 CENTRAL ACADEMY HIGH SCHOOL (0597)  
Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Note: All tabs must be activated before they will print

Stake Holders
The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

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<tr>
<th>Stakeholder Name</th>
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<tr>
<td>Donell McNeal</td>
<td>Principal</td>
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<tr>
<td>Deborah Hansen</td>
<td>Counselor</td>
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<tr>
<td>Nichole Velasquez</td>
<td>Instructional Coach</td>
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<td>Gary Helsley</td>
<td>Dean of Students/SPED</td>
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<td>Taro Golden</td>
<td>Student Mentor</td>
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<td>Tara Massaro</td>
<td>Parent</td>
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Needs Assessment

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<th>School Leadership Team</th>
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| The Central Academy Building Leadership Team is comprised of Principal-Donell McNeal, Instructional Coach-Nichole Velasquez, Counselor-Deborah Hansen, Mentor PLC Lead-Taro Golden, Dean of Students/Special Education Teacher-Gary Helsley, and a parent volunteer. The Chair, Donell McNeal, sets agendas at least once a month based on information from the district office, departments within the school, teacher teams, and individual teachers regarding school-wide decisions. The Chair also communicates with and invites parents and families to meetings throughout the year when appropriate. Decisions made by this team include, but are not limited to, system changes, expenditures, and the College and Career Readiness component of the District Instructional Model, which includes a building playlist that is composed of strategies a building has chosen to focus on. The Leadership Team bases their decisions on the mission, vision, and goals of the district and school. The Building Leadership Team members also share district professional development learning and implementation with the staff. This has included professional development on mastery/competency/personalized learning and is comprised of teaching and learning, data, assessment, behavior and academic response to instruction. Formative and summative assessment data is reviewed and analyzed by the team in
order to make changes to instructional strategies and practice. Notes from Leadership Team meetings are shared with all staff and archived in building files; decisions made in Leadership Team meetings are shared with parents by the principal and other staff through school newsletters, emails, school assemblies, and parent events.

School and Community

The West Ada School District has been through a number of changes in the last three years. Four of the five board members were recalled or replaced. The superintendent resigned and was replaced. In addition, the Assistant Superintendent for Instruction retired and was replaced. At the director level, four of the eight Directors either retired or resigned. Although employment has been on the rise, the district continues in a high growth cycle. For the last three years, a thousand students have been added to the district. This has necessitated redrawn boundary lines, passing bonds, passing emergency levies and building new schools, in an attempt to keep up with growth.

All of the above has created a fast pace and a lot of change in the district. However, the new superintendent came in with a clear vision on the district's direction and a mandate from the relatively new board. The changes have led to an increased focus and alignment. The district has used this opportunity to reboot its PLC process, to redesign its curriculum to make it more guaranteed and viable, to refocus on a College and Career ready focus, and to put renewed effort into improving instruction and RTI. Central Academy is a member of the IMEN cohort one and is implementing a competency based learning system.

Academic Achievement

Graduation Rate: 2017-18 (42.9%)

School Year Advanced Proficient Basic Below Basic
2017-2018 0.0 % 5.6 % 16.7 % 77.8 %
2016-2017 0.0 % 0.0 % 10.0 % 90.0 %

ISAT ELA
School Year Advanced Proficient Basic Below Basic
2017-2018 18.8 % 21.6 % 40.5 % 27.0 %
2016-2017 0.0 % 6.5 % 45.2 % 48.4 %

Student Learning Needs

Research by Marzano et al. (2017) and Hattie (2018); indicate that “competency-based” models show strong promise, especially with at-risk students. Mastery models, where students must “master” knowledge and skills before moving to the next concept shows an effect size of 0.57 (which is above the d=.40 “desired effect” range). Marzano (2017) has competency/mastery learning at the pinnacle of the High Reliability Schools Framework, indicating it as necessary for development of a truly reliable system.
In our current model, the teachers (content specialists) meet weekly and bring their academic concerns to the team. Data discussed and used include Performance Task skill acquisition data, productivity in course work, Interim Block Assessment (IBA) results, current ISAT data, and universal screener results. In attendance are the content specialist teachers, instructional coach and principal. Based on the data, skill deficits are identified and students are placed in groups with the same skill deficits for additional instruction and progress monitoring of skills. The content specialist PLC’s work together to identify common instructional practices and assessment to build and assess identified skills.

West Ada School District academies, use Idaho Content Standards as the core curriculum to drive instruction. Both ELA and Math teachers use district curriculum that are tied directly to the Idaho content standards. Curriculum has been vertically aligned through professional learning opportunities for elementary, middle school, and high school teachers.

Priority Standards from the district’s core curriculum were identified through the PLC process and aligned with skill based competencies. The skill based competencies derive from the Idaho Core Standards. The core curriculum is monitored through: principal observations and coaching, academic coaches, and professional learning communities.

The curriculum tools which schools currently use for ELA are the district curriculum ELA documents. These documents are chunked into concept-based units. The district clearly stated the sequence within the units. In-district support of implementing the ELA standards consists of educators having access to ELA curriculum coaches.

The curriculum tools for math include the district’s math documents. Over the course of the school year, the math teachers have received district trainings and access to math content-based coaches.

Central Academy is also part of the Idaho Mastery Education Network and is building a Mastery curriculum centered around the Idaho Competencies that are aligned to the Idaho Standards. Teachers work in PLCs weekly to carry out this work and help their students succeed.

Central Academy meets the needs of all students by differentiating instruction based on their proficiency scores on identified competencies and priority standards. Students are assessed on identified formative learning opportunities and performance tasks and placed into groups based on
performance. Content specialists adjust their daily plans to accommodate the academic needs of the students. The ability to group flexibly allows teachers to provide learning opportunities and assess students to meet proficient and advanced academic achievement levels.

It is becoming a regular practice for teachers and teacher teams to adjust instruction based on formative assessment data. Within lessons, teachers use practices such as exit tickets, response cards, preplanned questions with response structures, and more to make minute to minute and day to day decisions about instruction based on evidence of student learning. Results from the frequent formative assessment practices are used to reinforce core learning through small group Tier II instruction.

Teachers meet with our instructional coach weekly and discuss, plan, and set goals based on student data outcomes.

In collaborative teacher teams, teachers are writing, revising, studying, and implementing Common Formative Assessments as well as Mastery studios and Performance Tasks. Content area teachers are collaboratively analyzing results and are responding to student achievement data from their common assessments by providing additional intervention and enrichment within a unit of study. Teachers use the data to provide more intensive instruction for individual students as well as groups of students. At Central Academy these are called facilitation plans.

Teaching and learning is the reason teams collaborate. Mentor teachers collaborate on Tuesdays and Content Specialists collaborate every Wednesday with their building teams and many, who have embraced the work of a PLC, collaborate during other common preparation times. There is also a half day collaboration time quarterly to analyze achievement data. The expected focus is on the four corollary PLC questions: 1) What do the students need to learn? 2) How do we know if they learned it? 3) What do we do if they didn’t learn? 4) What do we do if they did learn? The extent which teachers collaborate on these topics is communicated to the building principal by a PLC guiding document or PLC notes. Because content specialists teach collaboratively through different tools such as common priority standards and identified competency skills, there is increasing consistency in the content and skills being taught in each classroom. The extent that teaching and learning is articulated across grade levels is significant as the learning progression of skill attainment is vertically aligned.

Central Academy is an Alternative High School and most of
our students enroll with low academic achievement skills. One of the ways we identify each student's particular academic needs is to place them in their grade level portfolio in our Mastery system and allow them to proceed at their own pace. Students can either move quickly through the curriculum as they need little to no support or they can learn the skills they are lacking through the revision process and much support from teachers.

We also use a variety of assessments to determine intervention support. We use the student's ISAT scores to determine if they are to be enrolled into an intervention lab for reading, writing and math. We use their PSAT and ISAT scores to determine if they need to be placed in a junior SAT math intervention. We use ISAT Block Interim assessments to monitor progress of students in the intervention labs.

Throughout the year, Professional Learning Communities develop Common Performance Tasks to determine growth in competencies and provide data for possible exiting of intervention labs.

If students are not reaching their learning targets, they are referred to the Response to Intervention Team for review and planning next steps.

The ISAT Interim Block Assessments (IAB) are used for universal screening. ELA blocks and Math blocks are given to students once a month and the data is used to group students for intervention pull-outs. Students that are identified "Below Standard" for particular targets are identified and provided targeted instruction for the target identified. Progress Monitoring occurs within the targeted groups and this data is used to refer students to the Response to Intervention Team for review and planning of next steps for the student.

### Tiered Instruction and Academic Interventions

As an alternative school, Central Academy's operational system with academics is focused on Tier II. Students attend Central Academy for various reasons and were not successful in the traditional high school environment.

Academic interventions are based on reading, writing and math. ELA intervention includes Language Lab, and Recreational Reading in a Reader's Choice course. Math Labs consist of 2 paths one focused on ISAT skills and one on SAT skills.

Currently half of the teaching staff is being trained with the District Reading intervention tool, Fastforward. Teachers will incorporate the strategies they learn into their daily teaching,
as well as help students use the tool to improve reading, writing and even math skills.

West Ada’s High School Academies are Idaho Mastery Education Network (IMEN) schools. As a result of this work, we are creating a Mastery Learning System where time is the variable and learning is the constant, not the other way around. The entire school is developed with “extension” of student learning in mind. In order to meet students’ individual learning needs these schools developed a “flexible” schedule (flex schedule). Therefore, there is no master schedule. We recognize that while all students can learn, they can’t learn at the same rate.

We run an Arena and Specialist model where students are in their Arenas with their Mentors (teachers) working on Competencies that they choose to work on. Students choose when, what and how long to work on Competencies. “Specialist” teachers (content experts) call students out of their arenas to work on certain competencies (applied skills and knowledge) based on the student's progress, or challenges in those competencies. This “arena” schedule fosters the mentor-student relationships, goal setting, and individualized learning as the focus. Student’s schedules change regularly through the development and use of “facilitation plans”- created by specialist teachers and communicated to mentors and students. This maintains a focus on students mastering the grade-level materials. Using defined “competencies” (skills and knowledge sets) students and teachers know where they are in the learning and where they need to get to. When a student meets the competency, they move on to more rigorous material. Summer school is a part of the intervention process in that we have developed a “mastery learning” summer school which is a continuation of the school year. Students no longer “fail” a course, rather they continue working to demonstrate the competencies and this is done in the summer, if necessary.

Non-Academic Student Needs

West Ada School District has a well-established comprehensive school counseling program that serves all students. The school counseling program at Central Academy promotes and enhances student learning in three broad, interrelated areas of student development: academic, career, and personal/social. These three areas of student development are addressed through the following delivery methods:

* Classroom and small group activities on the topics of bullying prevention, social skills, personal safety and career awareness.
* Individual planning designed to assist all students to plan, manage and monitor their own educational, personal/social and career development.

* Individual and small group counseling designed to respond to immediate needs and concerns.

* Consultation designed to assist parents, teachers, and other concerned parties to be more effective in working with children and youth.

* Coordination and case management designed to engage school, family and community resources to maximize student development.

West Ada School District has also received a McKinney-Vento Grant (Title X Funds) for the past 20 years. With these grant funds the school district has established a strong connection to the community and uncovered many community resources that are of benefit to our students and their families. Over the past decade the West Ada School Counseling Department has developed a network of community resources to assist our unaccompanied students and families experiencing homelessness.

Food: Each homeless student is immediately qualified for free school breakfast and lunch. The Meridian Food Bank has a Week-end Backpack program which all student experiencing homelessness are offered. Additional food banks and food pantries sponsored by local churches are also available for families in Star, Eagle, Meridian, and Boise. Homeless Grant Social Workers and/or school counselors are able to help families and unaccompanied youth qualify for food stamps through the Idaho Department of Health and Welfare.

School Supplies: The district has established strong community connections with various local business and nonprofits such as the Assistance League of Boise and Project Kids who provide school supplies for low income students.

Clothing/Shoes: The Assistance League of Boise provides clothing and a shoe voucher for low income students in grades k-8th. The non-profit, the Closet, provides free teen-sized clothing and shoes. Project Kids also provides clothing and shoes for students who are experiencing homelessness.

Hygiene Items: Mirror Image, Project Kids, and the United Way, three non-profits, provide hygiene items for homeless students in West Ada.
Medical Needs: West Ada School District has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

Housing: Although no shelters are available within the boundaries of West Ada School District, emergency shelters are available nearby including the Boise Rescue Mission; City Light Shelter; Boise Rescue Mission: Valley Shelter; Interfaith Sanctuary; Hay’s Shelter; and the Women’s and Children’s Alliance. The CATCH program, a housing first initiative, provides assistance to families who qualify under the HUD definition of homelessness. Project Kids, Morrison Knudsen Foundation, and Navigation are also able to assist with housing deposits and first month’s rent. Housing stipends for unaccompanied youth are provided by the West Ada Education Foundation program Housing + High School = Success. Mana Services and Gem Friends are also programs that assist unaccompanied youth with housing.

West Ada has 43 registered nurses in the 54 schools in the District. West Ada School District is committed to the safety and health of all students and staff. The school nurse’s purpose is to enhance the educational potential of all students by promoting wellness and facilitating the management of health conditions which create barriers to learning. School nurses implement individual health plans for students with chronic health conditions, disabilities and those who require treatments like medications. In addition, they promote and maintain the health and well-being of students, families, and school personnel through assessment and teaching. We develop and maintain a system of first aid, recommend school safety measures and promote a healthful school environment, including communicable disease prevention through identification and screening and the monitoring of immunizations.

The Meridian Schools Clinic (MSC) is a collaborative venture between the Family Medicine Residency of Idaho (FMRI) and the West Ada School District (District). The District is the host site of the clinic and FMRI is the medical sponsor. The clinic delivers high quality health care to children and adolescents. The clinic is staffed by a multi-disciplinary team of health professionals including a Nurse Practitioner, social worker, dietitian, and dental hygienist. The clinic staff works
cooperatively with school nurses, coaches, counselors, classroom teachers, and school principals and their staff to assure that the school-based health center is an integral part of the life of the schools served. Our shared goal is to help children succeed in school and in life by keeping them healthy, in school, and ready to learn.

The district provides the following non-academic supports for students in special education:

* Health services to meet student needs – nursing and non-nursing services (medication support, toileting, feeding and

* Behavioral services – from tiered interventions (in classroom) to special education classrooms that focus on behavior support (Positive Behavior Supports classrooms)

* Related services for students – speech, language, occupational, physical therapies; vision and deaf/hard of hearing supports, audiology support

* Special Transportation with assistant support

Central Academy’s structure is supported by a strong mentoring program which we consider the backbone of our mastery program, and the primary way in which individual classroom teachers non-academic needs

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**Well-rounded Education**

At Central Academy students are exposed to a curriculum that is in alignment with State Standards and our District’s Curriculum.

Students can also choose from a variety of electives, including, but not limited to: drama, language, choir, band, orchestra, family consumer science, art, computer science, personal finance, coding, etc. The students also have access to clubs such as chess club, future city club, history club and national honor society.

In our Mastery model students have some choice in how they show evidence of their learning. This allows students to engage the curriculum within their passion or interests.

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**Additional Opportunities For Learning**

Every student at Central Academy has to complete a Senior Project that is based on their post-secondary plan that they developed with the College and Career Counselor. This project includes post-secondary education as well as workforce opportunities and technical education programs. Students are also able to take dual credit courses through CWI or online courses through CWI.
The district is initiating a three-year professional development plan to begin in the 2018-19 school year. The focus will be the College and Career Readiness component of the West Ada District Instructional Model as measured by the High Reliability Schools process developed by Robert Marzano.

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<th>School Transitions</th>
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<td>We are creating a Mastery/Competency based system that teaches students how to learn and become lifelong learners. Our focus is on Competencies as we need to remediate many skills, such as reading and writing. This will help students to be more successful in careers and college than trying to cram in content during the last few years that we have them. We have also hired a College and Career Counselor that meets with every student and develops a post-secondary graduation plan with them. We have collaborated with CWI to offer dual credit courses and sponsor field trips to their campus. Students are also allowed to take courses through the CWI online platform while working in our school towards graduation.</td>
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<td>The West Ada School District prioritized strong Professional Learning Communities as our foundation. Across our school, PLC teams are established and in various stages from basic meeting operation to high functioning teams. Some PLC’s are working with priority standards to a create guaranteed and viable curriculum. Many are creating common formative assessments and evaluating student data as a team as well as designing content grade level interventions. Our school sent 12 teachers to a PLC at Work, Solution Tree conference at the beginning of the year and 3 more teachers to a national PLC Summit conference during the winter of 2018. We have a district wide commitment to collaboration, built into our Wednesday mornings with a late start for students.</td>
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All Title schools have a building Instructional Coach that focuses on high impact instruction for teachers and PLC teams. Professional development is delivered within contract time as well as book study opportunities for continuing education credits. If Title I funds are supporting the professional development, attendance is monitored via sign-in sheets. The Instructional Coach provides professional development for all staff as well as ongoing, embedded and individualized professional development for all teachers. Often, the administrative team and the Instructional Coach plan the professional development together, based on the district instructional model and building goals. A future goal is to build capacity in teacher leaders and encourage them to take an active role in delivering professional development to their peers. District and individual school professional
development is tied to the district College and Career Readiness component of the Instructional Model.

Along with schoolwide professional development, the district also provides various professional development opportunities for administrators. These sessions are aligned to the West Ada College and Career Readiness Instructional Model as well. Our goal is to align professional development opportunities between admin and teachers with the district Instructional Model incrementally and over time.

Family and Community Engagement

We involve parents in a variety of ways. Each student and parent participate in an orientation with the school Counselor and/or Principal. This is a time for questions, suggestions and answers. We have parent, student, teacher conferences 4 times a year. This is where parents are directly involved in their student's education. We also have a suggestion box on our website where parents and others can give input for the daily operations of the school.

Recruitment and Retention of Effective Teachers

West Ada School District is a desirable place to work. The district has had no problem obtaining teachers who are HQT and are experienced in all but a few areas. Those areas are special education, EL, high school math and science, and career and technical fields. The district has approached these areas with a number of strategies. There are now "hard to fill" stipends that are available for teachers in specialty areas. The district has begun sending recruiters to hiring fairs across the Northwest. The district has employed strategies to help recruit and retain teachers in schools with lower socio-economic and "at-risk" students. One of these is having half to full-time instructional coaches present in each of these schools. Another is increased collaboration time, lower student to teacher ratios, and increased professional development opportunities through Idaho Mastery Learning-funded grant money.

The district also works diligently to support teachers in hard to fill areas with support for alternative endorsements, through release time, support for classes as well as reimbursement where possible, for completing their additional endorsements.

It is the policy of the West Ada School District that all teachers and paraprofessionals hired meet Highly Qualified status. To serve that need, teachers and paraprofessionals must prove Highly Qualified status as part of the application process. These staff members are screened and are not allowed to interview unless they can prove Highly Qualified status. Currently, all teachers and paraprofessionals hired in our academy high schools meet Highly Qualified status.
Teachers and paraprofessionals must prove Highly Qualified status as part of the application process. As stated previously, IMEN funds have been available to provide training as needed to help teachers maintain certifications and Highly Qualified Status.

West Ada's High School Academies have benefited from the steps the District has taken. 100% of our teachers are highly qualified in their respective areas.

### Coordination and Integration With Other Programs

The West Ada School District coordinates with other Federal, State, and local services as much as possible. The district has a well-established comprehensive school counseling program that serves all students. The school counseling program supports violence prevention by promoting and enhancing student learning by providing classroom and small group activities on the topics of bullying prevention, social skills, and personal safety. School counselors are also trained to assist individual students with skills that enable them to plan, manage and monitor their own development. In addition, school counselors offer individual and small group consultation designed to respond to immediate needs and concerns of both students and families. The district also coordinates with community programs to aid students and/or families that may be in need of additional community resources.

The West Ada School District also has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

Currently, the district has one Community School located at Peregrine Elementary which is located in the central region of the district. It is in its first year of operation. Through the community school model Peregrine is able to offer services and supports for families through

A network of strong community partnerships that include family involvement activities and enriched learning experiences, integrated social and health services, and community partnerships. The school houses a family resource center that is able to provide basic needs such as food, clothing, and household items. The community school
employs a licensed social worker that coordinates with community partners to help families with services such as transportation needs, foster care, emergency assistance, utilities, etc. The social worker also partners with the school counselor regarding behavior supports for students and the Multi-disciplinary Team (MDT).

The West Ada School District will also be adding two additional community schools in the fall of 2018. These sites will be located at Desert Sage Elementary and Gateway Elementary. Desert Sage is located on the South side of the district and will service schools within that region. Gateway is located in the North side of the district and will service schools in that region.

All three schools will eventually have a building located on each school’s site that will house the community school services. These buildings will be built by the district’s Career and Technical Education (CTE) students working in partnership with Boise State University’s Construction Management Program.

In addition, the Federal Programs Department for the West Ada School District collaborates with the local Head Start programs to inform and assist parents of incoming kindergarteners with the registration process. Furthermore, the Director of Federal Programs and Student Achievement for the West Ada School District meets regularly with other state, local, and district leaders such as the State Department of Education, Cities of Meridian and Boise, and District leaders such as the nutrition manager, counseling coordinator, special education director, fiscal operations manager, and district regional directors. These meetings are designed to update and share information regarding coordination of services, legislation, and policies for each program. The Director of Federal Programs, in turn, meets regularly throughout the year with Title I principals, instructional coaches, teachers, and paraprofessionals in which this important information is stated and reviewed to ensure that all stakeholders are informed.