no impact on the current school year 2014-15, for which E-Rate discounts have already been calculated under FCC's previous interim guidance.

Updated Guidance

On July 23, 2014, FCC released updated E-Rate rules for calculating E-rate discounts and included guidance for schools electing CEP. FCC's new guidance will supersede the July 2012 interim guidance beginning in school year 2015-16 / E-Rate funding year 2015. The new rules require school districts to determine the E-Rate discount for the entire district, rather than for individual schools, by dividing the number of students eligible for free and reduced-price meals in the district by the district's total enrollment. Schools electing CEP will use their Identified Student Percentage (ISP) multiplied by the CEP multiplier (currently 1.6) for the purposes of determining the number of free and reduced-price eligible students. This is the same formula that schools electing CEP use to calculate meal claiming percentages. Consistent with the school meal programs, student eligibility may not exceed 100 percent for any purposes related to E-rate.

E-Rate discounts remain valid for the entire four-year CEP cycle. As such, if a school's ISP decreases in subsequent years, the school may continue to use the original percentage for the remainder of the four-year eligibility period. However, if the ISP increases during that same timeframe, the school may choose to apply the higher percentage for E-Rate purposes. Any time a school electing CEP begins a new four year cycle or chooses to apply a new meal claiming percentage, the school district must also re-calculate its student eligibility for E-Rate and use that data in the next funding year.

Adjustments to the CEP Multiplier

FCC requires school districts with schools electing CEP that apply for E-Rate discounts to use the same multiplier employed by USDA to calculate meal claiming percentages under CEP. In the event that FNS changes the multiplier in the future, FCC will require schools electing CEP to use the same multiplier under the E-rate program for determining their discount percentage as required by the USDA for reimbursement under CEP. USDA is permitted to change the CEP multiplier to a number between 1.3 and 1.6, but has no plans to do so at this time. Furthermore, any such change would be communicated in advance of implementation through the *Federal Register*, and would not immediately impact schools in the middle of a four year cycle.

Further Information

FCC's published E-Rate rules and guidance of July 23, 2014 on procedures for schools electing CEP may be accessed at the following URL:
https://apps.fcc.gov/edocs_public/attachmatch/FCC-14-99A1.pdf. For reference, please refer to paragraphs 225-229.

School Food Authorities or local educational agencies with questions concerning this guidance may contact their appropriate State agency. State agencies with questions may contact the appropriate Food and Nutrition Service Regional Office.

Original Signed

Angela Kline
Director
Policy & Program Development Division
Child Nutrition Programs

Community Eligibility Provision (CEP) Monthly Federal Reimbursement Estimator

*Heritage Academy
2015-16*

Use to **estimate** the level of Federal reimbursement received under the CEP

District Name:

Step 1: Calculating the Identified Student Percentage	
If grouping schools, use the grouping calculator to assist in determining 1.1 and 1.2.	
Enter the number of identified students and enrolled students that is reflective of April 1 st in 1.1 and 1.2	Click to define: Identified Students
1.1) Enter the number of identified students	101
1.2) Enter the TOTAL student enrollment	172
Percentage of identified students = **This percentage must be at least 40% to be eligible**	58.72%
Percentage of meals reimbursed at the Federal FREE rate =	93.95%
Percentage of meals reimbursed at the Federal PAID rate =	6.05%

Step 2: Federal Reimbursement Rates			
Select the current reimbursement rates used for each program (without the \$0.06). The additional \$0.06 is applied in the next box			
	<u>Lunch</u>		<u>Breakfast</u>
Free	\$2.95	▼	\$1.89
Paid	\$0.36	▼	0.28
Select "\$0.06" if the SFA is certified for the additional \$0.06.			
	\$0.06		▼

Step 3: Monthly Meal Data	
Enter in the number of LUNCHES and/or BREAKFASTS served in a month in 3.1 and 3.2	
3.1) Enter the total number of LUNCHES served in a month:	1,489
3.2) Enter the total number of BREAKFASTS served in a month:	1,178
Total number of MEALS served in a month:	2,667
Step 4: Anticipated Participation Change due to serving all FREE meals (for example enter 2 for 2%):	NLSP
	SBP
Total number of LUNCHES reimbursed at FREE rate=	1,399
Total number of LUNCHES reimbursed at the PAID rate=	90
Total number of BREAKFASTS reimbursed at FREE rate=	1,107
Total number of BREAKFASTS reimbursed at the PAID rate=	71
CEP Difference:	
This section displays the estimated difference between operating CEP and the current Federal reimbursements and student payments (if applicable). If the differences boxes are green then CEP will generate the same or more Federal revenue, if the box is red then current procedures generate higher Federal Revenue	

Estimated CEP Monthly Federal Reimbursements	
Reimbursement for LUNCH =	\$4,248.79
Reimbursement for BREAKFAST =	\$2,112.11
Total Reimbursement Level=	\$6,360.90
Federal Reimbursement per LUNCH=	\$2.85
Federal Reimbursement per BREAKFAST=	\$1.79
Optional Comparison: Enter current monthly Federal reimbursements and student payment revenue	
LUNCH=	
BREAKFAST=	
LUNCH Difference=	Total Difference
BREAKFAST difference=	

Heritage Academy Strategic Plan 2015-16

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

Belief Statements

We believe:

- In creating a positive learning environment
- In empowering students and all Heritage Academy community members
- That all students can learn
- That Heritage Academy is a safe and caring place
- In serving and respecting others
- Learning should apply to the real world
- Creating opportunities for exploration
- All members of our school community can be problem solvers
- We are always growing, changing and adapting
- That all Heritage Academy community members will act with integrity and good character
- That all Heritage Academy community members are life-long learners

BOARD STRATEGIC PLAN GOALS

2012-13

- Form and implement committee structure (completed 2013)
- Transition from founding board to governing board (in progress – 2013-14)
- Review Charter and make sure responsibilities are assigned so all legal requirements are met (completed, summer 2014)

2013-14

- Review long-term facility needs and create a 10-year facility plan (in progress – expect to complete December 2014)
- Review implantation of the SEM and work of administrator to create a 5-year plan (completed, summer 2014)

- Review curriculum and technology needs and create a 5-year plan (in progress – expect to complete December, 2014)

2014-15

- Review enrollment data K-6 model and discuss 7-8 option (pursue amendment to charter if necessary) (completed, 2013)
- Review student achievement data and work with administrator to address any needs or concerns (completed initial steps and improvement plan during 2013-14 school year)
- Review community involvement and community partnerships and create a 3-year plan (in progress)
- Set and meet 3 year academic achievement goals resulting in over 85% proficiency in all core content areas (in progress, expect to complete by May 2015)

2015 – 16

- Board Strategic Plan Goals
 - The Marketing Committee Chairman will create a playground committee that includes at least one member of the facilities committee, one member of the finance committee, one HA administrator, one parent and one student. The committee will develop a proposal for the Board no later than spring break 2016 for a playground.
 - The Board will fill vacant positions and update its recruitment, retention and succession plan by January 2016.
 - The Board will conduct 15 minutes of board training at each meeting, beginning in September 2015.
 - The SEM and Student Achievement Board Chairman will work with the K-5 and Middle School Principals to create an SEM plan and professional development graduate course for staff members, by April 2016.
- Staff Strategic Plan Goals:
 - All HA staff will utilize accurate and current data to inform instruction and program implementation
 - Each staff member will identify at least one instruction or program implementation responsibility he or she has, by Sept 1
 - Each staff member will identify all data that are related to that responsibility by October 1
 - Each staff member will meet with his/her supervisor and create a data-driven plan to achieve specific goals in that area, by November 1
 - Each staff member will meet with his/her supervisor a minimum of once a quarter to review progress in using data and achieving the goal

- Teachers will have students set 1 academic and 1 behavioral goal and use an age-appropriate version of the same model to achieve those goals (SMART)
- HA Leadership team will create a weekly school culture survey and collect and analyze data to identify trends in behavior and school culture. During second semester, the leadership will develop a draft plan for addressing any significant issues and trends and will share the draft with the HA Staff by spring break.

SMART = specific, measureable, attainable, realistic, timely)

HA TEACHER EXPECTATIONS

- Instruction
 - ✓ Teachers are “on their feet” and engaged 100% of instruction time, as defined in the master schedule
 - ✓ Teachers focus on core and do not implement extras or favorites until data show students are proficient in reading, language arts, math, science, social studies and technology (for 5th – 8th grade)
 - ✓ Core instruction in reading and math is uninterrupted and the full time allotted is rigorous math/reading instruction
 - ✓ Teachers utilize a variety of research-based whole group, small group and individual instructional strategies identified as best practices
 - ✓ Teachers utilize a variety of research-based direct instruction, collaboration and hands-on instructional strategies in their classrooms
- Management
 - ✓ Teachers train students to follow school procedures and meet teacher and school expectations
 - ✓ Teachers train students to ignore interruptions
 - ✓ Teachers only allow 1 student at a time to leave the room
 - ✓ Teachers require the use of a hall pass or planner when students leave the room
 - ✓ Teachers train students to use the restroom and get drinks one at a time or as a whole class, with adult supervision
 - ✓ Teachers begin classes and core instruction at the designated times identified in the master schedule
 - ✓ Teachers arrive by 7:45 am and stay until 4:00 pm
- Duties
 - ✓ Teachers supervise students in the hallway, except during designated recess or break times, when another staff member is assigned that duty
 - ✓ Teachers train students to meet appropriate expectations while they are supervising the students
 - ✓ Teachers walk students in and out of the building and to specials, recess, lunch, etc. unless another person is assigned that duty
 - ✓ Teachers provide direct supervision to students 100% of the time that students are assigned to them (all times except designated lunch and prep times)
- Culture

- ✓ Teachers have elevated discussions with students that always encourage, engage and challenge students
- ✓ Teachers communicate the value of learning, kindness, respect, organization, creativity and cleanliness – both by their words and their actions
- ✓ Teachers model appropriate behavior in classrooms and hallways
- ✓ All teachers are responsible for teaching and training all K-8 students (not just the ones in their respective classes)
- Other
 - ✓ Teachers follow the master schedule with fidelity
 - ✓ Middle school teachers follow the bell schedule and minimize transition times
 - ✓ Teachers utilize the student data management system for attendance, lunch count and grades, and they enter data daily
 - ✓ Teachers implement Heritage Academy adopted curriculum with fidelity

COMMITTEES

Budget and Finance committee –Kurt Hopper (chair) ; Cheryl Kary, Toni Carver; Christine Ivie (staff)

- Review budget and monitor financial reports
- Meet monthly with Administrator and Business Manager
- Review recommendations from the Administration
- Provide budget recommendations to the Board

Community relations, marketing and fundraising committee

- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

Facilities committee – Kurt Hopper (chair) Robert Hunter (staff)

Board operations committee - training; board and strategic plan – (chair); Teresa Berry (staff)

- Develop plan for board self-evaluation
- Ensure self-eval was completed this year
- Review and create recommendations for follow-up based on self-eval
- Plan and coordinate board training activities

Administrator Evaluation & Certified Staff Professional Development – Amanda Bingham (chair), Christine Ivie (staff)

- Review evaluation process for administrator and make sure all eval processes are aligned with new SDE requirements
- Coordinate principal evaluation for the year
- Receive recommendations regarding professional development (from administrator) and present to Board

SEM and Student Achievement - Anneli Crouch (chair), Christine Ivie

- Works with principal to plan SEM implementation and monitor progress
- Monitors compliance with charter (for both SEM and student achievement goals)

Community relations, marketing and fundraising committee – Sarah Ahrens (chair), Toni Carver (staff)

- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

TIMELINE FOR COMMITTEES

All committees will meet at least one time each semester. Committee reports will be included on all regular monthly board meeting agendas. Each committee chairman will have time scheduled to present information from his or her committee, however, each committee chair may table his/her report when there is no new information to report.

What We Hope From Stakeholders

Stakeholders (What we hope they do or qualities we hope they have):

- Board members
 - Work as a team
 - Adopt policies (& follow) & budget
 - Know & follow procedures & chain of authority
 - Oversight – fiscal, programmatic
 - Monitor & Evaluate administrator
 - Deal with personnel & student discipline issues referred by Administrator
 - Evaluate & hold admin accountable
 - Strategic plan & alignment – in decision making
 - Training, roles and balance
- Administrator
 - Strong leader (effective)
 - Support teachers
 - Model positive attitude, integrity & respect
 - Create stability & calm environment
 - Proactive – schedule, reports, etc.
 - Communicate regularly – board, staff, students & PTO
 - Not afraid to deal with problems & confrontations
 - Manage school district
 - Mentor teacher
- Students
- Teachers
 - Teach to standards
 - Providing problems to solve
 - Teach & model integrity and respect
 - Positive attitude without gossip
 - Input into decisions
 - Lifelong learners
 - Reflective
- Parents
 - Volunteer
 - Respect the school, teacher, admin
 - Be a parent
- Other staff members

Tasks To Be Done

Task	Goals	Done By	Page # in Charter Petition	Deadline
Create a yearly plan that will address the goals and philosophy of the school		Governing Board – (SEM/Student Achievement Committee – Anneli & Administrator)	6	
Create a Professional Development Plan which he/she will address interests and goals		Each Employee (Prof Dev Committee – Amanda)	7	
At the semi-annual parent/ teacher conference, parents will be asked to model appropriate goal setting and honest self evaluation. Parents will be asked to complete a personal improvement plan that will be included in the student’s portfolio and will be reviewed at each conference.		Admin/ Teachers – (Community Relations Committee – Sarah & SEM Committee – Anneli and Administrator)	7	
The administrator position will be evaluated semi-annually by the board, based on mutually agreed upon metrics and criteria.		Board (Admin Eval Committee – Amanda)	13	
Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences in Handbook.		Admin/ teachers (No Board Committee – Administrator) Board will approve handbook.	15	
As a school we will participate in an integrity initiative		Admin / teachers (Student Achievement	15	

program, which promotes the development of responsibility, respect, compassion, trustworthiness, honor, and citizenship.		Committee – Anneli & Administrator)		
Use TTP to measure and develop appropriate enrichment activities and develop an individualized learning environment based on each students strengths and talents.		Teachers – (Administrator); Board will include evaluation of this in the administrator’s evaluation each year	21	
Measurable Student Standard Plans (for stategic plan)		Board (Student Achievement Committee & Administrator)	32	
Convene one regular monthly meeting, or as often as is reasonably necessary, subject to Idaho Code 23-67-2340 through 2347, and provide an opportunity for public input.		Board (Board Operations Committee – Teresa)	36	
HA PTO section from charter put into handbook...		Cheryl (Community Relations Committee – Sarah)	38	
Each year HA will establish an enrollment admissions deadline which shall be the date by which all requests for admissions to attend the school for the next year must be received.		Admin/ Enrollment Committee (Committee Relations Committee –(Kala)	45	

2016- 17 LEADERSHIP TEAM RESPONSIBILITIES (Rev 8/29/16)

DR. IVIE	MS. BIZIK	MR. HUNTER	MRS. SAUER	MRS. LEHNUS	MRS. RASMUSSEN	MRS. CARVER	MRS. JACOBSEN	MRS. KARY
Board Liaison	Middle School Team Leader	Transportation Director	Special Education Program Coordinator	Primary Grades Team Leader	504 Coordinator	Marketing and Social Media Oversight	Child Nutrition Program Management	Commission Finance and Charter Renewal Liaison
Commission Liaison	ESEA Program Director ✓ Title IA ✓ Title II ✓ Title III	Assessment Director ✓ IRI ✓ AimsWeb ✓ WIDA ISAT	Mentor – A Ivie and Kalulu	Classroom Christmas Baskets and Art	Intermediate Grades Team Leader	Child Nutrition Program Oversight	Fundraising Chair	Oversee End of Year Inventories (Ms. Higgins) ✓ Curriculum ✓ Furniture ✓ Keys ✓ Technology
K-8 Teacher Evaluations	Curriculum and Professional Development Director	Facilities Director	Supervise Related Service Providers	Mentor – Weir & Radford	K-8 Reading Coordinator	School Store Oversight	Wellness Plan	Mentor – T Carver
K-8 Student Discipline	Mentor – Carpenter and Fontes	Supervise Playground Duties	Fill in if Dr Ivie is out of the Building	K-5 Character Awards	Student Assistance Team Leader	Budget Planning	Parent Involvement Coordinator	
K-8 Counseling	Middle School Character Awards	Supervise Janitor				Budget Management		
Master Schedule	Give input to Mrs. Preston on TAs	Emergency Procedures				Human Resources		
Budget Development & Oversight	Middle School Team Meetings	K-8 Math Coordinator				Payroll		
Mentor – Hunter and Bizik						Power School Oversight		
Legal Issues						Bookkeeping		
Monthly Staff Meetings								
SEM Clusters								
SPED Director								
Supervise Secretary, Board Clerk SPED Clerk								
School Improvement & Capacity Building								
School Culture & Climate								

STAFF LIST:

- Superintendent, K-8 Principal, K-8 Counselor and Special Education Director – Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English & 4th Grade Lead Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Middle School PE Teacher; K-8 Special Education Teacher; Safe Schools and Wellness Coordinator – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Middle School History Teacher (IDLA) – Mrs. Ladwig
- Kindergarten Teacher – Mrs. Radford
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teachers – Mrs. Carpenter & Ms. Bizik (Lead)
- 5th Grade Teacher & School Library Coordinator – Mrs. Fontes
- English Language Learner (ELL) Coordinator – Ms. Carpenter
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary: Power School Coordinator & Parent Involvement Coordinator – Ms. Higgins
- Literacy Proficiency Paraprofessional – Mrs. Park
- Middle School TA Coordinator; Federal Programs Paraprofessional – Mrs. Preston
- K-5 PE Teacher; Special Education Teaching Intern & Marketing Coordinator – Mrs. Hunter
- Homeless Education Liaison, Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional & Art Coordinator – Mrs. Cornwell
- Kindergarten Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – Mrs. Gillespie
- Substitute Teacher – Ms. Rood
- Nutrition Program Director: Fundraising Committee Chairman & Parent Involvement Coordinator – Mrs. Jacobsen
- Kitchen Manager – Mrs. Martinez
- Nutrition Program Assistant – Ms. Burnham

Supervisor Assignments:

<p>Christine:</p> <ul style="list-style-type: none"> • Kim • Courtney • Barb • Michelle • Ana • Martice • Cherrynn • Robert • Babes • Helen 	<p>Lacey:</p> <ul style="list-style-type: none"> • Carla • Ashley <p>Helen:</p> <ul style="list-style-type: none"> • Stuart • Nancy • Crystal <p>Cherrynn:</p> <ul style="list-style-type: none"> • Tammy • Judy • Darlene • Cheryl R • Katie 	<p>Cheryl:</p> <ul style="list-style-type: none"> • Toni (with input from Christine) <p>Toni:</p> <ul style="list-style-type: none"> • Aaron (with input from Cherrynn) • Becky (with input from Christine) • Teresa (with input from Christine) • Lacey <p>Becky:</p> <ul style="list-style-type: none"> • Kristen <p>Robert</p> <ul style="list-style-type: none"> • Abel
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2012 – 2016 Teacher Evaluation Data

TEACHER	Fall 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	OUTCOME
	Unsatisfactory	Unsatis							Nonrenewal
	Unsatisfactory	Unsatis							Nonrenewal
	Basic	Basic	Unsatis						Resigned
				Prof	Prof	Prof			Moved to a full time music position
	Unsatis	Unsatis							Nonrenewal
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Distinguished	Disting	Disting	Disting	Disting	Disting	Disting	Disting	Still at HA
	Basic	Basic							Resigned
	Proficient	Proficient	Disting	Disting					Moved to WA
	Proficient	Proficient							Moved to Nevada
	Unsatisfactory and serious policy violations								Admin Leave and Resignation
	Proficient	Proficient	Profic	Profic	Disting	Disting	Profic	Profic	Still at HA
			Profic	Profic	Profic	Profic	Profic	Profic	Still at HA
			Profic	Profic					Moved to Boise
			Basic	Basic					Health Issues – Left after a year
					Profic	Profic	Basic	Basic	Nonrenewal
					Unsat	Unsat and serious ethics violation			Admin Leave and Resignation
					Basic	Unsat			Nonrenewal

							Unsat	Unsat	Nonrenewal
					Profic	Disting	Disting	Disting	Still at HA
					Proficient	Proficient	Proficient	Profic	Moved to Twin
							Distinguished	Distinguished	Still at HA
							Proficient	Proficient	Still at HA
					Proficient	Proficient	Proficient	Proficient	Still at HA
					Distinguished	Distinguished	Distinguished	Distinguished	Still at HA

Staff Progression

	2011-12	2012-13	2013-14	2014-15	2015-16
Unsatisfactory	Administrator	3	1	2	1
Basic	did not	2	1	0	1
Proficient	complete	3	4	5	5
Distinguished	evals	2	3	5	5
Renewed	5	4	5	9	10
Not-renewed and/or put on leave and resigned	0	5	2	2	2
Moved to a different district	1 (moved to local school district)	1 (moved out of state)	2 (both out of the Magic Valley)	1 (moved to high school – different content area)	0

Cherrynn Bizik
510 3rd Ave E
Jerome, ID 83338
cherrynn.bizik@gmail.com
cbizik@heritageacademyid.org
(208) 404-5290

EDUCATION:

- M.A. Educational Leadership (May 2017)
Idaho State University
- School Counseling (Summer 1998)
Oregon State University
- B. A. Elementary Education (May 1992)
Boise State University
- B. A. Secondary Language Arts Teaching (May 1989)
George Fox College

WORK EXPERIENCE:

Teaching and Leadership

Heritage Academy Charter School (December 2015-Present)

Middle School Language Arts Teacher
Federal Programs Director
Curriculum Coordinator
Middle School Lead Teacher
Assessment Coordinator
Teacher Mentor and Coach
Reading Coordinator

Believers Church (June 2014 – December 2015)

Church Administrator
SUM Cohort Adviser
Finance, Communication, & Facility Coordinator

Xavier Charter School (June 2007 – June 2014)

Third Grade Teacher
Fifth & Sixth Literature, Writing & Math Teacher
Math Coach
Teacher Mentor
Fellowship and Exalt Team Member
Title 1A Coordinator
Math Club Coordinator

Canyonside Christian School (August 2003- June 2007)

First Grade Teacher
Fifth Grade Teacher

Green Acres Elementary (September 2000- August 2001)

Kindergarten Teacher

Willamina Middle School (August 1992 - June 1995)

Sixth Grade Teacher

Eighth Grade Language Arts Teacher

High School Cheerleading Coach

CERTIFICATION & AWARDS:

Idaho Education Credential (2000-Present)

Oregon Teaching License (1989-2000)

Member of Golden Key International Honour Society

Recipient of Mary P. Hirsch Grant for Curriculum Acquisition

Recipient of P.E.O. Program for Continuing Education Scholarship

Member of Northwest Professional Educators

Xavier Charter School Founding Teacher

VOLUNTEER WORK:

Jerome Soup Kitchen

St. Jerome's Catholic Church - server, dishes (2014-present)

Sole Hope

Cut shoe patterns for Ugandan children to prevent jiggers (2016)

Samaritan's Purse

Christmas Shoe Box Packing and Collection (2007-present)

School Supply Give Away

Believer's Church - Assistant organizer (2014-2015)

Food Give Away

Believer's Church - Food line distribution (2012-2015)

Holiday Musical – Believer's Church

Director (2011-2015)

Kid's Camp Store

Believer's Church & Camp Sawtooth (2015)

Kid's Camp Cook

Believer's Church & Camp Sawtooth (2012-2014)

Substitute AWANA and Kid's Church Teacher

Believer's Church (2012-2014)

Drama Team Director

Northridge Fellowship (2009-2010)

AWANA Program Director

Bliss Community Church (2004-2007)

RENEWAL REQUIREMENTS

Application for renewal of an Idaho Education Credential must be made using forms supplied by the Idaho State Department of Education. Application may be made between January 1 and August 31 of the renewal year. For renewal information and forms, please see:
www.sde.idaho.gov/cert-psc/cert/apply/renewal.html

To renew a 5-year credential, all certificated personnel must complete at least 6 semester (or 9 quarter) credit hours during the validity period of the credential, which is between September 1 of the year the credential is issued and August 31 of the year it expires.

At least 3 semester credit hours must be taken for college or university credit. Non-university clock hours may be used for up to 3 of the 6 credits required for renewal. Fifteen (15) clock hours are equivalent to one renewal credit, if verified by an Idaho school district official on a signed B-7 Verification of Completion of Equivalent Inservice form.

If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential to qualify for a five-year credential. Those requirements are also listed in the deficiency area at the bottom of the credential.

NOTE: Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Education Credential. Please contact the Certification Office or go to our website (www.sde.idaho.gov/cert-psc/cert/apply/renewal.html) for details on any new renewal requirements.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

IDAHO EDUCATION CREDENTIAL

CHRISTINE MARIE IVIE

has fulfilled requirements of State law and the State Board of Education
and is issued the following certificates and endorsements.

Administrator (9/1/2016 - 8/31/2021)

55 - Profession-Tech Administrator

7046 - Director of Special Ed

7050 - Superintendent

7053 - School Principal Pre-K-12

Pupil Personnel Services (9/1/2016 - 8/31/2021)

7016 - Career Counselor

7022 - Counselor K/12

Standard Exceptional Child (9/1/2016 - 8/31/2021)

7029 - Generalist K/12

Standard Secondary (9/1/2016 - 8/31/2021)

7133 - Humanities 6/12

7200 - Social Studies 6/12

7221 - History 6/12

7231 - Psychology 6/12



State Superintendent of Public Instruction

Issued 9/1/2016
Edu ID 337424155

Certificate of Completion

This certificate is awarded to:

Christine Ivie

Completed 6 hours for Training of the Trainers:

The Introduction to Framework for Teaching

June 2015

Matthew Hanson, Davidson Consultant

Jamie Peterson, Davidson Consultant

Southern Utah University

As authorized by law and by the State Board of Regents
and acting upon the recommendation of the Faculty, has conferred upon

Doni Elizabeth Gibson-Carver

the degree of

Master of Accountancy

Given at Cedar City, Utah and witness whereof, by authority committed to us, we have
herewith placed our names and the seal of the University on this, the fifth day of June
in the year of our Lord nineteen hundred ninety-three and of the University ninety-sixth.



Thomas J. Foster
Chairman, State Board of Regents

W. D. Kelly
Chairman, Board of Trustees

Wm. Edgar Keen
Commissioner of Higher Education

Arnold P. Stewart
President of the University

Christine M. Ivie
41 Northridge Way
Jerome, ID 83338
acivie02@gmail.com
civie@heritageacademvid.org
(208) 871-7749

EDUCATION:

Ed.D. in Education Foundations and Leadership
George Fox University, Newberg OR
M.B.A.
George Fox University, Boise ID
M.Ed. in Counseling
Northwest Nazarene University, Nampa ID
B.A. in Psychology
College of St. Catherine; St. Paul, MN

WORK EXPERIENCE:

Leadership and Administration
Superintendent and K-12 Principal – School District #479
Education Specialist – Paragon Charter Schools
Support for Charter School Boards and Administrators
Chief of Education – NASA, Ames Research Center
State of Idaho
Deputy Superintendent – State of Idaho, Department of Education
Oversight of Content Areas, Federal Programs (NCLB) and Special Education
Chief Academic Officer – State of Idaho, Board of Education
Oversight of K-12 Education
Responsible for drafting and overseeing board and legislative process for all K-12 education rules and programs
Education Advisor – State of Idaho, Idaho Public Charter School Commission
Responsible for providing leadership and support to the Commissioners and to Commission-Authorized schools on all education matters
Education Director – Northwest Children’s Home Day Treatment and School Program
Worked with special education directors and staff from 11 school districts
Responsible for training and oversight of staff, federal and state compliance, student placement and oversight of curriculum and instruction
Principal – Nampa School District
Responsible for administration of year-round elementary school
Preschool Director – Cornerstone Preschool

Research
Uniformed Services University of the Health Sciences, University of Pittsburgh and Pittsburgh Cancer Institute – Psychoneuroimmunology with a focus on acute stress and immune function
Boise State University and NASA - Science, Technology, Engineering and Mathematics with a focus on the impact of K-12 and post-secondary education from 1950 through 2007.



Teaching Mindsets. Changing Lives.

7 Mindsets Academy LLC

60 King Street
Roswell, GA 30075

Bill To
Heritage Academy Toni Carver 500 S. Lincoln Jerome, ID 8338

P.O. No.
003475

Quantity	Description
1	Multi-User License - One-year license to access the Academy Teacher Portal, 7 Mindsets MasterClass, Leadership Zone and the my7Mindsets.com tool for students and parents - May 1, 2016 through June 30, 2017
1	Live 3-hour training for leadership and teachers to ensure understanding of the 7 Mindsets, the 7 Mindsets Academy curriculum, leadership and teaching best practices as well as, implementation fidelity strategies. January 2016
12	7 Mindsets Book - Summary of 3-year research effort culminating in the 7 Mindsets framework, methodology and curriculum for schools.
1	Shipping and handling charges

7 MINDSETS

A Life Changing Revolution

60 King Street
Roswell, GA 30075

Bill To
Heritage Academy Toni Carver 500 S. Lincoln Jerome, ID 8338

P.O. No.

Quantity	Description
1	7 Mindsets Teacher Training and Professional Development Event – 1.5 Days. February 9-10, 2017
1	All flights, car rental, lodging and meals required for on-site visit and training.



55 Washington St., Suite 900, Brooklyn, NY 11201-1
T: 212-213-8177 F: 347-662-2402

Formerly known as Wireless Generation, Inc.

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Amplify Education, Inc.
P. O. Box 9178
Uniondale, NY 11555-9178

PO# 348

Bill To: Attn: Accounts Pavable
Heritage Academy
500 S. Lincoln
Jerome, ID 83338
USA

Contracted Customer: Heritage Academy
500 S. Lincoln
Jerome, ID 83338
USA

Cust code	Group	Name	Currency
5992	1	Heritage Academy	USD

seq #	Service/Description	Taxable	Charge Description
1	400620004 Special Training Package for CKLA Products	No	

INVOICE AND BILL IN DUPLICATE TO
HERITAGE ACADEMY

PURCHASE ORDER
HERITAGE ACADEMY

BILL

V
E
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R

▪ VISA
▪ PO BOX 30131
▪ TAMPA FL 33630-3131

SHIP

001369

REQ. NO.	FUND CODE	QUANTITY	DESCRIPTION
	245-512400-000-000-0	1	OETC TECHHEAD
1	257-521300-000-000-0	1	HMCO BOOKS
2	257-521400-000-000-0	1	HMCO BOOKS
3	100-616300-000-000-0	1	HMCO BOOKS
4	100-419200-000-000-0	1	EXPEDIA <i>family engagement &</i>
5	249-512400-000-000-0	1	RED LION INN <i>ELL Training</i>
3	100-651400-000-000-0	1	USPS

Details for Order #110-1379900-9796251
page for your records. Print this page for your records.

L379900-9796251

Shipped on March 22, 2016

	Price
<i>What Being Poor Does to Kids' Brains and What Schools Can Do About</i>	\$17.91
<i>y in Mind: Practical Strategies for Raising Achievement, Eric Jensen</i>	\$19.51
Item(s) Subtotal:	\$187.10
Shipping & Handling:	\$0.00

INV BILL IN DUPLICATE TO
HERITAGE ACADEMY

PURCHASE ORDER
HERITAGE ACADEMY

V
E
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R

▪ VISA
▪ PO BOX 30131
▪ TAMPA FL 33630-3131

BILI

SHI

001369

REQ. NO.	FUND CODE	QUANTITY	DESCRIPTION
	100-512410-000-000-0	1	AMAZON ORDER MIDDLE SCHOOL BOOK
1	100-512300-001-000-0	1	LAKESHORE LEARNING STORE IDLA SUF
2	100-621400-000-000-0	1	RED LION INN TITLE I CONFERENCE
3	100-621400-000-000-0	1	TRAVEL TO TITLE I CONFERENCE
4	251-512400-000-000-0	1	TRAVEL TO TITLE I CONFERENCE GAS

Consulting

Board Training and Strategic Planning for federal and state government agencies, K-Post-secondary schools, non-profit organizations and corporations – Positive Eye Consulting and Access Management Consulting

Counseling and Teaching

Counselor – Meridian School District and Camas County School District
Teacher / Adjunct Professor –
Post-secondary - George Fox University, Northwest Nazarene University and Boise State University
K-12 – Boise School District, Meridian School District, Camas County School District, Northwest Childrens Home
Preschool – Cornerstone Preschool and Kindercare

PROFESSIONAL COMMITTEE MEMBERSHIP, AFFILIATIONS AND PRESENTATIONS:

Member, NASA Education and Public Outreach Grant Review Panel
Associate, Positive Eye Consulting, Access Management Consulting
Presenter, 2009 Federal Technology Transfer Conference, San Francisco, CA
Chair, Technology and Distance Learning Network Committee, NASA
Member, K-12 Competitive Grant Committee, NASA
Member, Education Portfolio Review Committee, NASA
Member, Conference Committee and Programmatic Audit Teams, Idaho Charter School Network
Idaho Team Leader, American Diploma Project, Achieve
Member, Accelerated Learning Task Force, Idaho State Board of Education
Member, Idaho Math Initiative Committee, Idaho Department of Education
Member, Idaho State Assessment Committee, Idaho State Board of Education
Member, Idaho STEM (Science Technology Engineering and Math) Initiative
Chair, Adequate Yearly Progress Collaborative, Idaho Department of Education
Psi Chi, Psychology Honor Society

CERTIFICATIONS:

Idaho Education Credential
Administrative: Superintendent; K-12 Principal; Professional Technical Administrator; Special Education Director
Pupil Personnel Services: Standard Counselor K-12; Professional Technical Counselor
Standard Secondary Teacher: Psychology 6/12; History 6/12, Social Studies 6/12; Humanities
Exceptional Child/Special Education: Director; Teacher
Licensed Professional Counselor, State of Idaho

VOLUNTEER WORK:

Secretary and Board Member
Junior Achievement of Magic Valley, Idaho
Vice Chairman and Board Member, Board of Trustees
Legacy Public Charter School, Nampa, Idaho
Elementary and Junior High Youth Group Leader
Counseling and Recruiting Officer
Boston University Peer Counseling Hotline
Worked with Inner City Middle School Students, Boston, MA
MADD Idaho Youth Summit to Prevent Underage Drinking, Coordinator
Taking ACTION (Active Control of Tobacco in Our Neighborhood)
Advisor; Meridian High School
Varsity Football, Assistant Coach; Junior High Head Coach and Pep Club Advisor
Camas County School District; Fairfield, Idaho

Heritage Academy Professional Development Plan

This professional development plan encompasses all professional development provided by the district using **ANY** source of funds. Plan is to be reviewed and updated annually.

District: Heritage Academy Date: August 2015
500 S Lincoln Ave Jerome, ID 83338
 Phone: (208)595-1617
 Fax: (208)595-16 Email: cbizik@heritageacademyid.org

For Districts receiving Title IIA funds, districts **MUST** provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught.
2. Improve student achievement in the classroom, teach, and address the needs of students with different learning needs (particularly students with disabilities, students who are gifted and talented, and students with limited English proficiency.)

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Christine Ivie</u>	<u>Superintendent</u>
<u>Barb Lehnus</u>	<u>K-5 Team Leader and Mentor</u>
<u>Cherryann Bizik</u>	<u>Federal Programs Director</u>
<u>Helen Sauer</u>	<u>Special Education Team Leader</u>
<u>Michelle Rasmussen</u>	<u>RtI and 504 Coordinator</u>
<u>Robert Hunter</u>	<u>Admin Intern and 5th Grade Teacher</u>
<u>Nancy Cornwell</u>	<u>Paraprofessional and Parent Volunteer Coordinator</u>

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers District-wide at the end of the 2014-15 school year: **100**

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

Team members met at leadership team meetings and in federal programs team meetings. The team had collaboration/brainstorming meetings and also utilized the WISE Tool as a guide to assessing current needs and creating a plan.

b) What data was collected and analyzed to determine PD needs?

Heritage Academy Professional Development Plan

c) What PD needs were identified?

Section 2: Academic Progress

a) How was academic progress data analysis conducted?

b) What academic progress data was collected and analyzed?

Heritage Academy Professional Development Plan

c) What academic progress needs were identified?

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

b) What HQT data was collected and analyzed?

c) What HQT needs were identified?

List any private schools choosing to participate in your district's professional development funded under any ESEA programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Heritage Academy Professional Development Plan

Fill out the Professional Development Plan Template that follows, using as many or as few pages as needed.

Should you have any questions or concerns about this document, or Highly Qualified Professional Development in general, please contact:

Teresa Burgess, Title II-A Coordinator
Idaho State Department of Education
650 West State Street
P. O. Box 83720
Boise, ID 83720-0027
tburgess@sde.idaho.gov
208-332-6891

Idaho State Department of Education Professional Development Plan Template

NEED ONE: _____

GOAL ONE: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education
Professional Development Plan Template

Idaho State Department of Education Professional Development Plan Template

NEED TWO: _____

GOAL TWO: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education

Professional Development Plan Template

HQT NEEDS: _____

HQT GOAL: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>

Idaho State Department of Education

Professional Development Plan Template

Complete the following pages to further describe the district's plan for ensuring 100% HQT. Review the district's report card and HQT report regarding the number and percent of teachers who are and are not highly qualified. Consider which core academic subjects and grade levels have teachers, if any, who are not highly qualified. Use this information in responding to the questions in this plan.

A. CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSESSMENT

1. Describe how teachers are presently being supported by the district in meeting the Elementary and Secondary Education Act highly qualified teacher (HQT) requirements.

2. What issues or conditions are preventing the district from having 100% of the teachers highly qualified?

Idaho State Department of Education

Professional Development Plan Template

B. TEACHERS NOT HIGHLY QUALIFIED BY SCHOOLS & SUBJECTS: Using the following chart, list each school with teachers who are NOT highly qualified and the core academic subject classes they teach. Indicate the current actions to become highly qualified. Below the table, write a brief summary to describe highly qualified teacher issues in the district. (Add additional rows to expand the chart, as needed.)

Name of School with Teacher(s) Not Highly Qualified	<i># of teachers not HQ</i>	Grade(s)	Subject	No. of Classes Taught	Current Actions to Become Highly Qualified

SUMMARY:

Idaho State Department of Education
Professional Development Plan Template

C. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS: List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete *Resources* column as appropriate. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	How Will Progress Be Monitored
*Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.			

*Example of one strategy to consider.

Idaho State Department of Education

Professional Development Plan Template

D. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Indicate the district procedures or actions for recruiting and hiring highly qualified teachers, i.e. signing bonuses. Also indicate the actions taken should a teacher be hired who is not highly qualified. Complete the *Resources* column as appropriate. (Expand the table to include other actions, as needed.)

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
* The district will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position, applications, and resumes received, and notes from interviewing and selecting the teacher for employment.			
* The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve highly qualified status, using the most expedient option.			
* The district will ensure that the teacher receives support and assistance necessary to achieve the highly qualified designation as expediently as possible.			
<i>Other actions:</i>			

* These actions are highly recommended if teachers are not highly qualified.

Idaho State Department of Education
Professional Development Plan Template

E. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS: List and describe district actions to retain highly qualified teachers. All actions should be supported by the district’s policies and procedures for recruiting, hiring, inducting, and retaining highly qualified teachers. Complete the *Resources* column as appropriate.

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes

NORTHWEST NAZARENE UNIVERSITY (NNU)
Syllabus

Heritage Academy - "Engaging Students with Poverty in Mind: by Eric Jensen

Course Text: Jensen, Eric. (2013). Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Alexandria, VA: ASCD.

Course Description: Heritage Academy provides programs that meet the needs of diverse learners including students with disabilities, English Language Learners (ELL), and Gifted and Talented students. With that goal in mind Heritage Academy staff will focus on Eric Jensen's book - "Teaching with Poverty in Mind: Practical Strategies for Raising Achievement". The course will discuss how engagement is the key factor to the academic success of economically disadvantaged students. It includes readings, group discussions and the creation of a collaborative action plan to increase engagement of the Heritage Academy students.

Educational Goals: Today disadvantaged and vulnerable students are tuning out and not demonstrating adequate achievement in the classroom. Failure to engage them is one of the main reasons and it is time to set the bar higher. School needs to be the best part of every student's day instead they struggle with attendance and low achievement. This course will engage a teacher to take immediate action to revitalize and enrich their current practices so that all students may thrive in school and beyond.

Objectives: At the conclusion of this course the educator will:

- Design smart and purposeful engagement strategies that will be used to expand students' cognitive capacity, increase motivation and academic effort, and build a deeper enduring understand of content.
- Discuss unwritten rules for engagement that are essential for increasing student achievement.
- Evaluate how automating engagement in the classroom can help teachers use instructional time more effectively and empower students to take ownership of their learning.
- Create a realistic implementation action plan that will impact all students.

Course Requirements: Throughout the following weeks: (1) Read and discuss questions as listed on the syllabus and (2) Complete a weekly journal.

- **Week 1** - "The Seven Engagement Factors", and "The Rules for Engagement".
- **Week 2** - "Engage for Positive Climate", and "Engage to Build Cognitive Capacity".
- **Week 3** - "Engage for Motivation and Effort" and "Engage for Deep Understanding".
- **Week 4** - "Engage for Energy and Focus", and "How to Automate Engagement".
- **Week 5** - " 'Now What?' Meeting the Challenge of Implementation".
- **Final Activity** - Participate in an action plan for consistent implementation of strategies acquired in the course. Submit the group action plan to the Heritage Academy Superintendent/Principal and the course Instructor.

Professional Development Credits: Professional developments credits are offered through Northwest Nazarene University (NNU). These credits are ideal for district in-service hours, lane

changes or recertification credits. The course is worth one professional development credit for 15 hours of participation and completion of the coursework and will be posted on an official NNU transcript as a **Pass or Fail**.

Course Content:

WEEK 1

Preface and Introduction

Chapter 1: The Seven Engagement Factors

1. What are the seven engagement factors? Does this chapter overstates, understates, or accurately states the seven engagement factors' connection to poverty and achievement? Why?
2. Which of the seven factors pose the strongest challenge for you and your colleagues?
3. Do these factors seem impossible to overcome, or can you envision overcoming them? Explain your reasoning.
4. Have you already recognized and attempted to address any of these factors in your school? How have your efforts worked out so far?
5. Which of the seven factors are you most looking forward to overcoming? What are some ways you might address it?

Chapter 2: The Rules for Engagement

1. Reflect on any engagement strategy you have used that did not work well. What do you think went wrong? Were there problems with the strategy, your implementation of it, the curriculum or classroom context, or your students? How big a role in a strategy's success do you think you play?
2. What does this chapter mean by teacher *attitude*? Does its meaning here differ from your own definition of the term? Rate your own attitude on a scale from 1 (negative) to 10 (through the roof!).
3. Do you ever have a hard time getting buy-in from your students? If so, speculate why. What are some ways you could modify your teaching to increase student buy-in?
4. Do you and your colleagues build positive relationships with students? Have you ever gone to a student's neighborhood to learn more about him or her? Have you attended an event involving students or their families outside school? Have you ever given a student something (e.g., food or a book) to help him or her through the day? What are some ways you could build stronger relationships with your students?

WEEK 2

Chapter 3: Engage for Positive Climate

1. How high are your expectations for your students? Have you ever set the kind of seemingly impossible goals that many high-performing teachers do (e.g., to make sure 1st graders are ready for 2nd grade by the end of the school year)?
2. What role do you have in managing student states? Is this chapter just giving a different name to a process you already engage in? Or do you think you could be more purposeful about influencing student states? What strategies might you use to accomplish this task?
3. Does your classroom have a "family atmosphere"? What are the key ingredients that turn a group of students into a family?
4. If someone used a "positivity clicker" in your classroom, what do you think the results would be? Would every single student get the 3-to-1 positives-to-negatives ratio needed to

optimize growth? What can you do to improve this ratio? Do you think you need to alter any of your internal attitudes?

Chapter 4: Engage to Build Cognitive Capacity

1. Some teachers sort and group students by their cognitive capacity. Do you see capacity as fairly fixed or highly flexible? What does the evidence tell us?
2. What is your reaction to the admonition "Stop telling kids to pay attention; they already do!"? List two or three new ways in which you'll try to build sustained student focus this school year.
3. What percentage of your daily teaching time is invested in building lasting cognitive skills? Or is the pressure to just "cover the content" too high for you to even try?
4. Which higher-order thinking skills do you think are most important for you to build in your class: attention, problem solving, critical thinking, working memory, processing speed, or self-control (deferred gratification)? How would you go about building these skills in students?

WEEK 3

Chapter 5: Engage for Motivation and Effort

1. When you were a student, did you ever work harder for one teacher than for another? If so, why? Is it possible to reconcile this kind of discrepancy with the notion that motivation is a fixed entity, and that some students are just "unmotivated"? How might you increase your own students' motivation?
2. What does "make it their idea" mean in the teaching process? Do you already do this, or can you make this approach a viable part of your practice?
3. Do your students seem to see any risk in raising their hands, contributing to the discussion, or asking questions? If so, how might you alleviate this perceived risk?
4. What have you learned about the mind-set of students who simply engage less? What strategies can you use to build the learner's mind-set in all your students?
5. Although the majority of teachers think they give students sufficient feedback, studies show that most students are starved for feedback. Where would you place yourself on the continuum of low to high feedback? Where do you see opportunities to provide greater feedback?

Chapter 6: Engage for Deep Understanding

1. Is getting students to understand content an issue for you? If so, what are the typical stumbling blocks you encounter?
2. Most teachers are great at building students' knowledge of labels ("Let's define a tornado"), but developing their understanding of properties and context and meaning is a greater challenge. After reading the chapter, what's your understanding of the term *properties*? How might you use this concept in your teaching? Outside of taking students on a field trip, how might you increase their understanding through context and meaning?
3. What do you do, in a typical lesson, to help students "get it right"? How has your approach worked out so far? What strategies might you add to your repertoire to increase accuracy?
4. The toughest part of building deep understanding is often ensuring that all students are able to transfer the content to their own lives. How do you currently develop learning transfer in your students? What might you try to improve your results?

WEEK 4

Chapter 7: Engage for Energy and Focus

1. What are the biggest challenges you face when it comes to eliciting appropriate levels of energy and focus from your students?
2. What percentage of class time do your students create the energy levels, and what percentage do you orchestrate the energy levels? Do you now see classroom energy as something you have more control over? What are some strategies you might try to increase your class's "electricity." How will you implement them?
3. The chapter offers several strategies to enhance student focus. Which ones have you already tried, and which new strategy might you try in your own classroom?
4. Do you already consistently use music in your teaching? If so, how well does it work? After reading this chapter, can you think of some ways to use it more purposefully and effectively?

Chapter 8: How to Automate Engagement

1. To what extent do you use social support to manage student behavior and boost academic progress? How can you better foster collaboration and cooperation in your class?
2. What is the distinction among rituals, rules, and procedures? How can rituals enable you to better manage the energy of your classroom and accomplish routines smoothly? List two or three rituals you want to try in your own classroom, either taken from this chapter or created on your own to meet specific needs.
3. Do you currently make time to develop student leadership and teamwork? If so, do you teach these skills overtly? What are some new ways you could enhance leadership and teamwork in your classroom?
4. What kinds of jobs or roles do your students take on? How might you retool them to make an authentic, real-world connection?
5. Name two or three ways you can alter your curriculum to help you automate engagement in your class.
6. Many teachers already use technology as a way to boost engagement. What are some ways you can use technology more purposefully as a learning tool?

WEEK 5

Chapter 9: "Now What?" Meeting the Challenge of Implementation

1. How can the metaphor of the Russian nesting dolls inform your own understanding and organization of engagement strategies you plan to use?
2. Do you have a consistent plan for engagement, or do you have difficulty finding the time to plan? What do you do when a strategy does not work well?
3. Are there any faculty members at your school who resist or criticize the engagement efforts of their high-performing colleagues? What could you do to get the whole staff consistently working to engage every student, every day?
4. Choose one strategy to kick off the process of becoming a master at classroom engagement. Once that particular strategy is automatic, choose another strategy to integrate, and so on.
5. What is the best-case scenario for you, for the rest of the school year, in terms of engagement? What are your new engagement goals? What is your mind-set going into this process? What are your expected outcomes for your students and for yourself?

Final Activity: Participate in an action plan for consistent implementation of strategies acquired in the course. Submit the group action plan to the Heritage Academy Superintendent/Principal and the course Instructor.

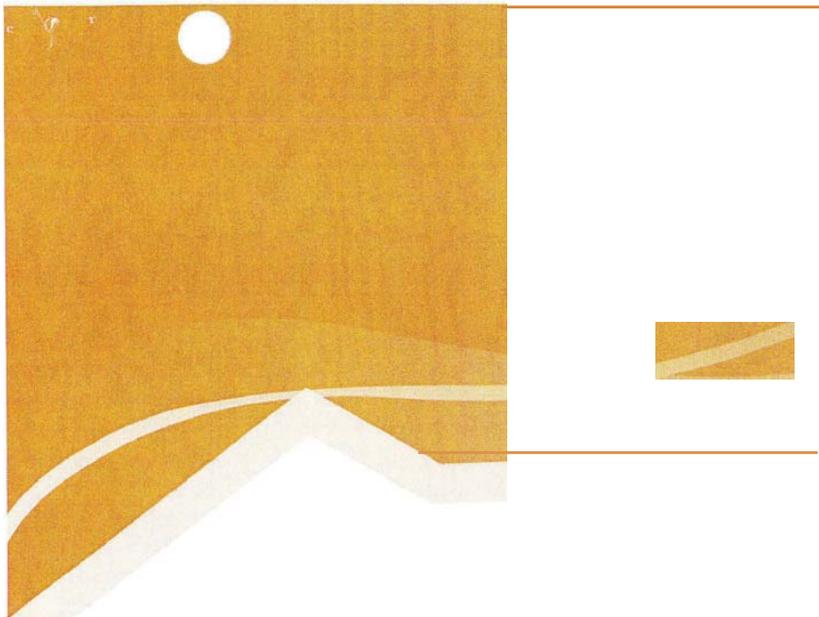
Evaluation: Submit an individual evaluation to the Instructor that will be provided.

Instructor: Julene E. Messick, M.Ed.; Email: jmessick@arconnections.org
Cell Phone: (208) 360-5493, Fax: (208) 357-7857

Assistant Instructor: Cherrynn Bizik; Email cherrynn.bizik@gmail.com;
Cell Phone: (208) 404-5290



The Center for Educational Effectiveness



EDUCATIONAL EFFECTIVENESS SURVEY™

Staff edition Idaho
V10.1

Heritage Academy
10/20/2016
Sample Size: N= 11

9 Characteristics of High-Performing Schools and Idaho Framework for Teaching and Learning

Note: This report includes Certificated vs Other Staff Comparison.



Beller Data. Beller Decisions. Beller Schools.

Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)-a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Structure of the EES Staff Report

This results document contains your data results from the survey you recently administered.

Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE's research into over 100,000 staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

Comparison between certificated staff and non-certificated staff

This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

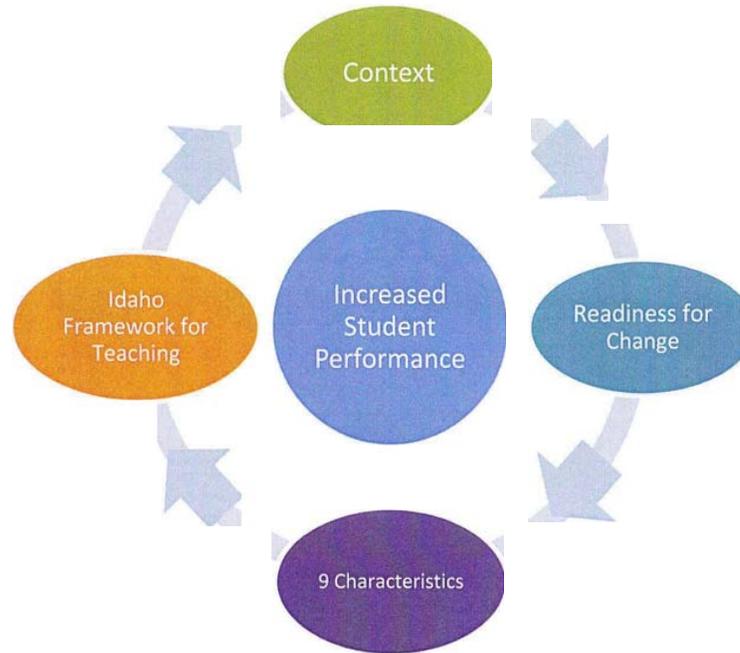
Idaho Framework for Teaching

The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the "Idaho Framework for Teaching."

The EES Handbook

The EES Handbook contains information and strategies for the interpretation and use of EES data with your staff. The EES Handbook is found in the EES results binder. If you cannot find your EES Handbook, you can access it on CEE's website: www.effectiveness.org/files/EES-Handbook-Idaho.pdf. CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance with using your report, please contact us at info@effectiveness.org.

Increasing Capacity for Improvement



The Context defines the current reality of the student population, the school, and community.



The Readiness for Change defines the current capacity for change amongst the systems and adult culture of the school and district.



The 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.



The Idaho Framework for Teaching defines the skills essential for effective teaching and learning.

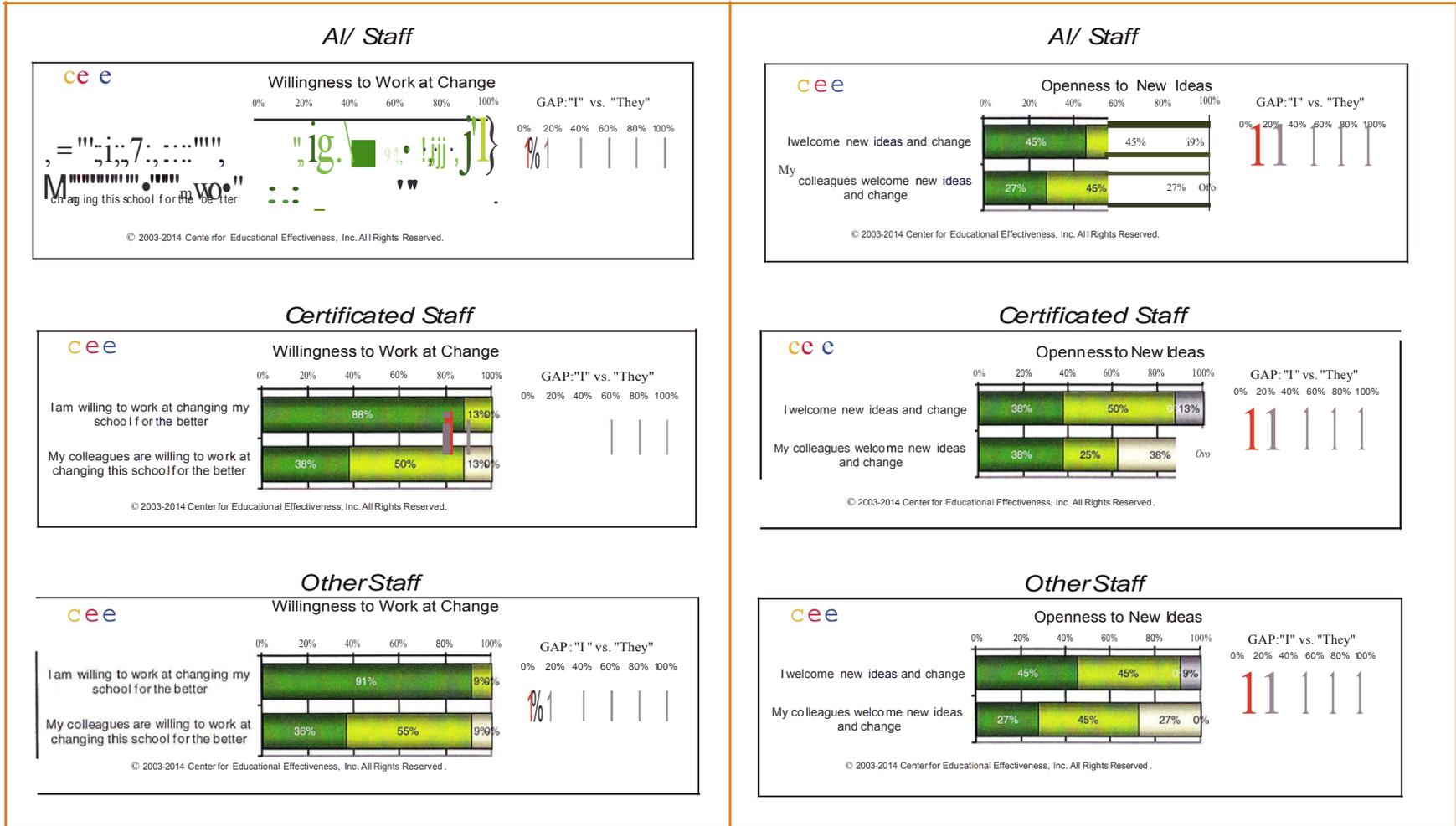


All four components impact the ability of the organization (school) to increase student learning and achievement.

Readiness for Change – "I" vs. "They" Perspectives

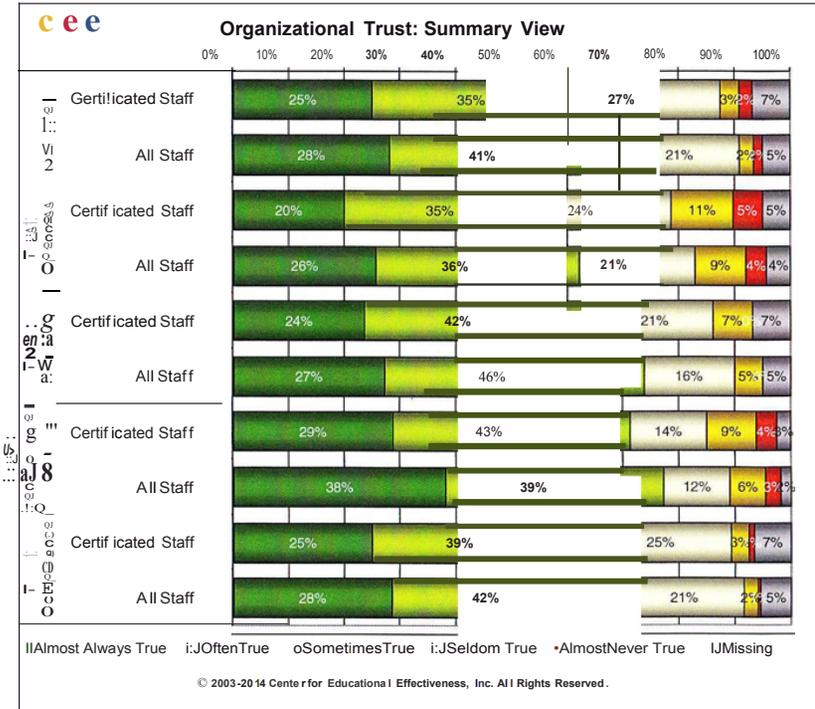
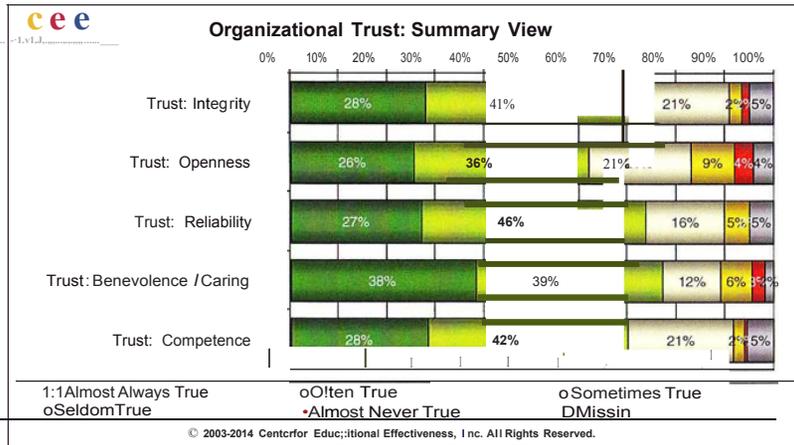
Willingness to Work At Change

Openness to New Ideas

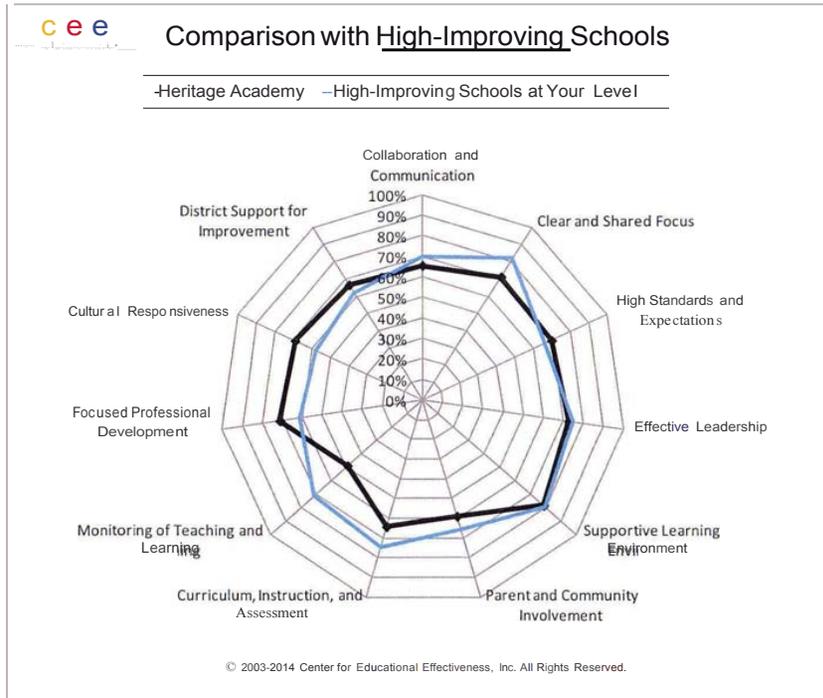


I | Almost Always a Often True C | Sometimes True a Seldom True • Almost Never True a Missing

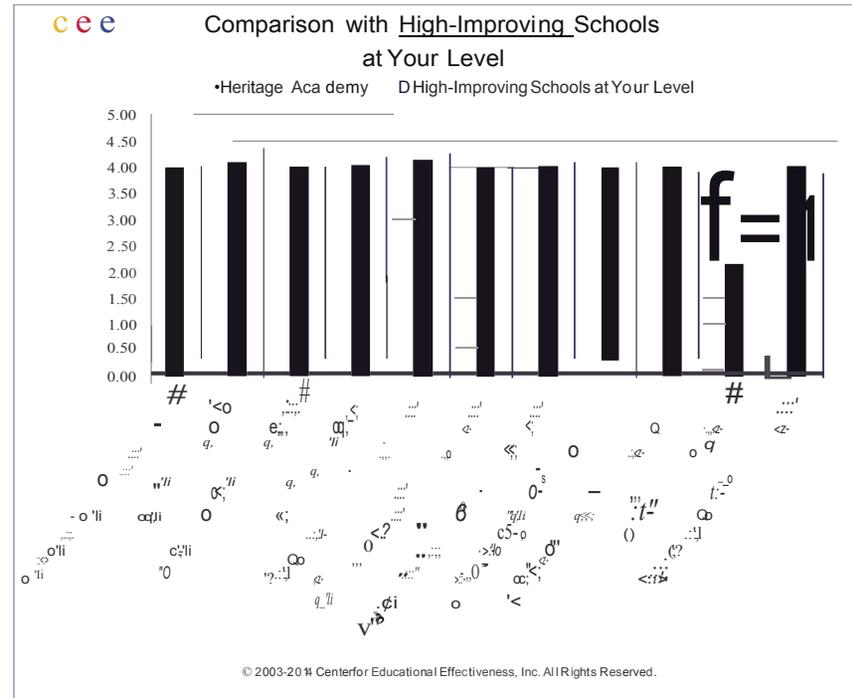
Organizational Trust and the "Resistance Gap"



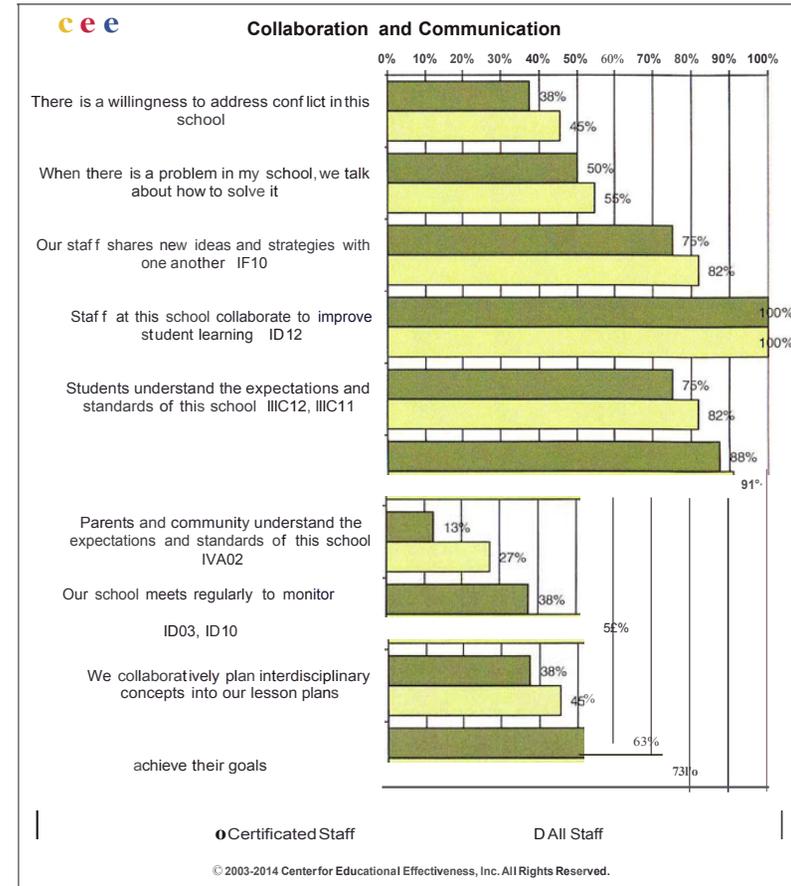
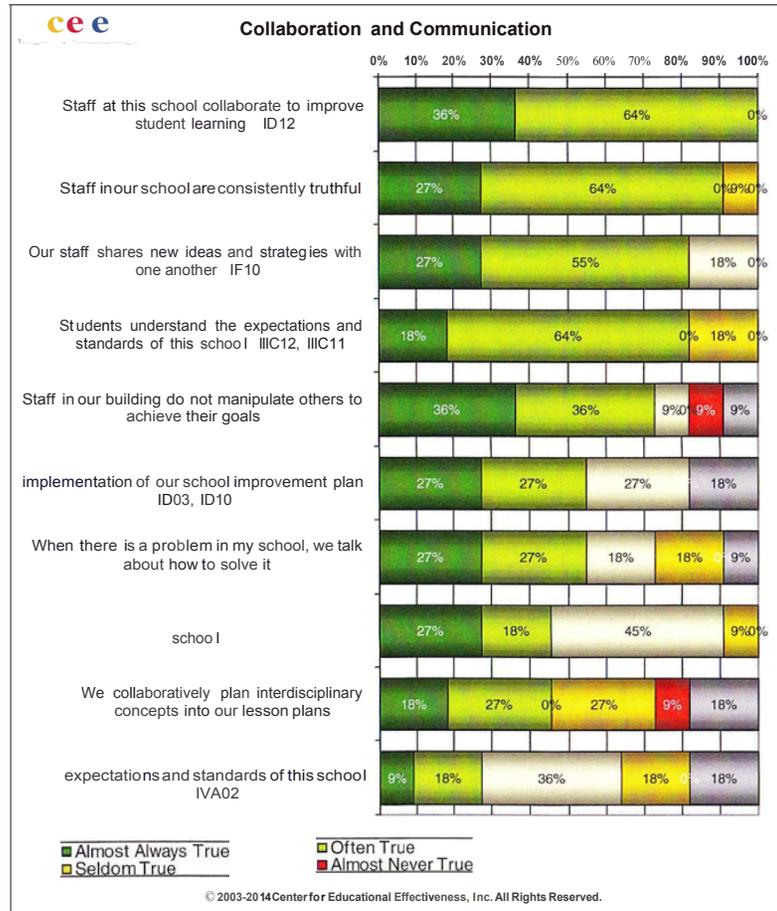
Comparison View: High-Improving Schools Combined Positive Values



Comparison View: High-Improving Schools Mean Values

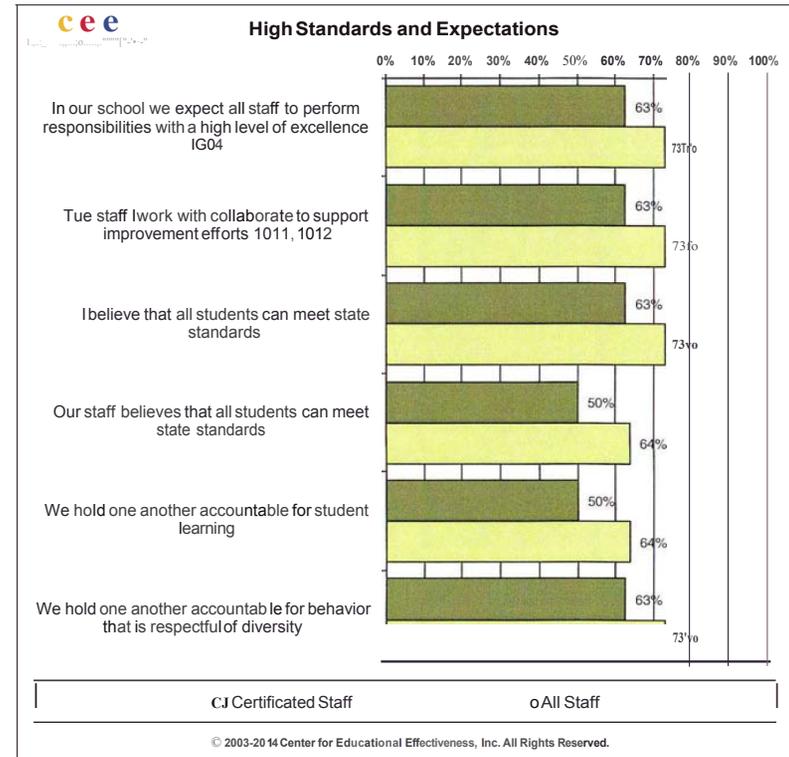
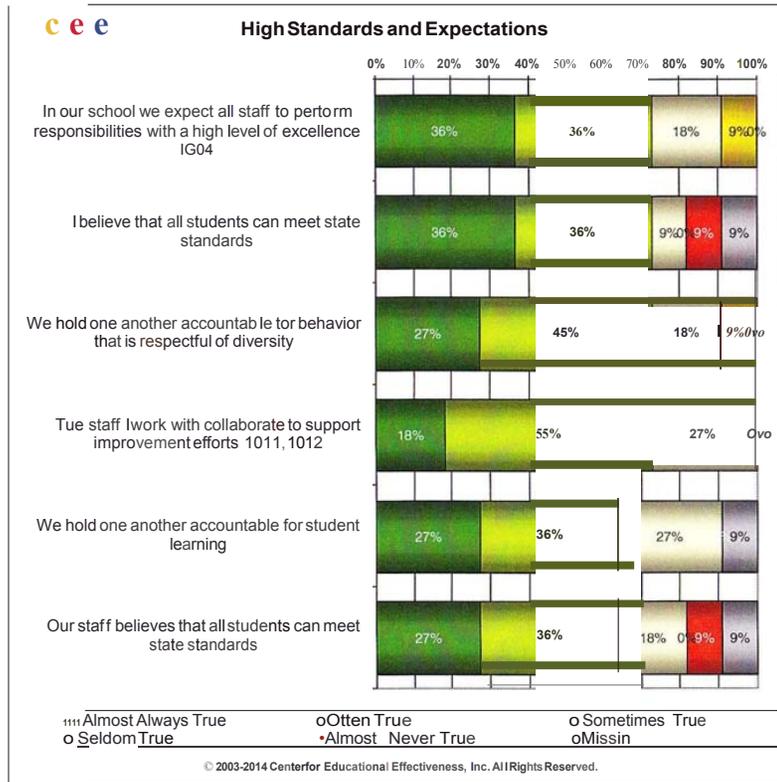


High Levels of Collaboration and Communication



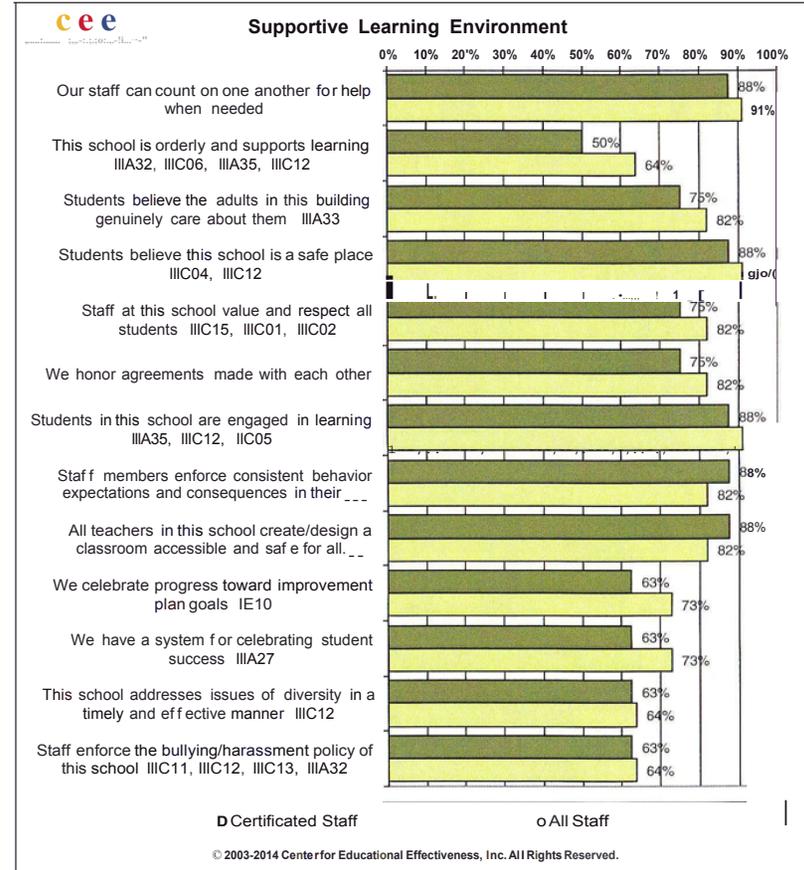
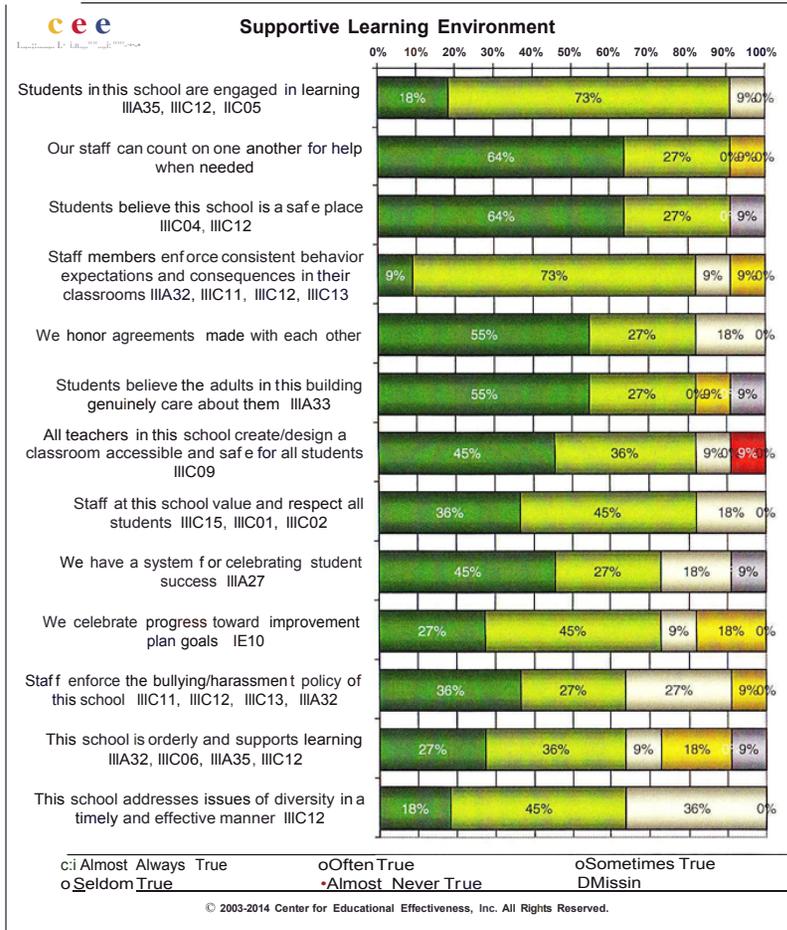
Certificated Staff	N = 8
All Staff	N = 11

High Standards and Expectations



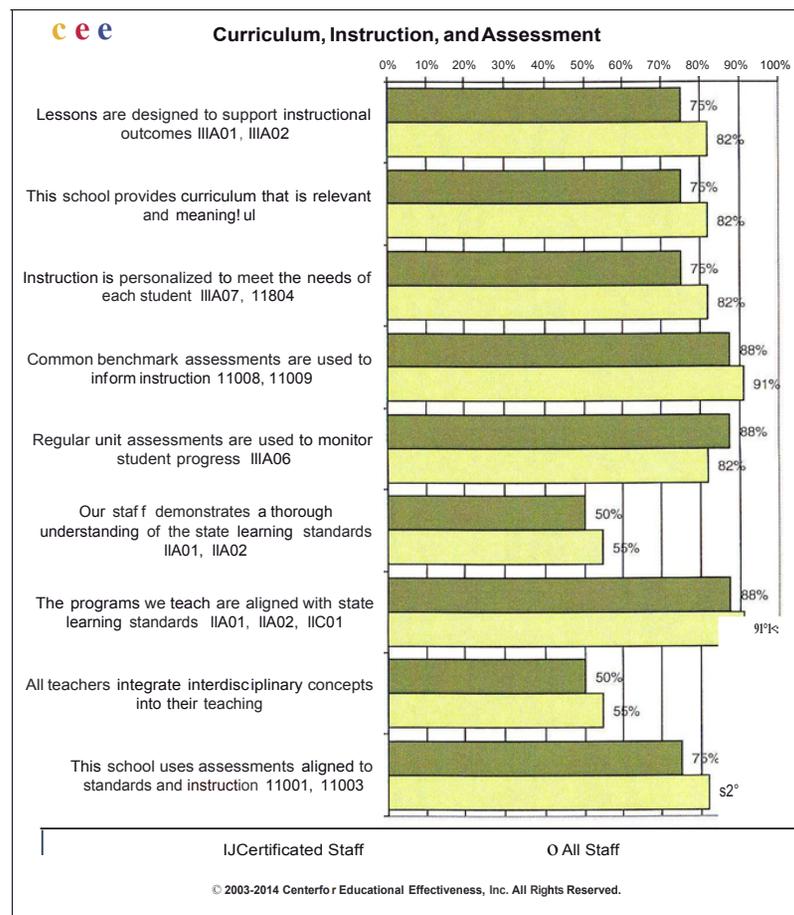
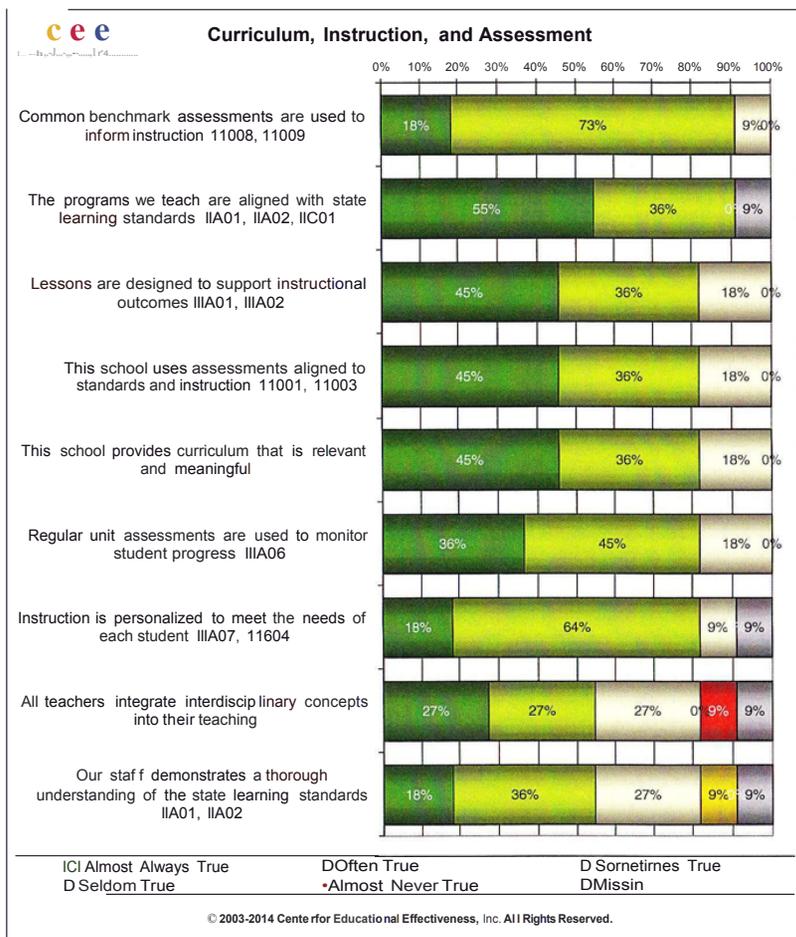
Certificated Staff	N = 8
All Staff	N = 11

Supportive Learning Environment



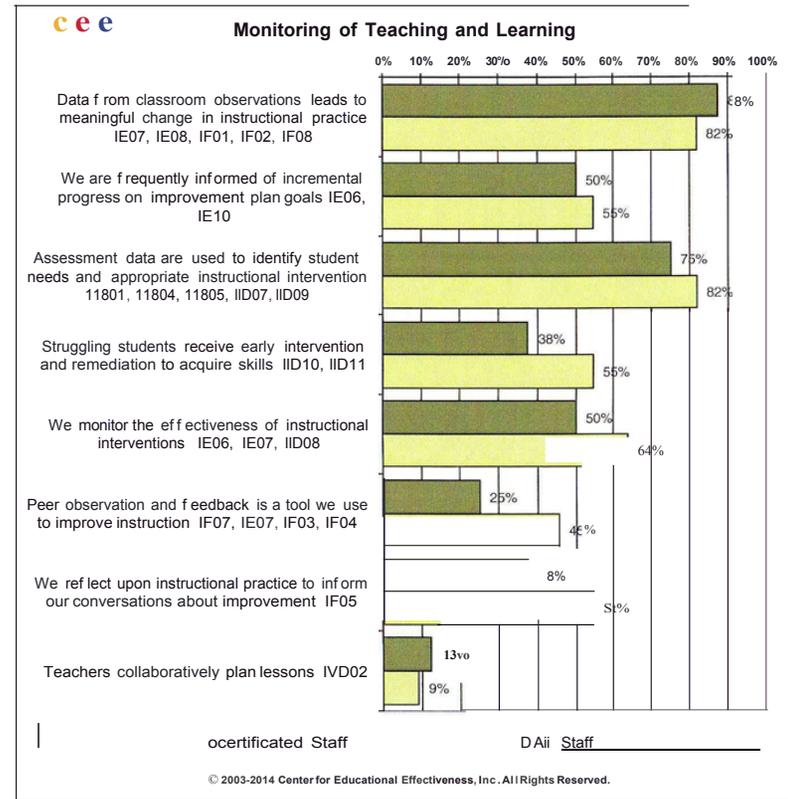
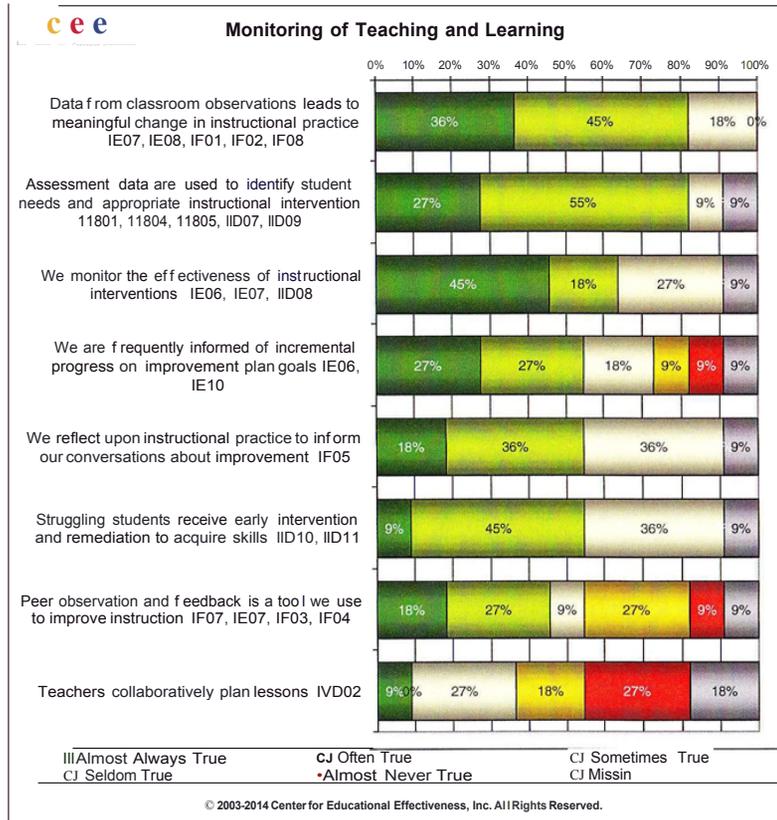
Certificated Staff	N = 8
All Staff	N = 11

High Quality Curriculum, Instruction, and Assessment



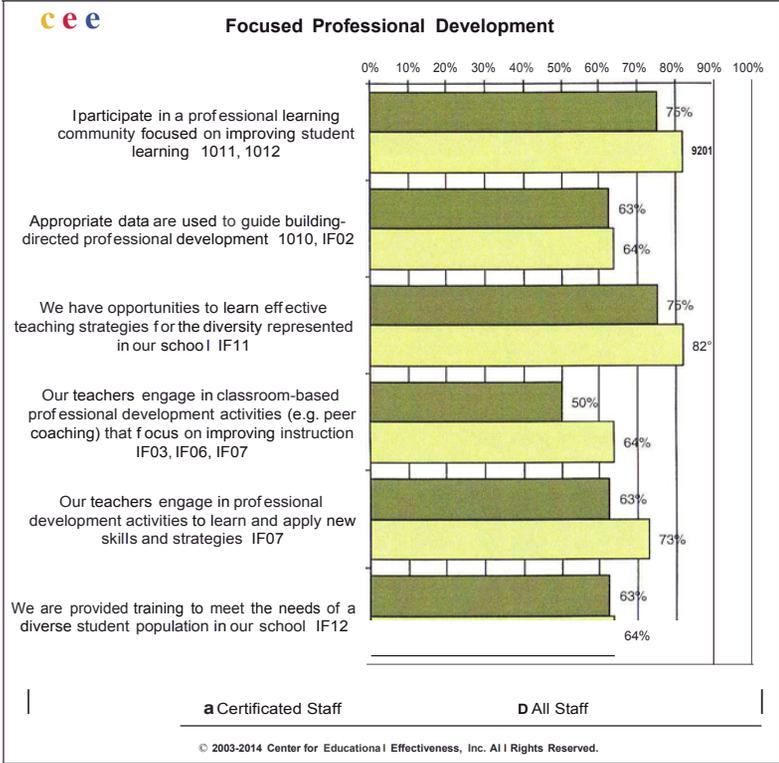
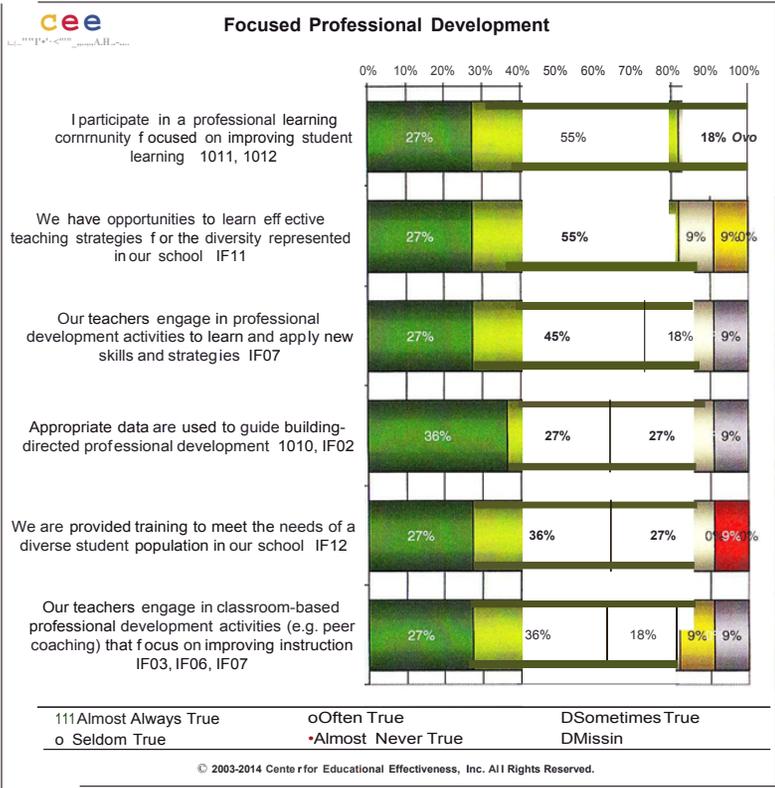
Certificated Staff	N = 8
All Staff	N = 11

Frequent Monitoring of Teaching and Learning



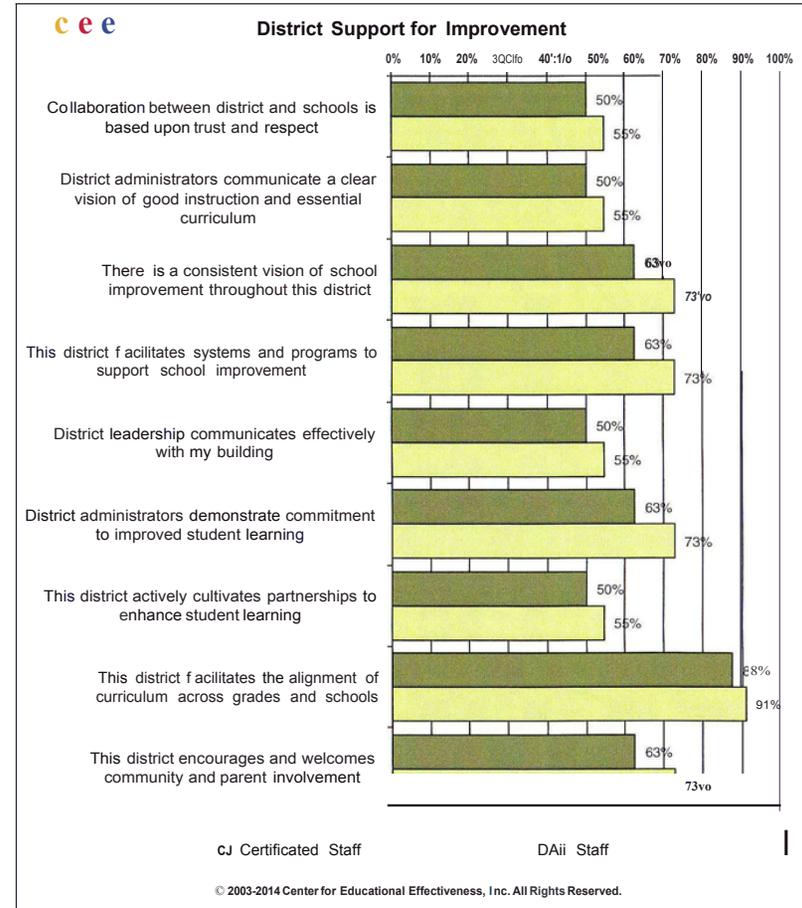
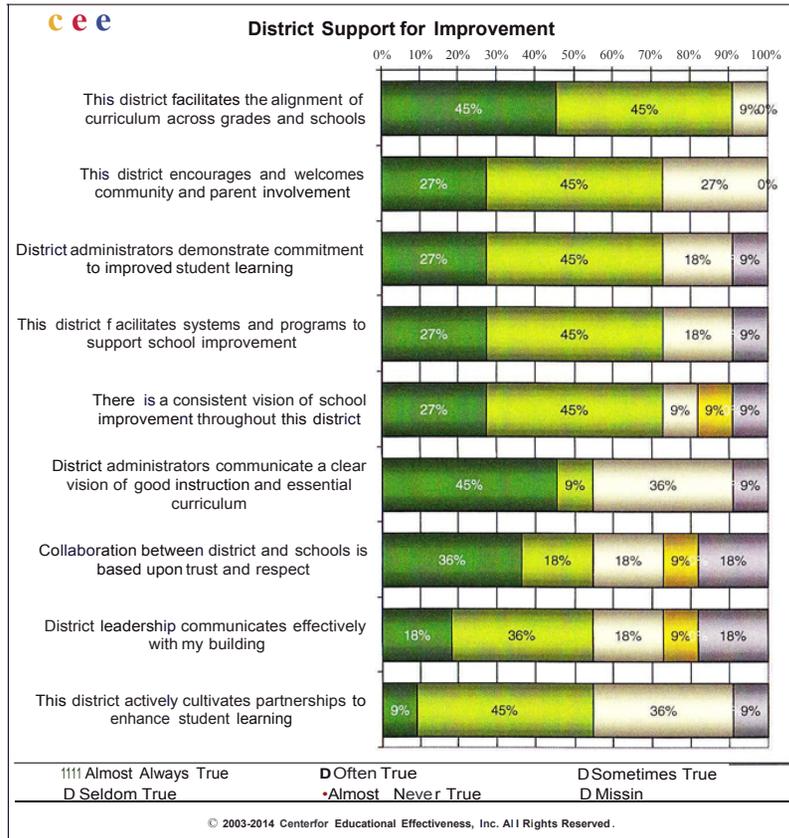
Certificated Staff	N = 8
All Staff	N = 11

Focused Professional Development



Certificated Staff	N = 8
All Staff	N = 11

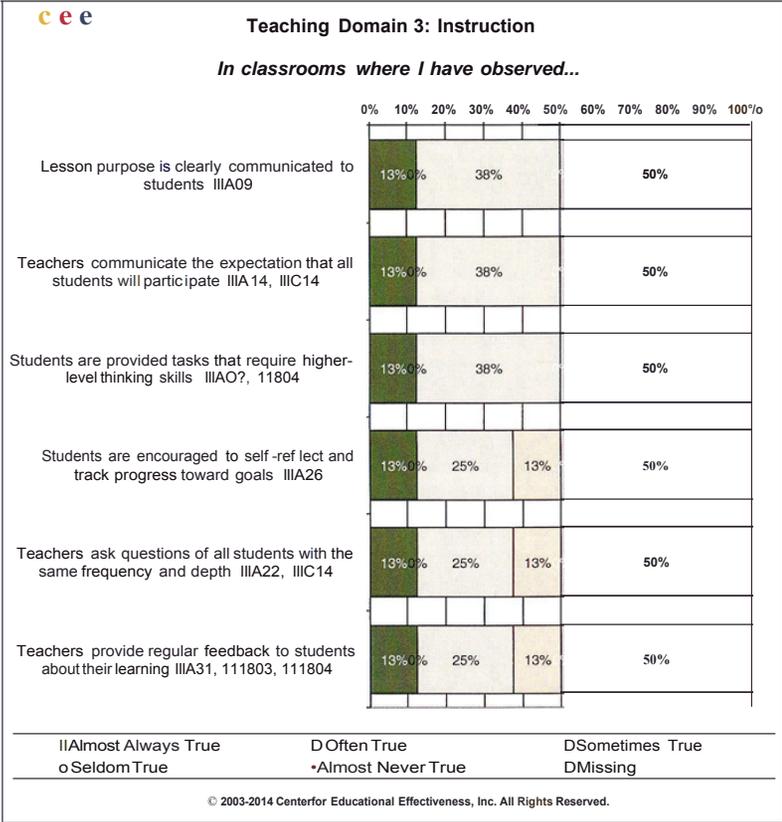
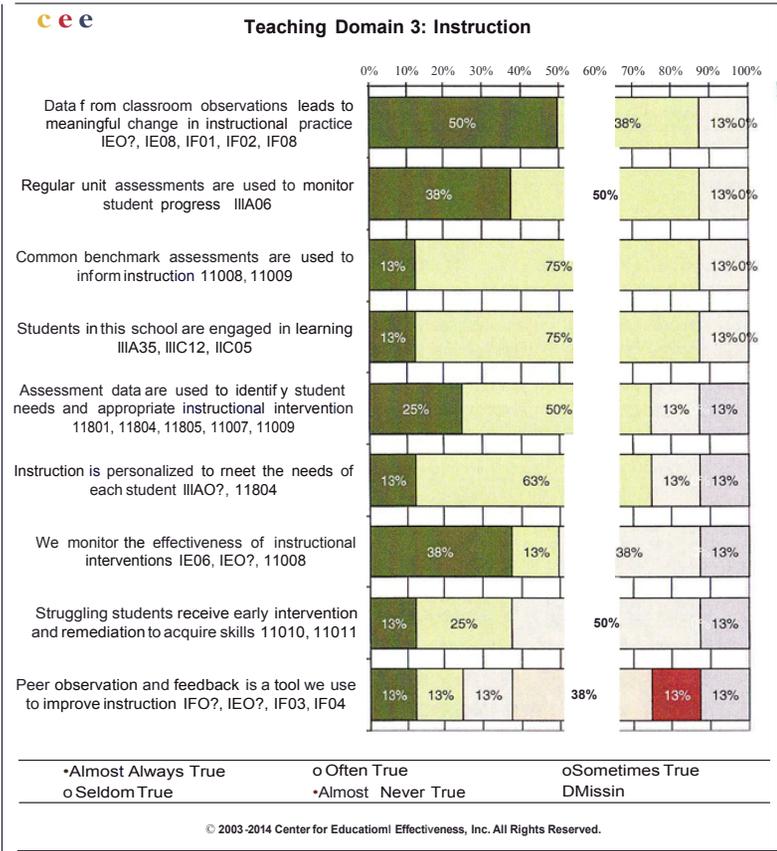
District Support for Improvement



Certificated Staff N = 8

All Staff N = 11

Idaho Teaching Domain 3: Instruction



Note: These charts contain responses from certificated teaching staff only.



The Center for Educational Effectiveness

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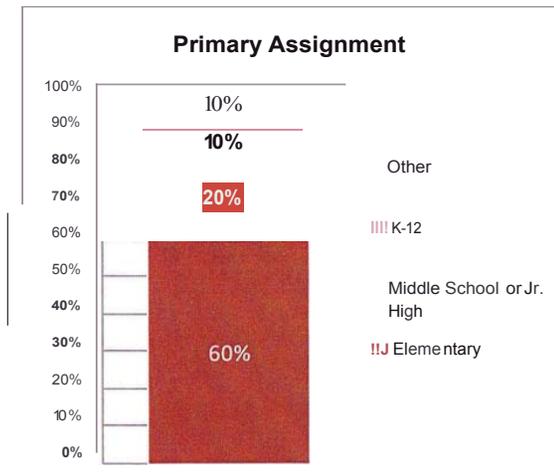
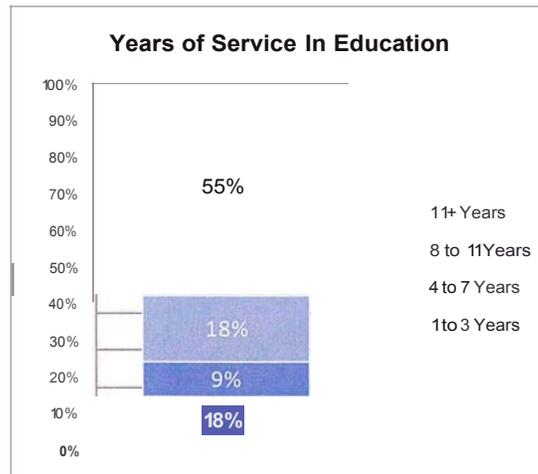
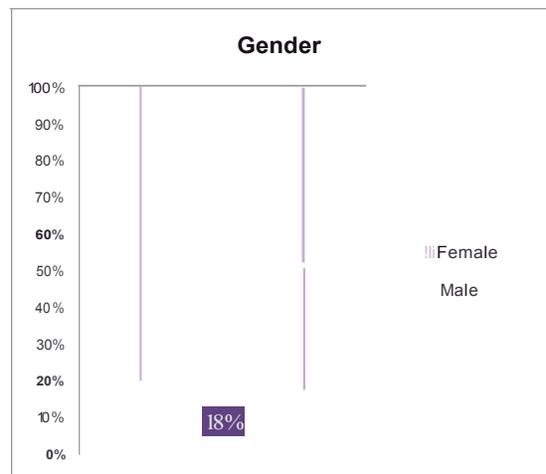
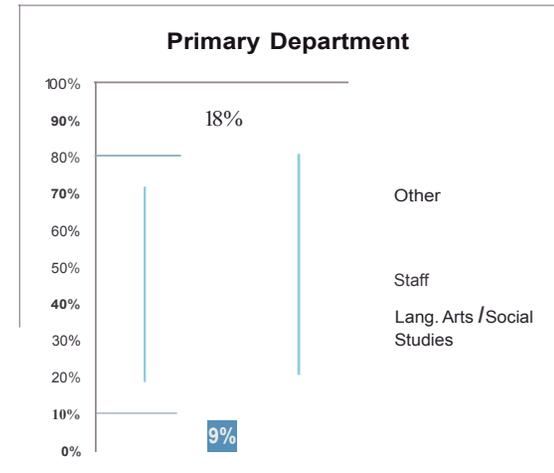
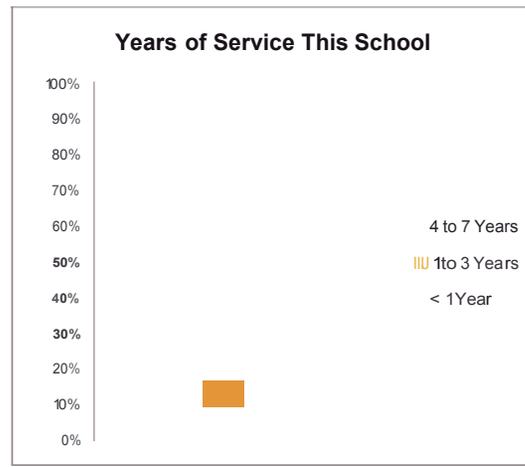
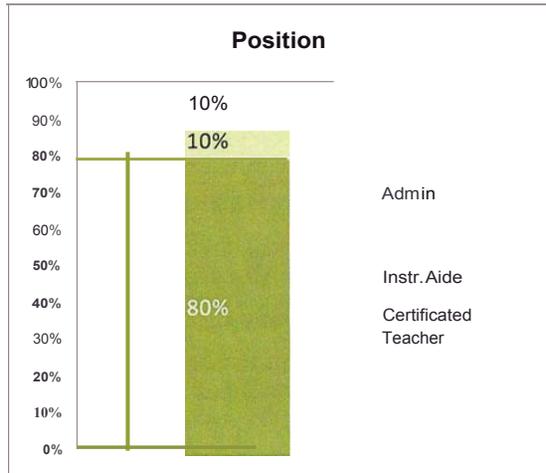
Contact Information:

Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
www.effectiveness.org



Better Data. Better Decisions. Better Schools.

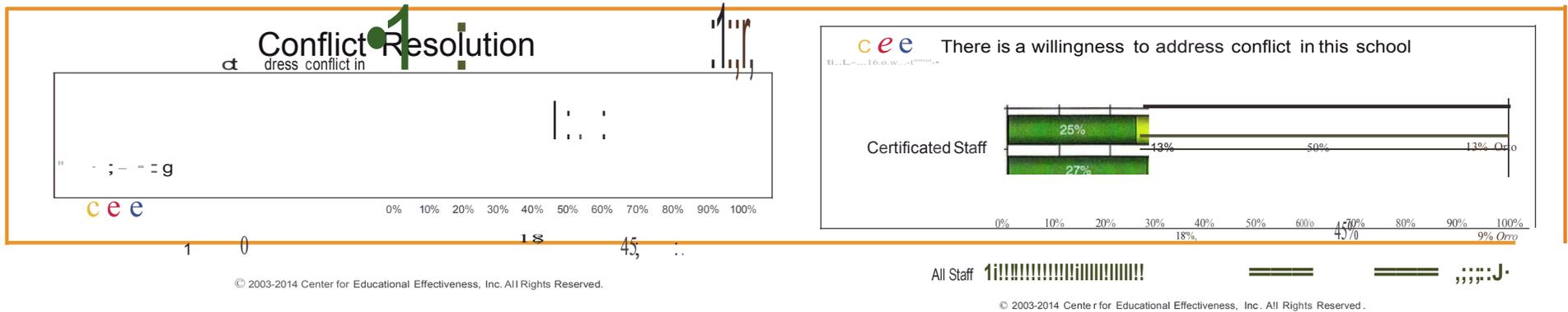
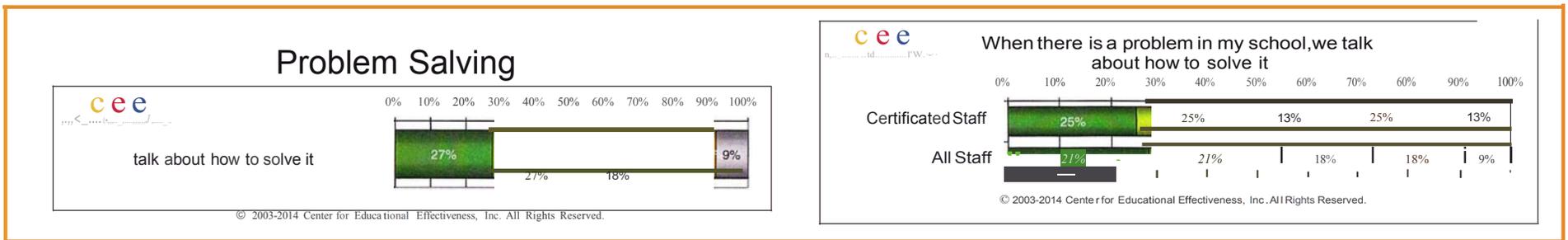
Demographic Charts-Who Took the Survey?



Readiness for Change

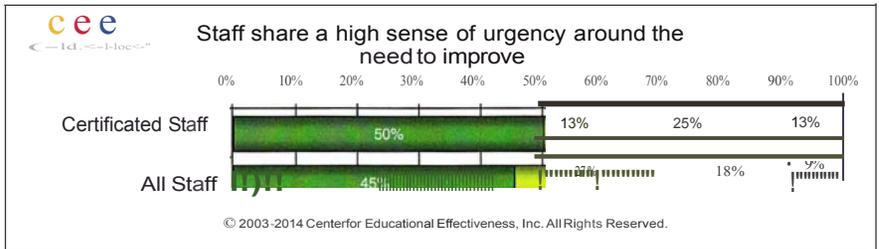
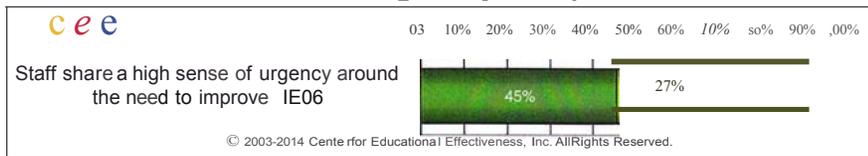
The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using "the staff voice."

You will find these data and the rest of the "readiness for change" data in the following report section.



Heritage Academy: 10/20/2016 Sample Size: N= 11

A Sense of Urgency to Improve

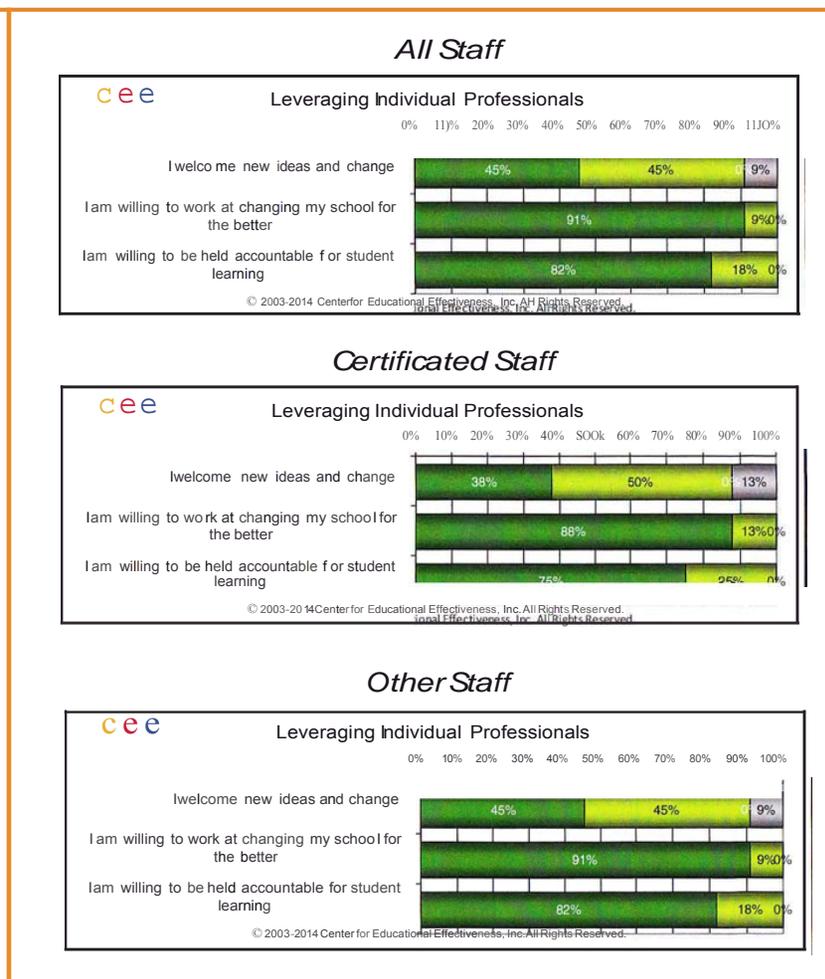


CI Almost Always
 a Often True
 CJ Sometimes True
 a Seldom True
 • Almost Never True
 a Missing

Readiness for Change - "I" vs. "They" Perspectives, continued

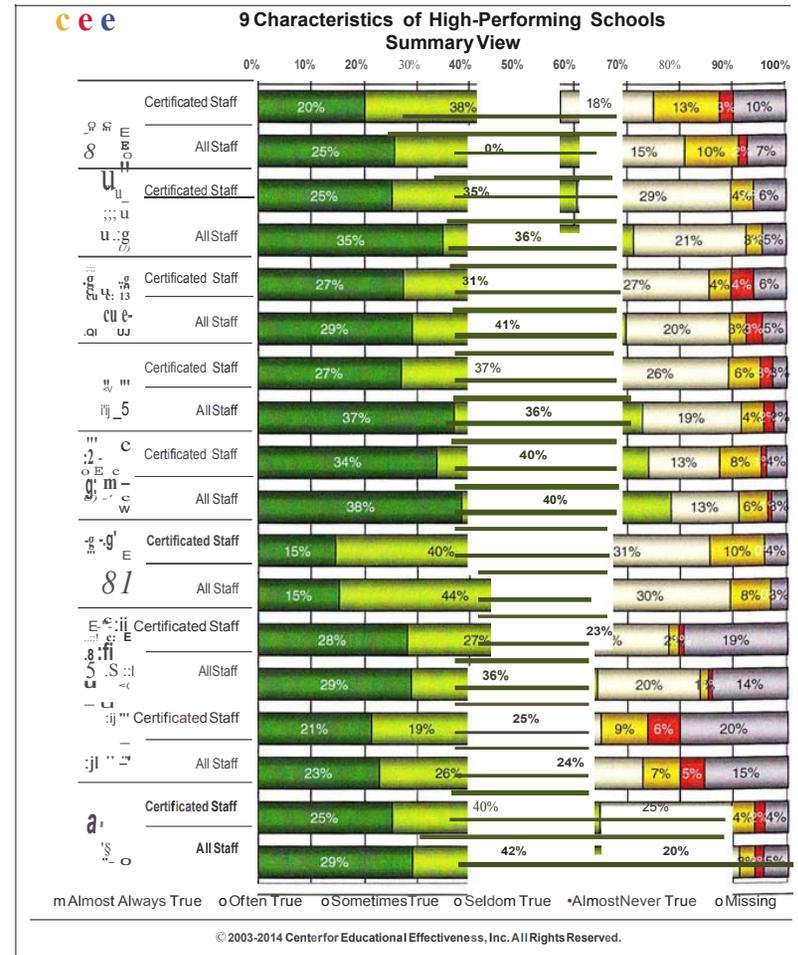
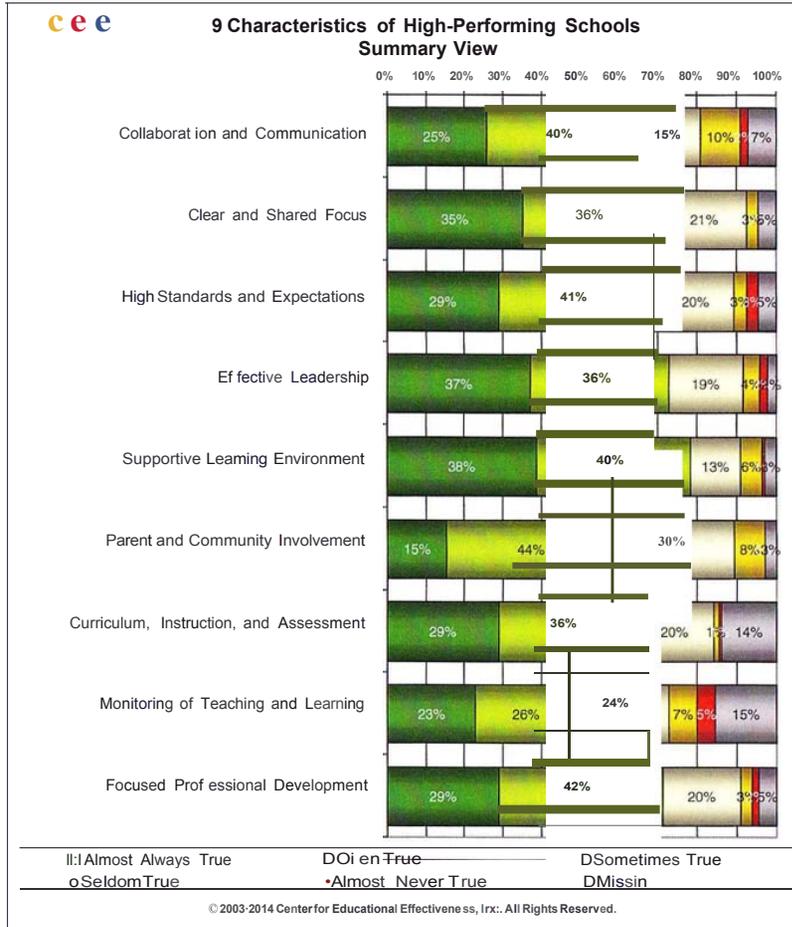
Willingness to Be Held Accountable

Leveraging Individual Professionals

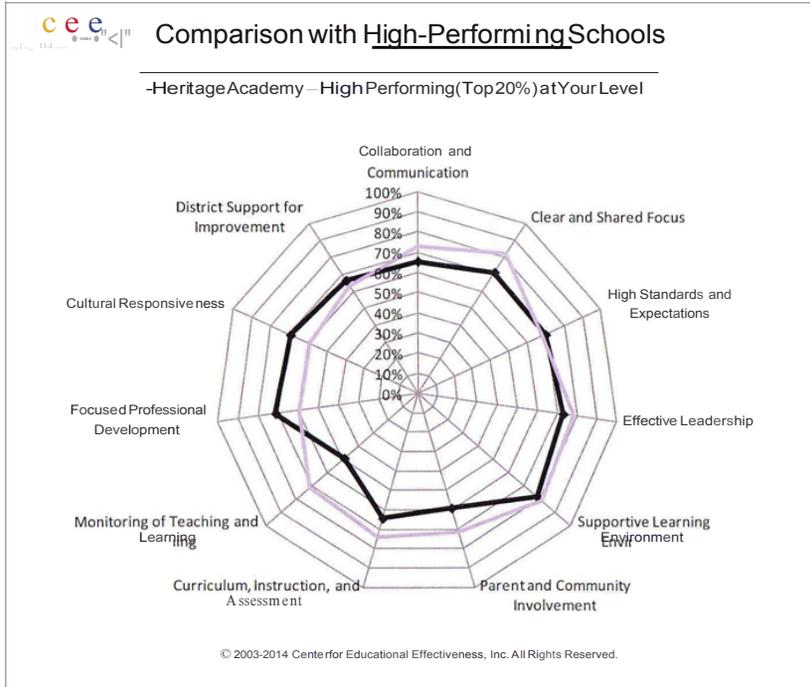


m Almost Always a Often True C Sometimes True a Seldom True • Almost Never True a Missing

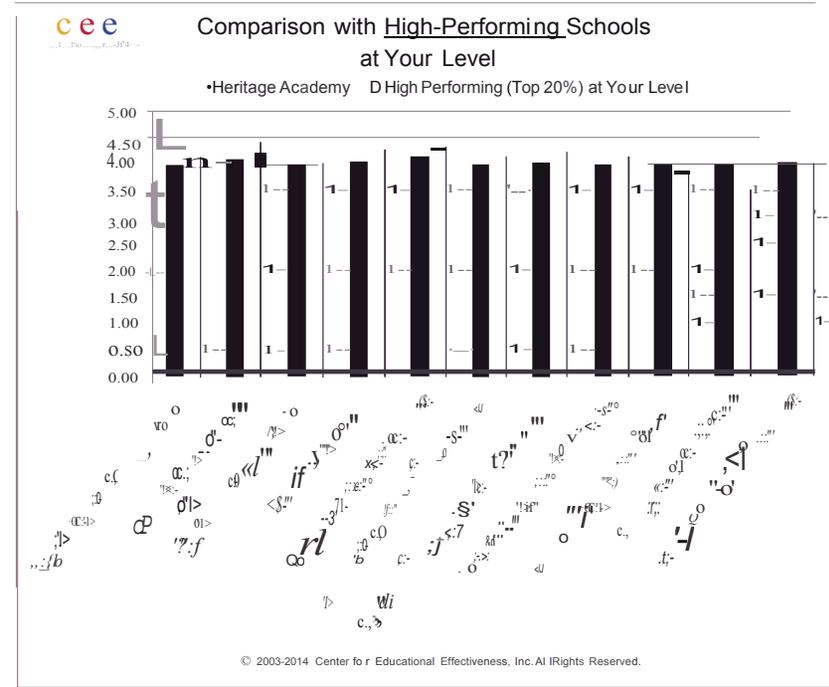
9 Characteristics of High-Performing Schools



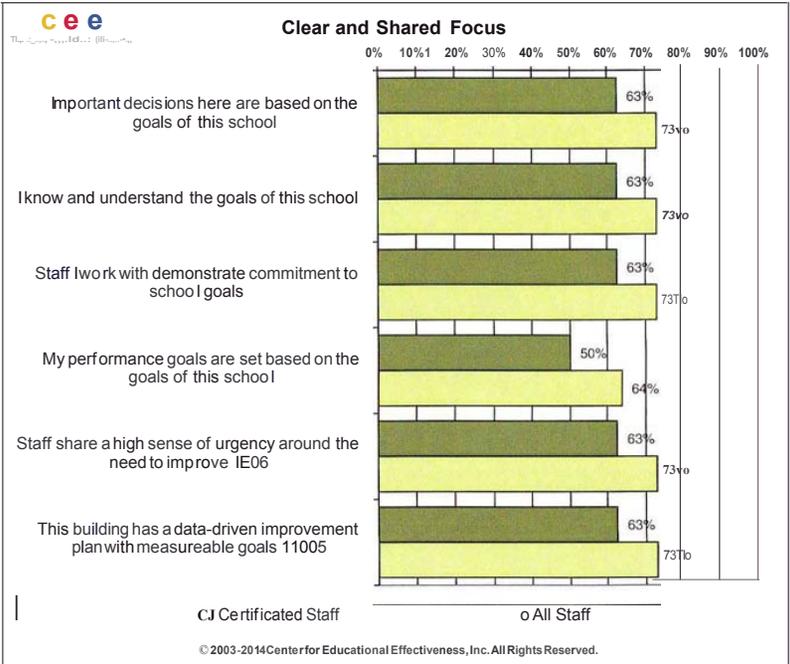
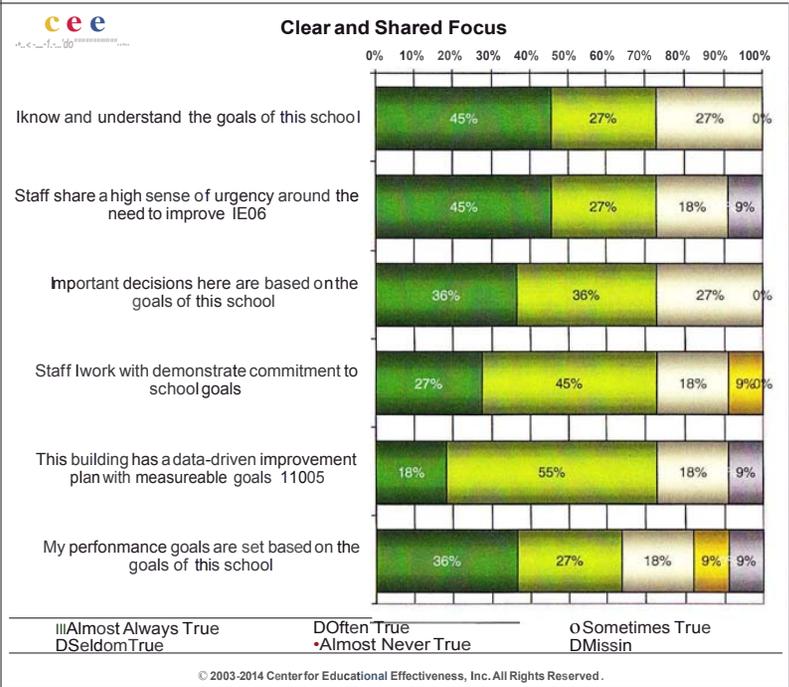
Comparison View: High-Performing Schools Combined Positive



Comparison View: High-Performing Schools Mean Scores

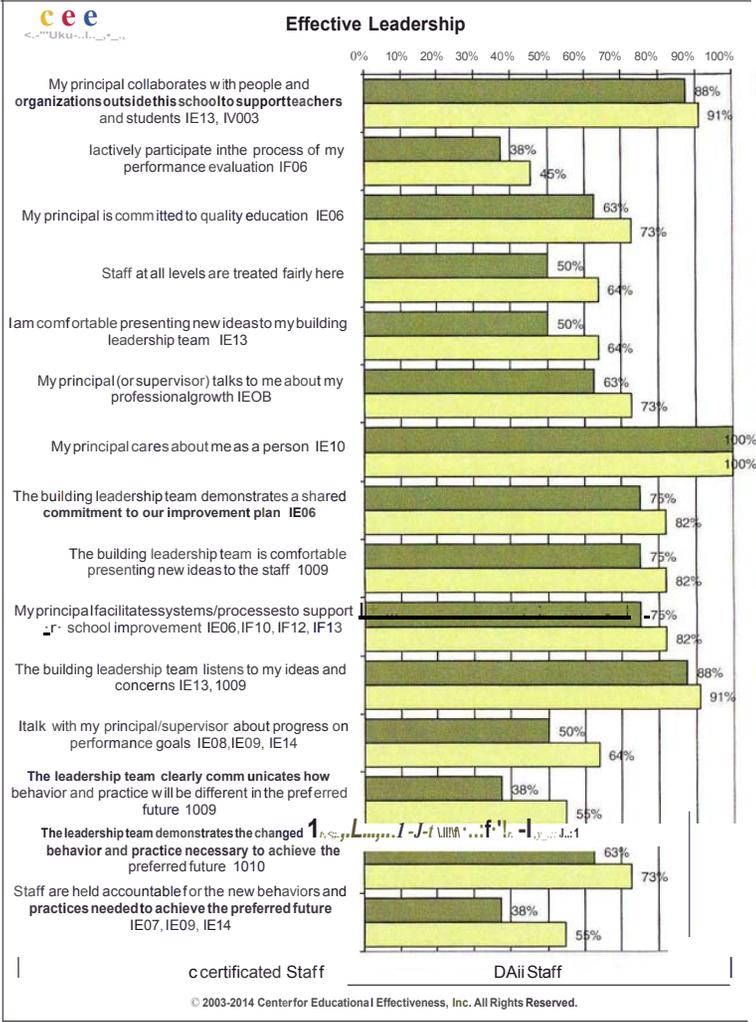
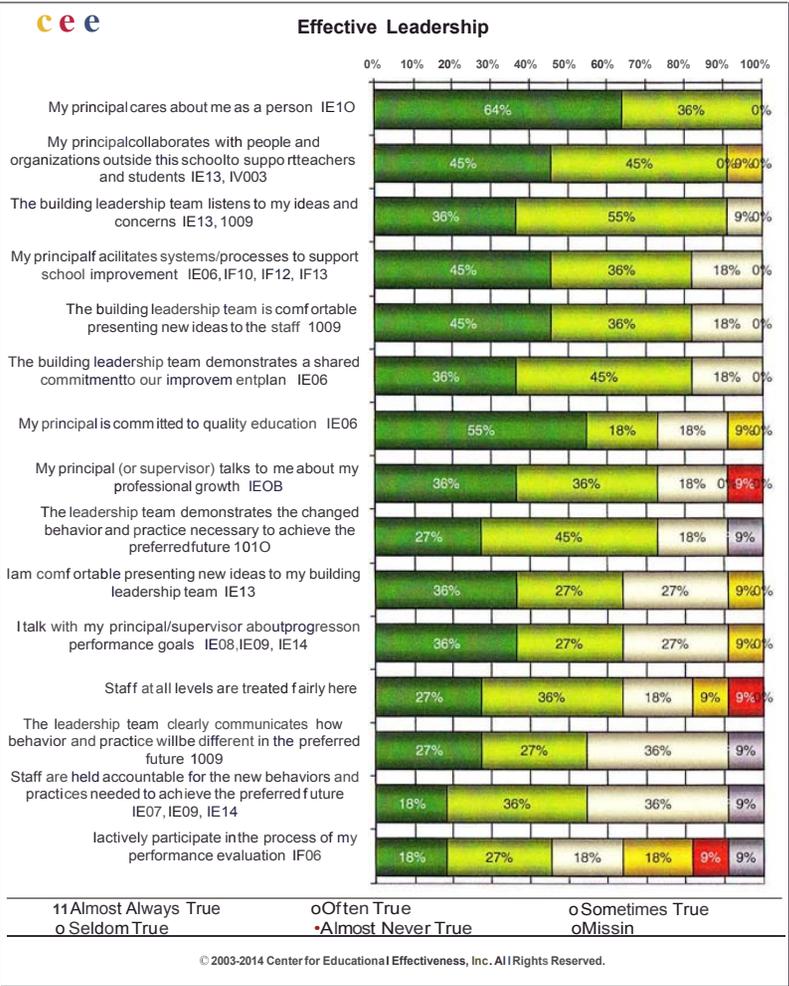


Clear and Shared Focus



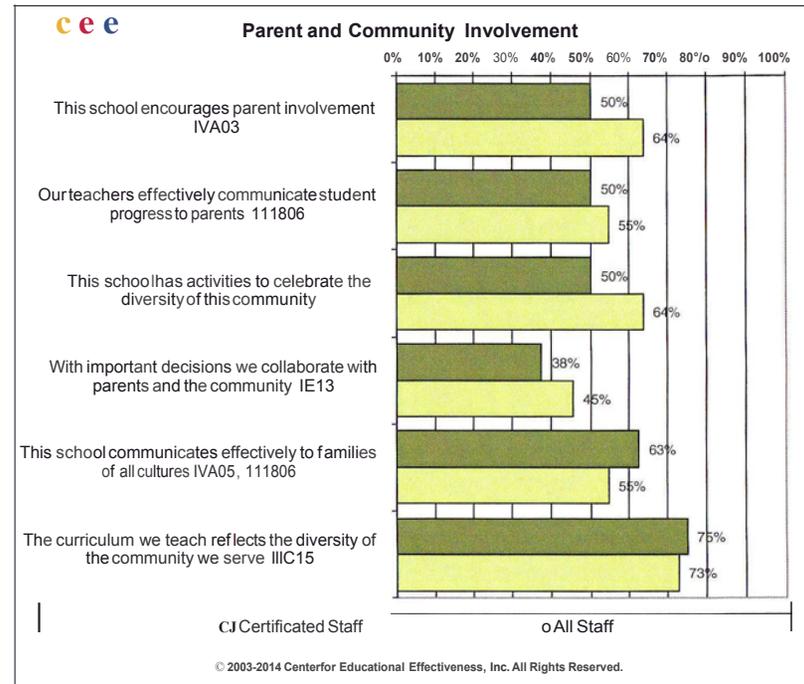
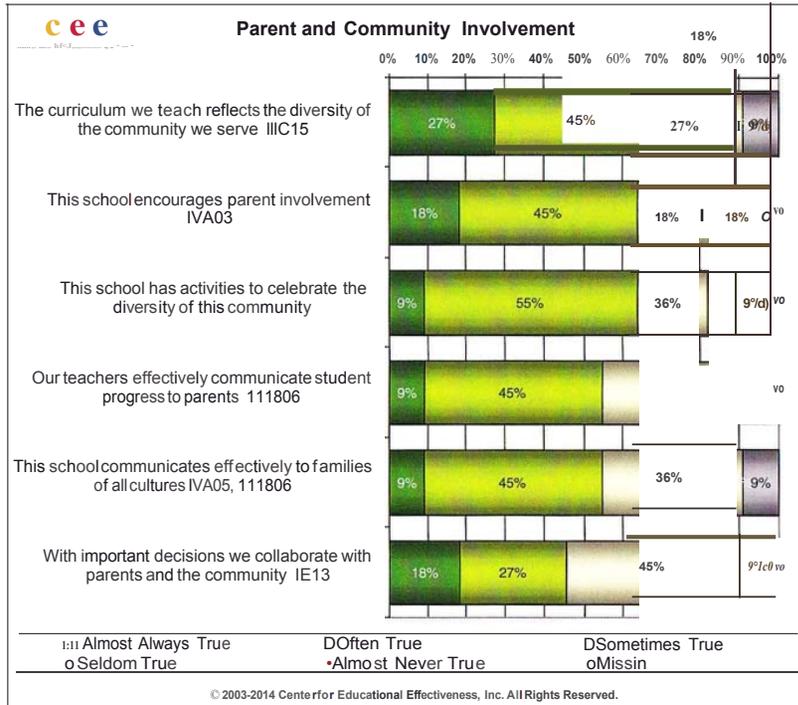
Certificated Staff	N = 8
All Staff	N = 11

Effective Leadership



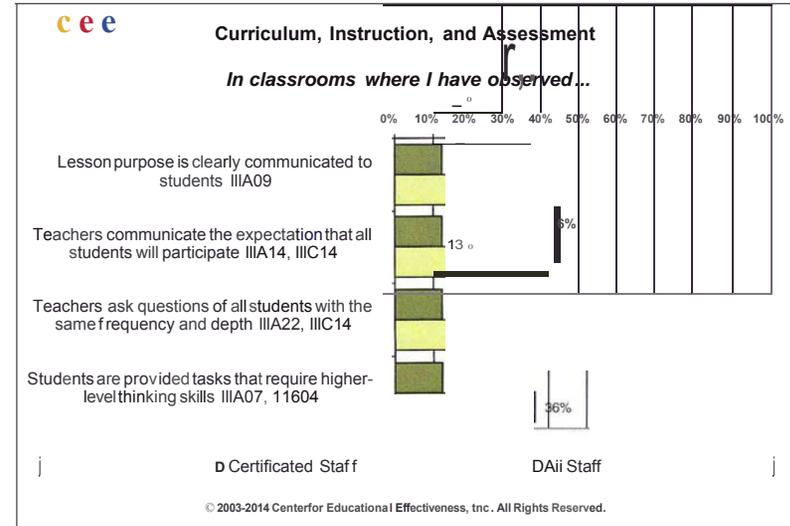
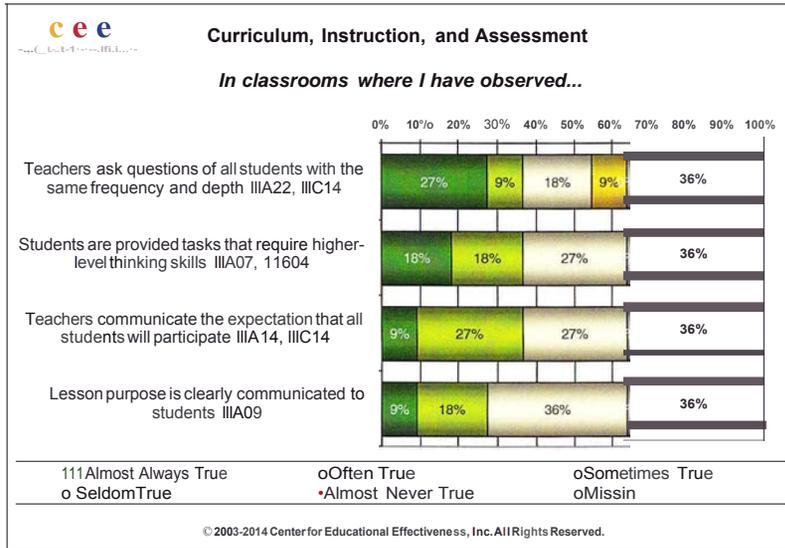
Certificated Staff	N = 8
All Staff	N = 11

Parent and Community Involvement



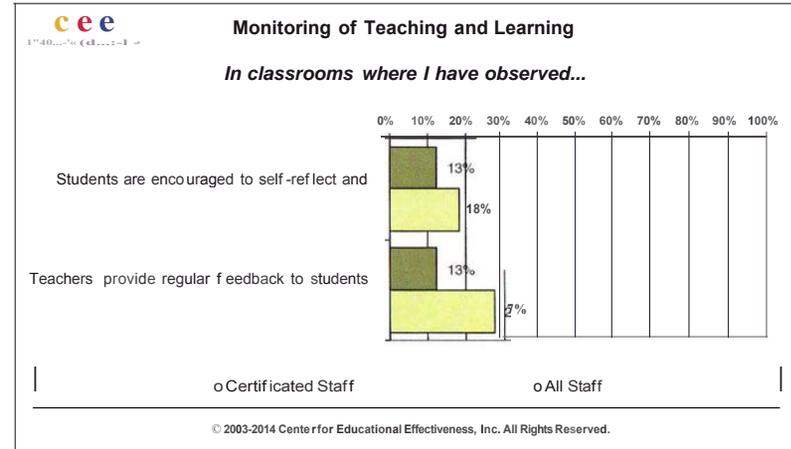
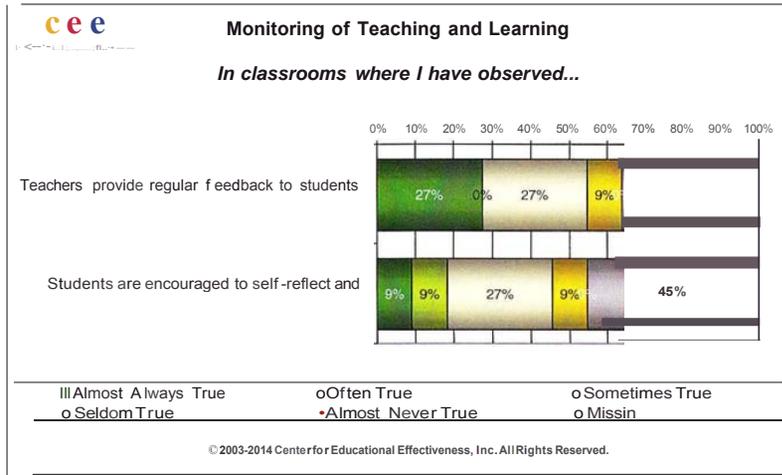
Certificated Staff	N = 8
All Staff	N = 11

Observation of Practice



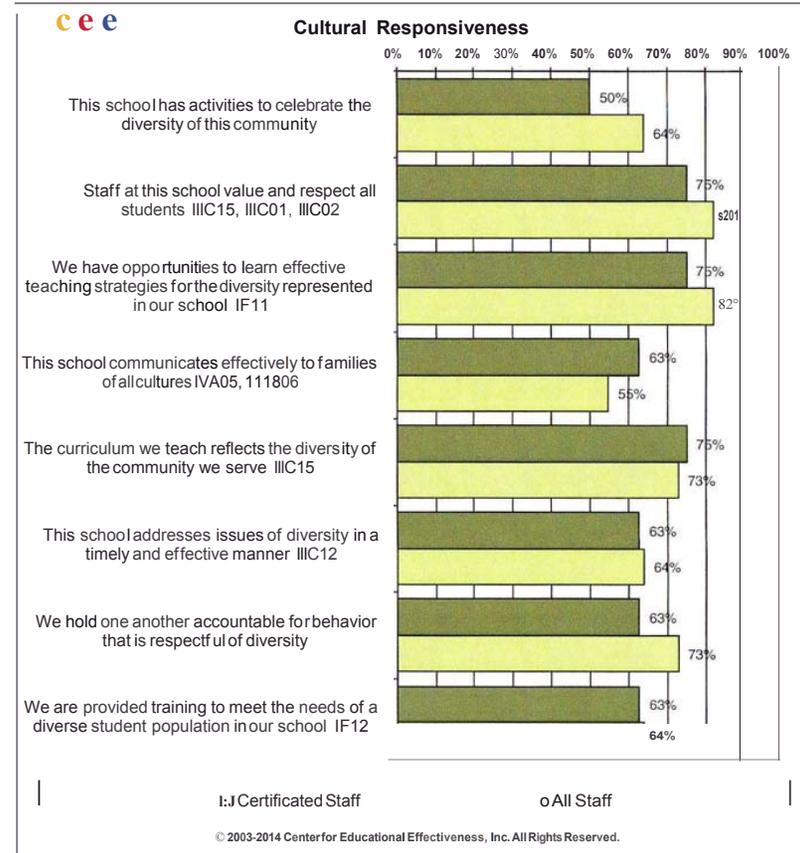
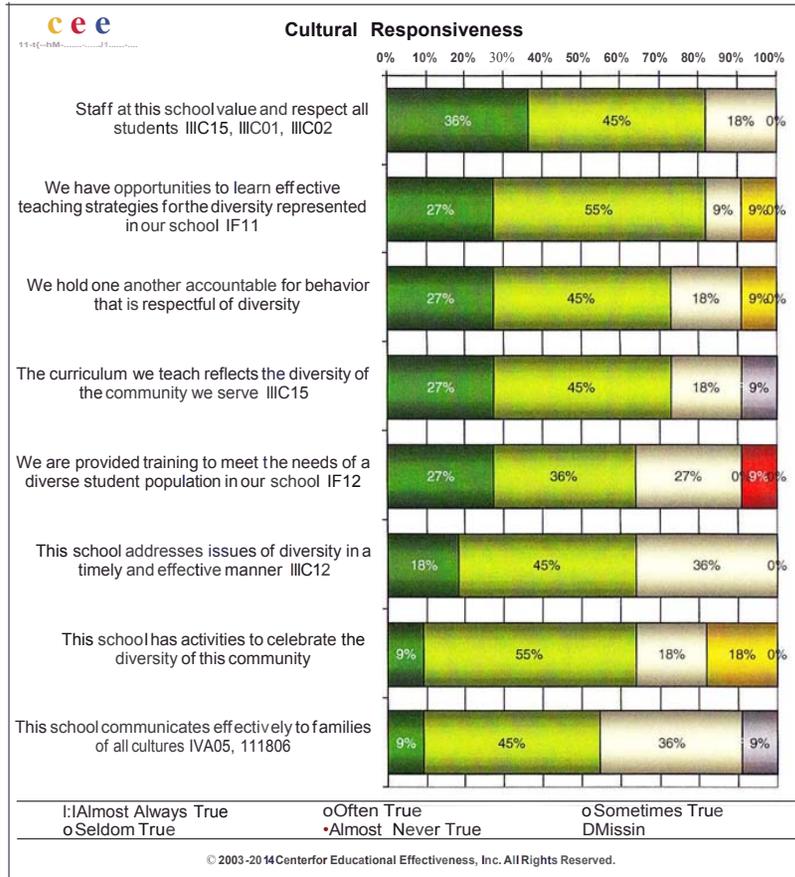
Certificated Staff	N= 8
All Staff	N= 11

Observation of Practice



Certificated Staff	N = 8
All Staff	N = 11

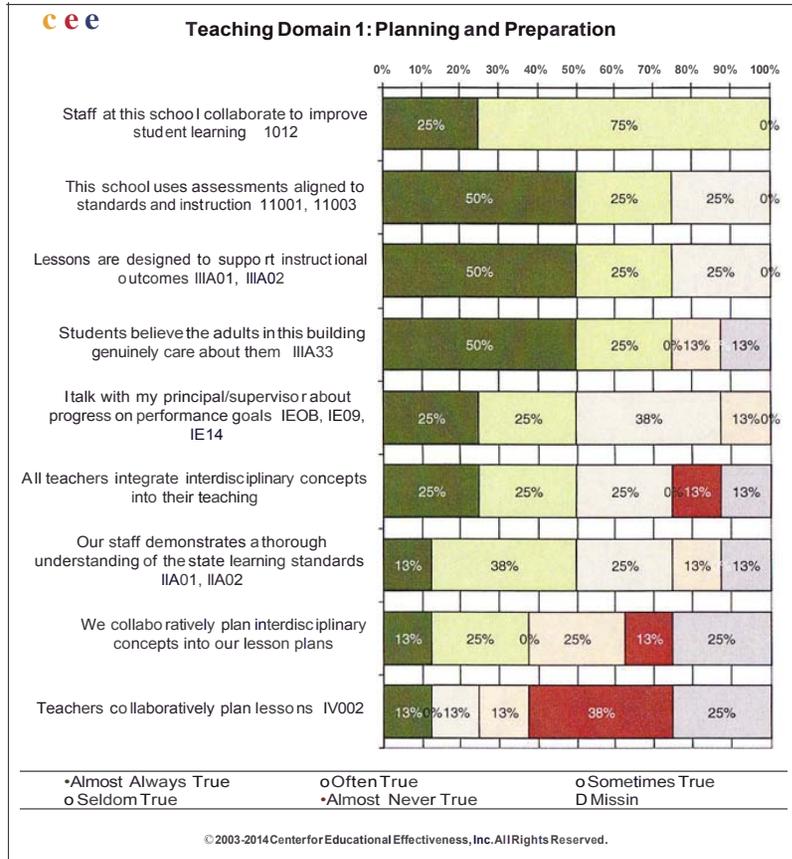
Cultural Responsiveness



Certificated Staff	N = 8
All Staff	N = 11

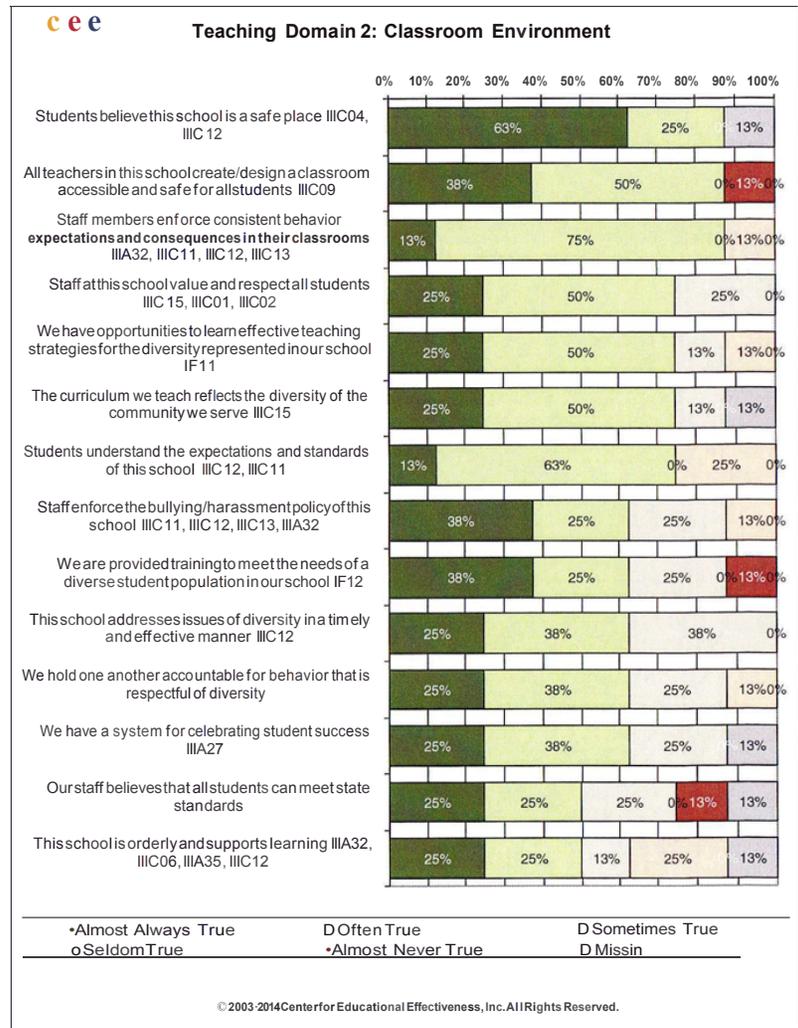
The Idaho Framework for Teaching

Idaho Teaching Domain 1: Planning and Preparation

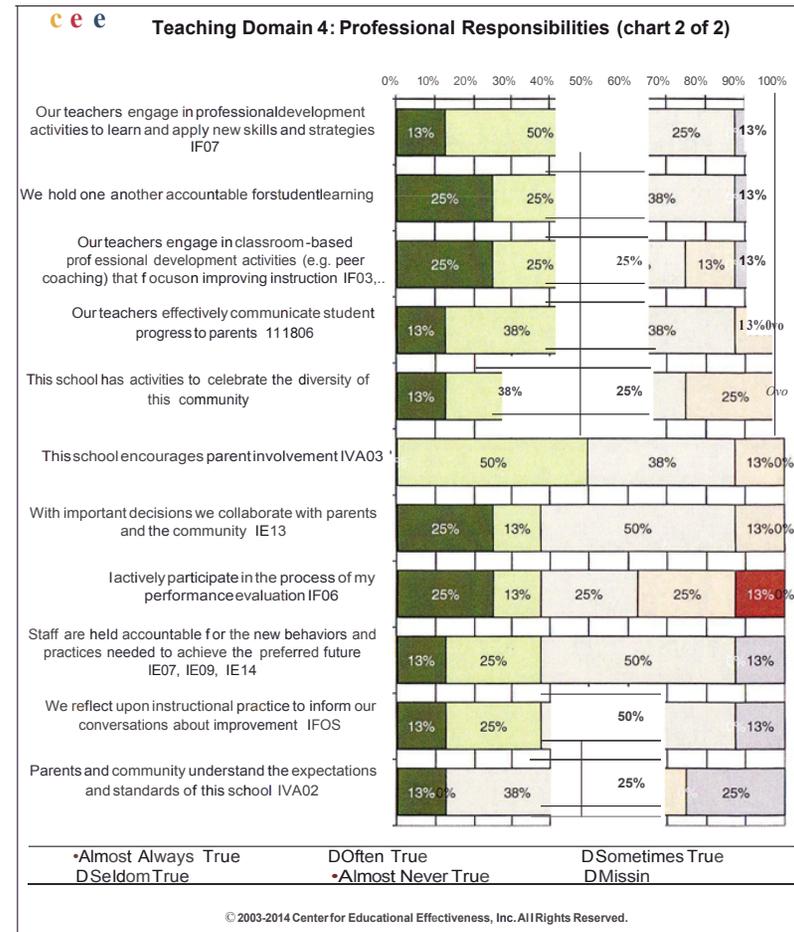
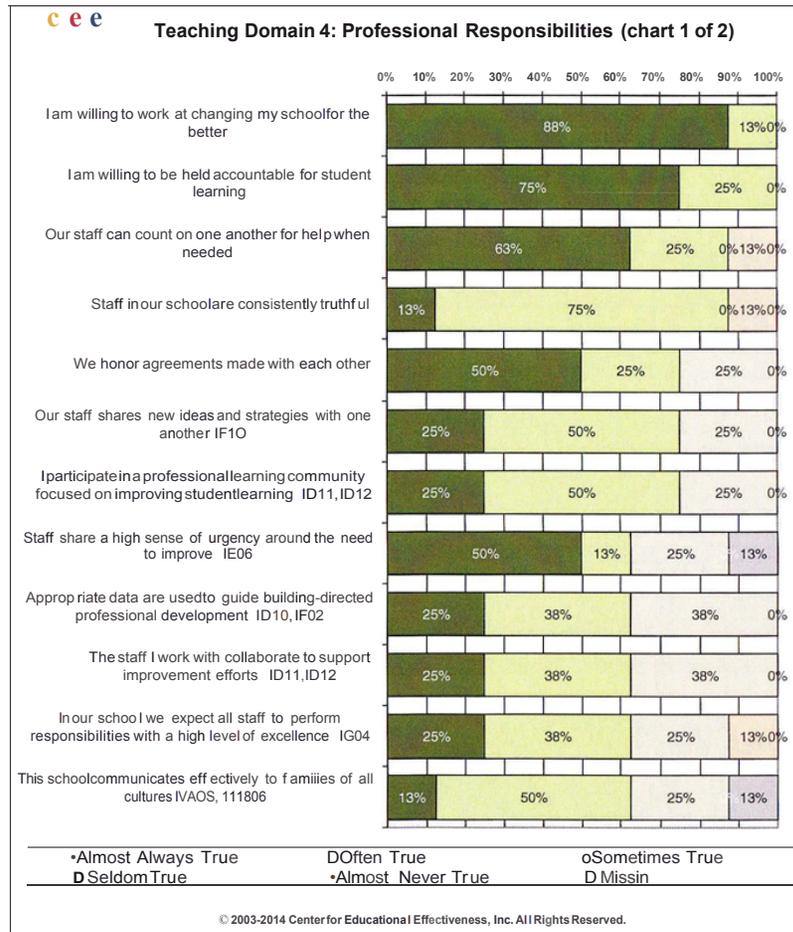


Note: These charts contain responses from certificated teaching staff only.

Idaho Teaching Domain 2: Classroom Environment



Idaho Teaching Domain 4: Professional Responsibilities



Note: These charts contain responses from certificated teaching staff only.

LONGITUDINAL IRI DATA (See Exhibit A)	
% Proficient After Continuous Enrollment - Charter requires 80%	84%
% Below Grade Level After Continuous Enrollment	16%
% of Non Proficient Students with Remediation Plans - Charter requires 100%	100%
% Below Grade Level When First Enrolled at HA	78%

LONGITUDINAL PROFICIENCY IRI DATA (See Exhibit A)				
	1 st Year of Enrollment at HA	2 nd Year of Enrollment at HA	3 rd Year of Enrollment at HA	4 th Year of Enrollment at HA
% PROFICIENT	24%	40%	60%	84%

	Fall Student Count	Never Enrolled (1 st Time at HA)	Previous Student (Attended HA in the past)	Continually Enrolled (Have been at HA 2 years or longer with no breaks)	Enrolled Off and On (Have attended HA previously with breaks in enrollment)
TOTAL	176	75	101	55	30
%	100%	43%	57%	*37%	*24%

HERITAGE ACADEMY - ANNUAL ASSESSMENT PLAN

MONTH	ASSESSMENT	STUDENTS	STAFF ACTION
AUGUST	ASSESSMENT	STUDENTS	STAFF ACTION
	<p>Assessment Preparation – Teacher Inservice</p> <p>AIMSWEB – Upload students in the system from Power School (Assessment Director)</p> <p>Distribute and Identify Students on Parent survey that may need to take the English Learner Screener (WAPT) (Assessment Director and EL Coordinator)</p> <p>Meet with teachers during staff meeting to show them preparation resources for the ISAT-SBAC in Reading, Math, and Science. (Assessment Director)</p> <p>Students will begin taking the Idaho Reading Indicator</p>	NA	<p>Staff Inservice:</p> <ul style="list-style-type: none"> • Assessment overview • Proctor training for Aimsweb Plus • ISAT resources • IRI Schedule • Data access and goal setting • Progress monitoring • RtI Overview • SAT referral process and forms
SEPTEMBER	ASSESSMENT	STUDENTS	STAFF ACTION
Weeks 1 & 2 of the School Year	<p>Complete Idaho Reading Indicator testing and upload in the system.</p> <p>The first AIMSWEB Benchmark or probe will take place as soon as Power School is complete. Projecting to begin September 12th through the 15th. Each successive probe during the</p>	All K-3 Students	

	month will take place in the last week during the last two days of the month unless holiday schedules interfere.		
	El-Screening will be completed prior to the 30 day of school which is October 18 th .		
	<p>K - 5th grade will take AIMSWEB Benchmark at the following times:</p> <ul style="list-style-type: none"> • Kindergarten will take the AIMSWEB Benchmark in the K classroom. • Mrs. Weir's 1st grade class in the 1st grade classroom • Mrs. Lehnus on Monday from 10:15-11:15am • Mrs. Rasmussen on Tuesday from 10:15-11:15am • Mrs. Carpenter on Wednesday 10:15-11:15am. • Mrs. Fontes will also be on Thursday 10:15 to 11:15am. • from 8:15-9:30 am in the computer lab. • The time of day of the assessment schedule will remain the same with the exception of possibly flexing to accommodate the ISAT-SBAC. • 		

	Middle School students will complete their assessments on Wednesday and Thursday		
October	AIMSWEB will be completed as noted above.		
November	AIMSWEB will be completed as noted above and end on the 1 st of December		
December	AIMSWEB will be begin on the 19 th of December and end on the 22 nd of December to accommodate the holiday schedule. Mid-year English Learner Assessment will begin on December 5 th for students who qualified according to the screener.		
January	AIMSWEB will be completed as noted above. Benchmark IRI testing will begin on January 17 th , 2017.		
February	AIMSWEB will be completed as noted above.		
March	AIMSWEB will be completed as noted above after returning from Spring Break.		
April	SBAC testing will begin. Please refer to schedule below. AIMSWEB will be completed as noted above.		
May	AIMSWEB will occur from 15 th of May to the 18 th of May due to activities taking place for the last week of school which is the following week.		

	IRI testing will also occur on the 15 th of May to the 18 th of May due to last week activities.		
ISAT-SBAC Assessment Schedule 2016-17			

	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30				5th Grade Science Mr. Ivie's Classes meet in Title room	
10:30 – 12:30				7th Grade Science Mr. Ivie's Classes meet in Title room	
12:30 – 1:50				Finish science testing Mr. Ivie's Classes meet in Title room	
	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30	3 rd Grade ELA Carpenter help proctor	6 th Grade ELA A Ivie help proctor	4 th Grade ELA PT Part 1&2 Rasmussen help proctor	7 th & 8 th Grade ELA PT A Ivie help proctor	

	Rasmussen cover Carpenter's class Mr. Ivie's Classes meet in Title room	All 7 th & 8 th Grade students go to Ms. Bizik's room 6 th Grade Learning Lab students go to ISAT testing in computer lab	Carpenter cover Rasmussen's class Mr. Ivie's Classes meet in Title room	Mr. Ivie's 2 nd period class start in Title room and then go to comp lab for ISAT at 10:30	
10:30 – 12:30	4 th Grade ELA Rasmussen help proctor Mr. Ivie's Classes meet in Title room	7 th & 8 th Grade ELA A Ivie help proctor Ms. Bizik bring 7 th & 8 th Grade to Comp Lab for ISAT at 10:30 6 th Grade go to Ms. Bizik's room at 10:30	(when 4 th grade done) 11:00 – 12:00 3 rd Grade ELA PT part 1 Carpenter help proctor Mr. Ivie's Classes meet in Title room	6 th Grade ELA PT A Ivie help proctor 6 th Grade students go to Title room at 9:50 and Mr. Ivie will take them to Comp Lab at 10:30 Mr. Ivie will be available for specials	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	3 rd Grade ELA PT part 2 Carpenter help proctor	Bring in students to finish up	

			Rasmussen cover Carpenter's class		
	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30	5 th Grade ELA Hunter help Proctor 6 th Grade go to Ms. Bizik's room for 1 st Period Mr. Ivie's Classes meet in Title room	3 rd Grade Math Carpenter help Proctor Mr. Ivie's Classes meet in Title room	5 th Grade ELA PT part 1&2 Carpenter help Proctor	4 th Grade Math PT Rasmussen help Proctor Carpenter cover Rasmussen's class Mr. Ivie's Classes meet in Title room	
10:30 – 12:30	Mrs. Sauer testing in computer lab Mr. Ivie's Classes meet in Title room	4 th Grade Math Rasmussen help Proctor Mr. Ivie's Classes meet in Title room	Mrs. Sauer testing in the computer lab Mr. Ivie's Classes meet in Title room	3 rd Grade Math PT Carpenter help Proctor Rasmussen cover Carpenter's class Mr. Ivie's Classes meet in Title room	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	
	Monday	Tuesday	Wednesday	Thursday	
8:30 – 10:30	7 th & 8 th Grade Math A Ivie help Proctor	6 th Grade Math Fontes help Proctor	7 th & 8 th Grade Math PT A Ivie help Proctor	Mrs. Sauer testing in computer lab	

	Mr. Ivie's 6 th Grade meet in Title room (9:50)	Hunter cover Fontes class Mr. Ivie's Classes meet in Title room	Mr. Ivie's 6 th Grade meet in Title room		
10:30 – 12:30	5 th Grade Math Carpenter help Proctor Fontes cover Carpenter's class Mr. Ivie's Classes meet in Title room	5 th Grade Math PT Rasmussen help Proctor Fontes cover Rasmussen's class	6 th Grade Math PT A Ivie take 6 th Grade to Comp Lab at 10:30 and help proctor Mr. Ivie's Classes meet in Title room	Bring in students to finish up	
12:30 – 1:50	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	Bring in students to finish up	



SHERRI YBARRA
SUPERINTENDENT OF
PUBLIC INSTRUCTION

650 W. STATE STREET
P.O. BOX 83720
BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800
FAX: 208-334-2228
SPEECH/HEARING
IMPAIRED: 1-800-377-3529

Heritage Academy District 479, LEA Determination Letter 2015 – Page 2 of 2

The Determination criterion within each level was developed by a workgroup of special education directors, superintendents, and SDE staff based on certain indicators and guidelines as outlined by IDEA 2004. The enclosed documents include an Excel spreadsheet with your agency's data and a Local Educational Agency (LEA) Determination Levels table with a description of monitoring requirements, technical assistance and incentives or actions. These documents will provide guidance on the State's analysis of your agency's FFY2014 data.

The SDE has completed its review of the data each district submitted for school year 2013-2014, and the results have been used to make the Determination for your district. Based on your data, the district's Determination for school year 2013-2014 is **Meets Requirements**. The Idaho State Department of Education would like to commend you for your performance.

It is important to note that this Determination is a reflection of the data submitted by your district. Although it represents an integral part of your special education program, it does not represent the entirety of your program. Specifically, it reflects the district's timely and accurate completion of the compliance indicators listed above. There are a number of other requirements in IDEA that districts must follow that are not reflected in this Determination. It is possible that a district that "Meets Requirements" in regard to the compliance indicators listed above, may have other compliance or performance concerns that continue to need attention.

The Idaho State Department of Education is committed to supporting your district's efforts to improve results for children and youth with disabilities and looks forward to working with your district over the next year. If you have any questions, would like to discuss this further, or want to request technical assistance, please contact Charlie Silva, at (208) 332-6806.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlie Silva".

Dr. Charlie Silva
Idaho State Director of Special Education

Idaho State Department of Education
650 West State Street
Boise, ID 83720

Enclosures
cc: Special Education Director

SY 2013-2014 Determinations Processed 2015

Heritage Academy 479

CONGRATULATIONS! With a performance of 3.86 on these compliance indicators, the district determination is: Meets Requirements

Points Possible	Points	
4	4	Indicator 4B: Significant discrepancy by race/ethnicity in the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy.
4	4	Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
4	4	Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
4	3	Indicator 11: The percent of children with parental consent to evaluate, who were evaluated within the 60 school day timeline.
4	N/A	Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
4	N/A	Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
4	4	Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
4	4	Indicator 16: Percent of mediations held that resulted in mediation agreements.
4	4	IDEA Part B Audit Findings
3.86		Overall LEA Determination



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

June 15, 2013

Dr. Christine Ivie
Heritage Academy
PO Box 378
Jerome ID 83338-3027

Dear Superintendent Ivie:

Thank you for the submission of Heritage Academy's Federal fiscal year (FFY) 2011 data (SY 2011-2012). We appreciate your district's efforts in providing the information.

In accordance with federal requirements under the Individuals with Disabilities Education and Improvement Act 2004 (IDEA 2004), 34CFR §300.602(b)(1)(i)(A) and 616(b)(2)(C)(ii)(1), the Idaho State Department of Education (SDE) is required to make an annual Determination of each local education agency's special education status on seven compliance indicators included in the State Performance Plan.

1. Discipline rates
2. Disproportionality of race/ethnicity in special education
3. Timely initial eligibility Determinations (within 60 days of receiving parental consent).
4. Early childhood transitions (from Part C to Part B) completed by the child's 3rd birthday.
5. Secondary transition IEPs contain the required components
6. Timely correction of noncompliance
7. Timely and accurate data submissions
8. Fiscal Audit

This annual Determination is based upon a comparison of each district's data with the established state targets in the Idaho State Performance Plan. Your data for the first seven compliance indicators can be accessed at the following link:

http://www.sde.idaho.gov/site/special_edu/publicReporting.htm

There are four Determination levels:

- **Meets Requirements**
- **Needs Assistance**
- **Needs Intervention**
- **Needs Substantial Intervention**

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

The Determination criterion within each level was developed by a workgroup of special education directors, superintendents, and SDE staff based on certain indicators and guidelines as outlined by IDEA 2004. The enclosed documents include an Excel spreadsheet with your agency's data and an LEA Determination Levels table with a description of monitoring requirements, technical assistance and incentives or actions. These documents will provide guidance on the State's analysis of your agency's FFY2011 data.

The SDE has completed its review of the data each district submitted for school year 2011-2012, and the results have been used to make the Determination for your district. Based on your data, the district's Determination for school year 2011-2012 is **Meets Requirements**. The Idaho State Department of Education would like to commend you for your performance.

It is important to note that this Determination is a reflection of the data submitted by your district. Although it represents an integral part of your special education program, it does not represent the entirety of your program. Specifically, it reflects the district's performance only on the compliance indicators listed above. There are a number of other requirements in IDEA that districts must follow that are not reflected in this Determination. It is possible that a district that "Meets Requirements" in regard to the compliance indicators listed above, may have other compliance or performance concerns that continue to need attention.

The Idaho State Department of Education is committed to supporting your district's efforts to improve results for children and youth with disabilities and looks forward to working with your district over the next year. If you have any questions, would like to discuss this further, or want to request technical assistance, please contact Richard Henderson, at (208) 332-6806.

Sincerely,



Richard Henderson
State Director of Special Education

Enclosures

cc: Christine Ivie, Special Education Director
Shannan Mayer, Regional Coordinator

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

2011-2012 Determinations
479 Heritage Academy

CONGRATULATIONS! With a performance of 3.85 on these compliance indicators, the district determination is: Meets Requirements

Points Possible	Points	
4	4	Indicator 4B: Significant discrepancy by race/ethnicity in the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy.
4	4	Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification
4	4	Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
4	4	Indicator 11: The percent of children with parental consent to evaluate, who were evaluated within the 60 school day timeline.
4	NA	Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
4	NA	Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
4	4	Indicator 15: Timely Correction of Identified Noncompliance
4	3	Indicator 20: Timely, Valid, and Reliable Data (Late Suspension/Expulsion Reports)
4	4	IDEA Part B Audit Findings
	3.85	Overall LEA Determination

Heritage Academy Strategic Plan 2016-17

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

Belief Statements

We believe:

- In creating a positive learning environment
- In empowering students and all Heritage Academy community members
- That all students can learn
- That Heritage Academy is a safe and caring place
- In serving and respecting others
- Learning should apply to the real world
- Creating opportunities for exploration
- All members of our school community can be problem solvers
- We are always growing, changing and adapting
- That all Heritage Academy community members will act with integrity and good character
- That all Heritage Academy community members are life-long learners

BOARD STRATEGIC PLAN GOALS

2012-13

- Form and implement committee structure (completed 2013)
- Transition from founding board to governing board (in progress – 2013-14)
- Review Charter and make sure responsibilities are assigned so all legal requirements are met (completed, summer 2014)

2013-14

- Review long-term facility needs and create a 10-year facility plan (in progress – expect to complete December 2014)
- Review implantation of the SEM and work of administrator to create a 5-year plan (completed, summer 2014)
- Review curriculum and technology needs and create a 5-year plan (in progress – expect to complete December, 2014)

2014-15

- Review enrollment data K-6 model and discuss 7-8 option (pursue amendment to charter if necessary) (completed, 2013)

- Review student achievement data and work with administrator to address any needs or concerns (completed initial steps and improvement plan during 2013-14 school year)
- Review community involvement and community partnerships and create a 3-year plan (in progress)
- Set and meet 3 year academic achievement goals resulting in over 85% proficiency in all core content areas (in progress, expect to complete by May 2015)

2015 – 16

- Board Strategic Plan Goals
 - The Marketing Committee Chairman will create a playground committee that includes at least one member of the facilities committee, one member of the finance committee, one HA administrator, one parent and one student. The committee will develop a proposal for the Board no later than spring break 2016 for a playground.
 - The Board will fill vacant positions and update its recruitment, retention and succession plan by January 2016.
 - The Board will conduct 15 minutes of board training at each meeting, beginning in September 2015.
 - The SEM and Student Achievement Board Chairman will work with the K-5 and Middle School Principals to create an SEM plan and professional development graduate course for staff members, by April 2016.

- Staff Strategic Plan Goals:

All HA staff will utilize accurate and current data to inform instruction and program implementation

- Each staff member will identify at least one instruction or program implementation responsibility he or she has, by Sept 1
 - Each staff member will identify all data that are related to that responsibility by October 1
 - Each staff member will meet with his/her supervisor and create a data-driven plan to achieve specific goals in that area, by November 1
 - Each staff member will meet with his/her supervisor a minimum of once a quarter to review progress in using data and achieving the goal
- Teachers will have students set 1 academic and 1 behavioral goal and use an age-appropriate version of the same model to achieve those goals (SMART)
 - HA Leadership team will create a weekly school culture survey and collect and analyze data to identify trends in behavior and school culture. During second semester, the leadership will develop a draft plan for addressing any significant issues and trends and will share the draft with the HA Staff by spring break.

2016-17

1. **Clear and Shared Vision and Purpose** - Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

Annual Goal:

Staff: The Superintendent will develop 3 areas of focus, and associated professional development calendar/activities. Share these during the August strategic planning retreat.

Board: The SEM and Student Achievement Committee will meet quarterly to develop a plan to implement additional SEM components and to develop mission-specific goals for submission to the IPCSC.

2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

Annual Goal: The Leadership Team will develop a Professional Learning Community (PLC) focused on student growth, during September in-service. Check teachers' growth targets (based on Aimsweb probe data and fall IRI scores) to make sure they are challenging and lead to proficiency in meeting grade-level standards.

3. **Effective School Leadership** - Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Annual Goal: The Superintendent will focus efforts on both continuing staff implementation of strong academic programs (master schedule, core curriculum and intervention programs) and on implementing the 7 Mindsets

4. **High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

Annual Goals:

Staff: The Superintendent and Leadership Team members will facilitate monthly in-service days that allow staff members to collaborate in meaningful ways.

Board: The Marketing and Parent/Community Involvement Committee will meet monthly to develop a comprehensive communications plan. This plan will be presented to the Board no later than the March 2017 regular board meeting.

5. **Curriculum, Instruction and Assessment Aligned with the Standards** - Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Annual Goal: The Superintendent will monitor staff members' progress and proficiency in implementing core curriculum (EngageNY, CKLA) and intervention programs by conducting walk-throughs a minimum of 2 times per week in each classroom. Provide feedback to teachers using template developed last year, at least once a week.

6. **Frequent Monitoring of Teaching and Learning** - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

Annual Goal: The Superintendent will monitor staff members' progress in implementing the master schedule, with fidelity, and implementing effective instruction and classroom management strategies by conduction walk-throughs a minimum of 2 times per week in each classroom.

7. **Focused Professional Development** - Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Annual Goal: The Leadership Team will ensure that all teachers receive, and participate in professional development supporting our 3 school focus areas. The team will monitor the professional development calendar and meet with presenters both before (to brainstorm and ensure training is focused and effective) and after, to evaluate the training and determine what follow-up training is necessary.

8. **Supportive Learning Environment** - The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Annual Goal: This is area of strength for our school. The Superintendent will maintain and build on the efforts that were started 4 years ago – continuing things like enrichment clusters; being available in the hallways to talk to students; kindness and compassion days; community service; 7 mindsets, etc.

9. **High Level of Community and Parent Involvement** - There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Annual Goal: The Board Marketing and Parent/Community Involvement Committee will work with the staff Parent Involvement Coordinators and Federal Programs' Director to develop a comprehensive plan for Board consideration (by the end of the 2016-17 school year).

2016- 17 Schoolwide Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

HA TEACHER EXPECTATIONS

- Instruction
 - ✓ Teachers are “on their feet” and engaged 100% of instruction time, as defined in the master schedule
 - ✓ Teachers focus on core and do not implement extras or favorites until data show students are proficient in reading, language arts, math, science, social studies and technology (for 5th – 8th grade)
 - ✓ Core instruction in reading and math is uninterrupted and the full time allotted is rigorous math/reading instruction
 - ✓ Teachers utilize a variety of research-based whole group, small group and individual instructional strategies identified as best practices
 - ✓ Teachers utilize a variety of research-based direct instruction, collaboration and hands-on instructional strategies in their classrooms
- Management
 - ✓ Teachers train students to follow school procedures and meet teacher and school expectations

- ✓ Teachers train students to ignore interruptions
- ✓ Teachers only allow 1 student at a time to leave the room
- ✓ Teachers require the use of a hall pass or planner when students leave the room
- ✓ Teachers train students to use the restroom and get drinks one at a time or as a whole class, with adult supervision
- ✓ Teachers begin classes and core instruction at the designated times identified in the master schedule
- ✓ Teachers arrive by 7:45 am and stay until 4:00 pm
- Duties
 - ✓ Teachers supervise students in the hallway, except during designated recess or break times, when another staff member is assigned that duty
 - ✓ Teachers train students to meet appropriate expectations while they are supervising the students
 - ✓ Teachers walk students in and out of the building and to specials, recess, lunch, etc. unless another person is assigned that duty
 - ✓ Teachers provide direct supervision to students 100% of the time that students are assigned to them (all times except designated lunch and prep times)
- Culture
 - ✓ Teachers have elevated discussions with students that always encourage, engage and challenge students
 - ✓ Teachers communicate the value of learning, kindness, respect, organization, creativity and cleanliness – both by their words and their actions
 - ✓ Teachers model appropriate behavior in classrooms and hallways
 - ✓ All teachers are responsible for teaching and training all K-8 students (not just the ones in their respective classes)
- Other
 - ✓ Teachers follow the master schedule with fidelity
 - ✓ Middle school teachers follow the bell schedule and minimize transition times
 - ✓ Teachers utilize the student data management system for attendance, lunch count and grades, and they enter data daily
 - ✓ Teachers implement Heritage Academy adopted curriculum with fidelity

HA ADMINISTRATOR EXPECTATIONS

HA Administrators and Leadership Team members will adhere to applicable teacher expectations. In addition, administrators will be expected to meet the following expectations:

- Communication
 - ✓ Administrators will communicate relevant information in a timely manner
 - ✓ Administrators will utilize effective communication tools
 - ✓ Administrators will take the time to think about the stakeholders involved in an issue and include them in the communication process
 - ✓ Administrators will seek to identify and utilize communication tools that are easy to use; indicate the urgency of an issue; indicate the audience for which the message applies, and are accessible to the appropriate stakeholders
- Consistency
 - ✓ Administrators will have consistent expectations of staff members
 - ✓ Administrators will communicate their expectations in advance
 - ✓ Administrators will be consistent in implementing rules and policies
 - ✓ Administrators will consistently apply a “love and logic” approach to situations
 - ✓ Administrators will create a safe environment for children and adults, at all times

- ✓ Administrators will facilitate regular staff and team meetings
- ✓ Administrators will attend and contribute to regular leadership team meetings
- ✓ Administrators will create a culture of accountability for staff members and students to achieve high standards
- Support
 - ✓ Administrators will be available to help with planning, curriculum, instruction, behavior, brainstorming and general questions
 - ✓ Administrators will have patience and empathy
 - ✓ Administrators will recognize staff members' gifts and accomplishments
 - ✓ Administrators will provide specific and timely feedback
- Logistics
 - ✓ Administrators will provide staff rosters, chain of command information and contact information for staff members
 - ✓ Administrators will provide a master schedule
 - ✓ Administrators will provide information regarding responsibilities for each area of operation (facilities, transportation, curriculum, technology, professional development, etc.)

HA STUDENT EXPECTATIONS

Staff members, at Heritage Academy, will teach students to meet the following expectations:

- Behavior:
 - ✓ Students will be respectful of themselves, other students and adults
 - ✓ Students will be accountable for their actions and their attitudes
 - ✓ Students will be responsible for where they are supposed to be and when they are supposed to be there
 - ✓ Students will be punctual for classes
 - ✓ Students will deal with problems directly with the person who can help them solve the problem (chain of command)
 - ✓ Students will deal with issues in a timely and appropriate manner
 - ✓ When a problem is resolved, students will move on, forgive and forget
 - ✓ Students will use effective strategies to determine the "need to tell" versus "tattletale" issues
 - ✓ Students will use effective problem-solving and coping strategies such as "stop, walk, talk" and journal
- Culture
 - ✓ Students will be respectful of and responsible for, the building, furniture, supplies, lockers, hallways, bathrooms, cafeteria, playground, bathrooms and classrooms
 - ✓ Students will work on developing strong character through implementing the 7 Mindsets
 - ✓ Students will be 100% engaged (SLANT)
 - ✓ Students will be kind and appreciative toward others
 - ✓ Students will show empathy and tolerance to peers and adults
 - ✓ Students will do their best
 - ✓ Students will embrace opportunities to learn and have fun learning
 - ✓ Students will participate in school activities
 - ✓ Students will be helpful to others
- Academics
 - ✓ Students will be 100% accountable for their work
 - ✓ Students will show integrity and honesty in completing their own work
 - ✓ Students will develop and work toward academic goals

- ✓ Students will understand that they need to grow and will be able to identify specific areas of focus for growth
- ✓ Students will exhibit the following characteristics: responsibility, perseverance, self-motivation, engagement and attentiveness.
- ✓ Students will be proficient or advanced in meeting the academic standards for their grade levels

COMMITTEES

Budget and Finance committee –Kris Gilgren (chair); Toni Carver; Christine Ivie (staff)

- Review budget and monitor financial reports
- Meet monthly with Administrator and Business Manager
- Review recommendations from the Administration
- Provide budget recommendations to the Board
- Community relations, marketing and fundraising committee
- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

Facilities committee – Kris Gilgren (chair); Robert Hunter (staff)

Board operations committee - training; board and strategic plan – Sarah Ahrens (chair); Teresa Berry (staff)

- Develop plan for board self-evaluation
- Ensure self-eval was completed this year
- Review and create recommendations for follow-up based on self-eval
- Plan and coordinate board training activities

Administrator Evaluation & Certified Staff Professional Development – Amanda Bingham (chair), Christine Ivie (staff)

- Review evaluation process for administrator and make sure all eval processes are aligned with new SDE requirements
- Coordinate principal evaluation for the year
- Receive recommendations regarding professional development (from administrator) and present to Board

SEM and Student Achievement - Anneli Crouch (chair), Christine Ivie (staff)

- Works with principal to plan SEM implementation and monitor progress
- Monitors compliance with charter (for both SEM and student achievement goals)

Community relations, marketing and fundraising committee –Tiffany Packard (chair); Toni Carver (staff)

- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

TIMELINE FOR COMMITTEES

All committees will meet at least one time each semester. Committee reports will be included on all regular monthly board meeting agendas. Each committee chairman will have time scheduled to present information from his or her committee, however, each committee chair may table his/her report when there is no new information to report.

What We Hope From Stakeholders

Stakeholders (What we hope they do or qualities we hope they have):

- Board members
 - Work as a team
 - Adopt policies (& follow) & budget
 - Know & follow procedures & chain of authority
 - Oversight – fiscal, programmatic
 - Monitor & Evaluate administrator
 - Deal with personnel & student discipline issues referred by Administrator
 - Evaluate & hold admin accountable
 - Strategic plan & alignment – in decision making
 - Training, roles and balance
- Administrator
 - Strong leader (effective)
 - Support teachers
 - Model positive attitude, integrity & respect
 - Create stability & calm environment
 - Proactive – schedule, reports, etc.
 - Communicate regularly – board, staff, students & PTO
 - Not afraid to deal with problems & confrontations
 - Manage school district
 - Mentor teacher
- Students
- Teachers
 - Teach to standards
 - Providing problems to solve
 - Teach & model integrity and respect
 - Positive attitude without gossip
 - Input into decisions
 - Lifelong learners
 - Reflective
- Parents
 - Volunteer
 - Respect the school, teacher, admin
 - Be a parent
- Other staff members

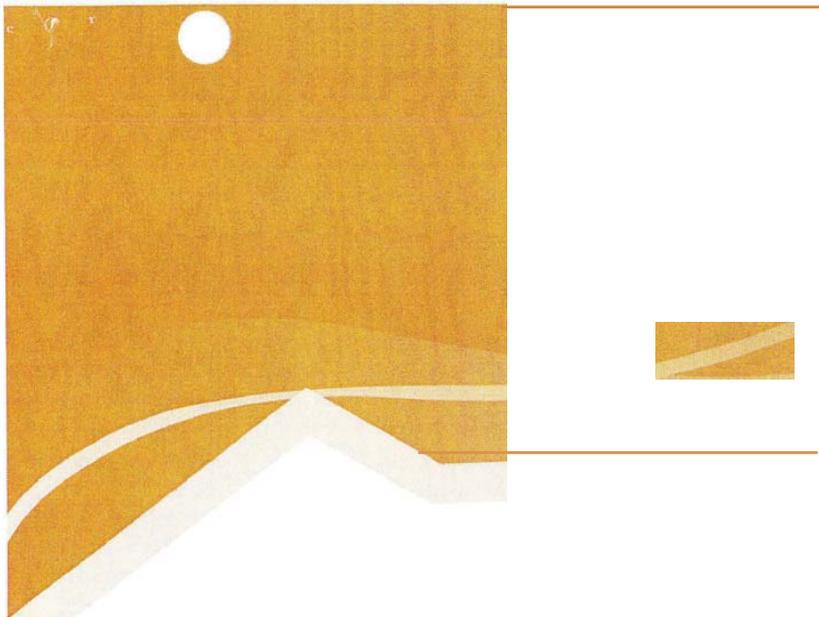
Tasks To Be Done

Task	Goals	Done By	Page # in Charter Petition	Deadline
Create a yearly plan that will address the goals and philosophy of the school		Governing Board – (SEM/Student Achievement Committee – Anneli Crouch & Administrator)	6	
Create a Professional Development Plan which he/she will address interests and goals		Each Employee (Prof Dev Committee – Amanda Bingham)	7	
At the semi-annual parent/ teacher conference, parents will be asked to model appropriate goal setting and honest self evaluation. Parents will be asked to complete a personal improvement plan that will be included in the student’s portfolio and will be reviewed at each conference.		Admin/ Teachers – (Community Relations Committee – Sarah & SEM Committee – Anneli Crouch and Administrator)	7	
The administrator position will be evaluated semi-annually by the board, based on mutually agreed upon metrics and criteria.		Board (Admin Eval Committee – Amanda Bingham)	13	
Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences in Handbook.		Admin/ teachers (No Board Committee – Administrator) Board will approve handbook.	15	
As a school we will participate in an integrity initiative program, which promotes the development of responsibility, respect, compassion, trustworthiness, honor, and citizenship.		Admin / teachers (Student Achievement Committee – Anneli Crouch & Administrator)	15	
Use TTP to measure and develop appropriate enrichment activities		Teachers – (Administrator); Board will include evaluation	21	

and develop an individualized learning environment based on each students strengths and talents.		of this in the administrator's evaluation each year		
Measurable Student Standard Plans (for stategic plan)		Board (Student Achievement Committee & Administrator)	32	
Convene one regular monthly meeting, or as often as is reasonably necessary, subject to Idaho Code 23-67-2340 through 2347, and provide an opportunity for public input.		Board (Board Operations Committee – Sarah Ahrens)	36	
Each year HA will establish an enrollment admissions deadline which shall be the date by which all requests for admissions to attend the school for the next year must be received.		Admin/ Enrollment Committee (Committee Relations Committee – (Tiffany Packard)	45	



The Center for Educational Effectiveness



EDUCATIONAL EFFECTIVENESS SURVEY™

Staff edition Idaho
V10.1

Heritage Academy
10/20/2016
Sample Size: N= 11

9 Characteristics of High-Performing Schools and Idaho Framework for Teaching and Learning

Note: This report includes Certificated vs Other Staff Comparison.



Beller Data. Beller Decisions. Beller Schools.

Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)-a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Structure of the EES Staff Report

This results document contains your data results from the survey you recently administered.

Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE's research into over 100,000 staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

Comparison between certificated staff and non-certificated staff

This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

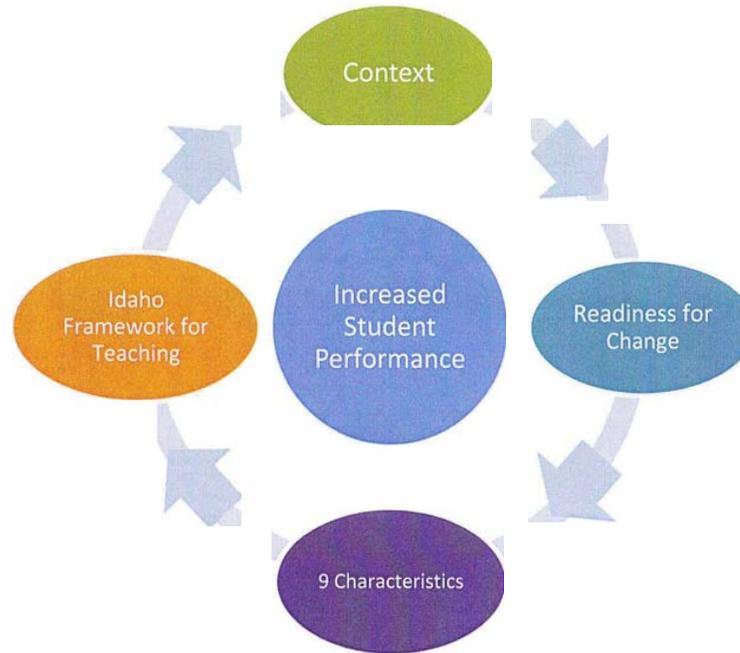
Idaho Framework for Teaching

The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the "Idaho Framework for Teaching."

The EES Handbook

The EES Handbook contains information and strategies for the interpretation and use of EES data with your staff. The EES Handbook is found in the EES results binder. If you cannot find your EES Handbook, you can access it on CEE's website: www.effectiveness.org/files/EES-Handbook-Idaho.pdf. CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance with using your report, please contact us at info@effectiveness.org.

Increasing Capacity for Improvement



The Context defines the current reality of the student population, the school, and community.



The Readiness for Change defines the current capacity for change amongst the systems and adult culture of the school and district.



The 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.



The Idaho Framework for Teaching defines the skills essential for effective teaching and learning.

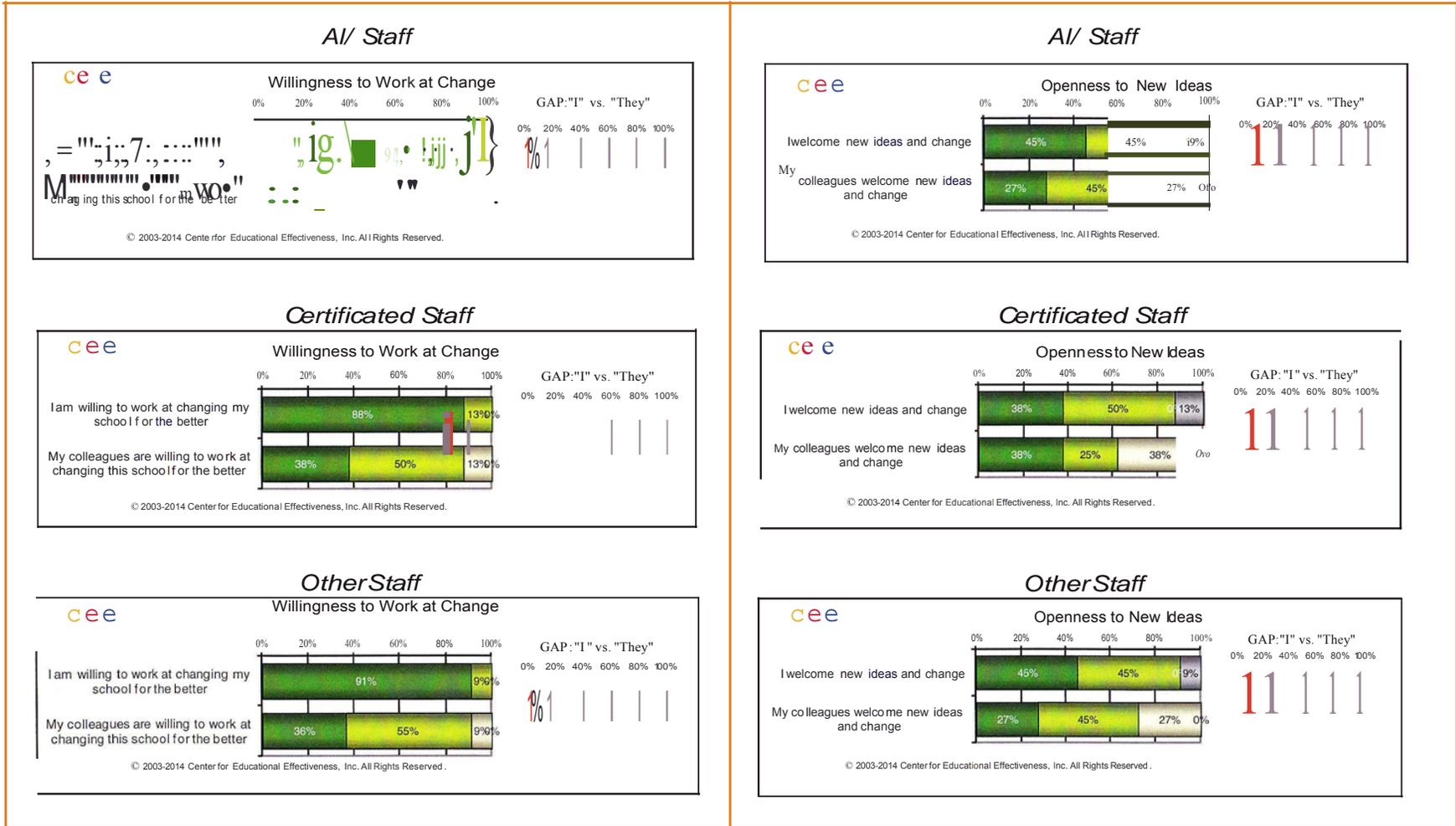


All four components impact the ability of the organization (school) to increase student learning and achievement.

Readiness for Change – "I" vs. "They" Perspectives

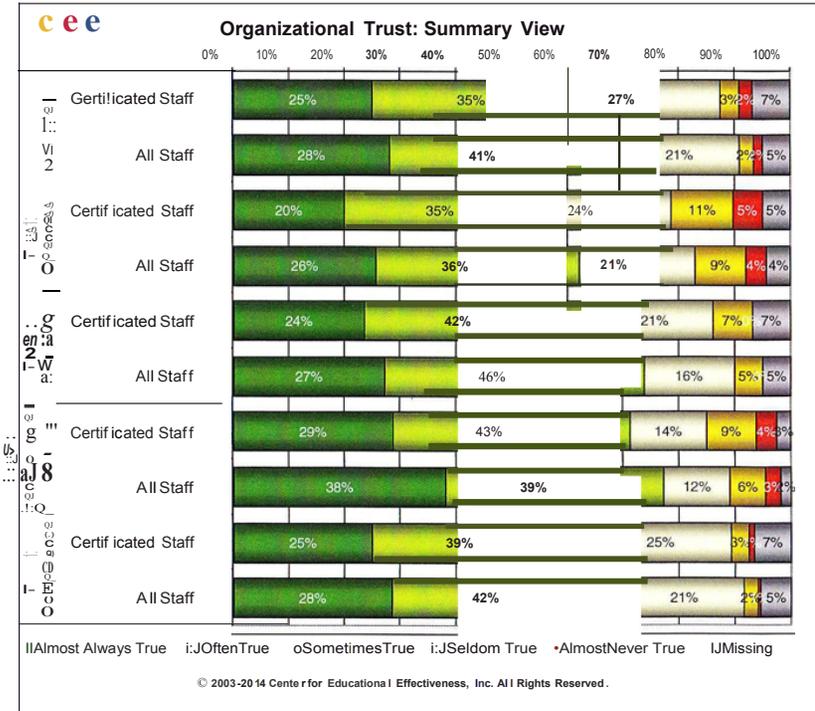
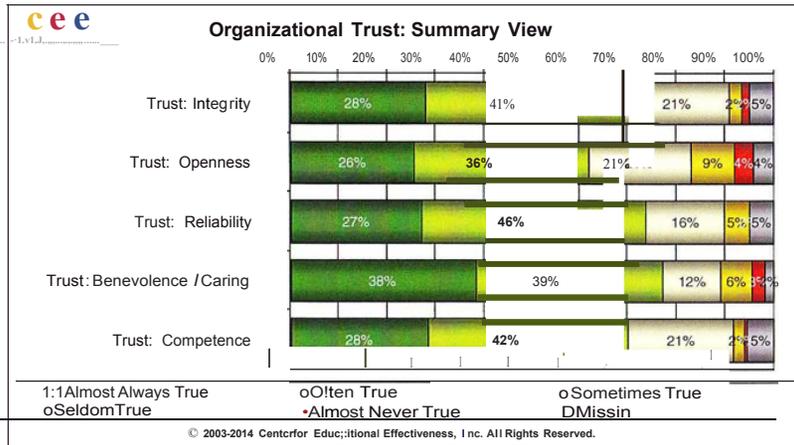
Willingness to Work At Change

Openness to New Ideas

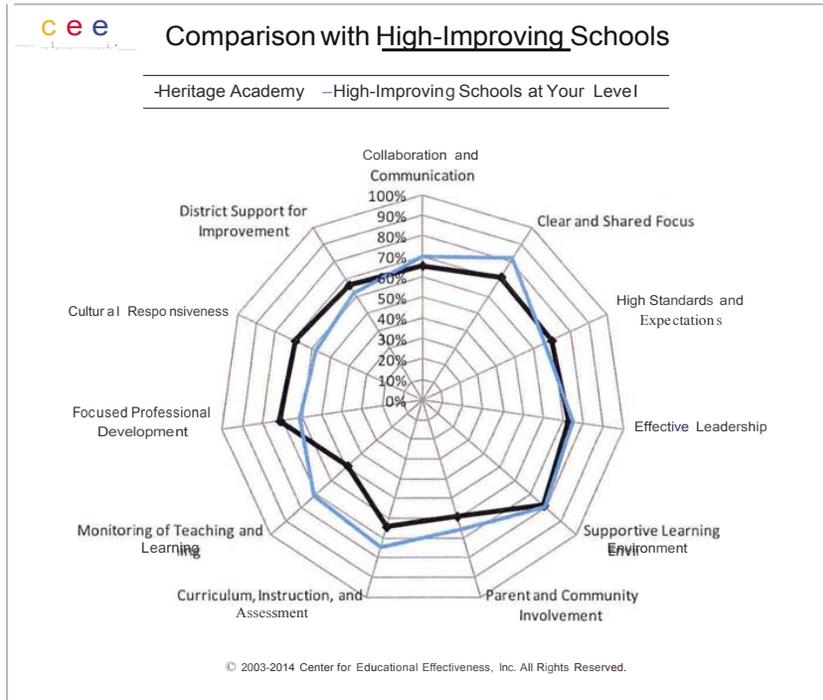


IIII Almost Always a Often True CI Sometimes True a Seldom True • Almost Never True a Missing

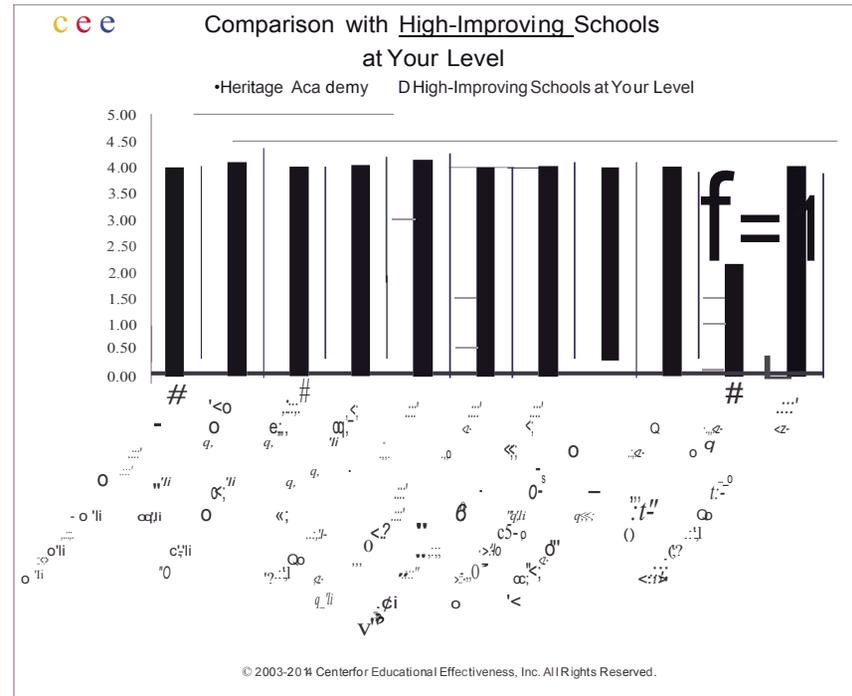
Organizational Trust and the "Resistance Gap"



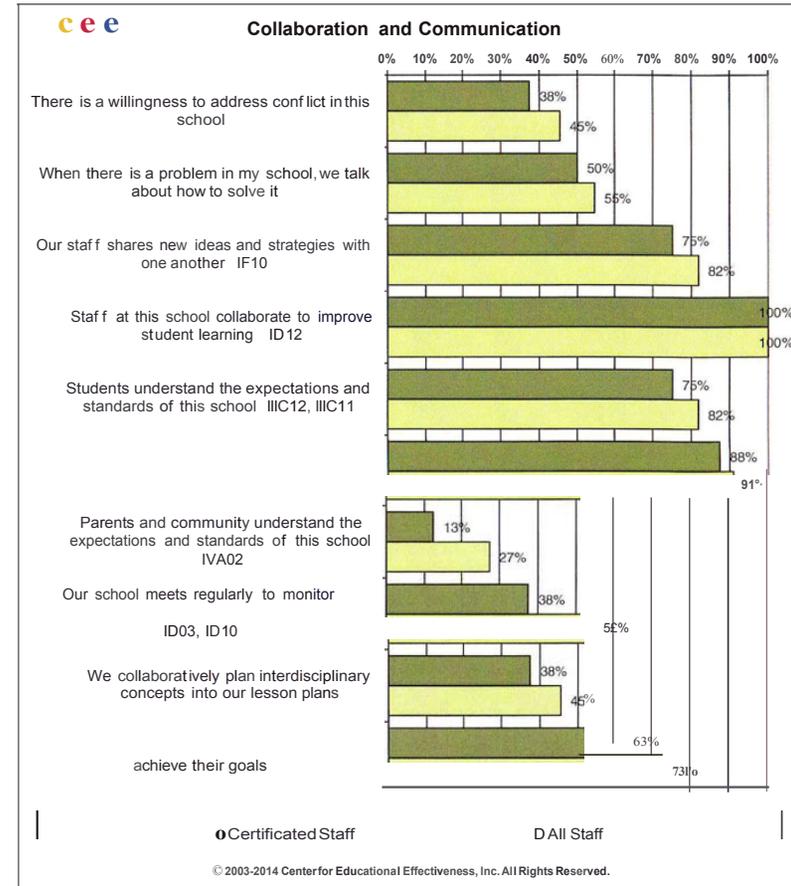
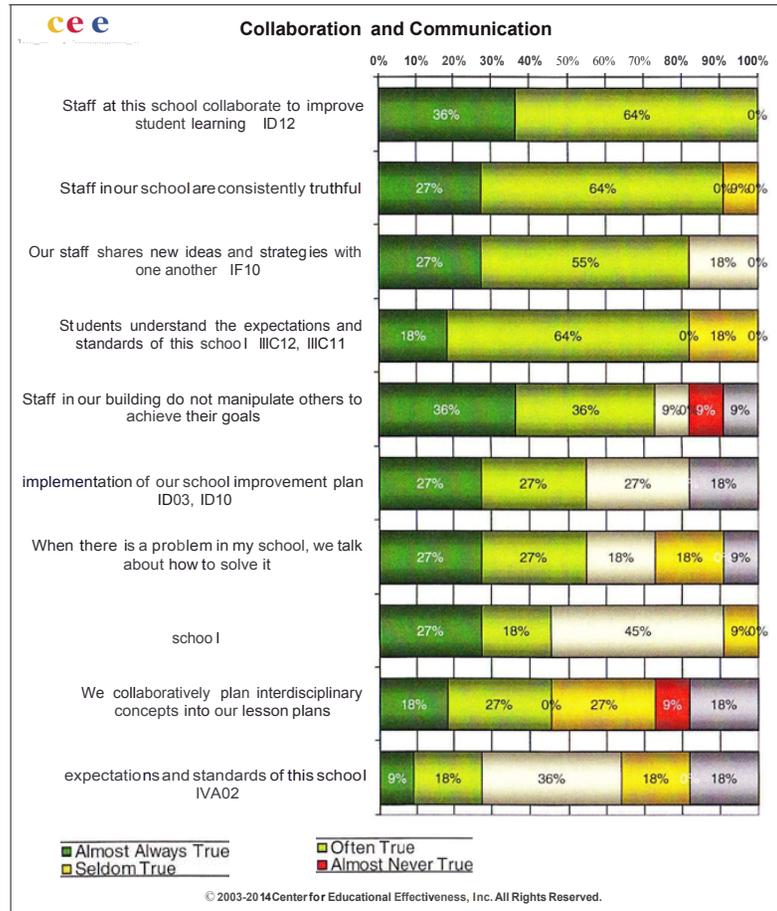
Comparison View: High-Improving Schools Combined Positive Values



Comparison View: High-Improving Schools Mean Values

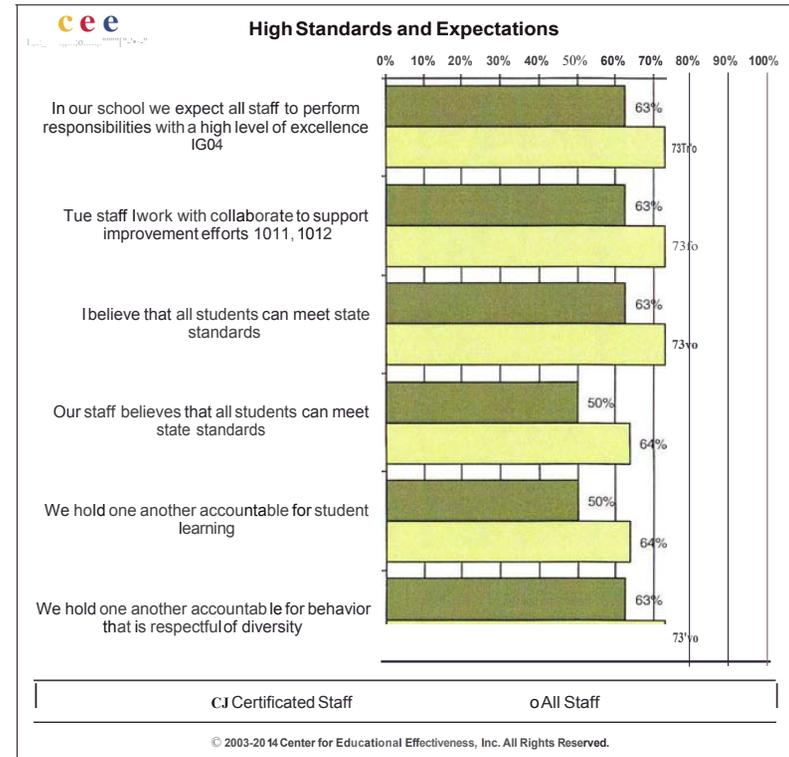
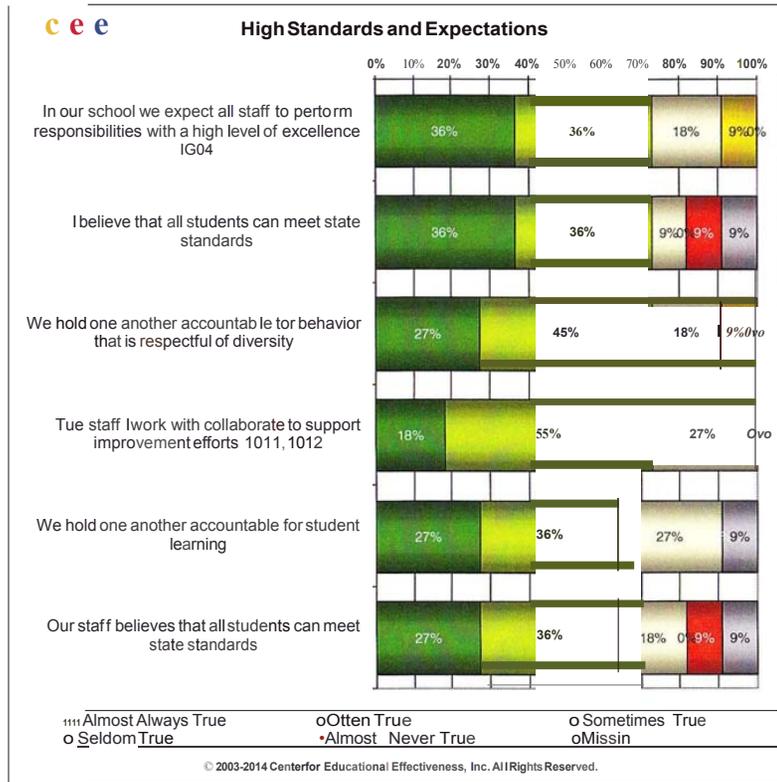


High Levels of Collaboration and Communication



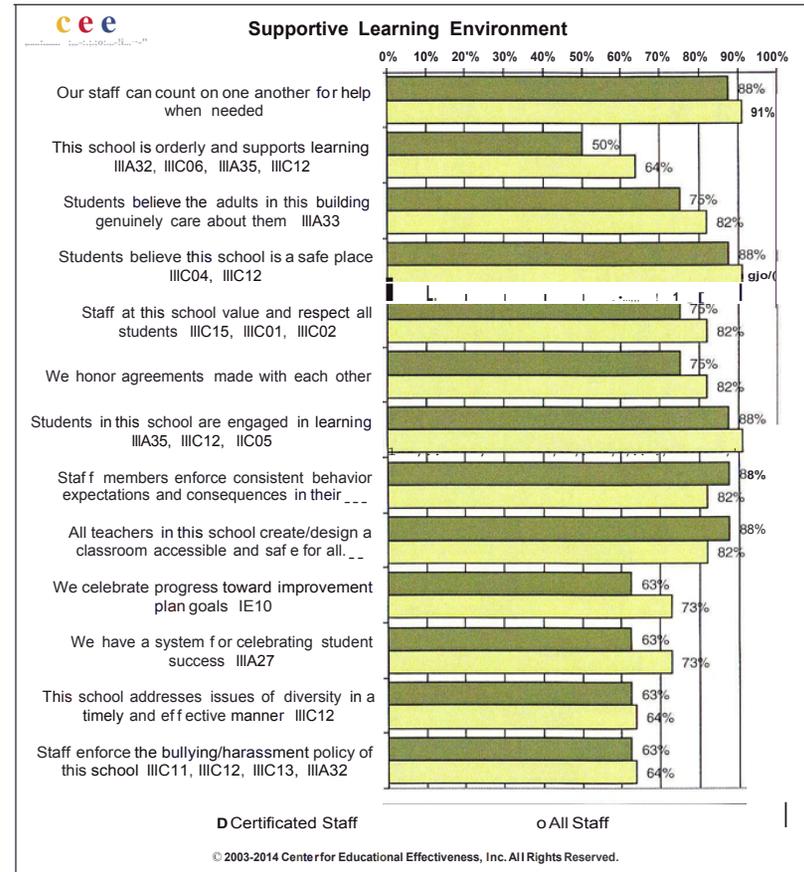
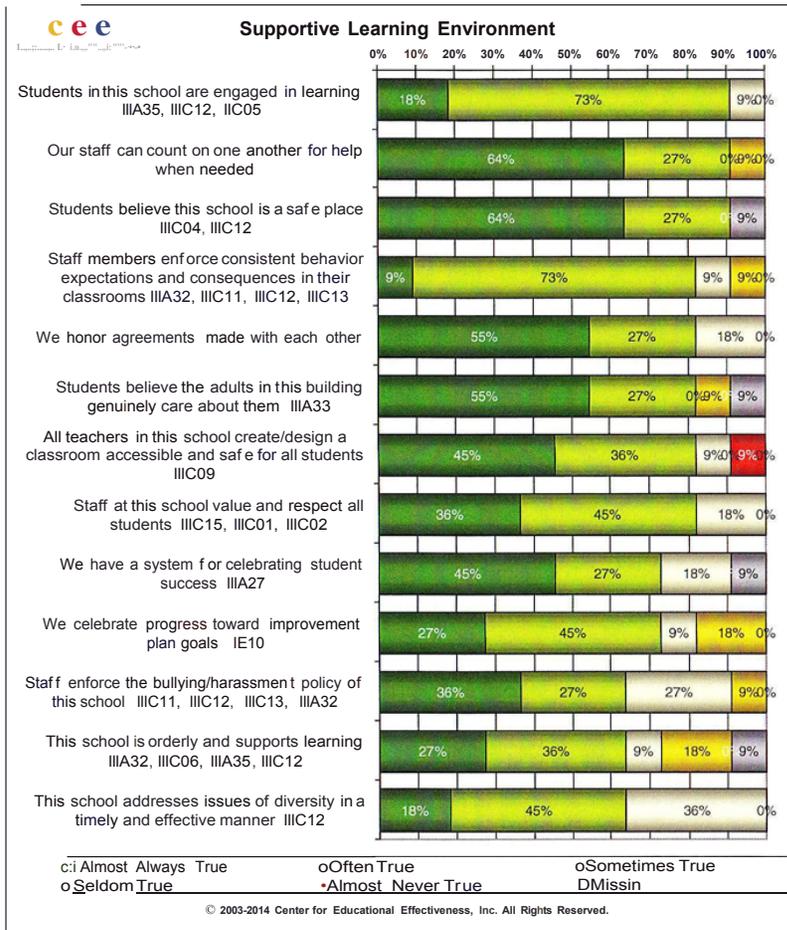
Certificated Staff	N = 8
All Staff	N = 11

High Standards and Expectations



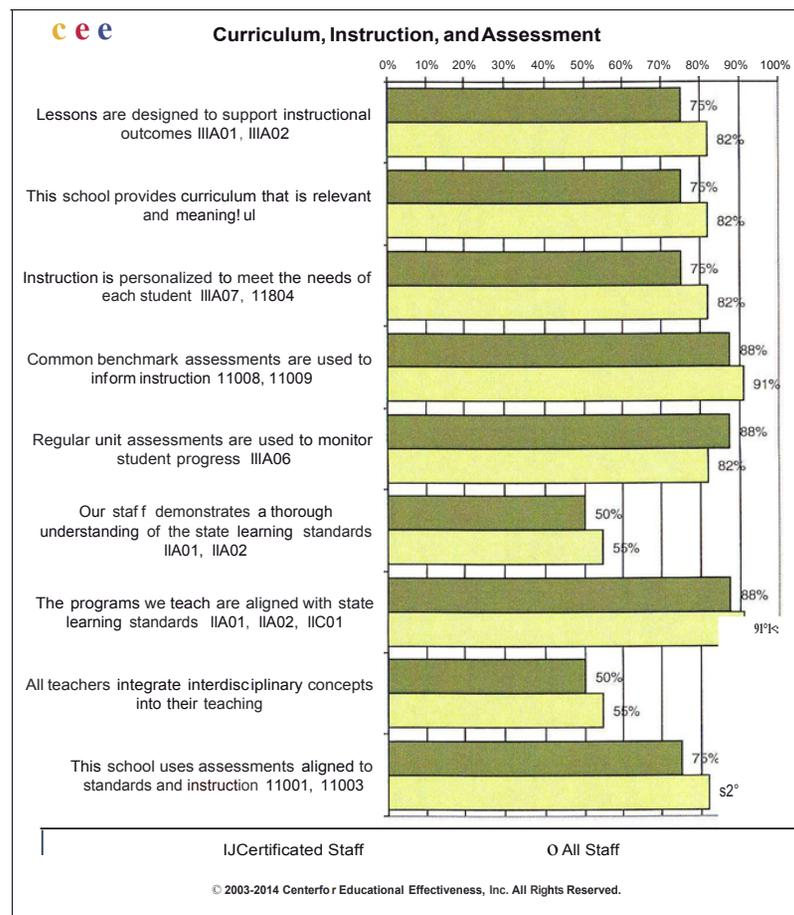
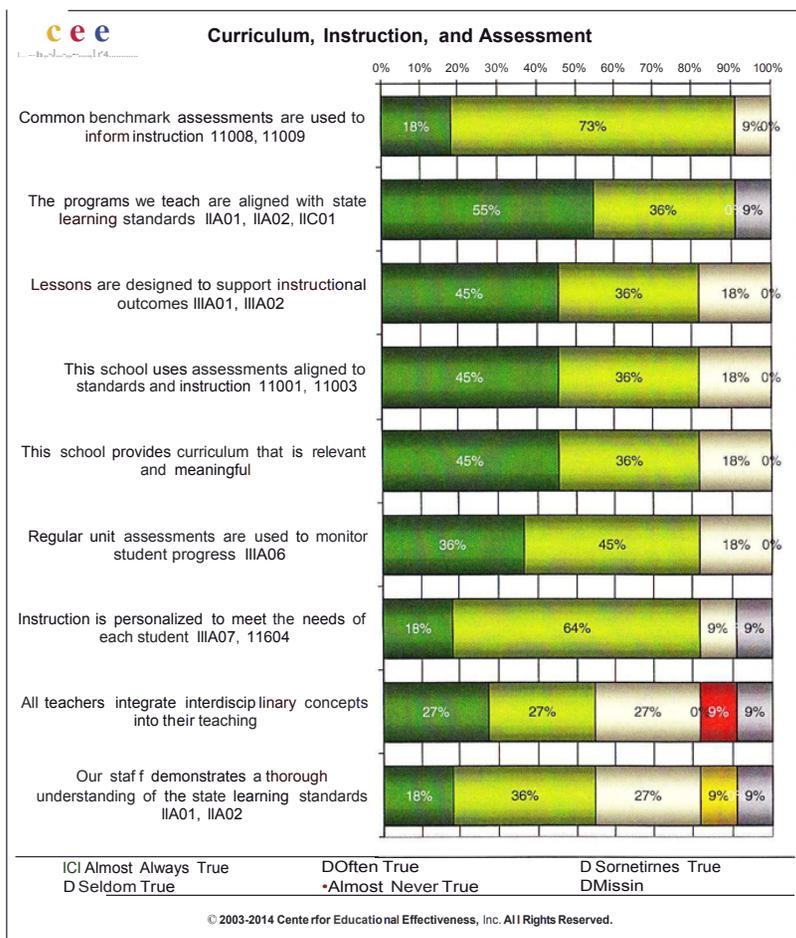
Certificated Staff	N = 8
All Staff	N = 11

Supportive Learning Environment



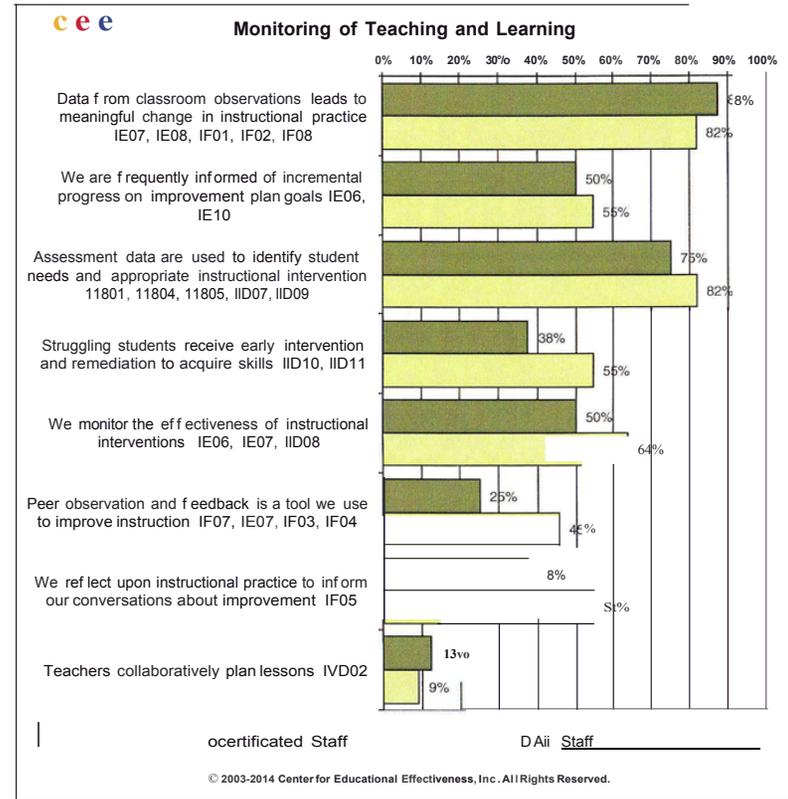
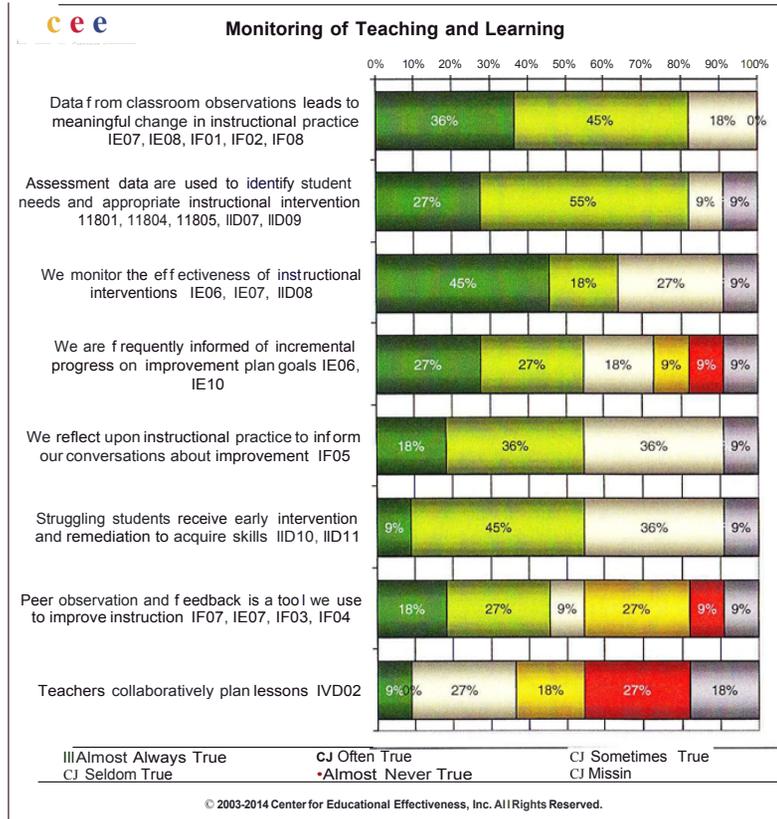
Certificated Staff	N = 8
All Staff	N = 11

High Quality Curriculum, Instruction, and Assessment



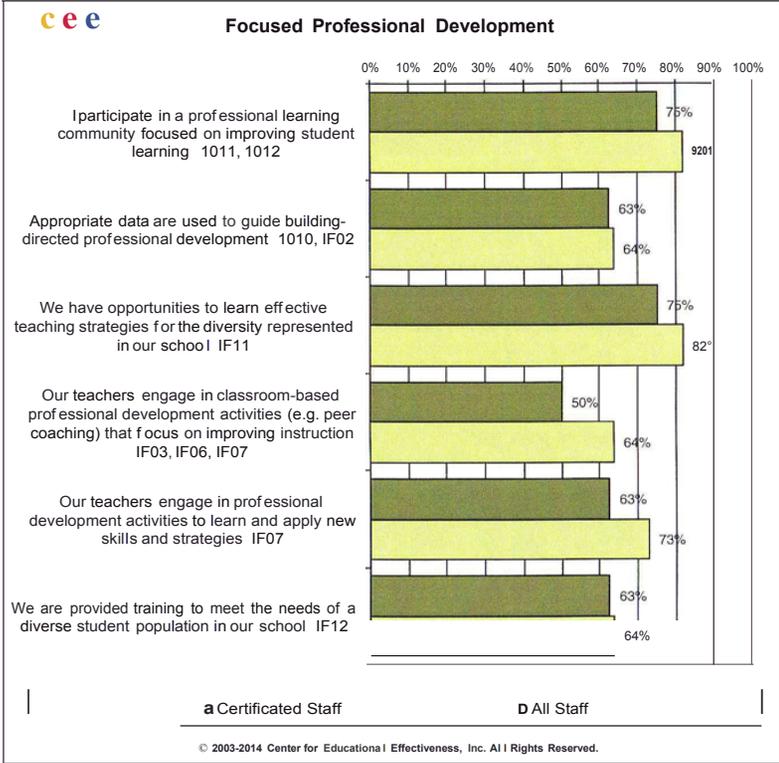
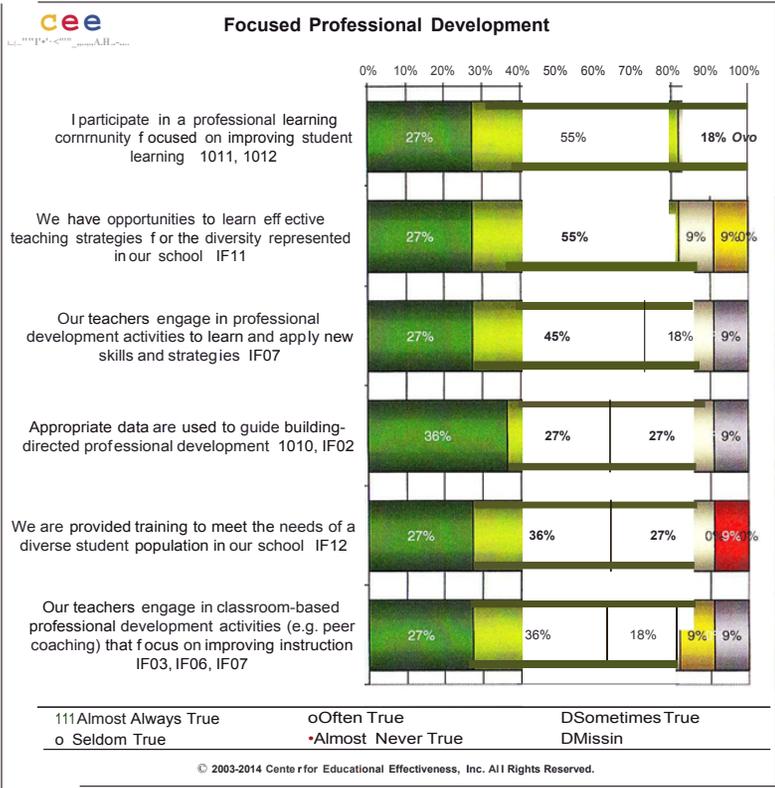
Certificated Staff	N = 8
All Staff	N = 11

Frequent Monitoring of Teaching and Learning



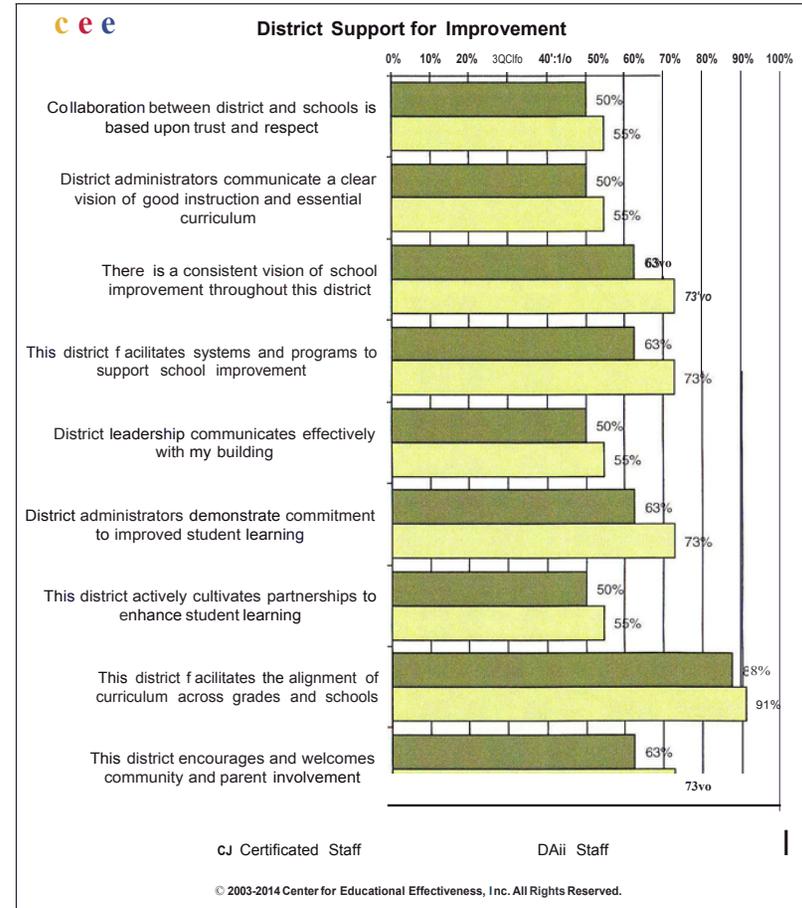
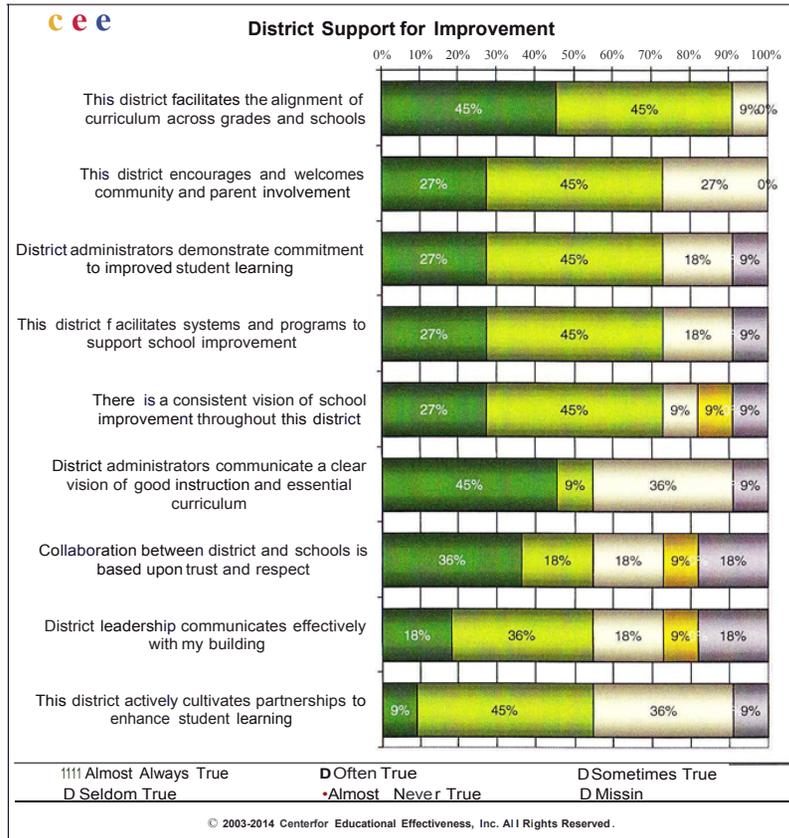
Certificated Staff	N = 8
All Staff	N = 11

Focused Professional Development



Certificated Staff	N = 8
All Staff	N = 11

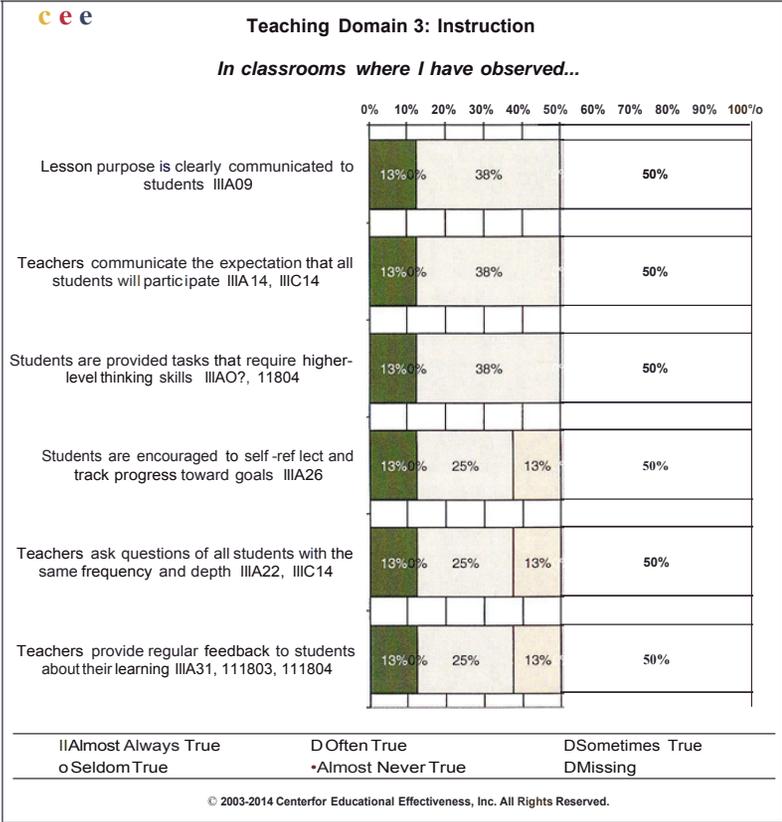
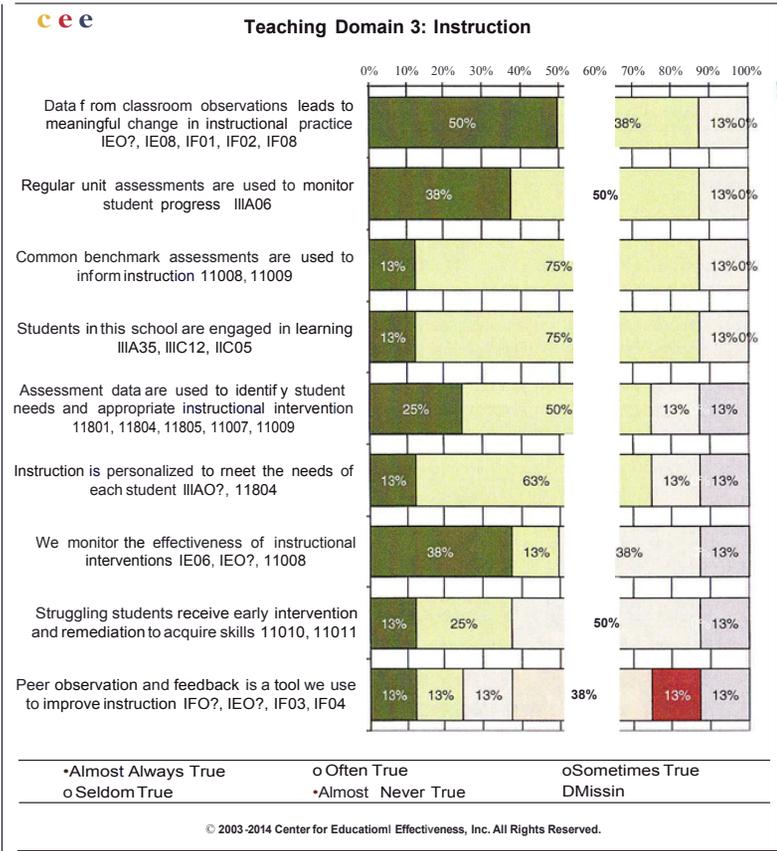
District Support for Improvement



Certificated Staff N = 8

All Staff N = 11

Idaho Teaching Domain 3: Instruction



Note: These charts contain responses from certificated teaching staff only.



The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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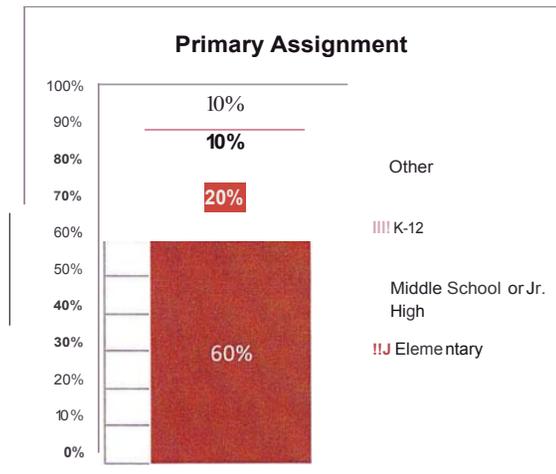
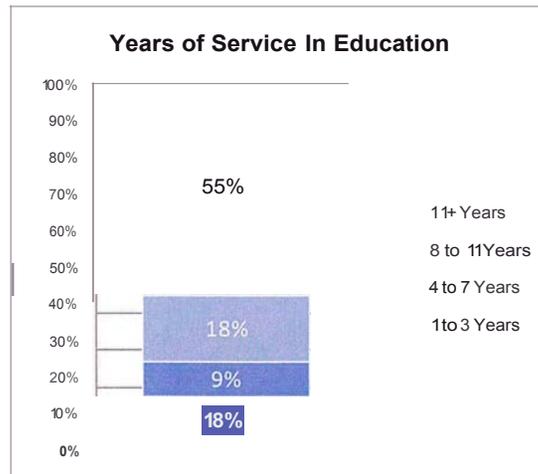
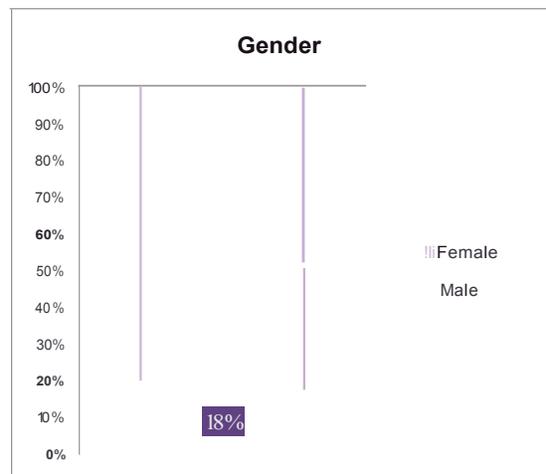
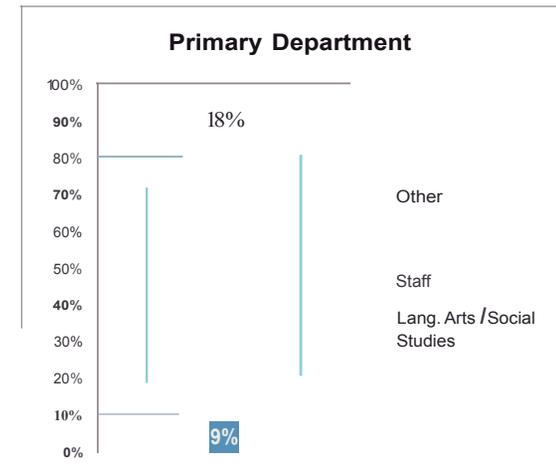
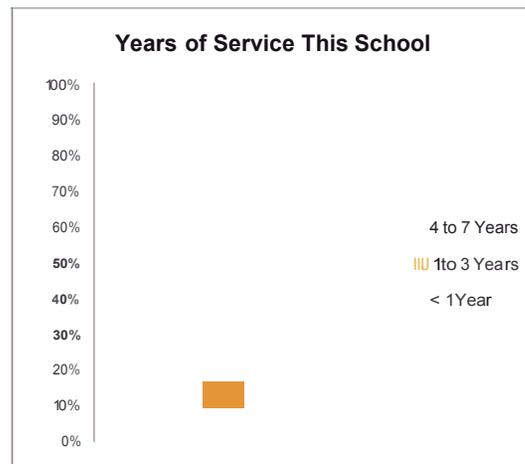
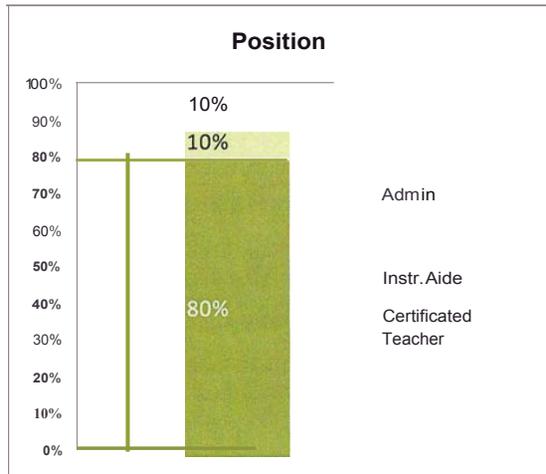
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Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
www.effectiveness.org



Better Data. Better Decisions. Better Schools.

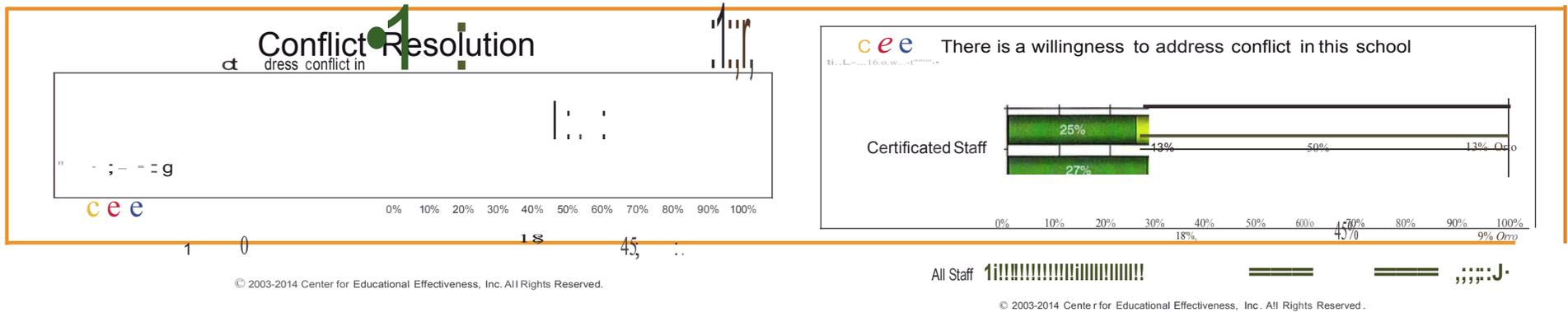
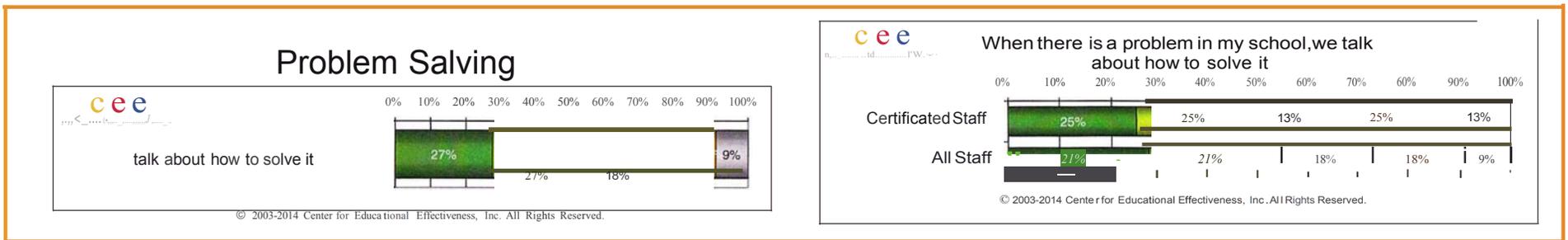
Demographic Charts-Who Took the Survey?



Readiness for Change

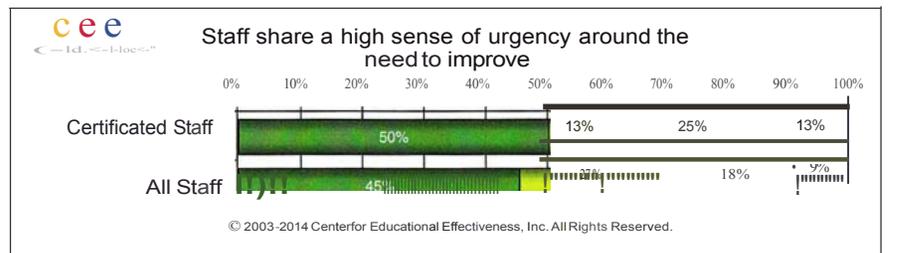
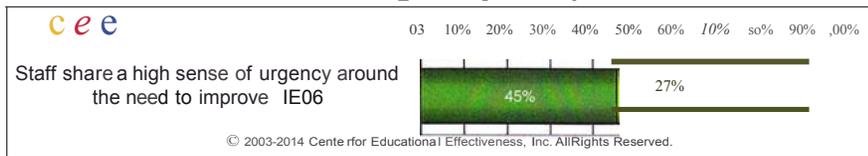
The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using "the staff voice."

You will find these data and the rest of the "readiness for change" data in the following report section.



Heritage Academy: 10/20/2016 Sample Size: N= 11

A Sense of Urgency to Improve

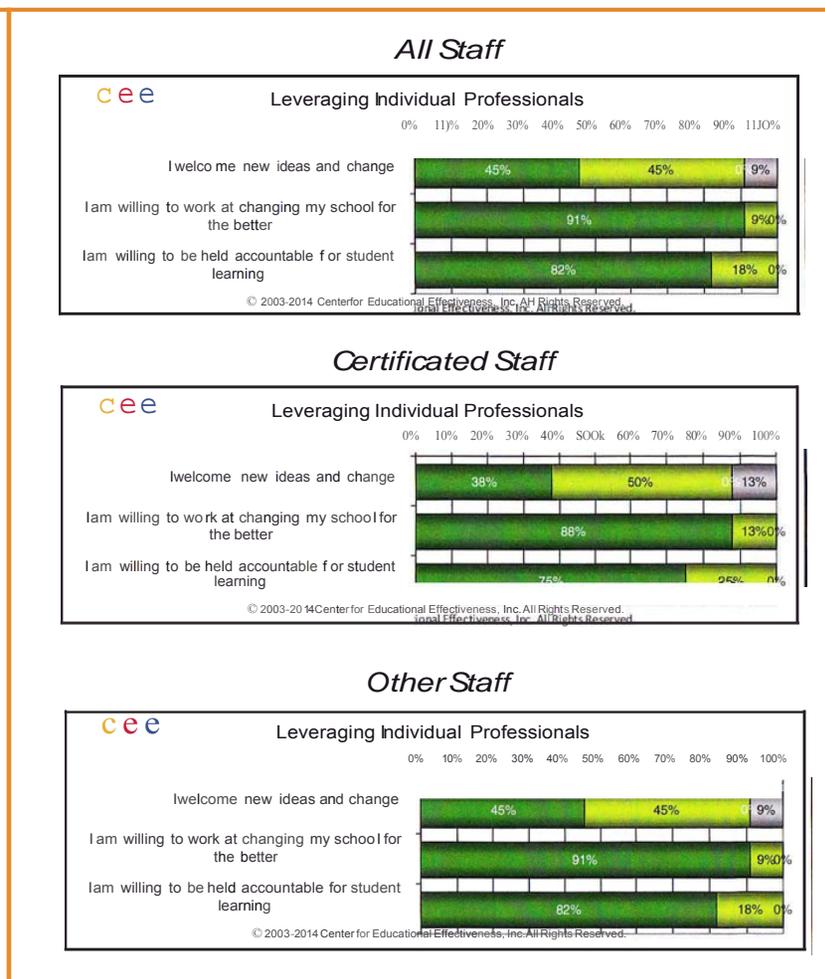


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Readiness for Change - "I" vs. "They" Perspectives, continued

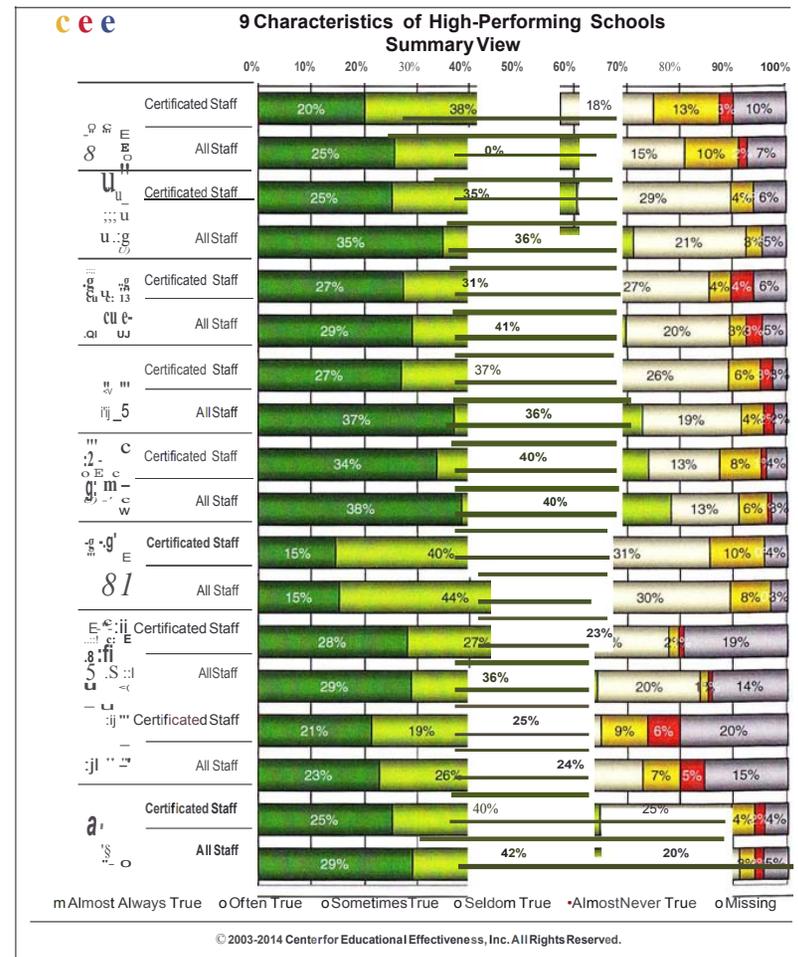
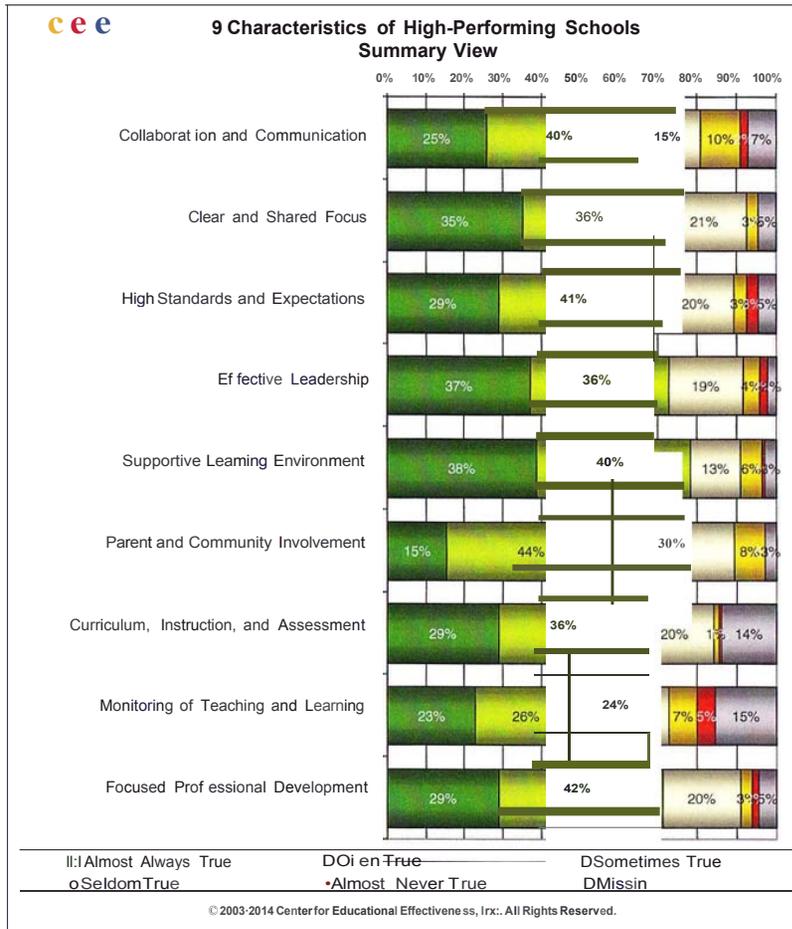
Willingness to Be Held Accountable

Leveraging Individual Professionals

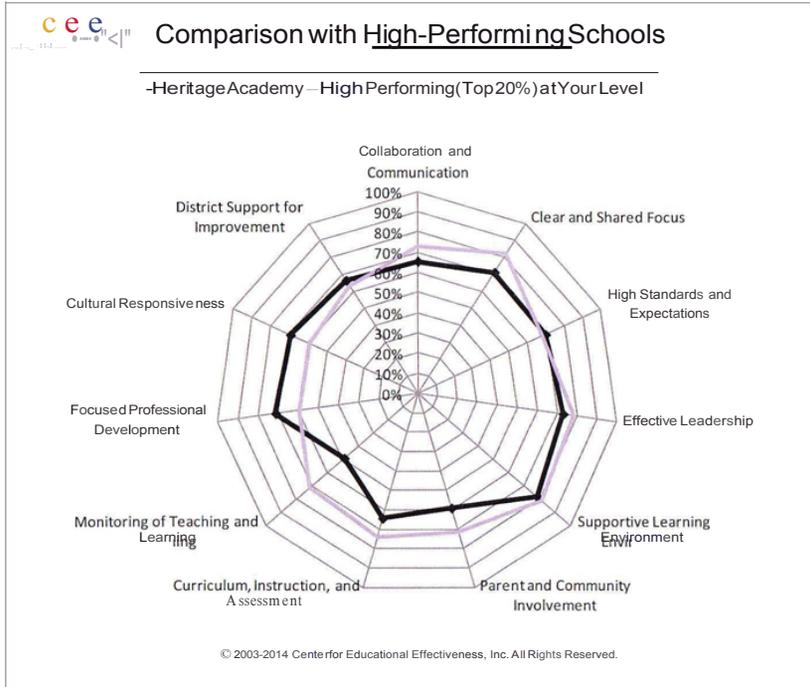


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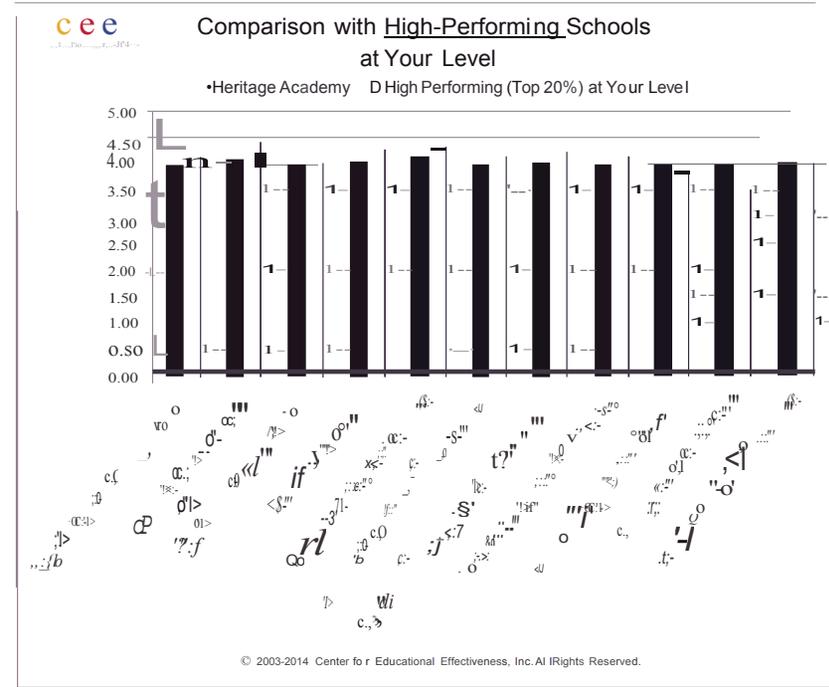
9 Characteristics of High-Performing Schools



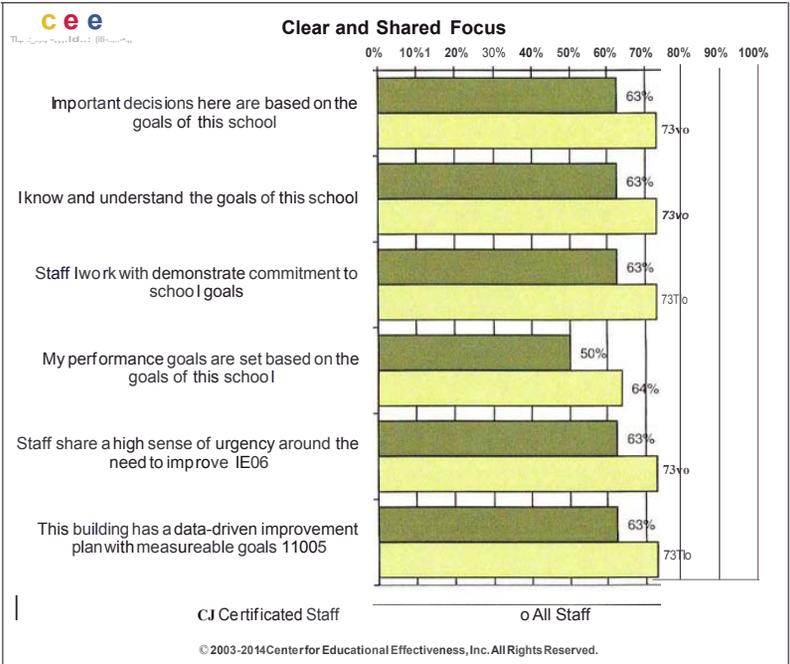
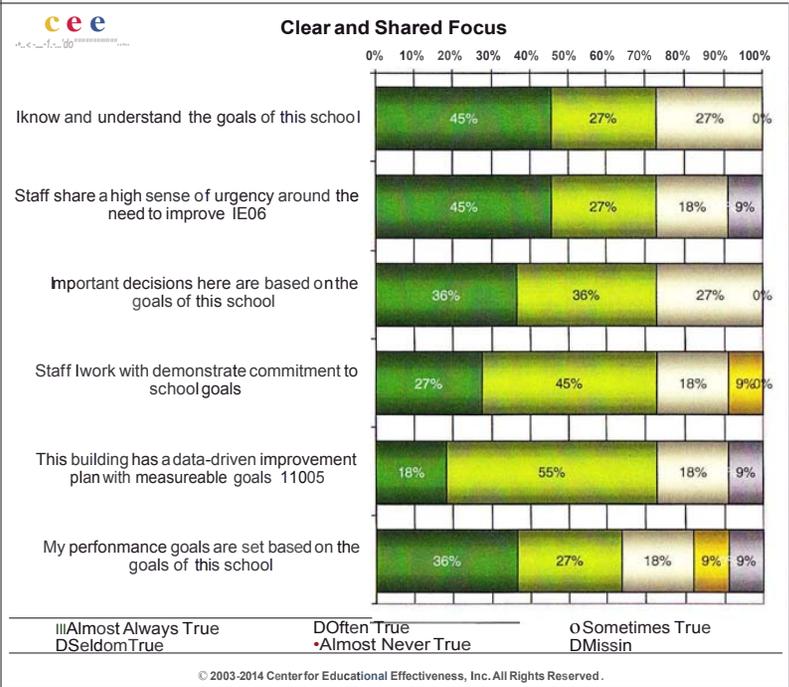
Comparison View: High-Performing Schools Combined Positive



Comparison View: High-Performing Schools Mean Scores

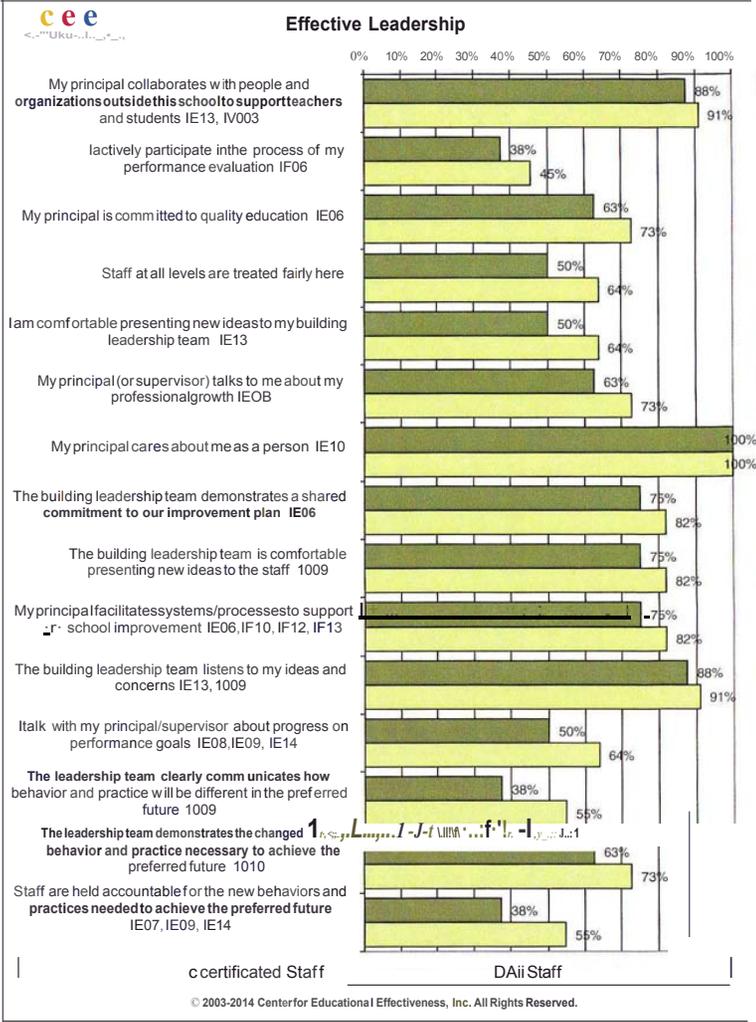
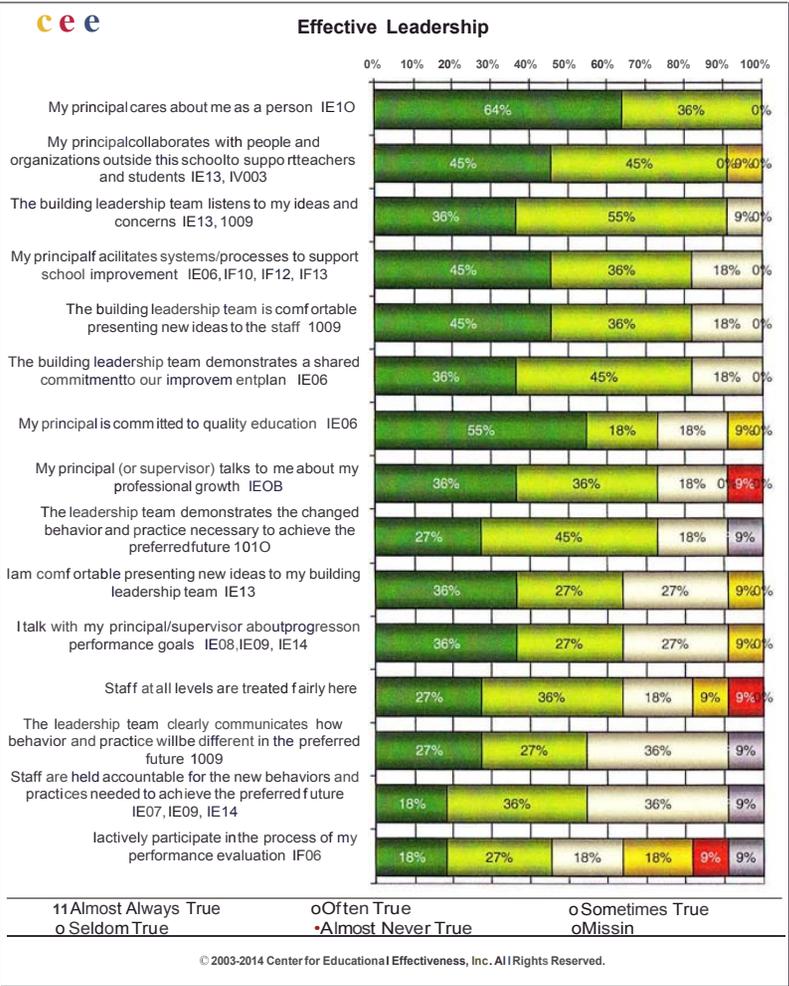


Clear and Shared Focus



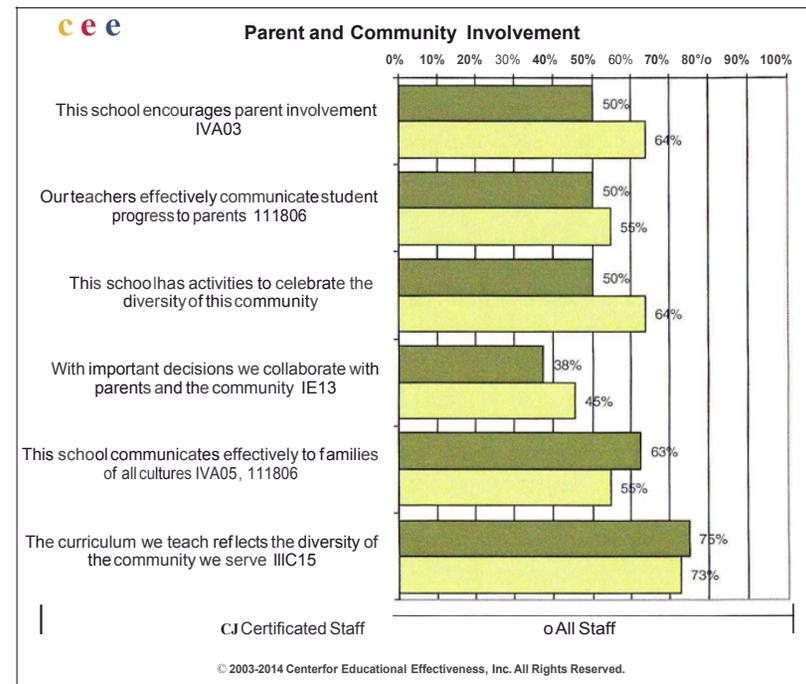
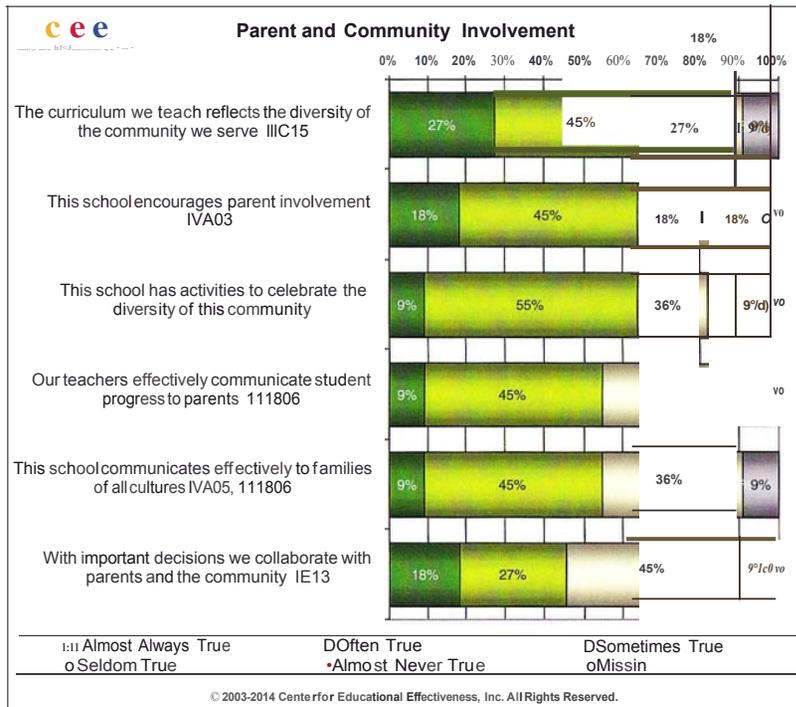
Certificated Staff	N = 8
All Staff	N = 11

Effective Leadership



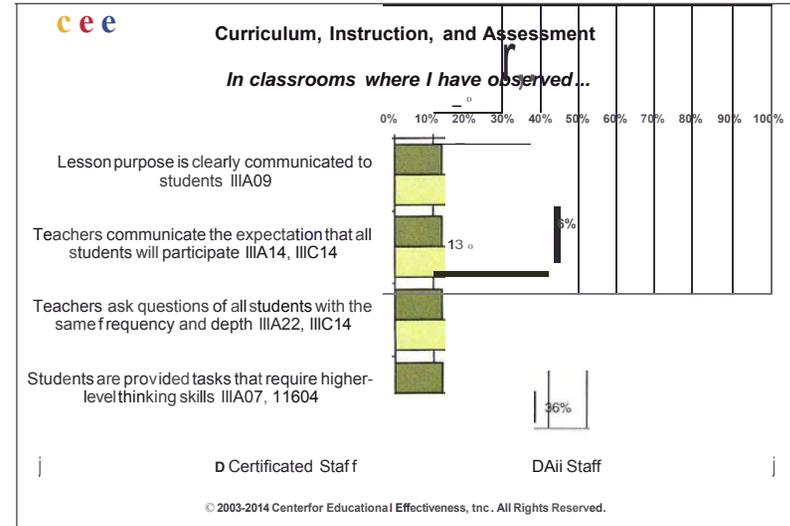
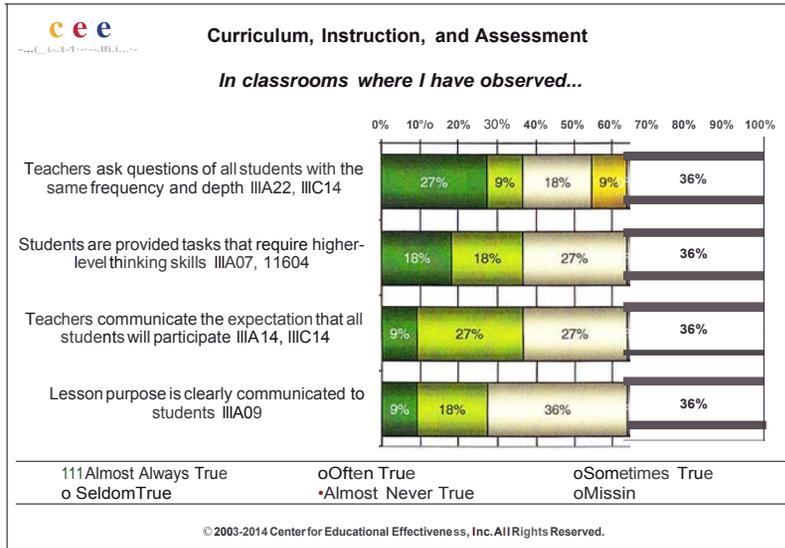
Certificated Staff	N = 8
All Staff	N = 11

Parent and Community Involvement



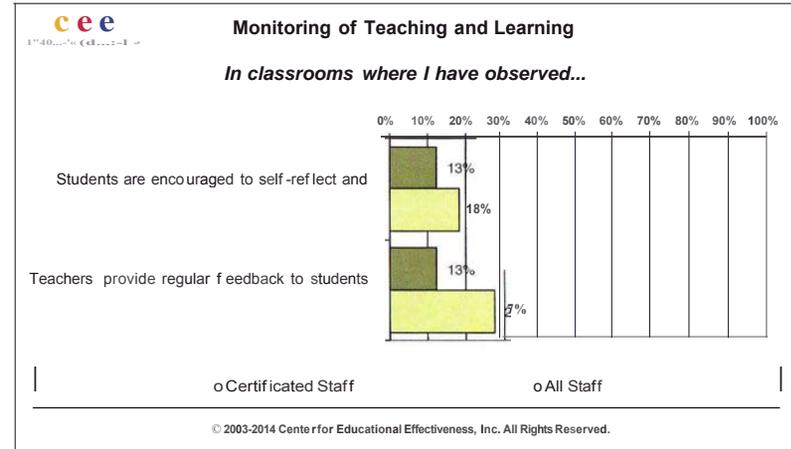
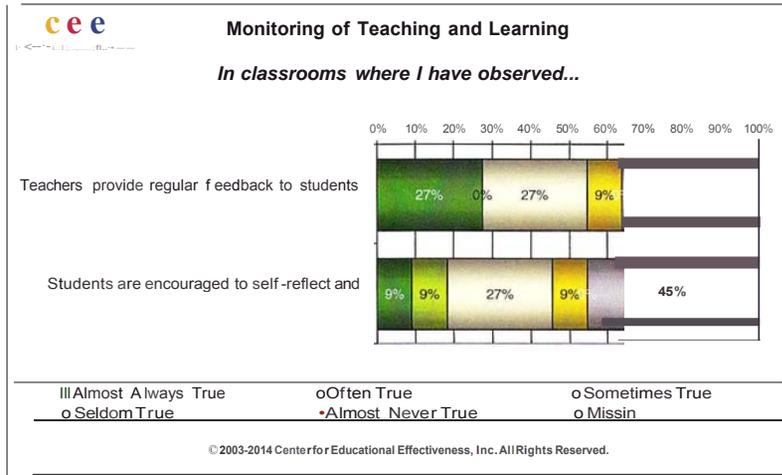
Certificated Staff	N = 8
All Staff	N = 11

Observation of Practice



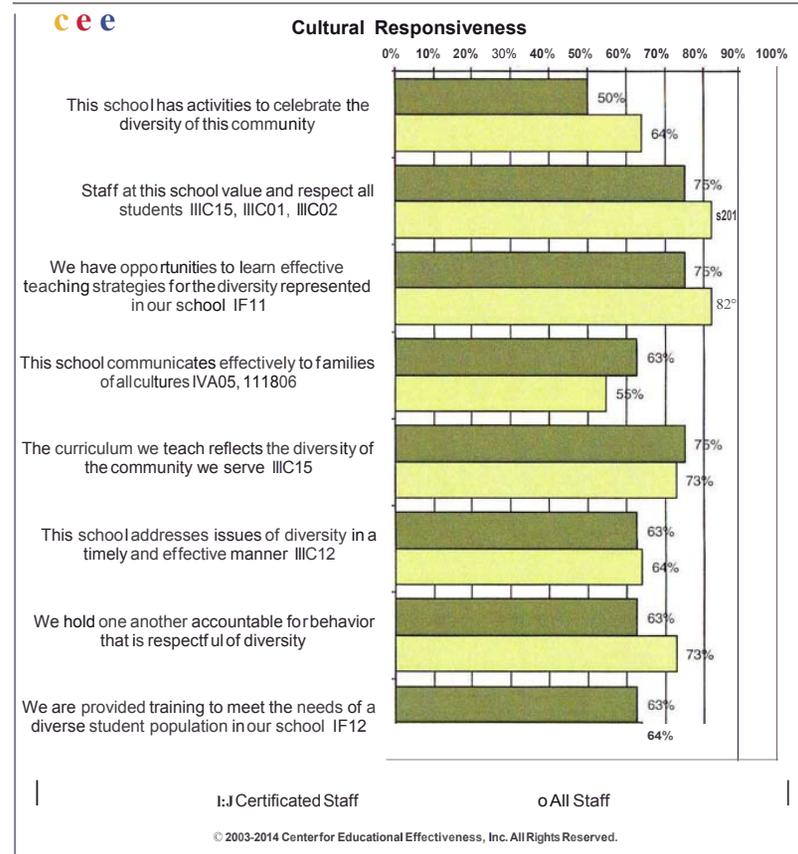
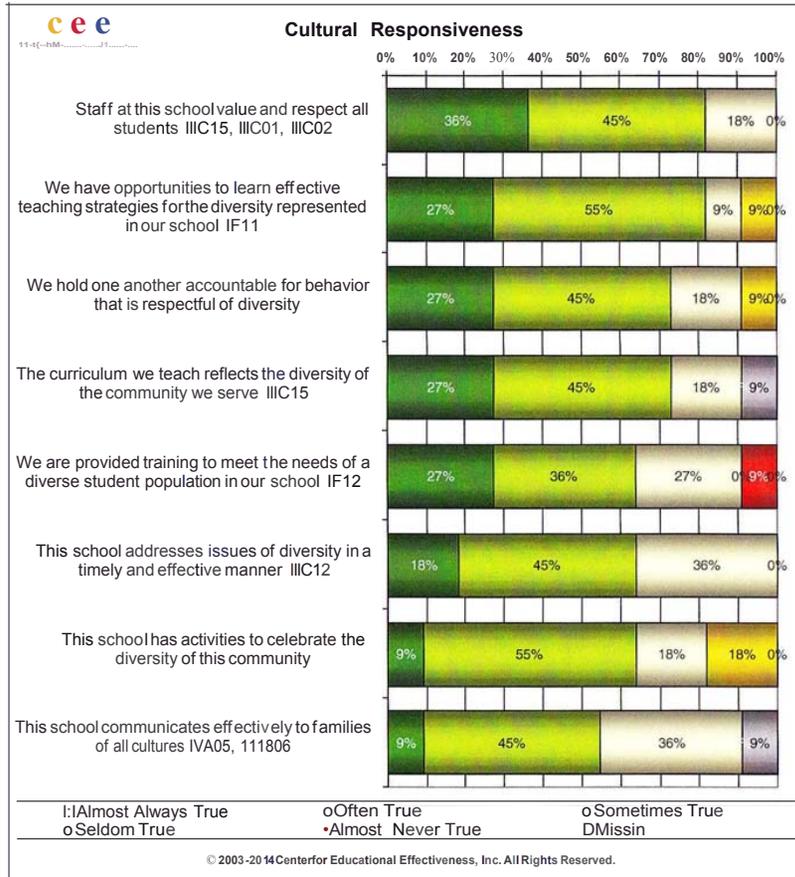
Certificated Staff	N= 8
All Staff	N= 11

Observation of Practice



Certificated Staff	N = 8
All Staff	N = 11

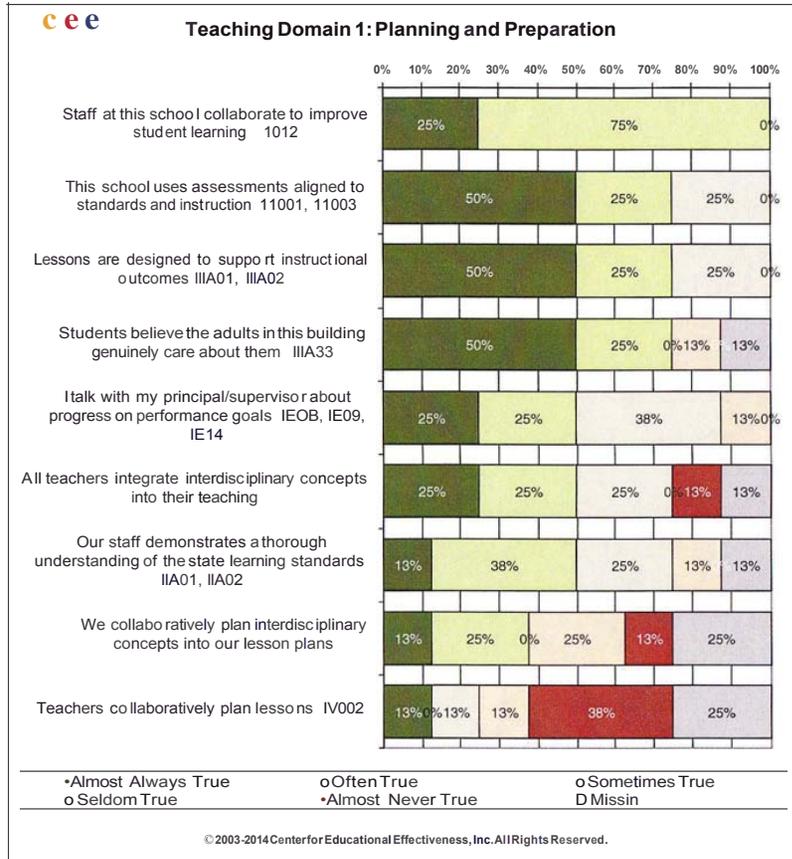
Cultural Responsiveness



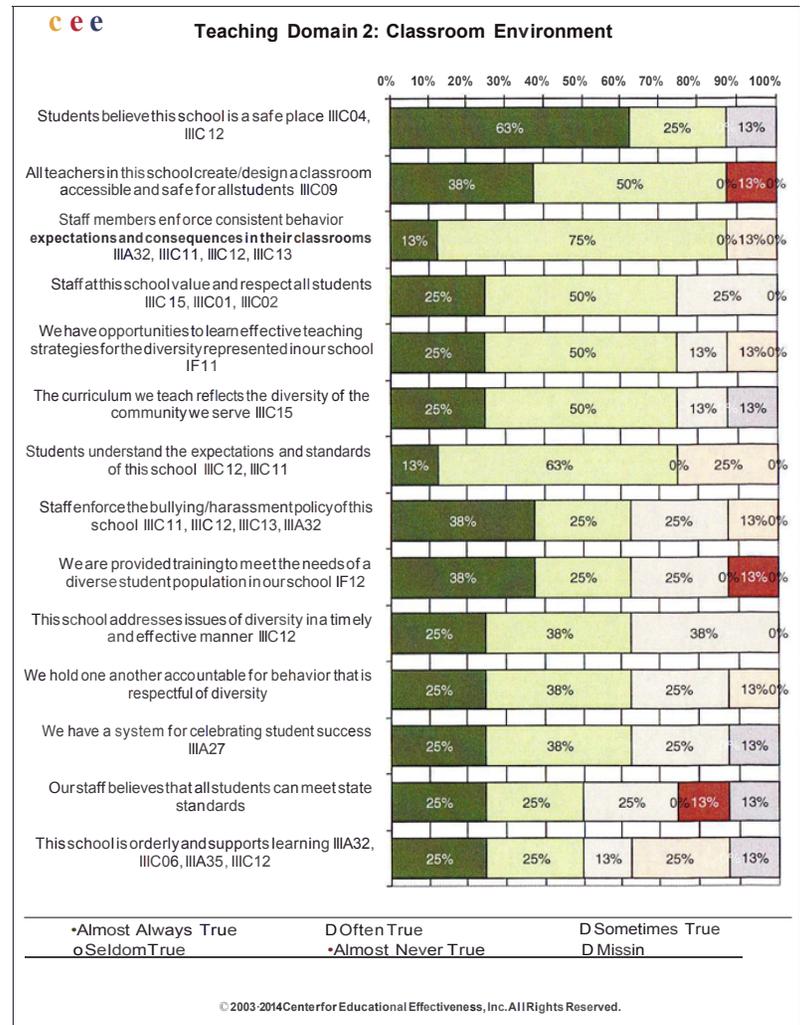
Certificated Staff	N = 8
All Staff	N = 11

The Idaho Framework for Teaching

Idaho Teaching Domain 1: Planning and Preparation

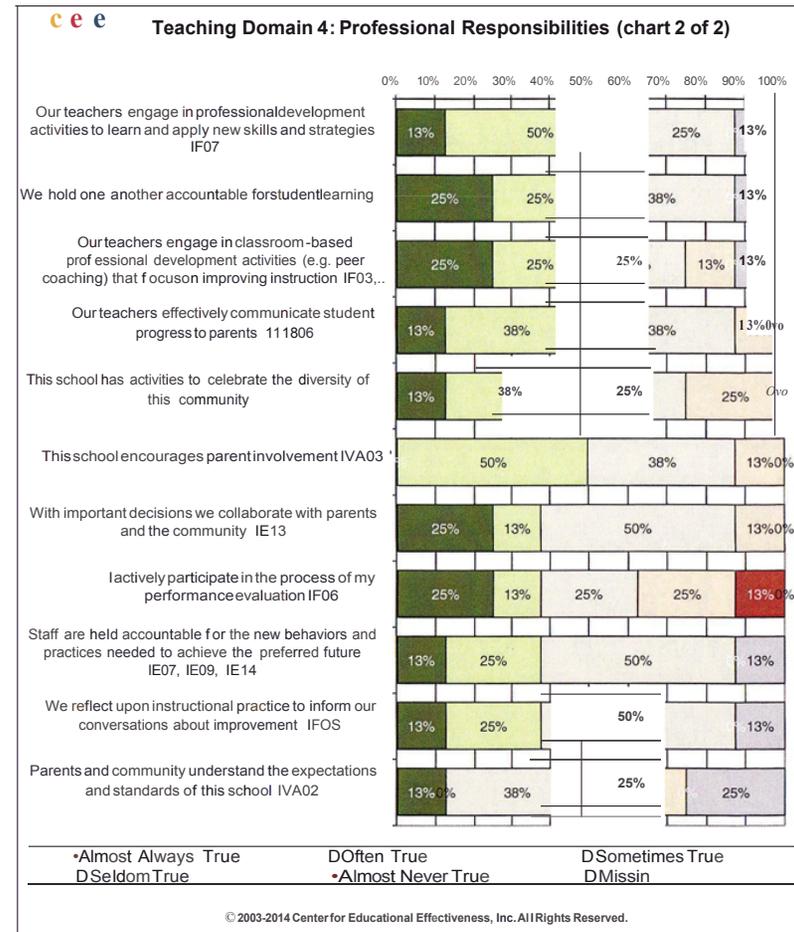
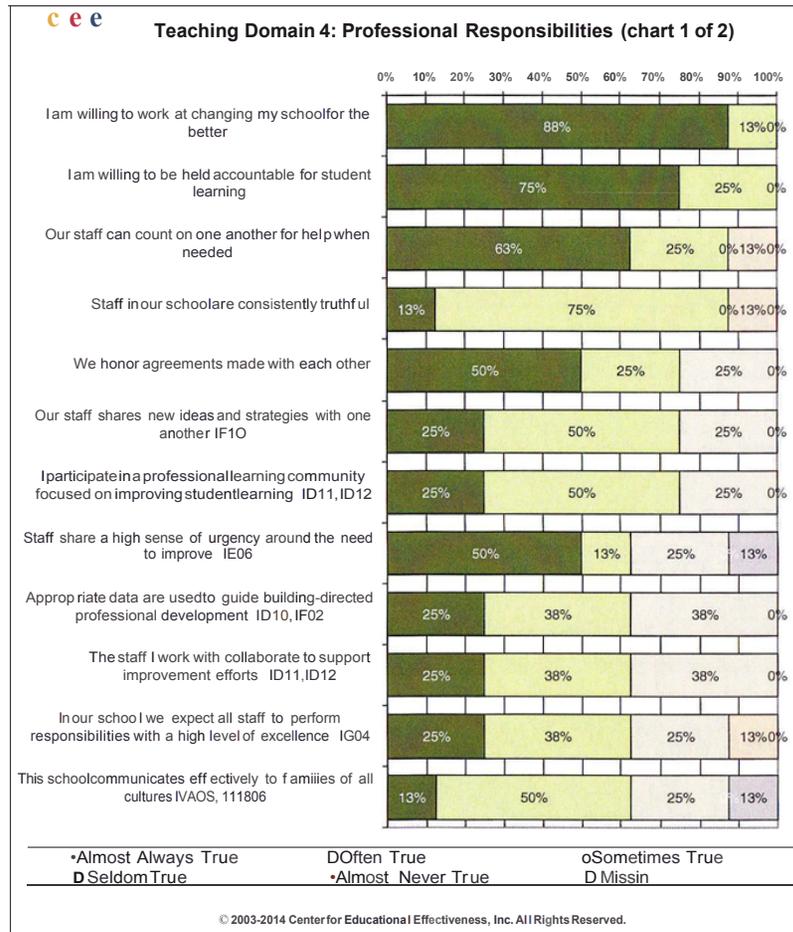


Idaho Teaching Domain 2: Classroom Environment



Note: These charts contain responses from certificated teaching staff only.

Idaho Teaching Domain 4: Professional Responsibilities



Note: These charts contain responses from certificated teaching staff only.



Parent Involvement Plan

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. **Develop a Parent Advisory Committee:** The school will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of our school Title I program as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student in this school is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of 6 to 12 parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school respond to any such suggestions as soon as practicably possible.
2. **Annually review our Parent Involvement Plan:** The school will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan. The plan will outline how the school will work with their parents to throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
3. **Annually review our Parent /School Compact:** The school will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be annually provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year

parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.

4. **Annually establish how Title I Parent Involvement Funds will be used:** The school will, with consultation and input from their parents, annually develop a plan for use of any and all Title I parent involvement funds. These funds will be used to provide parents with materials, pay reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable participation in school related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be completed at the first meeting of the school year, and be shared with all parents.
5. **Annually review the use of Title I funds and evaluation of the use of these funds:** The school will, with consultation and input from their parents, annually review how Title I funds will be used throughout the school year. This should be done at the first meeting of the year. Parents will be provided with data that supports the use of these funds and be asked for their input. Before the end of each school year parents will be provided with evaluation information/data that assesses the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.
6. **Facilitate regular, meaningful two-way communication:** The school will hold an annual meeting for parent to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at Back to School Night, early in the fall. The school will also offer this information at meetings held at flexible and convenient times for parents. The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in the parent newsletter monthly. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.
7. **Build the capacity of parents to support their child(ren)'s learning:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. This will include a family math night and a family reading night. The school will also work with the district and a local program to offer Love and Logic courses for parents.
8. **Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school:** To the extent feasible and appropriate, the Title I consulting teacher and Special Education teacher will work with the preschool program and Head Start to conduct activities that encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to tour the school, meet staff and obtain transition materials before the start of school for parents of children transitioning to Kindergarten.
9. **Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and education staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

Please fax, email or mail your written response or request for extension to:

Idaho Division of Building Safety
1090 E Watertower Street, Suite 150
Meridian, ID 83642

Office: 1-800-955-3044
Fax: 1-208-855-9669
E-mail: safety@dbs.idaho.gov

GROUPED FACILITY REPORT

Owner: **Heritage Academy**
500 S Lincoln
Jerome, ID 83338

Inspector: JEFF HARRIS
Inspection Date: 10/12/2016

Location:
500 S LINCOLN AVE
JEROME, ID 83338

Contact: Toni Carver
Contact Phone: 2085951617
Contact E-mail: tcarver@heritageacademyid.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

Facility / Business No: E-479-0001 / 14840

Heritage Academy

Completed: 10/12/2016

Recommendations:

(10/12/2016 2:36 PM JHA)

1. 2nd. REPEAT: Floors, ramps, docks, walkways, catwalks, etc. are required to be kept in good repair. Multiple areas with sidewalks & Steps outside. 07.04.01.011.01 070.08.b

2. Flexible cords used to power equipment or appliances requiring grounding shall have a grounding lug installed on the plug. Vacuum mising ground prong. 07.04.01.011.01 150.05.b

3. Chemicals shall not be stored near, over, or under a sink. Recommend that no chemicals be accessable under sinks to students. 07.04.01.011.01 111.06.s

4. The building is required to be maintained in a safe condition & shall be made safe. Attic access needs to be covered. & missing ceiling tiles need to be replaced. 07.04.01.011.01 030.08.b

Facility / Business No: E-479-0002 / 15181

Heritage Academy Playground

Completed: 10/12/2016

Recommendations:

(10/12/2016 2:37 PM JHA)

No unsafe or hazardous conditions noted on this date.

Heritage Academy Strategic Plan 2016-17

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

Belief Statements

We believe:

- In creating a positive learning environment
- In empowering students and all Heritage Academy community members
- That all students can learn
- That Heritage Academy is a safe and caring place
- In serving and respecting others
- Learning should apply to the real world
- Creating opportunities for exploration
- All members of our school community can be problem solvers
- We are always growing, changing and adapting
- That all Heritage Academy community members will act with integrity and good character
- That all Heritage Academy community members are life-long learners

BOARD STRATEGIC PLAN GOALS

2012-13

- Form and implement committee structure (completed 2013)
- Transition from founding board to governing board (in progress – 2013-14)
- Review Charter and make sure responsibilities are assigned so all legal requirements are met (completed, summer 2014)

2013-14

- Review long-term facility needs and create a 10-year facility plan (in progress – expect to complete December 2014)
- Review implantation of the SEM and work of administrator to create a 5-year plan (completed, summer 2014)
- Review curriculum and technology needs and create a 5-year plan (in progress – expect to complete December, 2014)

2014-15

- Review enrollment data K-6 model and discuss 7-8 option (pursue amendment to charter if necessary) (completed, 2013)

- Review student achievement data and work with administrator to address any needs or concerns (completed initial steps and improvement plan during 2013-14 school year)
- Review community involvement and community partnerships and create a 3-year plan (in progress)
- Set and meet 3 year academic achievement goals resulting in over 85% proficiency in all core content areas (in progress, expect to complete by May 2015)

2015 – 16

- Board Strategic Plan Goals
 - The Marketing Committee Chairman will create a playground committee that includes at least one member of the facilities committee, one member of the finance committee, one HA administrator, one parent and one student. The committee will develop a proposal for the Board no later than spring break 2016 for a playground.
 - The Board will fill vacant positions and update its recruitment, retention and succession plan by January 2016.
 - The Board will conduct 15 minutes of board training at each meeting, beginning in September 2015.
 - The SEM and Student Achievement Board Chairman will work with the K-5 and Middle School Principals to create an SEM plan and professional development graduate course for staff members, by April 2016.

- Staff Strategic Plan Goals:

All HA staff will utilize accurate and current data to inform instruction and program implementation

- Each staff member will identify at least one instruction or program implementation responsibility he or she has, by Sept 1
 - Each staff member will identify all data that are related to that responsibility by October 1
 - Each staff member will meet with his/her supervisor and create a data-driven plan to achieve specific goals in that area, by November 1
 - Each staff member will meet with his/her supervisor a minimum of once a quarter to review progress in using data and achieving the goal
- Teachers will have students set 1 academic and 1 behavioral goal and use an age-appropriate version of the same model to achieve those goals (SMART)
 - HA Leadership team will create a weekly school culture survey and collect and analyze data to identify trends in behavior and school culture. During second semester, the leadership will develop a draft plan for addressing any significant issues and trends and will share the draft with the HA Staff by spring break.

2016-17

1. **Clear and Shared Vision and Purpose** - Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

Annual Goal:

Staff: The Superintendent will develop 3 areas of focus, and associated professional development calendar/activities. Share these during the August strategic planning retreat.

Board: The SEM and Student Achievement Committee will meet quarterly to develop a plan to implement additional SEM components and to develop mission-specific goals for submission to the IPCSC.

2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

Annual Goal: The Leadership Team will develop a Professional Learning Community (PLC) focused on student growth, during September in-service. Check teachers' growth targets (based on Aimsweb probe data and fall IRI scores) to make sure they are challenging and lead to proficiency in meeting grade-level standards.

3. **Effective School Leadership** - Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Annual Goal: The Superintendent will focus efforts on both continuing staff implementation of strong academic programs (master schedule, core curriculum and intervention programs) and on implementing the 7 Mindsets

4. **High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

Annual Goals:

Staff: The Superintendent and Leadership Team members will facilitate monthly in-service days that allow staff members to collaborate in meaningful ways.

Board: The Marketing and Parent/Community Involvement Committee will meet monthly to develop a comprehensive communications plan. This plan will be presented to the Board no later than the March 2017 regular board meeting.

5. **Curriculum, Instruction and Assessment Aligned with the Standards** - Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Annual Goal: The Superintendent will monitor staff members' progress and proficiency in implementing core curriculum (EngageNY, CKLA) and intervention programs by conducting walk-throughs a minimum of 2 times per week in each classroom. Provide feedback to teachers using template developed last year, at least once a week.

6. **Frequent Monitoring of Teaching and Learning** - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

Annual Goal: The Superintendent will monitor staff members' progress in implementing the master schedule, with fidelity, and implementing effective instruction and classroom management strategies by conduction walk-throughs a minimum of 2 times per week in each classroom.

7. **Focused Professional Development** - Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Annual Goal: The Leadership Team will ensure that all teachers receive, and participate in professional development supporting our 3 school focus areas. The team will monitor the professional development calendar and meet with presenters both before (to brainstorm and ensure training is focused and effective) and after, to evaluate the training and determine what follow-up training is necessary.

8. **Supportive Learning Environment** - The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Annual Goal: This is area of strength for our school. The Superintendent will maintain and build on the efforts that were started 4 years ago – continuing things like enrichment clusters; being available in the hallways to talk to students; kindness and compassion days; community service; 7 mindsets, etc.

9. **High Level of Community and Parent Involvement** - There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Annual Goal: The Board Marketing and Parent/Community Involvement Committee will work with the staff Parent Involvement Coordinators and Federal Programs' Director to develop a comprehensive plan for Board consideration (by the end of the 2016-17 school year).

2016- 17 Schoolwide Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

HA TEACHER EXPECTATIONS

- Instruction
 - ✓ Teachers are “on their feet” and engaged 100% of instruction time, as defined in the master schedule
 - ✓ Teachers focus on core and do not implement extras or favorites until data show students are proficient in reading, language arts, math, science, social studies and technology (for 5th – 8th grade)
 - ✓ Core instruction in reading and math is uninterrupted and the full time allotted is rigorous math/reading instruction
 - ✓ Teachers utilize a variety of research-based whole group, small group and individual instructional strategies identified as best practices
 - ✓ Teachers utilize a variety of research-based direct instruction, collaboration and hands-on instructional strategies in their classrooms
- Management
 - ✓ Teachers train students to follow school procedures and meet teacher and school expectations

- ✓ Teachers train students to ignore interruptions
- ✓ Teachers only allow 1 student at a time to leave the room
- ✓ Teachers require the use of a hall pass or planner when students leave the room
- ✓ Teachers train students to use the restroom and get drinks one at a time or as a whole class, with adult supervision
- ✓ Teachers begin classes and core instruction at the designated times identified in the master schedule
- ✓ Teachers arrive by 7:45 am and stay until 4:00 pm
- Duties
 - ✓ Teachers supervise students in the hallway, except during designated recess or break times, when another staff member is assigned that duty
 - ✓ Teachers train students to meet appropriate expectations while they are supervising the students
 - ✓ Teachers walk students in and out of the building and to specials, recess, lunch, etc. unless another person is assigned that duty
 - ✓ Teachers provide direct supervision to students 100% of the time that students are assigned to them (all times except designated lunch and prep times)
- Culture
 - ✓ Teachers have elevated discussions with students that always encourage, engage and challenge students
 - ✓ Teachers communicate the value of learning, kindness, respect, organization, creativity and cleanliness – both by their words and their actions
 - ✓ Teachers model appropriate behavior in classrooms and hallways
 - ✓ All teachers are responsible for teaching and training all K-8 students (not just the ones in their respective classes)
- Other
 - ✓ Teachers follow the master schedule with fidelity
 - ✓ Middle school teachers follow the bell schedule and minimize transition times
 - ✓ Teachers utilize the student data management system for attendance, lunch count and grades, and they enter data daily
 - ✓ Teachers implement Heritage Academy adopted curriculum with fidelity

HA ADMINISTRATOR EXPECTATIONS

HA Administrators and Leadership Team members will adhere to applicable teacher expectations. In addition, administrators will be expected to meet the following expectations:

- Communication
 - ✓ Administrators will communicate relevant information in a timely manner
 - ✓ Administrators will utilize effective communication tools
 - ✓ Administrators will take the time to think about the stakeholders involved in an issue and include them in the communication process
 - ✓ Administrators will seek to identify and utilize communication tools that are easy to use; indicate the urgency of an issue; indicate the audience for which the message applies, and are accessible to the appropriate stakeholders
- Consistency
 - ✓ Administrators will have consistent expectations of staff members
 - ✓ Administrators will communicate their expectations in advance
 - ✓ Administrators will be consistent in implementing rules and policies
 - ✓ Administrators will consistently apply a “love and logic” approach to situations
 - ✓ Administrators will create a safe environment for children and adults, at all times

- ✓ Administrators will facilitate regular staff and team meetings
- ✓ Administrators will attend and contribute to regular leadership team meetings
- ✓ Administrators will create a culture of accountability for staff members and students to achieve high standards
- Support
 - ✓ Administrators will be available to help with planning, curriculum, instruction, behavior, brainstorming and general questions
 - ✓ Administrators will have patience and empathy
 - ✓ Administrators will recognize staff members' gifts and accomplishments
 - ✓ Administrators will provide specific and timely feedback
- Logistics
 - ✓ Administrators will provide staff rosters, chain of command information and contact information for staff members
 - ✓ Administrators will provide a master schedule
 - ✓ Administrators will provide information regarding responsibilities for each area of operation (facilities, transportation, curriculum, technology, professional development, etc.)

HA STUDENT EXPECTATIONS

Staff members, at Heritage Academy, will teach students to meet the following expectations:

- Behavior:
 - ✓ Students will be respectful of themselves, other students and adults
 - ✓ Students will be accountable for their actions and their attitudes
 - ✓ Students will be responsible for where they are supposed to be and when they are supposed to be there
 - ✓ Students will be punctual for classes
 - ✓ Students will deal with problems directly with the person who can help them solve the problem (chain of command)
 - ✓ Students will deal with issues in a timely and appropriate manner
 - ✓ When a problem is resolved, students will move on, forgive and forget
 - ✓ Students will use effective strategies to determine the "need to tell" versus "tattletale" issues
 - ✓ Students will use effective problem-solving and coping strategies such as "stop, walk, talk" and journal
- Culture
 - ✓ Students will be respectful of and responsible for, the building, furniture, supplies, lockers, hallways, bathrooms, cafeteria, playground, bathrooms and classrooms
 - ✓ Students will work on developing strong character through implementing the 7 Mindsets
 - ✓ Students will be 100% engaged (SLANT)
 - ✓ Students will be kind and appreciative toward others
 - ✓ Students will show empathy and tolerance to peers and adults
 - ✓ Students will do their best
 - ✓ Students will embrace opportunities to learn and have fun learning
 - ✓ Students will participate in school activities
 - ✓ Students will be helpful to others
- Academics
 - ✓ Students will be 100% accountable for their work
 - ✓ Students will show integrity and honesty in completing their own work
 - ✓ Students will develop and work toward academic goals

- ✓ Students will understand that they need to grow and will be able to identify specific areas of focus for growth
- ✓ Students will exhibit the following characteristics: responsibility, perseverance, self-motivation, engagement and attentiveness.
- ✓ Students will be proficient or advanced in meeting the academic standards for their grade levels

COMMITTEES

Budget and Finance committee –Kris Gilgren (chair); Toni Carver; Christine Ivie (staff)

- Review budget and monitor financial reports
- Meet monthly with Administrator and Business Manager
- Review recommendations from the Administration
- Provide budget recommendations to the Board
- Community relations, marketing and fundraising committee
- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

Facilities committee – Kris Gilgren (chair); Robert Hunter (staff)

Board operations committee - training; board and strategic plan – Sarah Ahrens (chair); Teresa Berry (staff)

- Develop plan for board self-evaluation
- Ensure self-eval was completed this year
- Review and create recommendations for follow-up based on self-eval
- Plan and coordinate board training activities

Administrator Evaluation & Certified Staff Professional Development – Amanda Bingham (chair), Christine Ivie (staff)

- Review evaluation process for administrator and make sure all eval processes are aligned with new SDE requirements
- Coordinate principal evaluation for the year
- Receive recommendations regarding professional development (from administrator) and present to Board

SEM and Student Achievement - Anneli Crouch (chair), Christine Ivie (staff)

- Works with principal to plan SEM implementation and monitor progress
- Monitors compliance with charter (for both SEM and student achievement goals)

Community relations, marketing and fundraising committee –Tiffany Packard (chair); Toni Carver (staff)

- Works with Business Manager on marketing plan
- Works with administration on capital campaign
- Works with Business Manager, Administrator and PTO President to develop community partnerships

TIMELINE FOR COMMITTEES

All committees will meet at least one time each semester. Committee reports will be included on all regular monthly board meeting agendas. Each committee chairman will have time scheduled to present information from his or her committee, however, each committee chair may table his/her report when there is no new information to report.

What We Hope From Stakeholders

Stakeholders (What we hope they do or qualities we hope they have):

- Board members
 - Work as a team
 - Adopt policies (& follow) & budget
 - Know & follow procedures & chain of authority
 - Oversight – fiscal, programmatic
 - Monitor & Evaluate administrator
 - Deal with personnel & student discipline issues referred by Administrator
 - Evaluate & hold admin accountable
 - Strategic plan & alignment – in decision making
 - Training, roles and balance
- Administrator
 - Strong leader (effective)
 - Support teachers
 - Model positive attitude, integrity & respect
 - Create stability & calm environment
 - Proactive – schedule, reports, etc.
 - Communicate regularly – board, staff, students & PTO
 - Not afraid to deal with problems & confrontations
 - Manage school district
 - Mentor teacher
- Students
- Teachers
 - Teach to standards
 - Providing problems to solve
 - Teach & model integrity and respect
 - Positive attitude without gossip
 - Input into decisions
 - Lifelong learners
 - Reflective
- Parents
 - Volunteer
 - Respect the school, teacher, admin
 - Be a parent
- Other staff members

Tasks To Be Done

Task	Goals	Done By	Page # in Charter Petition	Deadline
Create a yearly plan that will address the goals and philosophy of the school		Governing Board – (SEM/Student Achievement Committee – Anneli Crouch & Administrator)	6	
Create a Professional Development Plan which he/she will address interests and goals		Each Employee (Prof Dev Committee – Amanda Bingham)	7	
At the semi-annual parent/ teacher conference, parents will be asked to model appropriate goal setting and honest self evaluation. Parents will be asked to complete a personal improvement plan that will be included in the student’s portfolio and will be reviewed at each conference.		Admin/ Teachers – (Community Relations Committee – Sarah & SEM Committee – Anneli Crouch and Administrator)	7	
The administrator position will be evaluated semi-annually by the board, based on mutually agreed upon metrics and criteria.		Board (Admin Eval Committee – Amanda Bingham)	13	
Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences in Handbook.		Admin/ teachers (No Board Committee – Administrator) Board will approve handbook.	15	
As a school we will participate in an integrity initiative program, which promotes the development of responsibility, respect, compassion, trustworthiness, honor, and citizenship.		Admin / teachers (Student Achievement Committee – Anneli Crouch & Administrator)	15	
Use TTP to measure and develop appropriate enrichment activities		Teachers – (Administrator); Board will include evaluation	21	

and develop an individualized learning environment based on each students strengths and talents.		of this in the administrator's evaluation each year		
Measurable Student Standard Plans (for stategic plan)		Board (Student Achievement Committee & Administrator)	32	
Convene one regular monthly meeting, or as often as is reasonably necessary, subject to Idaho Code 23-67-2340 through 2347, and provide an opportunity for public input.		Board (Board Operations Committee – Sarah Ahrens)	36	
Each year HA will establish an enrollment admissions deadline which shall be the date by which all requests for admissions to attend the school for the next year must be received.		Admin/ Enrollment Committee (Committee Relations Committee – (Tiffany Packard)	45	

Heritage Academy Superintendent/Administrator Report

May 2016

School Demographic Information:

- 94% of our students meet the criteria for economically disadvantaged
- Over 65% of our families are eligible for free lunch via direct certification – because this is the case, we continue to qualify for the schoolwide free breakfast and free lunch program
- Over 25% of our students have disabilities that impact their education
- Over 10% of our students have medical challenges that require accommodations

Student Enrollment:

- Fall 2016 Enrollment
 - K = 22
 - 1st = 23
 - 2nd = 22
 - 3rd = 24
 - 4th = 21
 - 5th = 22
 - 6th = 21
 - 7th = 17
 - 8th = 10

TOTAL = 182

Additional Information/Upcoming Dates to Remember:

- May 10th – Kindergarten Screening and Registration; Teacher data inservice
- May 13th – School Carnival
- May 17th – Circles Training; 3rd and 4th grade field trip to Boise
- May 19th –Healthy Life Assemblies
- May 24th – 8th Grade Graduation
- May 25th – Kindergarten Graduation; Character Award Assemblies
- May 26th – Last Day of School – Early Release and Field Day

Student Discipline:

- ✓ Minor K-3 discipline issues (cutting or pushing in line; not taking turns; saying mean things, etc.) – consequences ranged from verbal and written apologies to missing recess
- ✓ 5th Grade – Bullying and interpersonal conflict – Mrs. Johnson and Mrs. Sauer have been working with the class on effective friendship and conflict resolution skills
- ✓ Middle School – one school threat incident – student suspended and possible referral to the Board

Volunteer Opportunities – contact Mrs. Cornwell:

- ✓ Painting – staff bathroom, lockers
- ✓ 8th Grade and Kindergarten graduations
- ✓ 8th Grade Trip
- ✓ End of Year Field Day

Thank You

- ✓ Mrs. Berry – for doing an excellent job facilitating all of our ISAT testing
- ✓ K-8 Teachers – for completing testing for another year
- ✓ Mrs. Kalulu and Mrs. Jacobsen – for a wonderful Lifetime Sports field trip
- ✓ Mrs. Johnson – for contributing so many wonderful things to our school, as part of her social work internship. We appreciate her hard work and dedication to our school and we congratulate her on finishing her social work degree.
- ✓ Mrs. Jacobsen and the fundraising committee – for preparing for our spring carnival
- ✓ Mrs. Coelho and HA Parents – for the many kind things they did to thank our teachers during teacher appreciation week, and for a great Hawaiian lunch to celebrate teacher appreciation week.
- ✓ Grandma Ulyses – for working with our 2nd grade class this year. We appreciate having her as part of the HA Team!
- ✓ Local Businesses – for donating prizes for our spring carnival raffle
- ✓ Ms. Bizik, 8th Grade Parents and Grandparents – for helping plan our 8th grade graduation
- ✓ Mrs. Bailey and Ms. Johnston – for their help in identifying areas of need in our school and helping our teachers implement new curriculum and teaching strategies
- ✓ Mrs. Kary – for all of the ways that she has helped our school over the past 5 years! We will miss seeing her each week and wish her a wonderful retirement!!!

Student Achievement:

Overview:

Common Core State Standards (CCSS)

What are they?

- ✓ A set of standards that define expectations for K-12 students, in mathematics and English language arts. The CCSS identify what students need to know and be able to do.

How are they different?

- ✓ The CCSS were developed after the business community and higher education (college) community determined that many high school graduates were not fully prepared for the workforce or college.

Representatives from those two communities worked with K-12 educators to identify standards that they all agreed would ensure students are prepared for the future.

- ✓ The CCSS have similarities to the standards each of the 50 states had used prior to CCSS. The CCSS tend to focus on both knowledge and the application of knowledge to real-world problems.

Does the CCSS tell schools what to teach?

- ✓ No – the CCSS establishes the goals for learning. The local school board, in cooperation with educators within a district, determine how to meet the goals. Many districts adopt curriculum that is aligned to the CCSS. In other words, many adopt curriculum that has been designed to help students meet the standards for each grade-level, at the appropriate time. It is important to remember, however, that the local school district and teachers determine what materials and resources will be used to help students meet standards.

Can I get a copy of the CCSS?

- ✓ Yes! Dr. Ivie has copies of the CCSS. You may also find them on the web at corestandards.org or you may download the CCSS app on your phone or tablet.

Assessment

What assessments do we use at Heritage Academy?

- ✓ Our goal is to use assessment to inform instruction. We administer all of the assessments required by the State of Idaho:
 - Idaho Reading Indicator (IRI) – this measures reading proficiency in grades K-3
 - Idaho Standards Achievement Tests (ISAT) – these measure English language arts, mathematics and science proficiency in grades 3 - 10
 - World-Class Instructional Design and Assessment (WIDA) – this measures English language acquisition and proficiency for students who do not have English as their first or native language
- ✓ Our teachers and our leadership team use monthly assessments in English language arts, reading and mathematics, to monitor student growth in each area.
 - Aimsweb – Aimsweb assessments are nationally normed and our staff members are trained to administer and interpret data from Aimsweb. Those data are then used to set individual student goals and to communicate progress information to other staff members and parents or guardians.

- ✓ Our teachers use a variety of curriculum-based assessments to identify areas of need and to assess students' progress in each content area
 - These assessments can occur before, during or after a unit or lesson. Teachers use the data to plan lessons, make changes in a lesson or unit (to address areas of concern) or to calculate students' grades at the end of a unit, quarter or semester.

How are our students doing on state and school assessments?

- ✓ We are glad to see our students are growing more this year. We need to see more growth in order to help our students meet the standards and prepare for successful lives.

What do we do to help our students grow more and meet the standards?

- ✓ One of the most effective ways to ensure student growth and proficiency is to implement research-based core curriculum, with fidelity. That means the best way for us to make sure our students succeed is to have good, research-based curriculum in math, reading, social studies and science, with great teachers implementing the curriculum the way it is designed to be implemented.
- ✓ We are utilizing EngageNY, for math in K-8, and we will most likely transition to CKLA, for Reading/Language Arts in grades K-8. Both programs are rigorous, aligned to the CCSS and use a combination of best practices to help students meet standards in all areas. They are both developed by educators and can be downloaded and printed, to create teachers' manuals that are less expensive and easier to update than traditional textbooks. Our teachers have reviewed the programs and believe they will help us improve instruction and student achievement.

Are teachers responsible for test scores?

- ✓ Yes and no. Teachers are ultimately responsible for making sure students learn and grow. If a teacher looks at State assessment scores, classroom assessment data, class work and other available information, and sees that his or her students are not growing, that should alert the teacher that he/she needs to change something in instruction. If an individual student is not growing, then the teacher would gather more information and try to determine why the student isn't growing.
- ✓ The school is also responsible for student test scores. If the overall scores, within a school, are not improving, then the administrator and leadership team members should review the following and make changes that allow teachers to succeed and students to grow.

What are the primary things that affect student achievement or test scores?

- ✓ Curriculum – the school district needs to choose research-based curriculum that is aligned to standards. Intervention materials should support the selected curriculum.
- ✓ Instruction – teachers need to utilize effective instructional strategies – this includes teaching methods, classroom management strategies, activities (whole-group, small group, individual) and interventions
- ✓ Time – the administrator needs to create and implement a master schedule that maximizes instruction time and reduces interruptions. The master schedule should reflect best-practices in instruction time for core content areas (for example, 90 minutes of core reading instruction). Interventions should occur outside of core content instruction time. Teachers should follow the master schedule with fidelity.

How is our school doing?

- ✓ Here are our spring assessment results. The ISAT results will be coming soon.

Spring IRI scores:

- Kindergarten
 - Benchmar
 - Strategic =
 - Intensive =
- 1st Grade
 - Benchmar
 - Strategic =
 - Intensive =
- 2nd Grade
 - Benchmar
 - Strategic =
 - Intensive =
- 3rd Grade
 - Benchmar
 - Strategic =
 - Intensive =
- 4th Grade
 - Benchmar
 - Strategic =
 - Intensive =
- 5th Grade
 - Benchmar
 - Strategic =
 - Intensive =



- WIDA assessments were administered in March – the WIDA assessment was administered to 18 students, to determine whether each student is eligible for services because he/she is an English Language Learner (ELL) and is not

proficient in using the English language. We will receive results later this spring.

- ISAT by SBAC were administered in April
 - Science
 - Advanced = [REDACTED]
 - Proficient = [REDACTED]
 - Basic and B [REDACTED]
 - Language Arts
 - 6th Grade Proficient or Advanced = [REDACTED]
 - 7th Grade Proficient or Advanced = [REDACTED]
 - 8th Grade Proficient or Advanced = [REDACTED]
 - Math
 - 6th Grade Proficient or Advanced = [REDACTED]
 - 7th Grade Proficient or Advanced = [REDACTED]
 - 8th Grade Proficient or Advanced = [REDACTED]
- Progress Monitoring Data available for individual students and classes – these data are collected each month. Please see Dr. Ivie for a general overview or to answer specific questions.

SMART Goals submitted for School Improvement Plan:

- 80% of K-3 grade students, enrolled at HA for a minimum of 1 semester, will score proficient on the spring 2014 Idaho Reading Indicator.
- 85% of 5th – 7th grade students, enrolled at HA for a minimum of 1 semester, will score proficient on end of cluster rubric evaluations by the end of May 2014.
- 70% of 4th – 7th grade students, enrolled at HA for a minimum of 2 semesters, will score proficient or advanced on the spring SBA math assessment by the end of May 2015.
- 70% of 4th – 7th grade students, enrolled at HA for a minimum of 2 semesters, will score proficient or advanced on the spring SBA language assessment by the end of May 2015.

Reports and Documents:

- I-SEE data submission – S Howerton, C Kary and T Carver continue with I-SEE data transmissions for the year. They continue to correct errors and make adjustments as needed.
- C Ivie, C Kary and T Carver have developed a variety of budget options for the 2016-17 schoolyear. They continue to make adjustments to the current budget based upon adjusted revenue and expenses.
- C Ivie is completing informal classroom visits and formal evaluations for certificated employees during the spring.
- C Kary and T Carver have completed a variety of budget reports required by the SDE and Commission.
- T Carver and C Ivie completed two school improvement grant applications. Heritage received one grant for \$9000 and is waiting to hear about the second grant.

- C Bizik completed an application for Heritage to receive funds for an extended reading intervention program. C Bizik and L Johnston designed a program they believe will meet our students’ needs and hope to implement the program next fall
- T Carver, C Ivie, C Bizik and C Kary are completing the Consolidated State and Federal Grant Application this week. They will submit to the Idaho Department of Education in order to receive ESEA funding for the upcoming school year.
- C Hunter continues to update the school website, and send communication to parents, with new information.

DRAFT - HERITAGE ACADEMY STAFF AND SCHEDULE 2016 - 2017

DRAFT STAFF LIST

- Superintendent, K-8 Principal, Counselor– Dr. Ivie
- Special Education Coordinator; Special Services Team Leader; Special Education Teacher – Mrs. Sauer
- Federal Programs & Curriculum Director; Middle School Team Leader; Middle School English Teacher – Ms. Bizik
- School Safety, Facilities & Transportation Director; Assessment Director; Middle School Math & Science Teacher – Mr. Hunter
- Special Education Teacher & K-8 PE Teacher – Mrs. Kalulu
- Middle School Technology Teacher, Power School Coordinator; Technology Director & K-8 Music Teacher – Mr. Ivie
- Kindergarten Teacher, Social Worker and Homeless Education Liaison – Mrs. Johnson
- 1st Grade Teacher - Mrs. Weir
- 2nd Grade Teacher; Teacher Mentor & Elementary School Team Leader –Mrs. Lehnus
- 3rd Grade Teacher, 504 Coordinator & Reading Coordinator – Mrs. Rasmussen
- 4th Grade Teacher – TBD
- 5th Grade Teacher – TBD
- Finance and Human Resources Director – Mrs. Carver
- Student Records Coordinator, Assessment Director & Clerk of the Board – Mrs. Berry
- Office Manager; Secretary & Power School Coordinator – Ms. Higgins
- Sunshine Committee Coordinator – Mrs. Coelho
- Literacy Proficiency Paraprofessional - TBD
- Middle School TA Coordinator; Paraprofessional – Mrs. Preston
- Paraprofessional & Marketing Coordinator – Mrs. Hunter
- Middle School Survival Skills Teacher & Special Education Paraprofessional – Mr. Phillips
- Special Education Paraprofessional, Art Coordinator & Parent Involvement Coordinator – Mrs. Cornwell
- Special Education Paraprofessional & Playground Supervisor – Mrs. Gonzales
- Paraprofessional & Playground Supervisor – TBD
- Substitute Teacher - TBD
- Nutrition Program Director, Head Cook & Fundraising Committee Chairman – Mrs. Jacobsen
- Nutrition Program Assistant – Mrs. Pasqual
- Nutrition Program Assistant – Mrs. Martinez

LUNCH

	11:10 – 11:45	11:45 – 12:15	12:30 – 1:00
Johnson - K	Recess 11:00 Lunch 11:15		
Weir – 1st	Recess 11:10 Lunch 11:25		
Lehnus – 2nd	Recess 11:15 Lunch 11:30		
Rasmussen – 3rd		Recess 11:45 Lunch 12:00	
TBD – 4th		Recess 11:45 Lunch 12:00	
TBD – 5th		Recess 11:45 Lunch 12:00	
6th, 7th & 8th			Lunch 12:15 Recess 12:45

Specials 11:45 – 12:45

TEACHER	Monday	Tuesday	Wednesday	Thursday
K – Johnson 11:45 – 12:15	PE and Dance - Kalulu	Art – Cornwell	Music – A Ivie	Technology – Preston
1st Weir 11:45 – 12:15	Technology - Preston	PE and Dance – Kalulu	Art – Cornwell	Music – A Ivie
2nd - Lehnus 11:45 – 12:15	Music – A Ivie	Technology - Preston	PE and Dance - Kalulu	Art - Cornwell
3rd - Rasmussen 12:15 – 12:45	PE and Dance - Kalulu	Art – Cornwell	Music – A Ivie	Technology - Preston
4th – TBD 12:15 – 12:45	Technology - Preston	PE and Dance - Kalulu	Art - Cornwell	Music – A Ivie
5th – TBD 12:15 – 12:45	Music – A Ivie	Technology – Preston	PE and Dance – Kalulu	Art - Cornwell

2016 - 17 Duty Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45 – 8:15 Playground	Mr. Phillips Mrs. Cornwell TBD	Mr. Phillips Mrs. Cornwell TBD	Mr. Phillips Mrs. Cornwell TBD	Mr. Phillips Mrs. Cornwell TBD
9:45 – 10:00 K Recess	Mrs. Hunter	Mrs. Hunter	Mrs. Hunter	Mrs. Hunter
10:15 – 10:30 1-4 Recess	Mrs. Weir	TBD	Mrs. Lehnus	Mrs. Rasmussen
11:00 – 1:00 Lunch Recess	Mrs. Gonzales TBD	Mrs. Gonzales TBD	Mrs. Gonzales TBD	Mrs. Gonzales TBD
2:00 – 2:15 K-3 Recess	Mrs. Preston Mrs. Pascual	Mrs. Preston Mrs. Pascual	Mrs. Preston Mrs. Pascual	Mrs. Preston Mrs. Pascual

MIDDLE SCHOOL SCHEDULE – 2016-17

	7:45 – 8:15	1 8:15–9:30	Breakfast Break 9:30- 9:45	2 9:45– 11:00	3 11:00 – 12:15	L 12:15- 12:30	LR 12:30 – 12:45	4 12:45 – 1:30	5 1:30– 2:15	6 2:15– 3:30	PREP 3:30- 4:00
HUNTER (ROBERT)		ASSESSMENT	Duty & PREP	6 Math	7 th & 8 th Grade Math	LUNCH & PREP	LUNCH & PREP	ADMIN	Math Learning Lab	7 th & 8 th Science	PREP
IVIE (AARON)		ECS (7/8)	Duty & PREP	School Tech Coord 9:45- 11:45	K – 2 nd Grade Music 11:45 – 12:45	3 rd – 5 th MUSIC/ TECH 12:15 – 12:45	3 rd - 5 th MUSIC/ TECH 12:15- 12:45	Audio/ Video	6 Technology	PREP	PREP
BIZIK		ADMIN	Duty & PREP	7 th & 8 th English	6 th English	LUNCH & PREP	LUNCH & PREP	LA Learning Lab	CURRICULUM	FED PROG ADMIN	PREP
KALULU		SPED	SPED	PREP	K – 3 rd PE 11:35 – 12:30	4 – 5 th PE 12:30-1	4 – 5 th PE 12:30-1	Lifetime	7 th & 8 th Grade PE	6 th Grade PE	PREP
PRESTON		Supervise Soc Studies IDLA 6 th Grade	ESEA	ESEA	LUNCH & PREP	K-4 Tech 11:45- 12:45	K-4 Tech 11:45- 12:45	Supervise TA's	ESEA	ESEA	PREP
SAUER		SPED	SPED	SPED	LUNCH 11:45- 12:15	SPED	SPED	SPED	Learning Lab Math – Title IA	SPED	PREP
PHILLIPS	Duty	SPED	SPED	SPED	SURVIVAL SKILLS	LUNCH	LUNCH	SPED	SPED	SPED	

Elementary Master Schedule

	K	1	2	3	4	5						
7:45-8:00	Early Recess											
8:00-8:15	Breakfast	Early Recess										
8:15-8:30	Calendar	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast						
8:30-8:45	Reading Block	Pledge, Etc										
8:45-9:00		Reading Block										
9:00-9:15												
9:15-9:30												
9:30-9:45												
9:45-10:00												
10:00-10:15	Recess	Recess	Recess	Recess	Recess							
10:15-10:30	Reading Centers	Recess	Recess	Recess	Recess	Recess						
10:30-10:45		Reading Centers	Reading	Math	Math	Math						
10:45-11:00		Reading Centers										
11:00-11:15	Lunch Recess	Lunch Recess	Lunch Recess	Math	Math	Math						
11:15-11:30	Lunch	Lunch	Lunch Recess (11:15-11:30)									
11:30-11:45			Lunch (11:30)									
11:45-12:00	Specials	Specials	Specials	Lunch Recess (11:45)	Lunch Recess 11:45 - 12:00	Lunch Recess						
12:00-12:15				Lunch	Lunch 12 - 12:15	Lunch 12 - 12:15						
12:15-12:30	Math	Math	Math	Specials	Specials 12:15-1	Specials 12:15-1						
12:30-12:45				Workshop	Workshop	Workshop	Workshop	Workshop				
12:45-1:00												
1:00-1:15	Math Centers	DEAR	DEAR	DEAR	Workshop	Workshop						
1:15-1:30												
1:30-1:45												
1:45-2:00	Social Studies/Science											
2:00-2:15							Recess	Recess	Recess	Recess	DEAR	DEAR
2:15-2:30												
2:30-2:45												
2:45-3:00	Clean Up											
3:00-3:15	Ready to Leave											

JOHNSON	7:45 – 8:15	8:15 – 11:00	11:00 – 12:00	12:00 – 2:15	2:15 – 3:30	3:30 – 4:00
	Prep	Kindergarten	Lunch & PREP	Soc Work	Kindergarten	Prep

2016 – 2017 Professional Development Schedule

Professional Development Focus Areas:

- ❖ School Culture Reflecting Love of Learning; Urgency for Growth & Kindness Toward All (Dr. Ivie)
- ❖ Engaging and Effective Instruction (Ms. Bizik)
- ❖ Assessment that Informs Instruction and Identifies Needs and Accomplishments (Mr. Hunter)

Daily

- Monday – Thursday
 - ✓ 8:45 – 9:00 Admin Meeting (Ivie, Bizik, Hunter)
 - ✓ 9:45 – 10:00 Power School Meeting (Ivie A., and Higgins)

Weekly

- Tuesdays 3:45 – 5:00
 - ✓ 1st Tuesday of Each Month – All Staff
 - ✓ 2nd – 4th Tuesday of Each Month – All Certified Teachers - we will have team meetings during this time as well as professional development for all teachers
- Thursdays 1:00 – 1:30
 - ✓ Child Nutrition Team Meeting
- Mondays 1:15 – 1:30
 - ✓ Playground Duty Meeting (Hunter, Thacker, Cornwell, Gonzales, Phillips, Hunter C.)

Monthly

- 2nd Friday of Each Month 9:00 am – 3:30 pm
 - ✓ 9:00 – 10:00 Federal Programs Team (Bizik, Ivie, Sauer, Hunter, Rasmussen)
 - ✓ 10:00 – 12:00 Student Assistance Program (Sauer, Bizik, Rasmussen, Ivie)
 - ✓ 12:00 – 1:00 Potluck and Book Discussion
 - ✓ 1:00 – 1:30 Break
 - ✓ 1:30 – 3:30 Small Groups and Team Meetings
- Committees – Chair will determine meeting schedule
 - ✓ Facilities (Mr. Lindley & Mr. Hunter)
 - ✓ Finance (Ms. Gilgren & Mrs. Carver)
 - ✓ SEM and Student Achievement (Mrs. Crouch & Dr. Ivie)
 - ✓ Personnel (Mrs. Bingham and Dr. Ivie)
 - ✓ Sunshine Committee (Mrs. Coelho & Ms. Higgins)
 - ✓ Fundraising (Mrs. Jacobsen)
 - ✓ Marketing and Community Relations (Mrs. Ahrens, Mrs. Carver and Mrs. Hunter)
 - ✓ Safe Schools and Wellness (Mrs. Kalulu, Mr. Hunter and Mrs. Jacobsen)

Summer Course: Engaging and Teaching Students with Poverty in Mind (NNU Credit Available)

Fall Course: Teach Like a Champion

August

- Aug 15 – Aug 17 Board and Staff Retreat
- Aug 18 – Work in Classrooms
- Aug 19

10:00 – Back to School Night Discussion

12:00 – Lunch on your own and work in classrooms

- Aug 22 – Work in Classrooms
- Aug 23 – All Staff

10:00 – HR Information and Updates (Mrs. Carver)

11:00 – Budget Overview (Dr. Ivie)

12:00 – NWPE Lunch Presentation

1:00 – Playground Expectations (Mr. Hunter)

3:00 – Break and Work in Classrooms

- Aug 24– All Staff
- 10:00 – Enrichment Cluster Overview and Planning (Dr. Ivie)
- Aug 25
- 6:00 – 8:00 pm Back to School Night
- September
- Tuesday Sept 6 – Special Education Overview (Mrs. Sauer and Dr. Ivie)
- October
- Tuesday Oct 4 – Christmas Program, Classroom Art and Theme Basket Discussion (Mrs. Lehnus)
 - Oct 27 – Parent Teacher Conferences (No School)
 - Monday Oct 31 – No School – Teacher Inservice – Fall Data Analysis
- November
- Tuesday Nov 1 – Homeless Education, School Counseling and Social Work Overview (Mrs. Johnson & Dr. Ivie)
- December
- Tuesday Dec 6 - TBD
 - Complete employee self-evaluation
 - Schedule individual meetings with your supervisor to review your evaluation and discuss progress on your annual goals
- January
- Tuesday Feb 7 - Parent Teacher Conference Discussion
- March
- Tuesday March 7 – ISAT and IRI Overview
- April
- Tuesday April 4 – School Carnival Discussion
- May
- Tuesday May 2 - TBD
- June
- Thurs June 2 – Report Cards and Teacher Check Out must be done by 4pm (Can turn in report cards and complete check out anytime between May 25 and June 2)

Duty & Committee Assignments 2016-17

Sunshine Committee	Parent & Community Involvement Committee	K – 5 Elementary Team	Middle School Team	Fundraising	SEM Cluster Planning & Coordination	Safe Schools Wellness Team	SAT & Intensive Intervention Team
Stephanie (Chair)	TBD (Becky)	Barb (Chair)	Cherrynn (Chair)	Lacey (Chair)	Christine (Chair)	Babes (Chair)	Michelle (chair)
Becky	Crystal	Courtney	Darlene	Toni	Teresa	Aaron	Cherrynn
Teresa	Stuart	Debbie	Robert	Crystal	Anneli	Stuart	Helen
Barb	Lacey	Michelle	Aaron	Darlene	Courtney	Lacey	Christine
Babes	Toni	TBD	Babes	Debbie	Michelle	Robert	Robert
	Judy	TBD	Stuart		Katie	Debbie	
	Cherrynn	Helen	Helen				
		Christine	Christine				

January 2015 Facilities Report

Facilities Committee: Kurt Hopper (Chair); Robert Hunter (Administrator); Blair Crouch (Member); David Ahrens (Member); Aaron Ivie (Member)

Facilities Updates:

- Electricians completed replacement of first and second floor classroom and hallway lighting, with energy efficient lighting. Replacement of office lighting was also completed.
- Classroom smoke detector batteries have been replaced
- Fire drills have been completed on a monthly basis
- Snow removal contract was approved and services will continue with Neuscapes
- Alarm system and land line phone issues have been resolved and both are functioning well
- Ms. Higgins now has a headset that allows her to answer the school phones from anywhere in the building
- All teachers have projectors and printers and audio/video technology to facilitate basic classroom use of technology.
- Second floor boys' bathroom plumbing repair was completed over Christmas break

Facilities Challenges:

- Monitoring the ceilings in Mrs. Fuger's and Mr. Hunter's rooms for signs of leaking or water damage
- Minor repairs and replacements to bulletin boards, door hardware, etc. completed
- Second floor bathrooms occasionally have problems with graffiti. Staff members are working on eliminating this and covering with paint.
- Second floor bathrooms have had some problems with furnace (furnace mechanism doesn't allow adjustment so the bathroom gets too warm)

Current Board Facilities Business Items:

- No current business items

Capital Improvement Plan Timeline and Action Items:

- 2014-2015
 - Complete electrical upgrades
 - Complete bid process for snow removal and lawn maintenance
 -
- 2015-2016
 - Complete boiler inspection, part replacement and maintenance
 - Complete resource room upgrades
 - Install lockers in middle school hallway

- Purchase and install air conditioners in classrooms
- 2016-2017
 - Complete sewer pipe replacement from building to city connection
 - Obtain front step and ramp replacement bids and complete work after spring thaw
 - Obtain roof replacement bids and schedule for either summer 2017 or summer 2018
 - Complete accessible playground development project and install playground equipment in the summer of 2017
 - Replace worn parts of exterior fence during summer break
- 2017-2018
 - Finish paying off facility debt (mortgage)
 - Finish roof replacement project
 - Upgrade outside doors
 - Begin capital campaign for gym/cafeteria/auditorium and middle school classroom building for northeast corner of property. Include elevator and walkway to K-5 building



HERITAGE ACADEMY
BOARD MINUTES
Location: 500 So. Lincoln, Jerome ID
June 9, 2016 7:00PM

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

This session is a public session for the purpose of conducting Heritage Academy business; patron comment time will be provided for in accordance with the established agenda.

7:00 pm –Board Meet and Mingle

This is a time for the board members to mingle with each other, staff and parents. No business for Heritage Academy will be discussed during this time

7:24 pm - CALL TO ORDER WELCOME – S Ahrens

- Pledge of Allegiance
- Reading of Heritage Academy’s Vision and Mission – A Bingham, K Hopper
- Roll Call – Establishment of a Quorum

Sarah Ahrens, Anneli Crouch, Kris Gilgren, Kurt Hopper, Amanda Bingham

- Approval of Agenda

A Bingham Motion to approve agenda as presented

A Crouch – second

Vote: all aye; motion carried

7:30 pm CONSENT AGENDA: *(Information in Board Packet)*

The Board previews the enclosures under Consent Agenda. If a Board Member elects, any consent Agenda item may be pulled and discussed at the meeting. If no item is pulled, acceptance will be automatic under the motion for the Consent Agenda.

- Approval of Minutes
 - May 12, 2016
- Approval of Bills Paid
- Payroll Report
- Budget

A crouch motion to approve the consent agenda as presented

K hopper – second

Vote: all aye; motion carried

7:27pm PUBLIC COMMENT

This time is open for public comment. Information shared during this time that is not on the agenda will not be added to this agenda or discussed by the Board during this meeting, but will be acknowledged by the Board and may be added to a future meeting as necessary.

No public comment

7:29pm REPORTS (for discussion only)

- Administrative Report – C Ivie

No comment

- Facilities Report – K Hopper, R Hunter

K Hopper shared information on facilities report. He clarified the date for the boiler repair to be in the fall.

- Budget & Finance Report – K Hopper, T Carver
 - Board Training on budget reading – C Kary

State funding, Federal Funding, Tax are where funds come from for schools. New money is coming to charter schools as the state is now giving money based on percentage of levy funds collected by all schools in the state. In 2018, we will have this money to help with building maintenance.

Our funding is figured from salary apportionment and discretionary fund based on grade level of students serviced, ADA (average daily attendance) and experience and education level of its teacher. In August the school gets 50% of its money based on previous year's numbers. November the school gets another 20%. February the school gets 20% of the current year's numbers. May the school gets the last 10% for the year. In July the state pays any extra that the school should have had based on the current year's numbers. Summer is very hard to keep the bills paid because of the slow release of money from the state.

The budget is an estimate. It will have changes because not all the staff is hired yet and student numbers can change. The board's job is to monitor the budget.

First column has the month prior that shows revenue and expenditures that have come during the fiscal year. Second column has the budget that was approved, 3rd column is the proposed budget (has some changes based on hired teachers and such) 4th column has the balance, last column is YTD. This budget only shows the general funds.

▪ Presentation of proposed 2016-17 Budget – C Kary & T Carver

We are keeping the budget figured with a very conservative student number of 175. C Kary went over different parts of the budget and explained disparities and estimates based on data that we won't have solidified until we have our ADA for 2016-17 year. Planned total revenue is \$1,535,877. She also went over each of the different categories: revenue; salaries & benefits; general fund expenses; total expenses. This leaves us a net of ~\$18,500.

▪ Title One Automatic Withdrawal – T Craver

The building payment was first set up through DL Evans with previous chairman, Blair Crouch as a signer. When he was taken off as a signer, this stopped the bill payment. T Carver is requesting that the board approve a new set up of automatic bill payment for the building through Title One for greater efficiency in the accounting system.

- SEM & Student Achievement - A Crouch

No additional report other than in the administration report.

- Marketing, Parent & Community Relations – S Ahrens

S Ahrens will be contacting a company to see if they will donate money to help us purchase our school marquee.

K Gilgren noted that First Federal had applications to fill out for charitable donations. She wondered if someone would pursue this. It was noted that charter schools are a non-profit organization.

- Administrator Evaluation & Cert. Staff Prof Dev. – A Bingham
 - Certificated Staff & Supplemental Contracts

Board was given a recommendation of a teacher for 4th grade.

- Service Provider Contracts

Board reviewed the contracts for Cierra Therapy and Primary Therapy Source.

- Board Training, Board Evaluation, Strategic Plan – S Ahrens
 - Board Seat Winner – K Gilgren

2 candidates went on to the nomination. By vote Karen McGee won 29-14. C Kary stated that Dr. Ivie suggested that the board consider not having a meeting in July and to swear in the new board members at the August retreat. The board decided to keep the meeting as scheduled.

- Board Resignation – K Hopper

K Hopper has a letter for the board to give his resignation. He is moving into a new chapter for his family and he needs to put his efforts into that now. He gave his appreciation for all the board is doing for the school and community.

- Interview Candidate(s) for Seat 1, 3 & 5

The board was pleased to interview Tiffany Packard. They reviewed her application and talked about the help her skills would be to the school and board. She stated that she has time to give to the board and follows through on her commitments. Tiffany is very excited about fundraising and marketing.

- Board Retreat

Board retreat is scheduled for Aug 15-16

A Bingham motioned to go into executive session pursuant to Idaho Code 67-2345(1)(a)(2)

A Crouch – second

Roll Call Vote:

A Bingham -aye

A Crouch - aye

K Lindley -aye

K Gilgren -aye

K Hopper -aye

S Ahrens -aye

Motion passed unanimously

9:16 pm - Executive Session

Pursuant to Idaho Code 67-2345(1)(a)(2) (CLOSED TO THE PUBLIC). Executive sessions:

(a)To consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. This paragraph does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general

K Hopper Motion to come out of executive session

A Bingham Second

Roll call vote:

A Bingham -aye

A Crouch - aye
K Lindley -aye
K Gilgren -aye
K Hopper -aye
S Ahrens -aye
Motion passed unanimously

9:53pm BUSINESS ITEM(s)

- Approval of 2016-17 Budget

A Crouch Motion to approve 2016-17 budget as presented
K Hopper Second
Vote: all aye; motion carried

- Title One Automatic Withdrawal

K Hopper Motion to authorize Toni to set up automatic withdrawal with Title One automatic withdrawal for building payment
A Crouch Second
Vote: all aye; motion carried

- Board Seat(s)

K Gilgren made a motion to appoint A Bingham to vacant seat 5 with term ending next year and to appoint Tiffany Packard to seat 3.
K Lindley second
Vote: all aye; motion carried

- Contracts Certified & Supplemental Contracts

A Bingham motion to approve contract for Martice Fontes
K Gilgren second
Vote: all aye; motion carried

A Crouch motioned to accept the contract for Toni Carver
K Hopper second
Vote: all aye; motion carried

- Cierra Therapy Contract

K Lindley Motion to approve Cierra Therapy contract as presented
A Crouch Second
Vote: all aye; motion carried

- Primary Therapy Source Contract

K Hoper Motion to approve Primary Therapy Source contract
A Bingham second
Vote: all aye; motion carried

Tiffany Packard was sworn in to seat 3 by Vice President Sarah Ahrens

K Gilgren motion to adjourn the meeting
A Crouch - second
Vote: all aye; motion carried

10:04pm ADJOURN

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during an Open Forum if applicable, please contact a Heritage Academy board member before the meeting opens. While the Board of Directors will attempt to address items in the listed order, some items may be addressed prior to or after the order listed above. To contact the Board of Directors, please email: tberry@heritageacademyid.org or call (208) 595-1617.



HERITAGE ACADEMY
BOARD MINUTES
Location: 500 South Lincoln Jerome, Idaho
October 8, 2015 7:00 PM

VISION

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

MISSION

Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.

This session is a public session for the purpose of conducting Heritage Academy business; patron comment time will be provided for in accordance with the established agenda.

7:00 pm - Board Meet and Mingle

This is a time for the board members to mingle with each other, staff and parents. No business for Heritage Academy will be discussed during this time.

7:34 pm - CALL TO ORDER WELCOME – K Tate

- Pledge of Allegiance
- Reading of Heritage Academy's Mission and Vision – A Bingham, K Hopper
- Roll Call – Establishment of a Quorum

Kurt Hopper, Amanda Bingham, Kala Tate, Anneli Crouch

- Approval of Agenda

A Bingham Motion to approve agenda

K Hopper Second

Vote: all aye, Motion Passed

7:30 pm CONSENT AGENDA: *(Information in Board Packet)*

The Board previews the enclosures under Consent Agenda. If a Board Member elects, any consent Agenda item may be pulled and discussed at the meeting. If no item is pulled, acceptance will be automatic under the motion for the Consent Agenda.

- Approval of Minutes
 - September 3, 2015
 - September 24, 2015
 - Approval of Bills Paid
 - Payroll Report
 - Sept 3 minutes, fix time
- A Crouch Motion to approve consent agenda with noted changes

A Bingham Second
Vote: all aye; Motion Carried

7:35 pm PUBLIC COMMENT

This time is open for public comment. Information shared during this time that is not on the agenda will not be added to this agenda or discussed by the Board during this meeting, but will be acknowledged by the Board and may be added to a future meeting as necessary.

7:40 pm REPORTS (for discussion only)

- Board Training - A Crouch

Anneli reminded the board that they are conducting board business in a public meeting. She also reminded the board that they have the public sit in audience as they may watch but should not be involved in the board discussion and business during the board meeting. Anneli suggested having some kids from the FFA come or give a presentation of some kind to the board about Robert's Rules.

- Budget & Finance Report – K Hopper, C Kary
 - Audit Presentation - Laurie Harberd

CPA, Laurie Harberd from Rexroat, Harber & Assoc, brought a preliminary report for the board and shared her results. She explained to the board that in a perfect world, the school would have their own accountant on staff, but due to major budget constraints, this is not possible. It is common for small organizations to hire an auditor to do both the preparation of financial statements and the audit.

New this year is the requirement to show the PERSI pension fund as liability. This shows a negative net position. But the net income change was much better than last year: \$76,000 in revenue as compared to last year as -\$20,000.

Ms. Harberd went over the audit in detail with board and answered all questions that the board had. She wanted to make sure that the board understands all the finding and all the information in the report. She asked the board to work in the wording of the corrective action response and send it to her to put in the audit

Charter commission – Laurie noted that either the school can either meet or not meet expectations in internal control and HA does not meet this criteria right now. There is no middle ground. Unrestricted cash – we have increased from 9 to 19 days, but not enough to meet commission criteria yet.

Ms. Harberd offered her assistance in sharing information with the Charter Commission.

- Administrative Report – C Ivie, M Gangwer

School culture is going well. New this year: students are filling out surveys every week and it gives kids an anonymous way to report and for the administrators and staff to monitor situations.

- SEM & Student Achievement – A Crouch
- Marketing, Parent & Community Relations – S Arhens

Our Facebook friends continue to increase. Anneli and Sarah have not had an opportunity to meet with Northside Journal. Kala has tried multiple times to contact Mr. Luther about the bill we received and he has not responded. Anneli was asked to work with Kurt to resolve this issue for the board.

- Facilities – K Hopper
 - Building Cooling System – R Hunter

Robert Hopper looked into the heating/cooling improvements and found that we run into the building improvement code. So these additions are not possible. Lighting issues will be fixed in the next 2 weeks.

Committee chairpersons need to make sure that the companies we contact with for grounds and such know who can approve work to be done since there have been changes in the board and committees.

- Board Training, Board Evaluation, Strategic Plan – K Tate

Board is looking at board self-evaluation templates from ISBA and other places and will discuss in the coming months

- Administrator Evaluation & Cert. Staff Prof Dev. – A Bingham

- HI DEF - A Crouch

Changes and fixes are in the process.

9:45 pm BUSINESS ITEM(s)

- Approval of Financial Audit

A crouch motioned to approve financial audit.

A Bingham Second

Vote: all aye; Motion passed

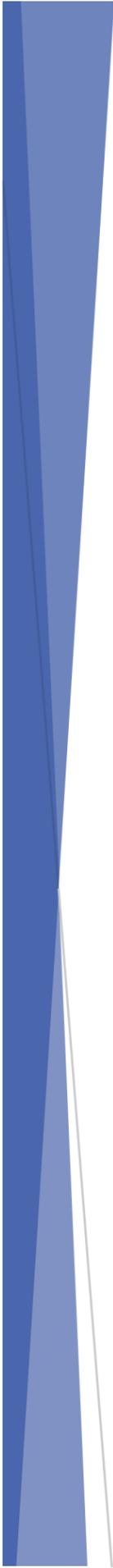
K Hopper Motion to adjourn

A Crouch Second

Vote: all aye; Motion passed

9:45 pm ADJOURN

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during an Open Forum if applicable, please contact a Heritage Academy board member before the meeting opens. While the Board of Directors will attempt to address items in the listed order, some items may be addressed prior to or after the order listed above. To contact the Board of Directors, please email: tberry@heritageacademyid.org or call (208) 595-1617.



HERITAGE ACADEMY
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2015-2016

FIDEI

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed November 2016

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

<p>Mission Statement</p>	<p>Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.</p>	
<p>Key Design Elements</p>	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> • Each student completes a portfolio at the beginning of the year which provides information about their strengths, interests, learning styles, and styles of expression. • School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> • Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. • Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> • Each month, teachers address one of the six Integrity Initiative characteristics with their classes. • Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> • Students are provided with a safe school facility. • Students have access to adults willing to listen and protect students' safety. • Students are provided with education and tools to encourage safe behavior among themselves. • A strong, anti-bullying policy will be enforced. 	
<p>School Contact Information</p>	<p>Address: 500 S. Lincoln Ave Jerome, Idaho, 83338</p>	<p>Phone: 208-595-1617</p>
<p>Surrounding District</p>	<p>Jerome School District</p>	
<p>Opening Year</p>	<p>2011</p>	
<p>Current Term</p>	<p>December 12, 2013 - June 30, 2017</p>	

Grades Served	K-8	
Enrollment	Approved: 450	Actual: 177

School Leadership (2015-2016)	Role
Kala Tate	Chair
Sara Ahrens	Vice Chair
Anneli Crouch	Secretary
Kurt Hopper	Treasurer
Amanda Bingham	Member
Christine Ivie	Administrator

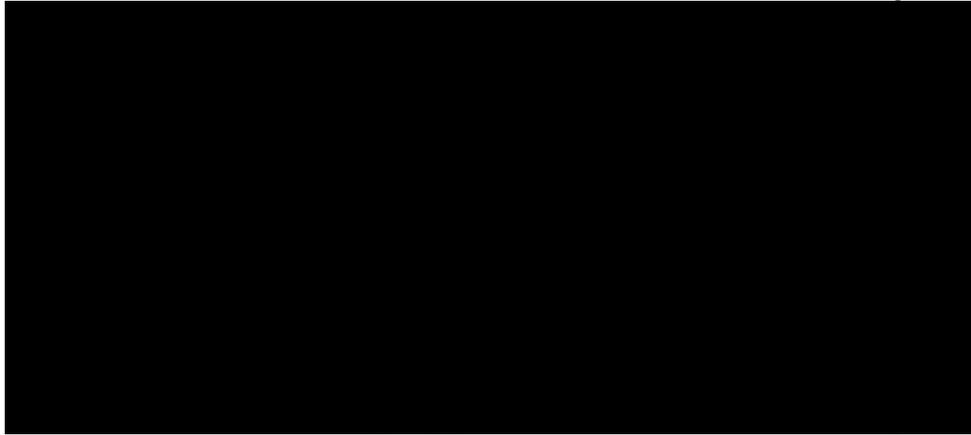
	School	Surrounding District	State
Non-White	26.55%	52.52%	23.84%
Limited English Proficiency	1.13%	35.44%	8.61%
Special Needs	15.25%	10.26%	9.76%
Free & Reduced Lunch	100.00%*	68.06%	47.27%

*The school participates in the federal Community Eligibility Provision, which permits schools with at least 40% low-income students to provide free meals to all students without collecting household FRL applications. The school's proxy percentage, based on SNAP data, is 48%.

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████%
Percentage of Students Meeting or Exceeding Proficiency in Science	██████%
Graduation Rate (4-year cohort data from 2015)	N/A

Jerome Area Grades K-8 Math Percentage Proficient/Advanced

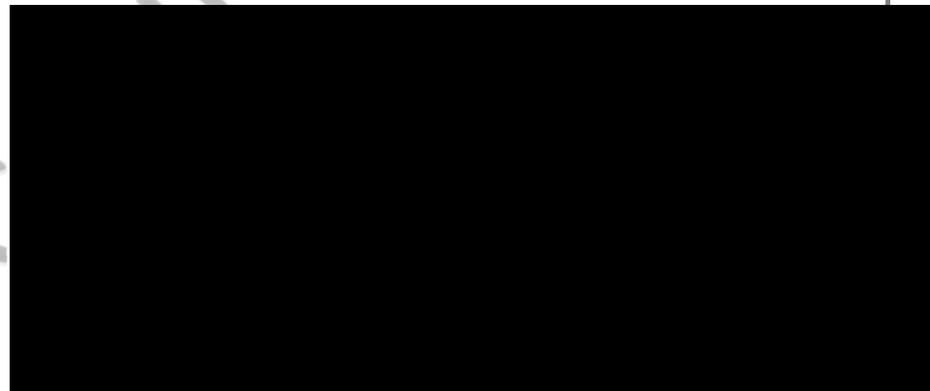
State of Idaho
Horizon Elem
Summit Elem
Jerome Middle
Heritage Academy



Jefferson Elementary is excluded per state law or statistical irrelevance

Jerome Area Grades K-8 ELA Percentage Proficient/Advanced

State of Idaho
Jerome Middle
Horizon Elem
Summit Elem
Jefferson Elem
Heritage Academy



0 10 20 30 40 50 60

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Academy Year Opened: 2011 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	50%	37.50			
	2c	75	50%	37.50			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				16.20			
% of Possible Academic Points for This School				10.80%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
Total Mission-Specific Points Received				0.00			
% of Possible Mission-Specific Points Received				N/A			
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		150					
TOTAL POINTS RECEIVED				16.20			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				10.80%			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	0.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	315.00
% OF POSSIBLE OPERATIONAL POINTS				78.75%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

HERITAGE ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	90.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible	78.75%	46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
1	0	0					
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
0							
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
0							
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
0							
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0

HERITAGE ACADEMY---ACADEMIC FRAMEWORK

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

HERITAGE ACADEMY--ACADEMIC FRAMEWORK

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes						0	

HERITAGE ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

Measure 1 Is the school ***?

Exceeds Standard:

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

Notes

Heritage Academy has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. Heritage Academy acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. Heritage Academy further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. Heritage Academy has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	See note	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes	Although the school is, in large part, implementing the key design elements described in the the performance certificate, the quality of such implementation appears minimal.		25.00	
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0		
Notes	The school spent several years without a cohesive curriculum, indicating likelihood that content standards were not consistently met.		15.00	
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00	
Notes	The school failed to meet federal maintenance of effort requirements related to the provision of special education services.		0.00	

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
	Notes			25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	0.00
	Notes			25.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	0	0.00
	Notes	The audit findings identify as a material weakness that HA "does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with [GAAP]..." The audit acknowledges that hiring an individual to fulfill this role is presently beyond the school's financial capacity. An additional finding notes that per federal grant rules and HA's employee handbook, employees involved in federal programs must track those hours separately and report them monthly to the business manager for proper payroll expense allocation. The two audit findings are carryover issues from prior years.		
				0.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The school building requires repairs, including to electrical wiring and roofing. Although the score is not affected at this time, prompt attention to these matters is strongly encouraged.			25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
				0.00
Notes	<p>The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of July 1, 2016.</p>			

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			Result	Points Possible	Points Earned	
Measure 1a Current Ratio Notes	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Current Ratio is:	1.27	50	50.00	
				10		
				0		
						50.00
Measure 1b Unrestricted Days Cash Notes	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	No. of Days Cash:	29	10	10.00	
				0		
						10.00
Measure 1c Enrollment Variance Notes	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Variance is:	99.52%	50	50.00	
				30		
				0		
						50.00
Measure 1d Default Notes	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		No default or delinquency noted in audit	50	50.00	
				0		
						50.00

HERITAGE ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Aggregated 3-Year Totals:</p> <p>4.49% 50 50.00</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (.93) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>0.38 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p> <p>Notes</p>	<p>Result Points Possible Points Earned</p> <p>Multi-Year Cumulative is:</p> <p>\$82,156 50 50.00</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>	
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p> <p>Notes Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>	<p>Result Points Possible Points Earned</p> <p>Ratio is:</p> <p>1.21 50 50.00</p> <p>0</p> <hr/> <p>50.00</p>	

HERITAGE ACADEMY--- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED*	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	25	0.00	0.00	0.00		
Proficiency	2a	75	47.11	0.00	0.00		
	2b	75	35.88	3.33			
	2c	75	35.88	9.69			
Growth	3a	100	21.59	0.00	0.00		
	3b	100	7.85	0.00	0.00		
	3c	100	11.78	0.00	0.00		
	3d	75	11.47	0.00	0.00		
	3e	75	7.86	0.00	0.00		
	3f	75	12.78	0.00	0.00		
	3g	100	17.24	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	209.41	13.02		0.00	0.00
% of Possible Academic Points for This School			23.27%	7.44%		0.00%	0.00%

*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED				
Heritage Academy (HA) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

OPERATIONAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED				
Educational Program	1a	25	25	25	25		
	1b	25	25	15	15		
	1c	25	25	25	0		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	25		
	2b	25	0	0	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	15	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	15	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	335.00	355.00	315.00	0.00	0.00
% of Possible Operational Points for This School			83.75%	88.75%	78.75%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED				
Near-Term Measures	1a	50	50	50	50		
	1b	50	0	10	10		
	1c	50	30	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	50	50		
	2b	50	50	50	50		
	2c	50	0	50	50		
	2d	50	0	50	50		
Total Possible Financial Points Received		400	180.00	360.00	360.00	0.00	0.00
% of Possible Financial Points for This School			45.00%	90.00%	90.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
Academic & Mission-Specific	Critical	Critical	Critical		
Operational	Remediation	Good Standing	Remediation		
Financial	Critical	Honor	Honor		



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



Heritage Academy
500 S. Lincoln Ave.
Jerome, ID 83338
(208)595-1617
www.heritageacademyid.org

December 14, 2016

Idaho Public Charter School Commission

Attn: Alan Reed, Chairman

Borah Building
304 N 8th Street Room 242
Boise, ID 83702
Tel: 208-332-1561
Fax: 208-334-2632
Email: pcsc@osbe.idaho.gov

Dear Commissioners,

Enclosed is the application for charter renewal for Heritage Academy, Jerome, ID. The Heritage Academy leadership team and board have spent over 150 administrative hours drafting and revising content to include in the response and application. Spending such an inordinate amount of time on compliance issues is aggravating to a team of educators committed to the care and education of our school's students. Much of the school leadership's time was spent justifying the inaccuracies of the evaluation team's site visit report and gathering data previously submitted to the Commission or available to the Commission evaluation team during its site visit.

The Heritage Academy understands the political nature of the charter renewal process and will not stand for an unfair and biased review of the school's academic program or operational and financial processes. To that extent, the board contacted the Center for Education Reform in Washington, DC to assist in a comprehensive review of the site team's evaluation and assist in the preparation of the charter renewal application. The Center for Education Reform team of educators and researchers provided technical and logistical assistance along with a third party review of the documentation submitted by the review team. The initial review conducted by The Center concluded several arbitrary and capricious attempts to discredit the academic and programmatic results of the school. All schools seek improvement as that is the nature of a healthy school. However, for a visiting team to ignore data and evidence during a site visit

Heritage Academy Pre-Renewal Site Visit Response 1

makes the board and The Center for Education Reform question the integrity of the review and causes us to be suspect of the intention.

Here is a short, but certainly not exhaustive list of some of the egregious errors reported by the site visiting team concerning the academic program:

- The visiting team cites the school “lacked a current curriculum prior to the start of the current academic year” even though the school acquired state-approved curricular materials since its founding.
- The visiting team made few classroom visits and states, “lesson plans and instructions were not examined.”
- The visiting team observed the new curriculum in place, but wasn’t quite sure how the material got to the school by stating, “the assessment-curricular change feedback loop is not clear and may not involve stakeholders other than teachers and administrators.”
- They go on to say about the new curriculum adopted this year, “Based on several years of poor test scores, it is not apparent that the administrator ensured that curriculum was reviewed and modified or that the delivery of the curriculum was monitored.”
- The visiting team **failed to complete** sections marked Access and Unity.
- The visiting team **failed to complete** the section marked Governance: Financial
- The visiting team report states Heritage Academy “does not have a person on staff with the expertise to prepare financial statements and related notes in accordance with GAAP” even though the business manager has an accounting degree and yearly financial audits are completed by a certified public account.

These citations make one thing glaringly clear. The Idaho Public Charter School Commission must delve into the accompanying anecdotal reports and evidence and conclude to award the Heritage Academy a five year renewal.

Each of these comments may seem innocent, or perhaps actionable, when taken individually in a report drafted and created by an impartial visiting team. However, that is not the case here. These comments are strung together and it shows an explicit agenda to derail the school’s attempts to provide sound instructional and operational practices in the school.

As you review the nearly 300 pages of supporting written documentation and countless evidence examples, it is critical for the Commission to recognize one fact: The visiting team ignored data and documentation made available to them in the superintendent’s office. If they had taken the time to review the documentation, they would have seen binders full of student demographic data, compliance documents, assessment data and professional development agendas. The school cannot be liable for the visiting team’s lack of a comprehensive and complete site visit review.

As indicated, attached to our application, you will find a comprehensive response to both our pre-renewal site visit report and our draft annual performance report. Again we insist you carefully read and review both. We are very concerned that the performance report contains several factual errors. Those errors were included by Commission staff members after receiving

evidence correcting each error. In one case (free and reduced lunch percentage), the error was addressed by providing evidence from the Idaho Department of Education, Child Nutrition Program and the United States Department of Agriculture (USDA). Commission staff members still chose to include their own data rather than use formulas provided by the USDA and CNP program professionals. Once corrected, you will note that our school earns scores in the honors category in operations as well as in finance.

We have attached the IPCSC's response template with a side by side comparison of site visit evaluation team ratings and responses next to evidence-based ratings and responses. We are dismayed at the actions, behavior and subsequent report issued by the pre-evaluation site visit team. It is apparent, when reading the subjective nature of the team's comments, the report is inaccurate, extremely biased and exhibits a significant lack of knowledge and understanding of research regarding effective public schools. In the face of readily available evidence, the team members chose to focus their limited time at the school engaging in discussions designed to reinforce their biased opinions of our school. This is unfortunate and unprofessional.

We plan to monitor the charter renewal process during the next two months and expect to play an active role at the hearings in February to ensure our school's story is accurately and fairly presented.

Sincerely,



Ms. Sarah Ahrens
Chairman, Board of Directors

Ms. Anneli Crouch
Chair, Charter Renewal Committee

Dr. Christine Ivie
Superintendent

Examples of Errors and Omissions of Pre-renewal Site Visit Team

These are a few of the most glaring examples of errors and omissions from the pre-renewal site visit report:

- The IPSCS visiting team writes: The rationale for the curriculum change seems to have been a response to consistently poor learning outcomes, but is not clear that an ongoing system of assessment is in place outside of the curricular package to make teaching more responsive to outcomes.
 - Heritage Academy responds: **Untrue.** The school uses a variety of formative and summative assessments to guide instruction and make curricular decisions.
 - **Evidence:** the documentation included and the fact that the school made regular research-based changes in core curriculum and intervention materials designed to address identified needs of students.

- The IPSCS visiting team writes: Based on a *belief* that good nutrition is a factor in successful learning...
 - Heritage Academy responds: **Untrue.** It is not simply a “belief” that student nutrition affects student academic achievement, it’s simple science.
 - Evidence: Research cited in the response and renewal application

- The IPSCS visiting team writes: The school’s newly adopted curriculum includes clear procedures for identifying diverse learners and *is presumed to have adequate intervention programs for such students.*
 - Heritage Academy responds: **Presumed?** The visiting team’s responsibility, if not duty, is to research the quality of the core curriculum and intervention program. If not, they should not pass judgment on a curricular offering.

- The IPSCS visiting team writes: The school reports that teachers are aware of their students’ progress, including meeting IEP goals, and achieving English proficiency. *However, teacher awareness appears to be disconnected from leadership taking action to remediate academic performance that is clearly low.*
 - Heritage Academy responds: **Untrue.** One only needs to read the side by side narrative that lists over 50 actionable items undertaken by the school’s superintendent, board, teachers and parents. Why did the visiting team chose not to review evidence binders in the superintendent’s office?

- The IPSCS visiting team writes: The school did not present evidence that it regularly administers valid and reliable assessments that align to the school’s curriculum
 - Heritage Academy responds: **Untrue.** The visiting team failed to examine binders full of documented assessment results; an annual assessment plan and online benchmark and progress monitoring data.

- The IPSCS visiting team writes: The school appears to have a fairly stable student body in terms of enrollment numbers; however, the school had 62 new students enrolled at the start of the current academic year, indicating a high attrition rate.
 - Heritage Academy responds: **Partially true.** Though it is clear the visiting team and perhaps the Commission doesn't understand, or appreciate, evidence backed by research regarding the challenges of serving a student population with high mobility. The school has responded to this challenge.
 - The IPCSC's 2014 and 2015 Annual Reports note that Idaho charter schools do not typically serve demographics that are similar to those of the surrounding districts. The report also highlights the fact that Idaho charter schools, overall, do not serve high poverty, economically disadvantaged students. It is possible IPCSC representatives are not aware of the strong correlation between high poverty and high mobility. Current IPCSC reporting templates do not allow for analysis of mobility and enrollment. Of the 62 "new" students mentioned in the report (26 were new kindergarten students), did the evaluation team analyze how many are students moving in and out of Heritage and surrounding schools? Data analysis indicates a different challenge than "high attrition".

- The IPSCS visiting team writes: The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests an episodic rather than systematic approach to using assessment to improve learning.
 - Heritage Academy responds: **Untrue.** Once again the visiting team failed to deem the provided evidence as proof that the identification and selection of new curricular materials and professional development was planned, strategic, and comprehensive.

TABLE OF CONTENTS

COVER LETTER.....	
EXAMPLES OF IPCSC SIT VISIT TEAM ERRORS AND OMISSIONS.....	
EXECUTIVE SUMMARY	
EXECUTIVE SUMMARY	4
MISSION AND KEY DESIGN ELEMENTS	
IS THE SCHOOL FAITHFUL TO ITS MISSION IMPLEMENTING KEY DESIGN ELEMENTS OUTLINED IN ITS PERFORMANCE CRITERIA	6
TO WHAT EXTENT IS THE CHARTER SCHOOL IMPLEMENTING DISTINCTIVE INSTRUCTIONAL PRACTICES AS OUTLINED IN ITS CHARTER	7
PROGRAM DELIVERY: CURRICULUM.....	
DOES THE SCHOOL’S CURRICULUM PROVIDE THE OPPORTUNITY FOR ACADEMIC SUCCESS FOR ALL STUDENTS.....	11
DOES THE SCHOOL PROVIDE A CLEAR, APPROPRIATE, AND SKILLED DELIVERY OF CURRICULUM CONTENT.....	12
HAS THE SCHOOL DEVELOPED A WELL DEFINED FEEDBACK LOOP FOR REVISING CURRICULUM ON AN INTERIM AND YEAR END BASIS	16
DOES THE SCHOOL EFFECTIVELY PROVIDE OPPORTUNITIES FOR STUDENT ENGAGEMENT.....	19
PROGRAM DELIVERY: INSTRUCTION.....	
DOES THE SCHOOL RECRUIT, SUPPORT, AND RETAIN, HIGHLY EFFECTIVE STAFF	21
DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP.....	25
DOES THE SCHOOL HAVE LEADERSHIP SUSTAINABILITY.....	28
DOES THE SCHOOL OFFER PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE SCHOOL’S GOALS AND THE NEEDS OF INDIVIDUALS	31
PROGRAM DELIVERY: ASSESSMENT AND EVALUATION	
DOES THE SCHOOL DELIVER AN ACADEMIC PROGRAM THAT PROVIDES IMPROVED ACADEMIC OUTCOMES AND EDUCATIONAL SUCCESS FOR ALL STUDENTS.....	34
DOES THE SCHOOL HAVE AN ADEQUATE ASSESSMENT SYSTEM IN PLACE TO EVALUATE INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING	39
DOES THE SCHOOL PROMOTE A CULTURE OF HIGH EXPECTATIONS AND IS SAFE, RESPECTFUL, AND SUPPORTIVE	45
ACCESS AND EQUITY	
DOES THE SCHOOL OFFER ADEQUATE SUPPORT FOR SPECIAL POPULATIONS.....	47
DOES THE SCHOOL SUPPORT THE NEEDS OF ENGLISH LANGUAGE LEARNERS.....	48
DOES THE SCHOOL REPRESENT AN ADEQUATE DEMOGRAPHIC REPRESENTATION OF THE SURROUNDING DISTRICT	49
DOES THE SCHOOL HAVE A STRONG, STEADY RETENTION RATE FOR STUDENTS	50
ORGANIZATIONAL CAPACITY.....	
DOES THE CREATE AND SUSTAIN A WELL FUNCTIONING ORGANIZATIONAL STRUCTURE AND PROFESSIONAL WORKING CLIMATE FOR ALL STAFF	53
ARE THERE EFFECTIVE COMMUNICATION CHANNELS BETWEEN STAKEHOLDERS	54
DOES THE SCHOOL FACILITY SUPPORT HIGH QUALITY TEACHING AND LEARNING.....	55
ARE HEALTH, SAFETY, AND ACCESSIBILITY STANDARDS BEING MET AND DOCUMENTATION KEPT CURRENT	56
GOVERNANCE	
DO MEMBERS OF THE SCHOOL’S BOARD ACT AS PUBLIC AGENTS AUTHORIZED BY THE STATE AND PROVIDE COMPETENT AND APPROPRIATE GOVERNANCE TO ENSURE THE TRANSPARENCY OF SCHOOL OPERATIONS	57

DOES THE BOARD HAVE POLICIES IN PLACE THAT STANDARDS FOR THE OVERALL MANAGEMENT OF THE SCHOOL 58

DOES THE BOARD DEMONSTRATE ALIGNMENT WITH THE SCHOOL’S MISSION, VISION, AND CORE VALUES WHILE REMAINING A GOVERNING AUTHORITY 59

HAS THE SCHOOL BOARD DEVELOPED A STRATEGIC PLAN 60

DOES THE BOARD PROVIDE APPROPRIATE ACADEMIC OVERSIGHT..... 61

DOES THE BOARD PROVIDE APPROPRIATE OPERATIONAL OVERSIGHT 62

GOVERNANCE: FINANCIAL

DOES THE BOARD PROVIDE APPROPRIATE FINANCIAL OVERSIGHT 63

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS OR PROCEDURES 64

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS..... 65

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS OR PROCEDURES 66

IS THE SCHOOL DEMONSTRATING STRONG SHORT AND LONG TERM FINANCIAL VIABILITY 67

DOES THE SCHOOL OPERATE PURSUANT TO A LONG RANGE FINANCIAL PLAN WHICH IT CREATES A REALISTIC BUDGET AND ADJUSTS WHERE APPROPRIATE..... 68

FINAL SUMMARY

SUMMARY OF RESULTS 69

EXHIBITS – 4 SEPARATE PDF DOCUMENTS WERE UPLOADED TO THE SECURE SYSTEM. THOSE FILES CONTAIN THE FOLLOWING EVIDENCE:

EXHIBITS – MISSION, KEY DESIGN AND CURRICULUM (SAMPLE EVIDENCE)

1. STUDENT HANDBOOK (AVAILABLE DURING SITE VISIT)
2. EXCERPT FROM THE HERITAGE ACADEMY CHARTER AND CLUSTER BROCHURES (AVAILABLE DURING SITE VISIT)
3. RENZULLI LEARNINF TOTAL TALENT PORTFOLIO
4. PAPER & PENCIL INTEREST INVENTORIES
5. COMPASS LEARNING LINK
6. SAMPLE SUMMER INSERVICE SCHEDULE (AVAILABLE DURING SITE VISIT)
7. SAMPLE CLUSTER RUBRICS AND EVALUATION TOOLS
8. SCOPE AND SEQUENCE SAMPLE DOCUMENTS – OPEN COURT, READING STREET AND ENVISION (HERITAGE ACADEMY REMOVED HARD COPY DOCUMENTS FROM THE BUILDING TO PREVENT TEACHER USE OF MULTIPLE PROGRAMS. ELECTRONIC COPIES OF SCOPE AND SEQUENCE AND TEACHER MATERIALS AVAILABLE)
9. SAMPLE CKLA, ENGAGENY, SRA AND REWARDS TEACHER MATERIALS (ALL K-8 MATERIALS ARE AVAILABLE ONSITE AND WERE AVAILABLE DURING THE SITE VISIT)
10. SAMPLE CKLA, ENGAGENY, SRA AND REWARDS TEACHER MATERIALS (ALL K-8 MATERIALS ARE AVAILABLE ONSITE AND WERE AVAILABLE DURING THE SITE VISIT)
11. CKLA LINK TO WEBSITE (ALL TEACHERS HAVE ACCESS CODE TO LOGIN AND PRINT MATERIALS. CKLA PURCHASED MATERIALS ARE AVAILABLE ONSITE). LINK TO ENGAGENY WEBSITE (TEACHERS CAN PRINT LESSON PLANS, SCOPE AND SEQUENCE AND TEACHING TOOLS). MATERIALS FOR ALL GRADE LEVELS WERE AVAILABLE ONSITE, FOR THE EVALUATION TEAM’S REVIEW.
12. ENGAGENY LINK TO ASSESSMENT SCOPE AND SEQUENCE AND SAMPLE MATERIALS (HARD COPY MATERIALS WERE AVAILABLE DURING SITE VISIT)
13. TEACHER EVALUATION DATA (INDIVIDUAL EVALUATIONS WERE AVAILABLE AT THE SITE VISIT)
14. SAMPLE ANNUAL GOALS AND PROFESSIONAL DEVELOPMENT PLAN & SCHEDULE SAMPLE CKLA, ENGAGENY, SRA AND REWARDS TEACHER MATERIALS (ALL K-8 MATERIALS ARE AVAILABLE ONSITE AND WERE AVAILABLE DURING THE SITE VISIT)
15. SAMPLE SCHOOL IMPROVEMENT AGENDA

EXHIBITS – ASSESSMENT AND PROGRAM DELIVERY (SAMPLE EVIDENCE)

16. ASSESSMENT OVERVIEW, TIMELINE AND CHART OF ASSESSMENTS GIVEN
17. MASTER SCHEDULE WITH FACULTY AND STAFF INFORMATION

18. 7 MINDSETS SCOPE AND SEQUENCE AND LINK TO WEBSITE -TEACHERS HAVE LOGINS AND CAN DOWNLOAD ALL LESSON PLANS AND MATERIALS. (MATERIALS WERE AVAILABLE FOR REVIEW DURING SITE VISIT)
 19. IDAHO DEPARTMENT OF EDUCATION REPORTS SHOWING HIGHLY QUALIFIED (HQT) STATUS FOR ALL YEARS (AVAILABLE DURING SITE VISIT)
 20. SAMPLE JOB POSTINGS; TOOLS USED TO ADVERTISE OPENINGS AND SAMPLE HIRING QUESTIONS AND RUBRICS (AVAILABLE DURING SITE VISIT)
 21. SAMPLE MENTOR ASSIGNMENTS AND TEACHER RATING DATA (AVAILABLE DURING SITE VISIT)
 22. MASLOW'S HIERARCHY OF NEEDS
 23. POVERTY RATE DOCUMENTATION (AVAILABLE ONSITE AND WERE SUBMITTED PRIOR TO THE SITE VISIT)
 24. SAMPLE STRATEGIC PLAN (STRATEGIC PLANS FROM ALL YEARS WERE AVAILABLE TO THE SITE VISIT TEAM PRIOR TO, AND DURING THE SITE VISIT)
 25. LEADERSHIP TEAM RESPONSIBILITIES CHART
 26. TEACHER DATA CHART
 27. SAMPLE TEACHER RESUMES (ALL TEACHING CERTIFICATES AND RESUMES WERE AVAILABLE AT THE SITE VISIT)
 28. SAMPLE PROFESSIONAL DEVELOPMENT PLAN (ANNUAL PD PLANS, AGENDAS AND ATTENDANCE RECORDS AND INVOICES WERE AVAILABLE DURING THE SITE VISIT)
 29. SCHOOL IMPROVEMENT SURVEY DATA (SURVEY DATA WAS AVAILABLE FOR REVIEW AT THE SITE VISIT. THIS IS ONE EXAMPLE) SUPPORTING DOCUMENTATION FOR ALL AREAS OF PD
 30. SAMPLE LONGITUDINAL DATA CHARTS (DETAILED IRI, AIMSWEB, AIMSWEB PLUS, CKLA AND CBA WERE, AND ARE AVAILABLE AT THE SCHOOL)
 31. ASSESSMENT CHART
 32. SEE SAMPLE SCHOOL IMPROVEMENT SURVEY DATA (ADDITIONAL SURVEY DATA AVAILABLE AT THE SITE)
- ACCESS, EQUITY AND ORGANIZATIONAL CAPACITY
33. SPECIAL EDUCATION RATING LETTERS FROM THE IDAHO DEPARTMENT OF EDUCATION
 34. CEP DOCUMENTATION (POWER SCHOOL DEMOGRAPHIC DATA IS ALSO AVAILABLE AND WAS AVAILABLE AT THE SITE VISIT)
 35. SAMPLE ANNUAL STRATEGIC PLAN AND SCHOOL IMPROVEMENT SURVEY DATA
 36. PARENT INVOLVEMENT PLAN
 37. BUILDING INSPECTION REPORT
- *** PLEASE NOTE THAT THE IPCSC SITE VISIT TEAM ONLY EVALUATED ONE OF THESE INDICATORS. THE ANNUAL PERFORMANCE REPORT RATINGS EARNED BY THE SCHOOL AND DOCUMENTATION FROM THE SDE IPCSC INDICATE THE SCHOOL RATES IN THE "EXCEEDS CATEGORY" FOR FINANCIAL GOVERNANCE.**

GOVERNANCE

38. STRATEGIC PLAN (ALL YEARS ARE AVAILABLE AND WERE AVAILABLE TO THE VISITING TEAM)
 39. MINUTES FROM BOARD MEETING
 40. CAPITAL IMPROVEMENT PLAN AND FACILITIES COMMITTEE MINUTES
 41. SEE LONGITUDINAL SCORES FROM IPCSC ANNUAL PERFORMANCE REPORT DRAFT 2015-16
 42. SAMPLE BOARD MINUTES FROM BUDGET HEARING AND AUDIT PRESENTATION
- *** PLEASE NOTE THAT THE IPCSC SITE VISIT TEAM DID NOT EVALUATE ANY OF THE FINANCIAL GOVERNANCE INDICATORS. THE ANNUAL PERFORMANCE REPORT RATINGS EARNED BY THE SCHOOL AND THE ANNUAL AUDIT REPORTS SUBMITTED TO THE IPCSC INDICATE THE SCHOOL RATES IN THE "EXCEEDS CATEGORY" FOR FINANCIAL GOVERNANCE.**

Executive Summary:

On October 6th 2016, the State of Idaho's Public Charter School Commission (IPCSC) sent two evaluators to Heritage Academy in Jerome, Idaho to conduct a pre-renewal site visit in advance of Heritage Academy's application for charter renewal. The two evaluators spent a total of six hours at Heritage Academy and the visit is documented in their report which is rife with conjecture and inaccuracies. As the visiting team spent considerable time interviewing teachers and visiting classrooms, they chose not to examine the documentation the school provided to demonstrate meeting or exceeding standards in all areas identified in the IPCSC's site visit rubric. In fact, some indicators included in the IPCSC's scoring rubric are not clearly referenced and assigned scores in the report. Of serious concern is the fact that 3 of the 4 indicators for Access and Equity are missing from the site visit report and all indicators for Financial Governance are missing. The missing indicators makes one wonder the intent and purpose of the visit. It is the opinion of the Heritage Academy board and leadership team that the site visit report relies on conjecture and misinformation to paint an unflattering and untrue picture of Heritage Academy.

The Heritage Academy board consulted and retained the Center for Education Reform (www.edreform.com) to assist in compiling hard and anecdotal evidence supporting the school's academic, financial and operational successes. The Center for Education Reform assisted in the formation of a response team comprised of educators and researchers to address the inaccuracies in the report submitted by the IPCSC visiting team. Their findings and recommendations are attached in a side by side format. After careful examination of the evidence, The Center for Education Reform concurs with the board that the evaluators are woefully under representing the positive attributes of the education model at Heritage Academy by more often than not overlooking hard data and evidence and/or choosing to ignore and disregard observable educational best practices in place by the teachers and administration. The Center for Education Reform asserts the evaluators have submitted a report that is based on conjecture leading to misinformed and inaccurate opinion. As you will see by the school's submitted evidence attached to this report, the evaluators chose not to recognize or contemplate the ample evidence provided to them. The Center for Education Reform and the board of Heritage Academy earnestly encourages the Idaho Public Charter School Commission to review the credentials and behavior of the evaluation team.

The board and superintendent of Heritage Academy acknowledge the need for improved academic outcomes at the school. The board and superintendent also recognize the need for continuous improvement. Decision-making, hiring, purchasing, development of strategic plans and goals, and implementation of programs, policies and initiatives from the Fall, 2012 through the present reflect that understanding. This is accompanied by the practice of utilizing data to continually adjust and improve school practices. The biased, and at times unfactual comments of the evaluators demonstrate a lack of understanding of organizational effectiveness, the practices of effective schools and the progressive nature of meeting the needs of students. Given the diverse nature of the Heritage Academy student body, and the high number of at-risk students served by the school, the Heritage Academy board and superintendent created a very detailed, step by step plan to ensure students meet the academic goals. As research demonstrates with

similar student populations, implementing this plan requires time, energy and a willingness to look at data and make substantive changes when necessary.

The evaluators spent six hours at the school and failed to review evidence of a six year process of continual data analysis, planning, implementation, evaluation and adjustment. The data from the Heritage Academy financial and operations indicators show that progression with accompanying results. The data from academic indicators show growth and improvement that is expected to follow the same trajectory. Instead, the document submitted by the IPCSC's evaluation team meant to chronicle the school's operation and academic programs should be viewed as a personal opinion narrative of a randomly selected 6 hours of an over 900 hour school year and an over 2000 hour operational year. The board and superintendent must emphasize: **The visiting team failed to look at the documentation provided and considered only their individual observations of .30% of the instructional year; .03% of the formal enrichment cluster meeting time and .06% of the operational time in a one year period.**

Center for Education Reform formatted this report for the ease of reading for the reviewer. All comments that are of subjective opinion of the evaluators and not based on any clear evidence are highlighted in the report. In addition, to easily discern the program rankings, Heritage Academy converted the IPCSC ratings into a 4 point scale. Scores/Ratings are summarized at the end of the responses. Once converted, even IPCSC ratings paint a different picture of the school than the subjective comments that evaluators included in the report.

Appropriate score, based on documentation aligned to the IPCSC's Site Visit Evaluation Rubric and Annual Performance Report are also included in Heritage Academy's response.

Is the school faithful to its mission implementing key design elements outlined in its performance certificate	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Meets	Agrees With the State Report
Detail/Explanation	<p>All stakeholders share a common and consistent understanding of the school's mission and key design elements. Predominantly, they describe a safe and nurturing place for learning; less often, they focus on schoolwide enrichment.</p> <p>The school has implemented an enrichment program as a special class time once per week, using small, interest-based groupings of mixed age groups. It was reported that, this year, teachers are encouraged to stick closely to the regular curricular materials for core instruction, hinting that perhaps enrichment was previously implemented in other parts of the program.</p> <p>Character development also plays a prominent role in the classroom, incorporated throughout assignments and activities.</p>	<p>Heritage Academy is home to 175 students that are embraced and taught by 25 staff members. Our commitment to the mission of our school is purely intentional and affects each and every one of our practices as a school.¹</p> <p>The Heritage Academy Charter outlines the distinctive instructional practices Heritage Academy uses as well as how Heritage Academy meets the thoroughness standards required by Idaho Code 33-1612.² Heritage Academy materially meets each of those standards in exactly the way described in the charter.</p>

¹ See the Heritage Academy Student Handbook

² See Pages 20-24 in the Heritage Academy Charter and the attached Enrichment Cluster Brochures

To What Extent is the charter school implementing distinctive instructional practices as outlined in its charter?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>The performance certificate calls for differentiated curriculum for individual learners using various forms of modification and enrichment. The school lacked a cohesive curriculum prior to the start of the current academic year. Examples of modification for students in prior years were not provided. The enrichment clusters appear to be implemented using staff and some volunteers in order to create smaller group settings. Enrichment clusters occupy only one hour per week. An example of an enrichment cluster in action showed students planning a party for their own enrichment group. It was not clear that consistent instructional strategies were employed, and no evidence of assessment of the enrichments’ effectiveness was evident. Enrichment clusters appear to be more of a fun activity than a form of purposeful educational development.</p>	<p>Heritage Academy is philosophically aligned with the Schoolwide Enrichment Model developed by Dr. Joseph Renzulli of the National Center for Gifted Education and Talent Development. Through extensive research and working with children, Dr. Renzulli found that all children benefit from hands-on, student-driven, and interest-based activities which are the basis for Heritage Academy’s exciting Enrichment Program. These types of activities assist each child in developing critical thinking skills and the ability to work cooperatively while increasing the child’s positive self-concept.³</p> <p>Every year, all Heritage Academy student complete an interest survey.⁴ Enrichment Clusters are based on the top student and teacher interests. An Enrichment Cluster is essentially a group of students working cooperatively “with adults to produce or deliver an authentic product or service to a real-world audience.” (Renzulli, 296)</p> <p>Attributes of the model are:</p> <ul style="list-style-type: none"> ● Students are involved in standards-based projects and/or activities. ● All activity is directed toward the production of a

³ See Renzulli Learning TTP

⁴ See Paper and Pencil Interest Assessment

product or a service for an authentic audience.

- All Heritage Academy students and teachers are involved as well as interested parents and community volunteers.
- Students are grouped across grade levels by interest areas.
- There are no predetermined lessons or unit plans.
- The real-life methods of professional investigators are used to pursue product and service development.

These are the ideal features of an Enrichment Cluster. Heritage Academy continually adapts its enrichment program to achieve these goals, based upon data collected through enrichment cluster rubrics and final product evaluation.

Formal Enrichment Cluster activities occur each Thursday during school hours. Additional meetings and work sessions are scheduled by clusters, based upon the needs and design of the authentic product or service the cluster has developed. Following the completion of an Enrichment Cluster (meaning a real or genuine product or service has been produced or provided) the students have an opportunity to demonstrate their work at a school sponsored Student Showcase.

A Schoolwide Enrichment Model (SEM) has been implemented in the following ways:

- 2011-2014 Students complete Renzulli Learning Total Talent Portfolio and teachers use data to provide interest-based enrichment activities, projects and lessons to individual students.
- 2014-Present (Renzulli Learning purchased by Compass Learning) – Teachers implement interest assessments and direct individual enrichment projects, activities and lessons to students, based upon their interests as well as demonstrated need (using both AIMSWEB progress monitoring data and curriculum-based assessment data).⁵
- 2011-Present – All staff members participate in SEM training each summer – focus for SEM professional development is on 2 areas:
 1. Enrichment cluster purpose, process and outcomes;
 2. Assessing student need for enrichment and providing enrichment opportunities for individual students.⁶
- 2011- Present – All staff members facilitate clusters focused on assisting teams of students to develop authentic products and services in enrichment clusters. Clusters are student-driven and require application of knowledge and skills learned in core content areas as well

⁵ See Compass Learning System

⁶ See Summer Learning Inservice Agendas and Training Notes.

as real world problem solving and creativity.⁷

⁷ See Cluster Rubric, Brochures, and Cluster End Products

Does the School's Curriculum provide the opportunity for Academic Success for All Students?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Change to Exceeds
Detail/Explanation	<p>The school has purchased new curricular materials for math and reading beginning this academic year, and they are aligned with the school's mission. The curriculum is designed to have horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. Teachers are directed to stick closely to these materials. Teachers described success using the formative assessments to create small groups and focus instruction on specific misconceptions. Teachers indicate that the curriculum provides opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Heritage Academy has always had a standards-aligned, research-based curriculum in core content areas.⁸ The previous curriculum was adequate for the founding of the school and was aligned to state and national standards. Both the math and the ELA curriculum were on the State Adoption List.</p> <p>Student performance is assessed on fall, winter, and spring benchmark assessments combined with monthly progress monitoring probes (administered beginning Fall, 2012 and continuing through the present). The data and curriculum-based assessments led the school's superintendent, leadership team and board to an organized and comprehensive process to reevaluate curricular offerings. As a result of extensive research, reflection, and selection process, the school upgraded existing curriculum and implemented a new language arts and mathematics curriculum.⁹</p>

⁸ See the Fall 2011-Fall 2015 Math Scope and Sequence, the Fall 2011-Spring 2013 Reading Street Scope and Sequence, and the Fall 2013 – Spring 2016 Open Court Scope and Sequence and Lesson Plans.

⁹ See the EngageNY Scope and Sequence and Sample Lesson plans for Current Heritage Academy Math Curriculum and the CKLA Scope and Sequence and Sample Lesson Plans for current Heritage Academy ELA Curriculum. Heritage Academy also uses the Anita Archer REWARDS Intervention program and SRA Phonemic Awareness programs for ELA instruction.

Does the School provide clear, appropriate and skilled delivery of the curriculum content?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>Using the new curriculum, teachers described their ability to deliver purposeful lessons with clear objectives. Teachers seemed to believe that lesson objectives are clearly communicated to students and that lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. The rationale for the curriculum change seems to have been a response to consistently poor learning outcomes, but is not clear that an ongoing system of assessment is in place outside of the curricular package to make teaching more responsive to outcomes.</p> <p>The lesson plans and instructions were not examined, but the newly adopted commercial package is designed to promote higher order thinking, use of precise academic language, and problem solving skills with appropriate success for all students.</p>	<p>Without providing any clear evidence besides what teachers “seem to believe” and without examining any lesson plans or instruction, it is impossible for the evaluators to assess this rubric item or determine the school is or is not delivering content well.</p> <p>Heritage Academy has a robust assessment system that does in fact make teaching and learning responsive to student outcomes.</p> <p>The assessment system has been in place since Fall, 2012 and both assessment and instruction have been adjusted and upgraded based upon quarterly analysis of progress monitoring and achievement data.</p> <p>Further, it is baffling that anyone could evaluate the quality of a school without evaluating the quality of the lesson plans that are being taught. This is especially troubling given the IPCSC visit evaluation rubric specifically mentions a school’s lesson plans and lesson delivery as indicators for this standard and not curriculum or assessment practices. The lack of investigation into how teachers are actually instructing students should be a warning for anyone trying to use the site visit report as a tool to analyze how academically successful Heritage Academy is.</p>

Heritage Academy teachers are expected to follow the lesson plans provided by the EngageNY math and CKLA.¹⁰ All core content curriculum is researched based and taught with fidelity. Depending on student levels, a variety of instructional tools are used to assist all levels of learners. Whole group may be used to introduce a concept; guided practice time may be used in small groups, and independent practice when mastery is certain. Teachers have ample access to manipulatives, digital projection and other instructional resources to support student learning.

Teachers use formative and summative assessment to inform instruction and as benchmarks.

Those include:

- CKLA assessment flow charts that individualize the assessment process for each student by directing teachers to the next assessment appropriate for each student, based upon his/her previous results. This flowchart is completed at the end of each instructional unit and students complete the series of recommended assessments prior to beginning the next unit.¹¹
- EngageNY assessments include daily frequency probes, unit assessments and application-based assessments.¹²
- AIMSWEB Plus includes three benchmark assessments

¹⁰ See both the CKLA and Engage NY Scope and Sequence for sample lesson plans that teachers can follow.

¹¹ See CKLA Assessments and Scope and Sequence

¹² See EngageNY Assessment and Scope and Sequence

during each academic year. Those assessments provide detailed, norm-referenced data measuring reading fluency, reading comprehension, phonemic awareness, vocabulary, math fluency, number sense and mathematical problem solving.

- Core Phonics Survey is administered to all primary grade students and older students, when appropriate.

Students take the AIMSWEB Plus summative assessment in September, January, and May.

Data was available for review at the site visit.

Every school in Idaho is required to use the Danielson Framework for teacher evaluation. Heritage Academy's superintendent has received continuing education in this model and completed coaching modules and train the trainer courses. As a result of using this instrument, poorly performing teachers are identified and coached to ensure quality teaching for all Heritage Academy students.¹³

Solid curricular materials and formative and summative assessment activity is not enough. Research clearly indicates a purposeful professional development schematic is required for student academic achievement. The school has provided extensive professional development – based upon the strategic plan and needs assessment.

¹³ See teacher evaluation data

Examples of relevant professional development have included¹⁴:

- 2011-12 – Schoolwide Enrichment Model; Strategic Planning for staff members and board
- 2012-13 – SEM; Core Knowledge Sequence; Mathematical Thinking Initiative; Progress Monitoring and RtI
- 2013-14 – Core Knowledge Sequence; Open Court; Mathematical Thinking Initiative; Progress Monitoring and RtI; Special Populations (SPED, LEP)
- 2014-15 – Core Knowledge; RtI and Data-Driven Instruction; SEM; Effective Reading Instruction; Safe Schools
- 2015-16 – Master Schedule; Increasing Effectiveness of Instruction; Effective Reading Instruction and Intervention; EngageNY; Using data to make decisions and for RtI; AIMSWEB Plus
- 2016-17 – Data-driven instruction; AIMSWEB Plus; EngageNY; CKLA;
- 2012 – Present – Mentors assigned to beginning or struggling teachers

¹⁴ See Sample Professional Development and Sample Annual Professional Development Plans and Goals

Has the school developed a well defined feedback loop for revising curriculum on an interim and year end basis?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Approaches	Change to Exceeds
Detail/Explanation	<p>School representatives described discovering a deficiency in curricular materials and making a decision to adopt new materials in reading and math. This adoption of new curriculum is recent, beginning with the start of the current academic year. It is not clear that the school has a more broadly developed assessment team or system able to help refine curriculum or exploit the enrichment model program-wide. It was not clear that the school utilizes multiple, grade-level appropriate assessments, nor that it has chosen a manageable number of student outcomes and performance criteria to guide refinement of the curriculum. The assessment-curricular change feedback loop is not clear and may not involve stakeholders other than teachers and administrators. The school did describe development of teacher teams with a lead/mentor aimed at monitoring learning in grade-level groups and helping teachers refine their practice. Much energy seems to be</p>	<p>The Heritage Academy board and superintendent are confused how after spending one day at a school the IPCSC evaluators could possibly have sufficient evidence that Heritage Academy does or does not have a well-defined loop for revising curriculum. Heritage Academy recently adopted a new curriculum and has not had the need to further revise anything as of yet. Previous revisions have occurred when data suggested changes needed to occur.¹⁵</p> <p>That said, the rationale for Heritage Academy switching to a new curriculum this year was because the former curriculum was not meeting the needs of its students. This demonstrates that Heritage Academy is in fact meeting this standard. By way of historical review, previous curricular upgrades (to Open Court in 2013, Pearson Social Studies in 2014 and to AIMSWEB Plus progress monitoring in 2016) were driven by a well-defined feedback loop built upon data analysis.</p> <p>Once again, there is ample evidence of formative and summative assessment the visiting team elected not to review. These include:</p>

¹⁵ See School Improvement Meeting Agendas for evidence of historical curricular revisions

going into the implementation of the new reading and math curricula. It is not clear whether or how this new practice will evolve into a clear process for ensuring all teaching practices align curriculum, standards, and performance goals. The newly adopted curriculum seems to be an important change in practice and is absorbing much of the school's focus.

- SPED assessment is administered as indicated by the RtI (Response to Intervention) process and Student Assistance Team (SAT).¹⁶See
- Intervention tools and strategies tied to individual student and small group needs are planned and used.
- Leadership and Student Assistance team monitor data and make whole class and school-wide changes as required.
- School-wide data is examined 3 times a year after benchmark testing. October, February and June.

Yes, there is an emphasis on the implementation of the new reading and math curricula. This is a result of superintendent observation, teacher feedback, a strong feedback loop, and benchmark testing as well as on research regarding best practices in education.

In addition to continuous data analysis and adjustments in curriculum and instruction, the leadership team identified several challenges associated with economically disadvantaged and at-risk students. In Spring, 2016, Heritage Academy began implementation of the 7 Mindsets program which is designed to address those issues that are

¹⁶ See the Heritage Assessment Schedule for evidence of the robust assessment practices that are taking place at Heritage

associated with student motivation and mindset.

Finally, attendance challenges associated with at-risk and economically disadvantaged students continue to negatively impact academic success. The leadership team has worked with community leaders to implement attendance court to encourage parents to make sure their children attend school regularly. The school has also implemented attendance incentives to motivate students to attend regularly.

In summary, Heritage Academy has evidence to support its use of instructional data to inform instruction and adjust curriculum and teaching strategies on a frequent and yearly basis

Does the School effectively provide opportunities for student engagement?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>Heritage Academy Teachers implement a variety of teaching strategies designed to increase student engagement. Some are built into the CKLA, EngageNY and Pearson curriculum. Some are teacher created.</p> <p>Students are provided with opportunities to utilize content and skill development in high interest areas through Enrichment Clusters and middle school electives. Students also complete class projects, science labs and writing assignments designed to promote critical thinking, problem-solving and creativity while working on standards-aligned assignments.¹⁷</p> <p>Teachers use whole class, direct instruction, whole class discussion, interactive whole class strategies, small group discussion, small group projects, integrated assignments involving multiple content areas, individual assignments focused on skills, individual assignments focused on knowledge, guided practice and independent work designed to allow students to demonstrate proficiency in core content areas, small group workshops or centers that allow students to develop and practice content skills, and individual and small group intervention designed to fill identified gaps in proficiency.</p> <p>All classroom activities demonstrate objectives within each of the three domains of Bloom's Taxonomy (Cognitive, Affective and Psychomotor).</p>

¹⁷ See Master Schedule and Faculty Schedule

Students also participate in “specials” each week. Specials include music, physical education, technology and art. These allow students to explore different elective areas.

Finally, all students participate in 7 Mindsets lessons and activities, school counseling activities, school-wide wellness activities and career development activities.¹⁸

¹⁸ See 7 Mindsets curriculum maps

Does the School Recruit, Support, and Retain, Highly Effective Staff?	State of Idaho's Report	Heritage Academy's Response
Ranking Detail/Explanation	Approaches	Change to Meets
	<p>As a small school in a rural area, HA faces a challenge recruiting staff. The school wants to hire staff that can successfully enact the mission of the school and is working to develop and implement policies and strategies to recruit, hire, and retain highly effective personnel. The current staff appears to be dedicated and engaged.</p> <p>The newly hired curriculum director is playing an important part in training and supporting existing staff in an effort to ensure they are highly effective academically. The school's effort at creating collaborating teacher teams appears aimed at supporting the professional learning of staff.</p>	<p>Heritage Academy questions the subjective nature of this rating. It is clearly apparent the judgment was made without quantifiable data to support the claim.</p> <p>Heritage Academy concurs the school is challenged with recruiting federally define highly qualified teachers. In the face of that challenge, 100% of HA staff members meet federally defined HQT requirements¹⁹, State of Idaho certification requirements and State of Idaho licensing requirements for the positions held for all years of Heritage Academy's operation.²⁰</p> <p>There have not been any unfilled positions in its entire history of operation. Heritage Academy staff members demonstrate increasing levels of education and experience, when examining longitudinal staff data.</p> <p>Ineffective teachers have been provided with mentoring and support in order to improve and teachers not able to meet standards for effective teaching are no longer employed at Heritage Academy.²¹ If a teacher's contract was not</p>

¹⁹ See Staff Rosters for HQT Status

²⁰ See Heritage Academy's Sample Job Postings, list of tools and website where heritage looks for teachers, and Heritage Academy's Teacher Rubric

²¹ See mentor assignment list for evidence of mentoring program and the staff rosters with performance ratings for evidence of rigorous staff evaluation

renewed, the decision was made by reviewing student achievement and teacher evaluation data completed by a qualified superintendent who has demonstrated proficiency in utilizing the Danielson Framework for Teaching.

As a result of significant, and necessary changes in the first two years of operation, Heritage Academy had 100% turnover in teaching and administrative staff. In years 3 - 6 of operation, Heritage Academy has retained 80% of professional staff members (20% turn over due primarily to contract non-renewal or teachers moving out of Idaho to other states). For non-certificated staff members, the retention rate was 10% in the first 2 years of operation and has been 87% in years 3-6 of operation.

Our staff is more importantly addressing the emergent needs of underprivileged youth. In response to our curricular needs, Heritage Academy identified and recruited a curriculum director. In response to low math and science scores, Heritage Academy recruited an experienced science and math teacher with a graduate degree in curriculum and instruction. In response to increased enrollment of students with a variety of disabilities, Heritage recruited a retired special education teacher to return to the school system and lead the special education program.

Our yearly summary of teaching credentials from 2011 to 2016 support that education levels of our staff are increasing. We have extracted a highly competent staff from a very limited candidate pool.

Heritage Academy has intentionally recruited individuals to support the mission of the school. They are sold on the mission of the school and come with additional years of teaching experience alongside advanced degrees or specific training in identified areas of need.

The school has an extensive plan to recruit, support and retain highly effective staff that includes utilizing a variety of tools to advertise openings, utilizing hiring teams and interview questions designed to identify high quality candidates, and, utilizing interview rubrics to assess candidate quality. The superintendent, human resources director and board annually review and revise the Heritage Academy salary schedule to ensure Heritage Academy salaries are greater than those of surrounding districts. In addition, Heritage Academy contracts with staff members willing to provide additional support to the school often in an area of the employee's expertise.

Inexperienced staff members are provided with mentors to give them support. Staff members not meeting performance standards are given additional support, and if they do not improve, they are

no longer part of the Heritage Academy team

To meet the needs of our increasing special education population, 7 of 11 teachers with experience or certification in special education, federal programs implementation (Title IA; Title III); counseling and behavior management - recruited due to the high percentage of at-risk students and/or with specific needs described in IEPs, ELPs and 504 plans.

Does the School have strong instructional leadership?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Exceeds
Detail/Explanation	<p>The school leader has placed a focus on creating a safe and nurturing learning environment. Based on a belief that good nutrition is a factor in successful learning, leadership has developed an extensive, schoolwide nutrition program involving free breakfast, lunch and snacks. With these elements in place, leadership describes a new focus on student learning and achievement and refinements to the school-wide enrichment model.</p> <p>It appears the administrator was not aware of the issue regarding lack of curriculum for staff until the end of last year. Based on several years of poor test scores, it is not apparent that the administrator ensured that curriculum was reviewed and modified or that the delivery of the curriculum was monitored. A new hire and an outside consultant appear to be focused on creating an assessment team and system to collect qualitative and interim data that can be analyzed to judge efficacy of the core program. The lack of evidence of these actions in the past makes it unclear whether a comprehensive plan for improvement is being</p>	<p>For the visiting team to start with the leadership's commitment to child nutrition as the "savior" of the students is short-sighted and sophomoric. Nutrition is one small factor of academic achievement. Expectations, trained staff, and putting the needs and interests of students lead to academic excellence.</p> <p>However, available research supports a direct correlation between nutrition and academic achievement. A 2008 study done by Dr. Arthur Agatston showed significant increases in math scores among all 1,197 student participants in 79 elementary schools nationwide. A survey of K-8 teachers, conducted by Lake Research Partners in October 2010, showed that two-thirds of teachers reported children regularly come to school too hungry to learn.²² The Federal School Lunch Program tries to address these issues by providing free and reduced lunches to children in need. Free breakfast is also provided school-wide by schools who qualify (such as Heritage Academy). Recent school demographic data, provided by the Idaho Department of Education and the USDA indicate 93% of Heritage</p>

²² See Maslow's Hierarchy of Needs Pyramid for Documentation about why it is so critical that students are well fed

implemented.

Academy students qualify for free or reduced-price lunches.²³

The reports' claim that Heritage Academy's superintendent did not know about the lack of a curriculum are false and misleading. First, a research proven curriculum was selected by the curriculum adoption team prior to the school's opening, using state adopted curricular materials. The superintendent became aware of missing items, however, those were supplemental to the core curriculum (CKS, Envision Scope and Sequence; Envision Teacher's Manuals; Reading Street Teachers' Manuals and Open Court Teachers' Manuals)²⁴

Second, Heritage Academy makes announced and unannounced classroom visits to ensure curricular compliance and to identify any holes in the curriculum. Weekly lesson plans are checked by the curriculum director.

The visiting committees' statements suggest that the teachers have free reign over adopting curricular materials. If so, there would have been a mish-mash of orders placed by the school as we know that teachers could not afford to outfit an entire class with new curriculum. The purchase of these new materials

²³ See the State of Idaho's Documentation of Heritage Academy's poverty rate

²⁴ See Heritage Academy's Strategic Plans from 2012-present to document exactly where how Superintendent helped to ensure that Heritage Academy is being as innovative as possible as well as the previous curricular changes outlined earlier in this report

was systematic, organized and intentional and initiated by the school's administration.

The visiting team members failed to examine materials provided to them prior to and during the site visit. Those include: leadership team responsibilities, curriculum from 2011-present, assessment data from 2012-present, school improvement plans; professional development plans, district strategic plans and documentation, etc. that was provided as evidence of this indicator. As a result, the evaluators' comments are not fact-based, but opinions based on limited information.

Does the School have leadership sustainability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>The school has a stable leadership team that appears to have clear job responsibilities and essential qualifications. No evidence of a leadership succession plan was provided. The curriculum director, who has a focus on assessment, is currently working toward an administrator certification. She may be a candidate for developing/maintaining a leadership pipeline, but it is not clear that this was planned by the school's current leadership.</p>	<p>The board is statutorily responsible for the hiring and employment term of the school leader. The school leader reports to the board and only the board. The school leader's scope of work does not include succession planning.²⁵ There is evidence though, through historical activity, the board can recruit, select and appoint a qualified superintendent if required. In fact, the board has conducted two successful superintendent searches. In addition, two current employees are securing superintendent credentials. The board is pleased with the performance of the current administration. Hence, no formalized succession plan exists.</p> <p>In addition:</p> <ul style="list-style-type: none"> • The Heritage Academy leadership team regularly reviews leadership team roles and responsibilities. • The Heritage Academy leadership team identifies needs and seeks new staff members with specific strengths to fill needs and/or offers existing staff members training to enable them to fill needs.²⁶ • Hiring decisions are made in a way that builds a stronger team and fills identified gaps. • In Fall, 2012 Heritage Academy added an

²⁵ See Leadership Team Responsibilities Chart

²⁶ See Teacher Data Chart

superintendent with a doctorate in education leadership, a master's degree in business administration with a focus on organizational change and improvement, and over 20 years of experience working in Pre-K through Post-Secondary education. The superintendent has significant experience in charter school development, organizational change and management, comprehensive school improvement, serving at-risk populations and board development. The current superintendent also hired a K-5 team leader with over 30 years elementary education teaching experience and hired a federal programs coordinator with over 20 years of teaching experience and over 5 years of experience developing Title IA reading intervention programs and progress monitoring systems. A board clerk was hired with significant experience serving on charter school boards and with a high level of knowledge on legal compliance for charter schools.

- In Fall, 2013 Heritage Academy added a special education coordinator with over 30 years of experience serving all disability categories and with over 20 years of experience training

and supervising paraprofessionals. It also added 2 new elementary teachers with specific skill in enrichment and in providing effective core academic instruction.

- In Fall, 2014 Heritage Academy hired 2 additional staff members (paraprofessionals) pursuing elementary and special education teaching degrees (to fill SPED positions when the current teacher retires).
- In Fall, 2016 Heritage Academy hired 2 paraprofessionals pursuing elementary teaching degrees to fill elementary positions that open when the K-5 team leader retires or when someone moves.

Not only is the Heritage Academy's leadership mission driven with expansive experience in school administration and a passion for the student body, they serve at the will of the board. The school's administrative and teaching ranks are positioned with the appropriate credentials and experience.

27. Sample teacher resumes

Does the School offer professional development that supports the school's goals and the needs of individuals?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Change to Exceeds
Detail/Explanation	<p>Detail: There does not appear to be any professional development beyond teacher collaboration and mentoring, which were instituted just this academic year. No evidence was presented that the school has established annual PD goals and priorities aligned with the mission, values, and goals of the school, nor that PD activities are interrelated with assessment activities or classroom practice. Additionally, no evidence was presented that the school evaluates the effectiveness of PD.</p>	<p>Ample evidence was presented in binders of scheduled and ad hoc professional development. Had the visiting team taken the time to review the evidence, they would have noted a well defined professional development plan with goals and a multitude of professional development activities. Some of these activities include:</p> <ul style="list-style-type: none"> ● Invoices from paid presenters ● Teacher logs ● Annual professional development goals ● Supplemental contracts for mentors and trainers ● Conference attendance overviews and follow-up presentations ● Monthly full staff, team meetings, and monthly in-service professional development for assessment reviews. ● Two weeks of pre-opening staff development including enrichment training, RtI, etc. ● Monthly board meeting presentations ● Extensive professional development – based upon strategic plan and needs assessment ● 2011-12 – Schoolwide Enrichment Model ● Strategic Planning for staff members and board ● 2012-13 – SEM; Core Knowledge Sequence;

Mathematical Thinking Initiative; Progress Monitoring and RtI

- 2013-14 – Core Knowledge Sequence; Open Court; Mathematical Thinking Initiative; Progress Monitoring and RtI; Special Populations (SPED, LEP)
- 2014-15 – CK; RtI and Data-Driven Instruction; SEM; Effective Reading Instruction; Safe Schools
- 2015-16 – Master Schedule; Increasing Effectiveness of Instruction; Effective Reading Instruction and Intervention; EngageNY Implementation (still included SEM overview and safe schools overview; Using data to make decisions and for RtI; AIMSWEB Plus
- 2016-17 – Data-driven instruction; AIMSWEB Plus; EngageNY; CKLA;
- 2012 - Present – Mentors assigned to beginning or struggling teachers
- Safe Schools conference in 2013 & 14 (Counselor)
- Title 1A Conference – 2014, 15, 16 – Team of teachers
- SPED PD – all SPED teachers and paraprofessionals
- Federal Programs Conferences and Directors’ Meetings – 2012 – 2016 - All federal programs staff members (teachers, paras and administrators)
- SEM Training – U of Connecticut conference 2011, 12, 13 – 2 board members, Superintendent, HR director and all teachers

- MTI – 2013 and 2014 – all teachers
- Open Court – 2014 and 15 – all elementary teachers
- CKLA – 2016 – all teachers
- Behavior Management Trainings – several teachers each year
- RtI – 2012 – present – all staff members
- Reading intervention strategies – 2012-2016 – all K-5 teachers and paraprofessionals

28. Sample professional development plans and training invoices

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Does Not Meet	Change to Approaches
Detail/Explanation	<p>The school’s newly adopted curriculum includes clear procedures for identifying diverse learners and is presumed to have adequate intervention programs for such students. The school reports that teachers are aware of their students’ progress, including meeting IEP goals, and achieving English proficiency. However, teacher awareness appears to be disconnected from leadership taking action to remediate academic performance that is clearly low.</p>	<p>The claim leadership does not take action to remediate low academic performance is based solely on the subjective opinions of the visiting team and not of current practice on campus. Significant instructional improvements have occurred on campus during each year of operation and are evident to our school community.</p> <p>In addition, the evaluators comment that the newly adopted curriculum is “presumed” to have adequate intervention programs for diverse learners demonstrates a complete lack of understanding of both core curriculum and research-based best practices for meeting the needs of diverse learners.</p> <p>The State of Idaho supports the Response to Intervention (RtI) model designed to identify schoolwide, classroom and individual student needs and address them with effective intervention. The State of Idaho and the United States Department of Education also recognize a variety of programs including Special Education, Limited English Proficient/English Language Learner, Title IA Targeted Assistance and Schoolwide Programs for struggling students, Gifted and</p>

Talented, Safe Schools (includes counseling); School Improvement; Neglected and Delinquent, Homeless; Rural Education (REAP), etc. because of the diverse needs of students have to be met using a variety of resources and strategies.

There would never be **one** new curriculum that “includes clear procedures for identifying diverse learners and is presumed to have adequate intervention programs for such students.” Any individual or team that would include such a comment in an official evaluation demonstrates a lack of the necessary understanding in the field of education that would be required to complete a valid and reliable evaluation.

The site visit evaluators do not identify actual deficiencies in meeting this indicator, making the school community wonder if they understand the needs of the school or data interpretation.

Does the visiting team have experience in data disaggregation and prescriptive strategies to foster academic improvement for the diverse learners that are included in the Heritage Academy community? Can the visiting team tell us if our changes will lead us to academic improvement?

Research demonstrates the strategies Heritage Academy has progressively implemented beginning in Fall, 2012 and

continuing through the present are the very strategies that work to improve academic outcomes in high poverty schools. Experts in the field of education, from the Idaho Department of Education, Idaho State University and the United States Department of Education concur.

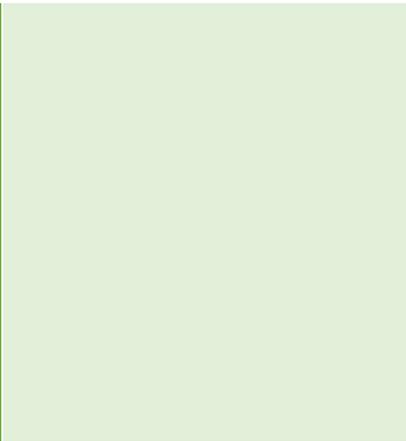
Progression in financial and operational improvements demonstrate that we are positioned and suited for academic improvements. Our school is continually improving and longitudinal data from operations, financial and academic programs substantiate those improvements.

Currently the ISAT only presents achievement data and no growth data. How is the visiting team making judgment on student growth? The new Idaho State superintendent and SBOE are in the process of developing a new system that includes achievement **and** growth and is compliant with ESSA. Until that system is in place, utilizing only State assessment scores to evaluate student progress will not lead to a valid, reliable or accurate analysis, as is noted by the IPCSC in the introduction to its annual performance report.

The school has a better understanding of growth than the state utilizing longitudinal IRI data combined with AIMSWEB and AIMSWEB Plus data from the previous 5 years. With the changes in the ISAT, move to

CCSS and developments from the SBAC, it is important to look at stable measures that have not changed during Heritage Academy's current performance certificate period, rather than at data from assessments that have dramatically changed over that same period.

From 2012 to the present, the Heritage Academy Leadership team has been engaged in a number of efforts designed to increase instructional time and rigor as well as ensure teachers are implementing research-based, best practices in curriculum and instruction. The school has been focused on improving core reading and math instruction (using upgraded curriculum - Open Court Reading, CKLA and EngageNY Math curriculum) and ensuring that all teachers are maximizing instruction during their reading block. Teachers have attended brief professional development sessions focused on strategies for K-3 reading and on EngageNY implementation for K-8. SDE/ISU capacity builders, our federal programs director, our special education coordinator, our K-5 team leader and our administrator have all provided mentoring, coaching and training to teachers and paraprofessionals to make certain all teachers are implementing the curriculum and instructional practices necessary to produce significant growth in our students and to lead to proficiency in meeting the CCSS. All teachers collect monthly progress monitoring data using



four (AIMSWEB 2012-2015; AIMSWEB Plus and CKLA 2016-Present) probes. The leadership team and classroom teachers analyze data to determine if students are making enough growth to meet targets as well as to identify students to refer to our Student Assistance Team for further discussion and intervention.

30. Sample longitudinal data

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?		
	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Change to Approaches
Detail/Explanation	<p>The school did not present evidence that it regularly administers valid and reliable assessments that align to the school's curriculum. Other than the newly adopted curriculum, the school did not present evidence of an assessment system that includes measures of student performance for the purpose of interim and summative evaluations of all students in each core content area. Data needed to analyze school wide performance and identify areas of improvement does not seem to be present. Assessment data may be available to teachers, but it does not appear to be shared with school leaders or board members. An assessment schedule provided by the school shows an intent to administer AIMSWEB assessments in the future, but no data was currently available. The assessment schedule did not indicate what assessments were expected to be</p>	<p>Again, had the visiting team read and reviewed the binders of assessment data in the superintendent's office they would have found convincing evidence to the contrary. There is ample evidence of formative and summative assessment including:</p> <ul style="list-style-type: none"> • SPED assessment as indicated by the RtI (Response to Intervention) process and Student Assistance Team (SAT) • Intervention tools and strategies tied to individual student and small group needs • Leadership and Student Assistance Team (SAT) monitor data and make whole class and school-wide changes as required. • Evidence of school-wide data examined three times a year after benchmark testing. October, February and June. • A well-defined feedback loop has been in place since Fall, 2012 and has driven each change in curriculum. • Three year curriculum improvement plans • AIMSWEB Probes (RCBM, MAZE, MCOMP, MCAP) over the past 2 years. • CORE Reading assessment and Idaho Reading Indicator in grades K-3 and classroom curriculum-based assessments in grades K-8. The leadership

administered to students.

The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests an episodic rather than systematic approach to using assessment to improve learning. No evidence was presented of an assessment action plan focused on concrete strategies for improvement, including refining the assessment system to more closely connect teacher observation and classroom data to changes in practices.

team has used data to drive decisions regarding increasing instructional time (through revising the master schedule for all grades) and adopting stronger core curriculum in reading (Open Court and then CKLA) and math (EngageNY). The Student Assistance Team (SAT) utilizes the RtI approach to assess individual student needs and plan for specific interventions designed to address specific gaps. Heritage Academy has also been working with School Improvement Capacity Builders, for 2 years, to analyze data and align school practices to those identified in high performing schools. Data showed that our students were still significantly behind and fall 2015 data reflect an inverted triangle, rather than the typical distribution of scores in Tier I, 2 and 3. This was after curriculum upgrades and intervention efforts designed to address identified gaps. Our leadership team and capacity builders have added stronger intervention programs in reading, that are aligned to the CCSS and support our core instruction. The master schedule now maximizes core instruction time in both reading and math.

All aforementioned data was available to inspect, during the site visit, in the superintendent's office. Data is housed in the teachers' work room, in locked file cabinets, in teacher data binders, in the superintendent's office and/or electronically. The evidence

also includes board presentations. Once again, the visiting team overlooked this.

Heritage Academy acknowledges that our students' test scores are low. These low scores on state assessments drove the need to study the curriculum and make a change. It is inaccurate, presumptive and odd that the evaluators believe data is available to teachers, but not shared with the superintendent or board members. If the evaluators had examined board documents, they would have read minutes showing the board is provided with assessment data, from the superintendent, on a monthly basis and board members are provided with training (also from the superintendent) focused on understanding assessment and assessment data. In addition, changes initiated by the superintendent and approved by the board are evidence that the superintendent and board member regularly review data and make decisions focused on school improvement.

The school's history of low scores on state assessments, combined with the recent major curriculum adoption, suggests a systematic rather than episodic approach to using assessment to improve learning. We believe that the committee's statements are prejudicial and inaccurate

The following measures have been implemented, according to the timeline indicated:

2012-2015 – AIMSWEB

- Fluency/RCBM
- MAZE

- MCOMP

- MCAP

2016 -Present – AIMSWEB Plus

- Provides significantly more data from benchmark assessments and progress monitoring
- Allows teachers to set and monitor individual goals in specific skill areas

2012-Present Idaho Reading Indicator (IRI)

- Fall, Winter and Spring Administration

2012-14 Core Phonics Survey Administration

- 2012 - 14 and 2016 Administration

Curriculum Based Assessments

- 2011-2013 Reading Street
- 2013-16 Open Court Reading
- 2016-Present CKLA
- 2011-2015 Envision Math
- 2015-Present EngageNY Math

2011-Present Idaho Standards Achievement Tests (ISAT)

- Spring administration

2012-Present

- IELA/WIDA/Access 2.0
- Fall screening assessments for students with home languages

in addition to, or other than,
English

- Spring English Language Proficiency assessments

2012-Present - Kindergarten Assessments

- Pre K Spring Screening
- Hearing Screening
- Vision Screening

Special Education

- Assessments identified by students' IEP teams
- Progress monitoring assessments (Aimsweb; Aimsweb Plus; Read Naturally Live; Moby Max; other program based assessments)
- Benchmark academic assessments (Aimsweb; Aimsweb Plus; Woodcock Johnson IV)
- Cognitive Assessments (Woodcock Johnson IV Cognitive; WISC V)
- Behavior and Attention evaluations (Connors; BASC)
- Occupational Therapy -related assessments for visual perception, fine motor, etc.
- Speech and Language assessments including articulation, expressive and receptive language, vocabulary, etc.

		Physical Therapy related assessments including gross motor assessments
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31. See assessment chart

Does the school promote a culture of high expectations and is safe respectful and supportive?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Change to Exceeds
Detail/Explanation	<p>Stakeholders report the success of behavior and safety policies to create a safe and welcoming school environment. All stakeholders in the school appear to share a common set of expectations for student behavior. Classrooms were not observed in depth, but reports indicate great improvement in student deportment both in and out of class. The classroom environment appears conducive to learning.</p>	<p>Yes, of course, our school promotes a culture of high expectations. Our local community is diverse and is a high poverty, rural community ready to meet the challenges and expectations of an academically challenging school. Parents who chose Heritage Academy as the best option for their children believe that the individual needs of their children are met by a caring, expert staff that is willing to take the time and make the continuous adjustments necessary to produce student success.</p> <p>The increasing percentage of students with special needs (IEP, ELP, 504) is due to the strong reputation Heritage Academy has in meeting the needs of those students. In 2012, Heritage Academy had a special needs population of less than 4%. Its Free and Reduced Lunch percentage was approximately 48%. Today the special needs population comprises over 39% of our student body and 93% of our students qualify for Free and Reduced Lunch (Idaho Department of Education and USDA) .</p> <p>The increasing number of students who are at-risk, for a variety of reasons, is an indication of the high level of</p>

		<p>parent support for a school that provides a small learning environment, a positive and caring approach to education and high expectations for academic achievement.</p> <p>The visiting team’s report is absent of any recognition of the importance of the partnership we have with our parents. Our parents support and appreciate the high expectations placed on our students.</p> <p>Over five years the administration has implemented specific character development and school-wide expectations that have led to improved student department. We are proud of this and are pleased the visiting team recognizes our efforts.</p>
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32. See school improvement survey document (#29)

Does the School offer adequate support for special populations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Change to Exceeds
Detail/Explanation	<p>Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.</p>	<p>It is extremely concerning the evaluation team did not include this indicator in their site visit report.</p> <p>Heritage Academy is recognized by the local community members and parents for providing outstanding services for special populations.</p> <p>Increased enrollment by parents of students from special populations is evidence of parent satisfaction with these services.</p> <p>Heritage Academy special populations (Students with disabilities, English Language Learners and students with 504 plans due to medical needs) make us approximately 39% of the Heritage Academy student body. Each student has a plan developed by a team that includes the superintendent; program coordinator (SPED, ELL, 504), intervention specialists, parents or guardians and general education teachers). Plans are designed to meet needs identified by evaluation and assessment data. Progress is monitored regularly (a minimum of monthly, typically every 2 weeks).</p>

33. Special education rating letters from the Idaho Department of Education

Does the school support the needs of English Language Learners?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Change to Exceeds
Detail/Explanation	Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.	Again, it is alarming the evaluators did not include this measure in their report. Heritage Academy's ELLs make up approximately 14% of the student body and receive Sheltered Instruction using the SIOP model as well as intervention for language proficiency, reading and math, based upon their needs identified through assessment data.

Does the school demonstrate an adequate demographic representation of the surrounding district?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included in the Report	Change to Exceeds
Detail/Explanation	<p>Since the evaluators decided not to give Heritage Academy a ranking for this metric they provided no detail.</p>	<p>It is extremely concerning the evaluators did not assess this indicator, as many Idaho charter schools do not meet performance standards in this area. As a result, those schools more easily meet standards for academic proficiency and often for teacher recruitment and retention.</p> <p>Heritage Academy has a similar, but more needful demographics than the local school district.</p> <p>The demographic information includes:</p> <ul style="list-style-type: none"> ● 93% Free and Reduced Lunch ● 14% English Language Learner ● 19% Students with disabilities ● 6% Students with 504 plans <p>Jerome School District:</p> <ul style="list-style-type: none"> ● 68% Free and Reduced Lunch ● 35% English Language Learner ● 10% Students with disabilities ● No 504 information <p>State of Idaho</p> <ul style="list-style-type: none"> ● 47% Free and Reduced Lunch ● 9% English Language Learner ● 10% Students with disabilities ● No 504 information <p>The school's student population is representative of the local demographics.</p>

Does the school have a strong, steady, retention rate for students?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Does not Meet	Change to Approaches
Detail/Explanation	<p>The school appears to have a fairly stable student body in terms of enrollment numbers; however, the school had 62 new students enrolled at the start of the current academic year, indicating a high attrition rate.</p> <p>The administrator stated that the school cannot calculate an accurate retention rate due to the transient nature of the population. The school did not present evidence of procedures to monitor its progress toward meeting enrollment targets. The school’s enrollment has consistently been at or below the worst case anticipated in the charter, and has declined slightly in recent years.</p>	<p>The board made a deliberate choice to keep enrollment at one class per grade in K-5 and a maximum of 50 students in 6-8</p> <p>The Heritage Academy charter allows 450 (two classes per grade 25 per class) and this seems to be what the evaluators are referring to when they say our enrollment does not meet the standard.</p> <p>The evaluators’ comments note many students who had been previously enrolled at Heritage Academy, at some time during the previous 2 school years. The challenge for Heritage Academy is in determining the most accurate way to monitor student retention. 450 students has never been the goal, but the board wanted flexibility in the charter so the board could make a decision without going through a charter amendment process if data showed that increasing enrollment would be beneficial to the school and local community.</p> <p>Based upon board decisions, current maximum enrollment would be 200.</p>

Many Heritage Academy families go back and forth between our school and several other schools in the same area and it is often due to issues that qualify under ESSA Homeless - usually multiple families living together.

School enrollment typically fluctuates between 165 and 190. Heritage Academy serves a primarily at-risk population of students who often go in and out of school. These students are usually the same families and it is usually due to family and economic challenges. The 62 new students referred to in the evaluators' comments to the evaluation team referred to the fact that the IPCSC retention form does not provide an accurate way to measure retention for this population. The comment did not indicate that the leadership team and board do not monitor and address student retention. Those efforts may look different than many of Idaho's charter schools that serve fewer at-risk students and families.

It is of significant concern one of the evaluators suggested to the Heritage Academy superintendent and several stakeholders that Heritage Academy consider amending its charter to create two schools, one for the more stable children and families, so that

school's assessment data would not be negatively impacted by student mobility and factors associated with at-risk children. Heritage Academy stakeholders perceived this suggestion to be very discriminatory. The IPCSC evaluator's verbal comments suggested implementing practices to limit those very students would be a good option to increase Heritage Academy's test scores.

34. Data from PowerSchool and CEP documentation

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>The school appears to have clearly defined and delineated roles for staff, administration, and board members. The subjects interviewed reported a clear and well-understood system for decision-making and communication among all members of the school community. The school has, this year, implemented mechanisms for regular and frequent collaboration.</p> <p>It is not clear that school leadership has historically implemented a clearly defined mission and set of goals for all staff, as the charter commits.</p>	<p>The evaluators' comments seem to indicate Heritage Academy meets this indicator. The comments suggesting it's not clear the leadership has historically done this is a biased comment and not based on data.</p> <p>This is an area of strength for the superintendent, board and school. The superintendent and board have regular planning sessions, plans, agendas, etc. that show demonstrate the focus and commitment to creating the structure and climate described. This type of climate cannot be created without specific attention from the organization's leader. There is clear evidence that this has historically occurred.</p> <p>Heritage Academy staff members post SMART goals in each room. All staff members have copies of professional development goals and plans for the year. The leadership team has responsibilities and committee assignments.</p>

35. Annual strategic plan and school improvement survey data

Are there Effective Communication Channels between stakeholders?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees with State's Rating
Detail/Explanation	The leadership team meets regularly with the board. Parents reported that two-way communication mechanisms are established between parents and teachers. It is less clear if parents are more broadly involved in school planning.	Heritage Academy agrees with the assigned rating. The comment regarding parents' involvement in planning is subjective.

36. Parent Involvement Plan

Does the School Facility Support high quality teaching and learning?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees with State's Rating
Detail/Explanation	The classrooms are large with ample natural light. The school lacks an adequate library; however, a public library is located not far from the school. The facility appears appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Heritage Academy agrees with the assigned rating.

Are health safety and accessibility standards being met and documentation kept current?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>The school facility is an old, district school building and it is suffering some maintenance issues. There was evidence of leaks in the roof, and the board and administration indicated that the roof needs replacement. Being old, the electrical system was built to a more limited standard, but lighting was ample. The heating system is old and outdated. There is concern that it may need replacement in the future, a significant expense. The front steps leading into the school are crumbling, but the board indicated there is plan to repair them in the next year. Another key concern is the lack of ADA access to the 2nd and basement floors of the building. Currently this is an issue for one teacher recovering from an injury.</p>	<p>Heritage Academy is grandfathered to meet ADA regulations. Currently the school meets all requirements and we make accommodations for any student, parent or staff member that requires accommodations.</p> <p>The electrical system has been updated (prior to this year) and replaced with energy efficient lighting and electrical wiring that meets the needs of increased technology.</p> <p>Building inspections are on file and up to date.</p> <p>The furnace is old, but not necessarily outdated. It is well maintained.</p> <p>Heritage Academy currently has over \$40,000 in a building maintenance and repair reserve fund. The building mortgage will be paid off in the spring of 2018. A capital improvement plan is drafted to address our facility needs.</p>

37. Sample Building Inspection

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Meets	Agrees with state's ranking
Detail/Explanation	The board keeps appropriate minutes of all meetings, and minutes are available to the public. The character of the minutes is compatible with the conclusion that the board understands Open Meeting law. The minutes also indicate that the board has systems and structures in place to ensure meetings are effective.	The board conducts monthly training to ensure board members understand Open Meeting Laws and the responsibility of the board and individual board members.

Does the board have policies in place that establish standards for overall management of the school?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Agrees with state's ranking
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>The Heritage Academy board refers to school policy, Idaho Code and Idaho Administrative Rules and all applicable federal laws when making decisions.</p> <p>The board has a 3 year review cycle for school policies and a 3 year training plan for board members.</p> <p>The board receives regular training regarding its bylaws and the responsibilities of each officer. Officer and board member succession plans are in place and outgoing officers shadow new officers to help train them in their new roles.</p> <p>The board nominating committee meets annually and follows the procedures outlined in the bylaws to ensure that management of the school continues when board member terms end and new board members begin to serve.</p>

Does the board demonstrate alignment with the school’s mission, vision, and core values while remaining a governing authority?	State of Idaho’s Report	Heritage Academy’s Response
Ranking	Not Included	Change to Exceeds
Detail/Explanation	The board appears to have a clear definition of its role as a governance body separate from the role of management. No evidence was collected relative to board self-evaluations and training. The board is successfully maintaining its membership, and no bylaw issues have been identified.	Again, had the visiting team looked in the superintendent's office, they would have found self-evaluations and training schedules

Has the school's board developed a strategic plan?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Agrees with state's ranking
Detail/Explanation	<p>As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.</p>	<p>The board values strategic planning techniques that are based upon the Appreciative Inquiry approach to organizational management and change. The board and staff members attend an annual retreat and work together on a strategic plan.</p> <p>Stakeholders are involved in strategic planning sessions designed to identify and clarify stakeholder expectations of each other.</p> <p>The board and staff work from the perspective of "Heritage At Its Best" to develop a detailed plan. The superintendent and leadership team members create budgets, staff assignments and responsibilities, SMART goals and school improvement plans that are aligned to the strategic plan.</p> <p>The superintendent provides information to the board regarding academic, operational and financial plans and activities and their alignment to the overall strategic plan.</p>

Does the board provide appropriate academic oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Does Not Meet	Change to Exceeds
Detail/Explanation	<p>Based on the test scores, there is no evidence that the board sets student achievement goals aligned with authorizer expectations, nor that it regularly monitors progress towards these goals. No evidence was presented that board decision-making, including around resource allocation and human resources, is driven by student performance data. The board rated its administrator as expert, though the school has suffered from poor academic results and operated with virtually no curriculum in previous years. board members lack experience in K-12 education, and it does not appear that the current board members have the background to determine what assessment data is needed, or what educational goals are appropriate.</p>	<p>The board values strategic planning techniques that are based upon the Appreciative Inquiry approach to organizational management and change. The board and staff members attend an annual retreat and work together on a strategic plan.</p> <p>Stakeholders are involved in strategic planning sessions designed to identify and clarify stakeholder expectations of each other.</p> <p>The board and staff work from the perspective of "Heritage At Its Best" to develop a detailed plan. The superintendent and leadership team members create budgets, staff assignments and responsibilities, SMART goals and school improvement plans that are aligned to the strategic plan.</p> <p>The superintendent provides information to the board regarding academic, operational and financial plans and activities and their alignment to the overall strategic plan.</p>

38. Strategic Plan

39. Sample Board Minutes with Academic Overview

Does the school's board provide appropriate operational oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Approaches	Change to Meets
Detail/Explanation	<p>The board is aware that some repairs are necessary for the facility, including replacing the roof and fixing the crumbling front stairs. However, there does not seem to be any urgency around facility needs, nor do budgets indicate a concern for taking action as appropriate.</p> <p>There was some indication from school leadership that when the loan on the building is paid off (June 1, 2018) facility issues may receive more attention. School growth has been stagnant, if not declining, for the past several years. The board did not provide any evidence of effective action regarding the school not meeting enrollment expectations. Meeting minutes demonstrate an effort by the board to take action on organizational, management, and fiscal deficiencies.</p>	<p>The board minutes and budget show evidence of planning to address facility needs. Safety and health issues are addressed to safeguard student, staff and parents. A capital improvement plan exists to meet emergent issues as they arise and create additional instructional space as resources are available.</p> <p>The board has evidence that it is aware of enrollment and has continued marketing efforts to inform the public about the school and that charter schools are tuition-free public schools.</p> <p>Current enrollment is within 2% of goal enrollment for the year and within 15% of maximum enrollment. The board has chosen to continue the focus on academic achievement and school safety/wellness rather than work to increase enrollment. For the at-risk population our school serves, budgeting, planning for and serving a smaller number of students helps meet our students' needs more effectively.</p>

40. Capital Improvement Plan and Facility Committee Minutes

Does the school's board provide appropriate financial oversight?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	Heritage academy consistently achieves "honors" ratings with regard to its finances. The board reviews financial statements and budget information at every board meeting. The board treasurer meets with the director of finance regularly and the board reviews annual audit information when working on strategic planning. In addition, the board considers student academic achievement data, human resources data and recommendations from the superintendent and Director of Finance when approving annual budgets.

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- 41. See longitudinal scores from IPCSC Annual Performance report
 - 42. Board minutes from budget approval and audit report discussion

Does the school maintain appropriate internal controls and procedures?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The school maintains appropriate internal controls and procedures. The draft annual performance report noted one time sheet during the 2014-2015 school year that did not meet federal time and effort reporting requirements. That time sheet was for an employee that had moved into a new position. The employee had been given training but did not complete the timesheet correctly. She was provided with additional training to correct the problem. The director of finance and human resources reviewed Time and Effort reporting requirements and school reporting worksheets with the Idaho Department of Education Title IA Coordinator and the school's records and reporting system is compliant. The Finance and Human Resources Director provided training to all employees each year of this performance period.

Does the school maintain adequate financial resources to ensure stable operations?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Meets
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The school agrees with the information provided in its draft annual report.

Is the school demonstrating strong short and long-term fiscal viability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff in June, 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis. These steps were possible due to the conservative fiscal management by the board and superintendent.

Is the school demonstrating strong short and long-term fiscal viability?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	The Heritage Academy board is proud of securing a building with minimal facility debt. In the current performance period, the board refinanced the facility debt with payoff in June, 2018. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis. These steps were possible due to the conservative fiscal management by the board and superintendent.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?	State of Idaho's Report	Heritage Academy's Response
Ranking	Not Included	Change to Exceeds
Detail/Explanation	As the evaluators failed to give Heritage Academy a ranking there is no detail or explanation for any ranking from the State's report.	<p>The school includes financial goals in its annual strategic plan. In addition, the board integrates financial goals with goals in other areas of operation so that resources are directed to meet the needs of the students.</p> <p>The finance director, superintendent and board treasurer regularly review the budget, enrollment, financial statements and school needs to ensure the school is serving as a good steward of taxpayer public funds. Adjustments are made to ensure the school operates within its annual budget and maintains a reasonable reserve.</p>

ELEMENT	IPCSC TEAM RATINGS BY INDICATOR	EVIDENCE-BASED APPROPRIATE RATING BY INDICATOR	IPCSC TEAM OVERALL RATING (using a 4 point scale 4=exceeds 3=meets 2=approaches 1=does not meet)	EVIDENCE-BASED OVERALL RATING
MISSION & KEY DESIGN ELEMENTS	Mission: Meets Distinct Instruction: Approaches	Mission: Meets Distinct Instruction: Meets	2.5	3
PROGRAM DELIVERY: CURRICULUM	Success for All: Meets Delivery: Approaches Feedback Loop: Approaches Student Engagement: Not Included	Success for All: Exceeds Delivery: Meets Feedback Loop: Exceeds Student Engagement: Meets	2.3	3.5
PROGRAM DELIVERY: INSTRUCTION	Recruit Staff: Approaches Leadership: Approaches Leadership Sustainability: Approaches Prof Development: Does Not Meet	Recruit Staff: Meets Leadership: Meets Leadership Sustainability: Meets Prof Development: Exceeds	1.5	3.25
PROGRAM DELIVERY: ASSESSMENT AND EVALUATION	Academic Program: Does Not Meet Assessment to Evaluate Instructional Effectiveness: Does Not Meet	Academic Program: Approaches Assessment to Evaluate Instructional Effectiveness: Exceeds	0	3.3

	Culture of High Expectations: Does Not Meet	Culture of High Expectations: Exceeds		
ACCESS AND EQUITY	Support for Special Populations: Not Included Support for ELL: Not Included Demographics: Not Included Student Retention: Does Not Meet	Support for Special Populations: Exceeds Support for ELL: Exceeds Demographics: Exceeds Student Retention: Approaches	None Included	3.5
ORGANIZATIONAL CAPACITY	Org Structure: Approaches Communication : Meets Parent Involvement: Not Included Facility: Meets Health and Safety: Approaches	Org Structure: Exceeds Communication : Meets Parent Involvement: Meets Facility: Meets Health and Safety: Meets	2.5	3.2
GOVERNANCE	Public Agents: Meets Overall Management: Not Included Alignment with mission and vision: Not Included Strategic Plan: Not Included Academic Oversight: Does Not Meet Operational Oversight: Approaches	Public Agents: Meets Overall Management: Exceeds Alignment with mission and vision: Meets Strategic Plan: Exceeds Academic Oversight: Meets Operational Oversight: Exceeds	1.7	3.5
GOVERNANCE: FINANCIAL	Financial Oversight: Not Included	Financial Oversight: Exceeds	Not Included-	3.6

	Internal Controls: Not Included Stable Operations: Not Included Fiscal Viability: Not Included Financial Plan: Not Included	Internal Controls: Exceeds Stable Operations: Exceeds Fiscal Viability: Meets Financial Plan: Meets	Annual Performance Report Rates Finance as Honors	
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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Introduction

Idaho statute requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. New schools are initially approved for three year terms, and may be renewed for successive five year terms thereafter.

The Public Charter School Commission (PCSC) seeks to make the renewal process as meaningful, transparent, and collaborative as possible. We encourage schools to review this guide thoroughly, taking care to meet deadlines and complete the renewal application accurately. We also encourage schools to start the process early and maintain communication with PCSC staff throughout.

The renewal process offers an opportunity for you, as a school, to reflect on your outcomes during your current performance certificate term; make an evidence-based case that your school represents a prudent use of student time and taxpayer funds; and present a compelling plan for your school's future.

The PCSC will make renewal decisions in accordance with Idaho statute, ultimately basing its decision on each school's outcomes with regard to the requirements and standards established in the performance certificate and framework.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.

Overview

The renewal process outlined in Idaho statute includes several deadlines and requirements of both authorizers and schools. This guide is intended to assist you in understanding these requirements and fulfilling your school's responsibilities in a timely and effective fashion. It will also explain the PCSC's role in the process, including procedures and possible outcomes.

Your charter, performance certificate, and framework contain a description of the school you have committed to provide for your community. The framework details academic, mission-specific, operational, and financial standards against which your outcomes are evaluated on an annual basis. These outcomes are provided to you by the PCSC in annual performance reports and indicate whether your school has exceeded, met, failed to meet, or fallen far below the standard for each measure.

Throughout the majority of your performance certificate term, very few (if any) sanctions are imposed even if your school's outcomes are not ideal. Instead, annual performance reports serve as guideposts to help shape your strategic planning as you celebrate your strengths and seek to improve upon any shortcomings.

During the renewal process, the PCSC will carefully evaluate your school, including implementation of your stated mission and key design elements, as well as academic, mission-specific, operational, and financial outcomes relative to the standards established in the framework. We will examine the trajectory of your school throughout the performance certificate term, noting changes over time as well as the larger context in which they have occurred.

The renewal process includes opportunities for you to address the outcomes described in your annual reports, provide contextual detail and additional evidence, and describe improvements undertaken by your school. These opportunities include optional submission of auxiliary data, a site visit by a pre-renewal review team, completion of a renewal application, and a public hearing.

The renewal application included with this guidance document is intended to answer the following questions:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The process allows you to make your best case for renewal by providing additional information and offering explanations for any performance issues. Because the renewal timeline is tight, we encourage you to begin working to address any concerns identified in your annual reports as soon as possible.

Ultimately, there are several possible outcomes of the renewal process:

1. The PCSC may renew your charter for a new, 5-year term.
2. The PCSC may *conditionally* renew your charter for a new, 5-year term. If the specific, written conditions established by the PCSC are not met on the timeline specified, the PCSC may proceed with revocation of the charter prior to the end of the term.
3. The PCSC may non-renew your charter. Non-renewal obliges a school to permanently close at the end of the school year during which the non-renewal decision is made. In the event of a non-renewal decision, an appeal process is available.
4. Your school may voluntarily relinquish its charter. If this decision is made, the PCSC strongly encourages schools to close at the end of the school year, rather than mid-year, whenever possible.

Renewal Process

The PCSC endeavors to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions in accordance with Idaho statute and the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. This standard is embedded in the performance certificate and framework signed by each school. In accordance with statute, the performance certificate, PCSC policy, and best practices in authorizing, the PCSC will base its renewal decisions on each school's existing performance record.

Although the formal renewal process described in Idaho statute begins in fall of the renewal year, several stages lead up to the process:

Performance Certificate and Framework Adoption -- Your school's performance certificate and framework were adopted and signed by both your board chair and the PCSC's chair at the beginning of the certificate term. The adoption process included multiple conversations between PCSC staff and school leadership, during which the certificate and framework were reviewed and customized to your school. The certificate and framework specify the academic, mission-specific, operational, and financial performance expectations to which both parties have agreed.

Non-Renewal Years -- Throughout your performance certificate term, your school received annual performance reports advising you of your outcomes relative to the performance expectations described in the performance framework. Each year, you had an opportunity to review a draft and provide documented responses in advance of the final report's publication. School leadership was encouraged to work toward resolution of any shortcomings identified in the annual reports.

Pre-Renewal Year -- This stage comprises the school year prior to the one in which a renewal or non-renewal decision will be made. During this stage, PCSC staff meets with school leadership to discuss any concerns that may impact the upcoming renewal decision. As a school, you are invited (though not required) to submit auxiliary performance data to support your case for renewal.

Renewal Year -- This stage comprises the school year in which a renewal or non-renewal decision will be made. Early in the renewal year, an evaluation team will make a site visit to the school. Between November 15 and March 15 of the renewal year, the PCSC and school will exchange final performance documentation on a strict timeline. Your school's board is ultimately responsible for the school's participation in the renewal process, including timely submission of a thorough and accurate renewal application.

Renewal Timeline

Below is a timeline of the renewal process, including deadlines, beginning in the year preceding the renewal year and continuing through the PCSC's final decision. Deadlines for schools are shown in green.

Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team makes a site visit to the school. School board members, administration, and business management personnel should plan to participate.
November 15	PCSC issues performance reports to all renewal-year schools. PCSC issues renewal application and guidance to all renewal-year schools.
December 15	Renewal-year schools submit completed renewal applications to PCSC.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools.
Within 7 days of the February PCSC Regular Meeting	Schools may submit written closing arguments to PCSC office (optional).
By March 15	PCSC holds special meeting for the purpose of making final renewal or non-renewal determinations.

Several of the deadlines above are statutory, and all are critical to ensuring a smooth renewal process during which both parties have an opportunity to review and respond to all relevant documentation. For this reason, PCSC policy provides that "schools that fail to submit their completed renewal application by the statutory deadline may be recommended for non-renewal."

Schools are encouraged to review this timeline frequently and contact PCSC staff with any questions.

Auxiliary Performance Data Submission

The renewal process described above includes an optional opportunity for you to submit auxiliary performance data of which the PCSC may not otherwise be aware. We invite you to use this opportunity to make your case for renewal by providing academic, mission-specific, operational, or financial information that is not already captured by the performance framework.

The auxiliary performance data submission deadline is July 15, and auxiliary data must be submitted using the Auxiliary Performance Data Submission Form. Be sure to follow the instructions carefully in order to ensure that your data is presented in a meaningful and useable manner. Remember to focus on measurable, objective evidence rather than on anecdote.

We strongly encourage you to take advantage of this voluntary submission in order to support claims about your school's outcomes. For example, if you believe that your SAT results are reflective of a population that is highly mobile, you could consider submitting the following:

- SAT results for all your students who took the test;
- The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test; and
- Analysis of the above data differentiating results of students who have been enrolled for a significant period from those of students who enrolled more recently.

As another example, perhaps you believe your ISAT proficiency rates reflect a population of students who were already struggling academically when they enrolled at your school. You could consider submitting the following:

- Student-level growth data (using a standardized assessment) for all your students;
- The same data parsed by how close to grade level students were when they entered your school; and
- Analysis of the above data demonstrating the rate of growth for students who enrolled below, at, and above grade level.

As a third example, perhaps you believe your four-year cohort graduation rate is reflective of a population that includes many students who were already behind their cohorts when they enrolled at your school. You could consider submitting the following:

- 4 year, 5 year, and 6+ year cohort graduation rates;
- Student-level data demonstrating which of your students graduated with which cohorts (4 year, 5 year, 6+ year);
- Student-level data demonstrating whether/how far behind cohort those graduates were when they enrolled at your school; and
- Analysis of the above data demonstrating the rate at which students who enrolled with or behind their cohorts progressed through graduation from your school.

The Auxiliary Performance Data Submission Form will help you organize your supporting documentation and explain the purpose for which you are submitting it. We will provide a secure file transfer site to ensure that individually-identifiable student information is protected.

Renewal Application

Below is a checklist to guide you through the development of your renewal application. The checklist is followed by guidance to assist you with development of the application narrative and exhibits.

Title Page

Please provide a title page with the title "Application for Charter Renewal." Include the following information:

- School Name
- School Address
- Contact Information for Renewal Process Contact Person
 - Name
 - Title
 - Phone
 - E-mail
 - Mailing Address
- Date of Application Approval by School Board
- Application Submission Date

Table of Contents

Please provide a clear and comprehensive table of contents including, for all major sections and exhibits:

- Page Numbers
- Hyperlinks or Electronic Bookmarks

Executive Summary

Please provide an executive summary, limited to two (2) pages in length (no less than 11-point font, standard 1-inch margins), providing a concise and concrete overview of the renewal application, including:

- Summary of the school's mission and key design elements, or defining characteristics
- Summary of major successes and challenges during the current performance certificate term
- Summary of the school's responses to the four, central questions addressed in the application
- Signatures of your school's board chair and administrator

Application Narrative

Please provide an application narrative, limited to twenty-five (25) pages in length (no less than 11-point font, standard 1-inch margins) addressing the four, central questions below:

- Is the school an academic success?
- Is the school organizationally sound and compliant with applicable laws and regulations?
- Is the school a fiscally sound, viable organization?
- If renewed, what is the school's plan for its next performance certificate term?

Your responses to the first three questions should focus on credible evidence of the school's past performance outcomes and current status. Only the answer to question four should focus on plans for the future. Below you will find additional guidance to provide direction as you craft your response to each question.

Exhibits

Please attach any exhibits necessary to support your application narrative. All exhibits should:

- Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)
- Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.
- Be in Word or Excel format.
- Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.
- Be clearly labeled (both file name and within the document) with the school name and exhibit number.

Application Narrative Guidance

The guidance below is intended to assist you with development of your renewal application narrative. Please review it carefully to ensure that your narrative is complete. Remember to use your renewal performance report as a guide for your response.

1. Is the school an academic success?

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission-specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

2. Is the school organizationally sound and compliant with applicable laws and regulations?

This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.

Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity or lack thereof, on your academic outcomes.

It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.

3. Is the school a fiscally sound, viable organization?

This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings,

internal controls, and underenrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.

If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.

4. If renewed, what is the school's plan for its next performance certificate term?

This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.

If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.

Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.

Application Submission Instructions

Before submitting your application, please verify that it meets the following checklist:

- The application includes a complete title page, table of contents, executive summary and narrative.
- The executive summary does not exceed two (2) pages.
- The executive summary is signed by the school's board chair and administrator.
- The narrative does not exceed twenty-five (25) pages.
- The narrative thoroughly addresses the topics described in the guidance above.
- Any exhibits are clearly labeled and formatted according to the guidance above.

For data security purposes, the PCSC has established a secure File Transfer Protocol (FTP) site. **In order to protect confidential student data, you must submit your completed application and exhibits through the FTP site.** Do not submit or send your student level data through any other method (e-mail, file sharing website, etc.).

Please follow these steps to submit data through the secure server:

1. Go to <https://sldstransfer.boardofed.idaho.gov>. Any staff member who has submitted ISEE reports will already have an account in this system through the State Department of Education. If you already have an account, proceed to step two. If you do not have an account, select "Other," then select "Registration."
2. Once you have registered, email Andy Mehl (Andy.Mehl@osbe.idaho.gov), the Office of the State Board of Education's information technology manager, letting him know that you have registered. He will then approve your access to the "Transfer" option. Once he has approved your request, you will be able to send documents in a secured environment.

When your data is ready to submit, log back in to <https://sldstransfer.boardofed.idaho.gov> and click on the "Transfer Files" icon. There will be the option to select a file recipient. Scroll down to find Charter Schools Program Manager Kirsten Pochop's email address (Kirsten.Pochop@osbe.idaho.gov). Then you can upload the file and send it. Be aware that you can only send one file at a time. Kirsten will receive an email when the file is received.

The PCSC thanks the National Association of Charter School Authorizers, Core Charter School Renewal Application and Guidance, www.qualitycharters.org for assistance in development of this renewal application and guidance.

From: Jennifer Barbeau
Sent: Monday, September 26, 2016 2:42 PM
To: Christine Ivie (civie@heritageacademyid.org)
Subject: Charter Site Visit Schedule
Attachments: Renewal Site Visit Rubric.pdf

Christine,

I have a tentative schedule for your visit. It is as follows:

9am-Evaluation team arrives, introductions, set-up, and quick site tour
9:30am-Administrator Interview
10:30am-12pm-Board Interview
12pm- Evaluator Lunch Break
1pm-Curriculum review, document review, Classroom Observations as determined by evaluators
3:00pm-3:30pm-Parent Panel (A group of 4-6 parents, from different student demographics, of your choosing)
3:30pm-4pm Staff Panel (A group of 4-5 teachers, of various subjects and experience, of your choosing)
4pm-Wrap Up

Please keep in mind that the evaluators may need to adjust the schedule if interviews take longer than expected. We'll do our best to keep on schedule and respect everyone's time, but we also want to make sure we have a good understanding of how the school operates. Along those same lines, the evaluators may determine that they need to stay beyond the scheduled 3:30pm wrap up. It is not necessary for the board members to be onsite during the entire visit.

I have also attached a copy of the evaluation rubric that we will be using during the visit. Please note that it is highly unlikely all the measures will be evaluated for Heritage Academy. Our office staff and the evaluators will determine the rubric measures of most value for your visit. I hope this has provided some clarification. Let me know if you have any questions.

Jennifer Barbeau
Accountability Program Manager
Public Charter School Commission



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