

**American Heritage Charter School
Organizational
Profile**

American Heritage Charter School (AHCS) opened its doors in the fall of 2013, in Idaho Falls, Idaho. AHCS serves students from the Idaho Falls School District 91 and the surrounding areas. During the 2013-2014 school year, the school served two hundred thirty-five students in K-8th grade. In the 2014-2015 school year, the school served two hundred forty-three students in K-9th grade. The student demographics for the 2014-2015 school year was 48% male, 52% female, 96% White, .01% Native American, .01% Pacific Islander, .02% Hispanic, 27% Low Socio-Economic, and .03% Special Needs. In the current 2015-2016 school year, the school is serving two hundred fifty-eight students in K-10th grade which includes the twenty-seven students participating in the blended learning program in the 9th-10th grade. The student demographics for the 2015-2016 school year is 49% male, 51% female, .01% Pacific Islander, .02% Hispanic, .01% African American, 28% Low Socio-Economic, and .05% Special Needs.

P.1a Organizational Environment

Our buildings are provided by the generosity of the VanderSloot Foundation. The lease is reasonable with a locked in 20 year rate. Our K-8 curriculum is based on the Core Knowledge curriculum by E.D. Hirsch Jr., our 9-10 curriculum is provided online using the Synapsis and Buzz programs and curriculum, and our character education program is based on the principles of our own AHCS Curriculum, Great Expectations, Ron Clark’s, The Essential 55 and Cowboy Ethics by James P. Owens. We offer a rigorous core curriculum enriched with World and American

History, Constitutional Studies, and additional courses in strings orchestra, technology, art, foreign languages, business management, advanced science, English and publications (dependent on staff certifications). We believe in the American Dream as supported and outlined by our country’s founders. Part of that dream is an ability to be an entrepreneur. The Entrepreneurship segment is built into the curriculum K-12 beginning with age appropriate activities in Money Management and building each year to culmination in High School with a Career and Entrepreneurship senior project and Dave Ramsey’s Financial Peace for high school students. We are proud of our accomplishments and strive to improve each year. AHCS operates as a “Sister School” to North Valley Academy with a cooperative professional development and support system built into the charter for the first three years.

P.1a. (1) Educational Program and Service Offerings

The programs and services offered to our customers are developed to meet their needs that are identified through customer needs assessments that include surveys, formal and informal meetings, and analysis of data.

Figure P1 Programs and Services

| | |
|----------|-----------------------|
| Customer | Programs and Services |
|----------|-----------------------|

| | | |
|----------------|--|---|
| Students | Rigorous standards, engaging instruction, and on-going assessment; Character Education; Core Knowledge; Blended Learning; String Orchestra; Language programs; Advanced Science; Patriotic Citizen; Entrepreneurship; Civic Responsibilities; | Student Centered Excellence Citizenry |
| Parents | Caring safe environment; Disciplined environment; | American Heritage Charter School P. 1a (3) Workforce Profile AHCS has 20 administrative, certified and classified staff characterized in Figure P3 & P4. The certified and classified personnel are all highly qualified or working towards becoming highly qualified to teach in their areas. The average years of teaching experience for our teachers at AHCS is nine years. The staff make up is 91% women and 9% men. The workforce at American Heritage Charter School is 100% white. |
| Post-Secondary | Graduates needing no remediation | |
| Employers | Graduates with high character and work skills | |
| Community | Graduates understanding citizenry; Service Oriented | |

Figure P3 Workforce

| Role | Total | Education |
|----------------|-------|---------------------------------------|
| Administrative | 3 | 1 with BA;BS with MA 2 with EDS |
| Certified | 11 | 12 with BA;BS 1 with MA |
| Classified | 6 | 3 with HS/GED with AA 3 BA;BS |

**P.1a. (2) Vision and Mission
Figure P2 MVV**

| Mission | Vision |
|---|--|
| American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry. | American Heritage Charter School strives to create patriotic and educated leaders. We believe in James Madison's statement: "The advancement and diffusion of knowledge is the only guardian of true liberty." |
| Core Values | |

P.1a. (4) Assets

The elementary building has 12 rooms with 12000 sq.ft. of educational space. The building provides the space to meet the needs of students and teachers with 7 rooms for regular education students, 1 room for special needs students, 1 room for support services, a combined gym and lunchroom, and a teacher’s workroom. The elementary school has 1 maintenance room, and 2 office spaces. Our middle school/high school building has 7 rooms with 11,900 sq. ft. of educational space. The building provides the space to meet the needs of students and teachers with 6 rooms for regular education student, 1 commons area, a student/teacher lounge, 1 maintenance room, and 1 office. Two modular units provide 2 rooms for our music program, 1 room for our library, and one room for storage. Our technology consists of 13 teacher laptops, 13 teacher iPads, 90 chrome books, 4 charging carts, 30 student laptops, 6 Kindle Fires, and 14 classroom projectors.

P.1a (5) Regulatory Requirements

AHCS is accountable to numerous legal and regulatory agencies, and state and federal statutes. The primary regulatory agency is the US Department of Education (ED), the Idaho State Department of Education (SDE), Idaho Public Charter School Commission, and AdvancEd Accreditation. As part of the last accreditation cycle AHCS was given one improvement which included using data for improvement.

Figure P5 Leadership & Governance

| Leadership Role | Responsibility |
|------------------------------|--|
| Head Administrator | Leadership & Governance of all Systems; Strategic Planning; Customer Focus Satisfaction; District contact: Ensure mission and vision met with core values. |
| Assistant Head Administrator | Assists the Head Administrator in the oversight of Leadership & Governance of all systems; Student Academic results; Ensuring instructional and classified workforce needs and training are met at extraordinary levels; Measurement and Analysis of short cycle data and improvement adjustments; Strategic planning. |
| Principal | Assessing and meeting student needs including social and emotional goals and activities; Assessing and meeting identified customer needs within the school environment; Community outreach including all communication vehicles; Measurement and Analysis of short cycle data and improvement |

| | |
|--|---|
| | adjustments for Customer and Community Needs. |
|--|---|

Figure P5 Leadership & Governance

| | |
|---|---|
| Elementary and Secondary Lead Teachers | Help ensure the effectiveness of the school by attending the weekly administrator’s meeting. Help keep the two-way communication between the staff and administration open and relevant to the goals of the district. |
| Federal Programs and Special Education Director | Ensures the federal programs rules are followed and students are serviced in the areas of special education and Title I and other federal programs. |

American Heritage Charter School

AHCS defines specific leadership roles both formally and informally. Formally, the school has a Head Administrator who has the responsibility of the oversight of the district’s fiscal and operational functions. The Assistant Head Administrator is responsible to help the Head Administrator oversee the daily operations of the district. The Secondary Principal is responsible for the Middle School/High School

programs, students, parents, and both facilities. The Elementary Principal is responsible for the K-6 programs, students, and parents. The Technology Coordinator is responsible for the technology components of our school. AHCS has seven members of on the School Board that consists of a Board Chairman, Vice Chairman, Secretary, Treasurer, PFA Representative, and board members. AHCS also has a Parent Faculty Association (PFA) which helps provide support to our teachers and staff members. Informally, AHCS has assigned team leads who help provide insight into the needs of the elementary and secondary teachers and staff members.

P.1b. (2) Students, Other Customers, and Stakeholders

AHCS’s key market segment are students in grades K-12. Key stakeholder groups and their requirements are summarized in Figure 4. One of the key needs identified by students is personalized learning environments with relevant and engaging work in a safe school environment. Our parents have also identified personalized learning, rigorous education, and a safe environment as a key needs.

Figure P6 Customer Requirements

| Customer | Requirements |
|----------|--|
| Students | <ul style="list-style-type: none"> ▪ 9-12th grade differentiated instruction <ul style="list-style-type: none"> ▪ Internal and external assessments to determine student need and status |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> ▪ Continuum of Services for students with special needs including Title I, high performing, and gifted ▪ Schedules to meet developmental needs and variety in schooling options(face to face, hybrid, and online) ▪ Varied and rich extracurricular experiences ▪ Academic mentoring and internships for all students in 11th and 12th grade |
| Parents | <ul style="list-style-type: none"> ▪ Accurate status of student proficiency in district and state levels ▪ Schedules to meet developmental needs and variety in schooling options(face to face, hybrid, and online) ▪ Communicate with the schools through technology and personalized communication ▪ Academic and Interest based after-school programs for all age levels |
| Internal Customer | <ul style="list-style-type: none"> ▪ Two way communication commitment ▪ Input structures ▪ Prompt, accurate, professional, and caring service from all district departments |

| | |
|---|---|
| Rigorous Education | In order for our students to be successful after graduation, it will be important to offer our students a rigorous education. |
| Preparing Students for a Higher Education | Students will be prepared to continue their education after high school by receiving excellent instruction and essential skills necessary to be successful in higher education. |
| Service and Civic Minded | Students will be prepared to serve their community, state, and their country. |
| Knowledge of American History | <i>Knowledge of American History helps students to gain a deeper appreciation of their country.</i> |

**American Heritage Charter School
Figure P7 Core Competencies**

| Core Competency | Support of Mission |
|---------------------------|--|
| Safe Learning Environment | Emotional and physical safety provides a focus on learning. |
| Character Education | Character education provides a learning environment conducive to student learning. |

Figure 8 Key Customer Groups and Requirements and Expectations

| Key Customer | Requirements | Expectations |
|--------------|---|---|
| Students | Physically and emotionally safe & secure environment; | Able to be globally competitive; Applied technologies for |

| | | |
|--|--|---|
| | Personalized learning in upper grades; Teachers spending quality time with individuals, small group, and whole groups; Engaging learning environment; Relevant skills; Entrepreneurship skills | learning; Interest Opportunities; Relationship oriented environment |
| Parents | Physically and emotionally safe & secure environment; High level competitive skill set; Personalized learning environments for students | Quality of education; Embedded use of technology; Program choice; Positive relationships |
| Business Partners | Workforce ready; Relevant work habits; Connection to decision-making | Effective work skills & habits Students who understand work ethics |
| Community Colleges University Higher Education | Relevant content and skills; College and career ready graduates; No remediation needed | Effective student work habits and ethics Partnership for Dual and extended educational programs; |
| Community | Well educated graduates; Community issue awareness & responsibility; Service Orientated; | College and career ready graduates Commitment to partnering to solve community |

| | | |
|--|-----------------------|--------|
| | Fiscal responsibility | issues |
|--|-----------------------|--------|

P.1b. (3) Suppliers and Partners

AHCS works to connect with a variety of partners within the community and business organizations to meet the needs of our rural and urban student populations. To help students meet their own goals, coaching is provided to the students by their school mentors. Other partners and collaborators include parent, business, and community partners.

**Organizational Situation P.2a
Competitive Environment P.2a.
(1) Competitive Position**

Idaho Falls, Idaho is the largest city in Eastern Idaho with a population of over fifty-eight thousand people. Idaho Falls is home to two large school districts and three charter schools: Idaho Falls School District 91, Bonneville School District 93, AHCS, Taylor’s Crossing Charter School, and White Pine Charter School. Our school is in an area that is occupied by two large school districts that offer many different options to the students regarding their educational needs. To stand out amongst the school districts in this area, AHCS in the 2015-2016 school year has started a rotational blended learning model in grades 7-8 and a flex blended learning model in the grades 9-10. AHCS has been working with Innovations High School in Salt Lake City as well as IDLA to develop a program that will allow our students to be successful at their own pace and path.

P.2a (1) Competitive Position

We are part of a competitive community pulling students from area schools seeking a more

disciplined, service centered, and character oriented learning environment.

flex blended learning model in the grades 9-10. AHCS has been working with Innovations High School in Salt Lake City as well as IDLA to develop a program that will allow our students to be successful at their own pace and path.

P.2a (2) Competitiveness Changes

AHCS has experienced changes as well as challenges since our school opened in 2013. One of the changes our school has experienced and will continue to experience for the next few years is the high school expansion. This year we added tenth grade and we will continue to add one new grade until the school is a K-12 school. Another change in our middle school and high school is the way our program is operated. AHCS is offering a blended learning program for all students in the 9th-10th grades. The students are able to work at their own pace, path, and place. Every student has an individualized education program with a mentor who tracks their progress towards each class. Other changes our school has experienced is allowing our students to take electives from the Idaho Digital Learning Academy. This enables AHCS to provide more choice for students' electives. At the beginning of the 2015-2016 school year, AHCS signed up four seventh graders to participate in the 8 in 6 program the State Department of Education offers to students in the state of Idaho. Our school is in an area that is occupied by two large school districts that offer many different options to the students regarding their educational needs. To stand out amongst the school districts in this area, AHCS in the 2015-2016 school year has started a rotational blended learning model in grades 7-8 and a

P.2a (3) Comparative Data

AHCS state benchmark scores
Idaho State Scores 2014/2015

| Assessment Area | Percent Proficient at the State Level | Percent Proficient at AHCS |
|-----------------------|---------------------------------------|----------------------------|
| English/Language Arts | 52.1% | 66.7% |
| Mathematics | 40.3% | 54.2% |
| Science | | 30.8% |

P.2b Strategic Context

AHCS is working on becoming intentional and purposeful in its intent to approach to continuous improvement with specific systematic and systemic processes by using system-wide strategic planning.

P.2c Performance Improvement System

The alignment and integration of key processes at all levels continues to be a focus within the organization.

One area AdvancEd has asked AHCS to improve in is having systematic data procedures in place that will allow data to drive instructions and decisions. AHCS has been actively working towards this process by purchasing a data base that will allow the district and teachers to access student data at any time. AHCS also has been working on identifying and

collecting data that will provide trends which will help in the process of improvement. AHCS has also contracted with School Bell Quality Community to provide training on the processes of Strategic Planning to ensure continuous improvements will occur as the AHCS continues to evolve.

Figure P9 Strategic Advantages and Challenges

| Advantages | Challenges |
|------------------------------|---------------------------|
| Character Education provides | Mathematics results K-12. |

| | |
|--|---|
| students with skills to be successful. | |
| Blended Learning | Data analysis and use of results for improvement. |
| Rigorous Education prepares students to be successful. | Growing and developing our high school program. |
| | Understanding our organization by knowing the charter, handbooks, and our performance certificate |