



**HERITAGE ACADEMY  
CAMPUS IMPROVEMENT PLAN**

**Heritage Academy at San Antonio**

**015-815-104**

**2017-2018**

*Recommended by the Campus Improvement Plan Committee on: June 21, 2017*

*Approved by the Heritage Academy Board of Directors on: July 13, 2017*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

***Campus Goal(s):***

1. 75% of the students will participate in instructional technology and academic support programs aligned with core curriculum by June 2018.
2. 70% of students will be proficient in writing by the end of June 2018 in all grade levels.
3. 70% of students will be proficient in reading by the end of June 2018 in all grade levels.
4. 70% of students will be proficient in math by the end of June 2018 in all grade levels.
5. 90% of the teachers will be trained in targeted instruction and strategies by June 2018.
6. 50% of student population will have opportunity to participate during/after-school programs and event.

***Performance objectives for the 2017-2018 school year:***

1. Deliver a rigorous and relevant curriculum using instructional strategies designed to engage learners in meaningful learning experience.
2. Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.
3. Increase link between home and school by providing systematic opportunities for parent engagement.
4. Institute strategies and systems to implement and Monitor writing curriculum.
5. Institute strategies and systems to implement and Monitor reading curriculum.
6. Institute strategies and systems to implement and Monitor math curriculum.
7. Provide professional development to successfully implement the campus vision.
8. Provide organized and structured during/after-school activities.

## Campus Needs Assessment

A review of Adequate Yearly Progress, TAPR, Parent involvement, and campus collected data for Heritage Academy Charter Schools reveals that the campus will continue to work to develop grade level skills in literacy, writing, and mathematics. Specific opportunities for parents to become involved with activities, will continue to be a goal to gain additional support for our academic efforts. A campus-wide writing initiative in support of the district writing goals will be implemented; along with the use of a research based programs to support.

### Areas to be addressed

- Reading in grades 5-6
- Mathematics in grades 5-6
- Continued opportunities for parent involvement
- Ensuring that students from all grade level are reading proficiently and progressing
- Enrichment/remediation schedule with specific goals for each student
- G/T program
- Athletics
- Teacher Mentor Program (ESC 20)

### Solutions to Areas to be Addressed

- Individual academic plan in Reading and Math will be developed for each identified student groups
- Monitor the plan to guide instruction assuring targeted goals
- Accommodate parent's work schedule for parent involvement
- PLC meeting to develop intervention and enrichment plans
- Reading Interventionist support for grades 5-6
- Math Interventionist support for grades 5-6
- AIM Tutoring support for grades 5-6 (STAAR)
- Title I teacher support for grades 5-6
- Teacher Mentor

## Title I, Part A

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>Goal: 1</b>	75% of the students will participate in instructional technology and academic support programs aligned with core curriculum by June 2018.
<b>Performance Objective: 1</b>	Deliver a rigorous and relevant curriculum using instructional strategies designed to engage learners in meaningful learning experiences.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessment)</b>	<b>Summative Evaluation</b>
Implement individual student and monitoring forms for all ELL student folders. (1, 2)	ESL Teacher All Teachers	Student Rosters	Monthly	Monthly Review	Completed ELL Student folders
Provide ELPS training to all teachers to improve ELL performance. (2, 4)	ESL Teacher All Teachers	Professional Dev. Title I State Comp	Semester	Certificates (Campus Calendars	Teacher Survey
Monitor strategies to promote continuous improvement for students receiving services in Special Education, Dyslexia, and under 504. (2)	Instruction Staff Administrators	Student Rosters Student IEP Walkthroughs SPED funds State Comp	Monthly	Benchmarks IEP Progress Reports Teacher Observations	STAAR PDMAS
Implement Differentiated Instruction (DI) strategies at all grade levels to enhance student engagement. (2)	Instructional Staff Administrators	Walkthroughs Lesson plans	Bi-Monthly	Teacher Observation	STAAR
Implement grade level meetings to discuss student needs (data) and plan for the alignment of instructional plans to the depth, clarity and focus of specific TEKS for small groups and tutoring. (2, 8)	Instructional Staff Administrators	DMAC MAP Benchmarks	Monthly	Agenda Benchmarks Assessments	Teacher Evaluations STAAR
Provide a Title I Teacher to work with at-risk students targeted for academic intervention. (2, 9)	Title I Teacher Administrators	DMAC MAP Benchmarks Title I	Monthly	Assessments Intervention plans	Program evaluation

<b>Goal: 1</b>	75% of the students will participate in instructional technology and academic support programs aligned with core curriculum by June 2018.
<b>Performance Objective: 2</b>	Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
Provide technology support; to include training, communication, and development of instructional strategies and resources. (2, 4)	Instruction Teachers Administration District IT	IT Help Desk Prog. Support Tech. Laptops, Internet State Comp. Title I	Quarterly	Quarterly usage reports Quality assurance reports Safety of electronic usage Technology Inventory	Technology/Help Desk repair ticket reports.
Monitor technology support integration through campus-wide teachers and student usage reports. (2)	Teachers Administrators District IT	Reading Horizons Think-Through- Math Parent portal Title I	Monthly	Progress Reports Benchmarks DMAC MAP	Instructional student reports DMAC MAP STAAR

<b>Goal: 1</b>	75% of the students will participate in instructional technology and academic support programs aligned with core curriculum by June 2018.
<b>Performance Objective: 3</b>	Increase link between home and school by providing systematic opportunities for parent engagement.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative</b>
Provide community engagement opportunities for parents, students, and staff to promote student academic performance. (2, 6)	Administrators Staff Parents Students	State Funds Title I Fundraisers Facebook Remind Call Alert Event Flyers School-community board	Monthly	Sign-in sheets Event agenda Facebook reviews Benchmarks Progress Reports	STAAR scores
Conduct parent information sessions to communicate student engagement activities (campus updates). (2, 6)	Administrators Teachers Staff Parents	Title I Fundraisers	Monthly	Sign-in sheets Event agenda Facebook reviews Progress Reports	Parent, student, and teacher surveys Parent-teacher conferences STAAR
Implement parent booster club (6)	Administrators Teachers Staff Parents	Fundraisers	Monthly	Sign-in sheets Event agenda Facebook reviews Student participation	Parent Survey



<b>Goal: 2</b>	70% of students in all grade levels will be proficient in writing by end of June 2018.
<b>Performance Objective: 1</b>	Institute strategies and instructional supports to implement and monitor writing curriculum and instruction.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
Implement instructional walk-throughs to provide teachers with constructive timely feedback. (1, 2, 8)	Administrators Instructional staff	Walkthroughs ESC 20	Monthly	Teacher-Teacher feedback Admin-Consultant feedback	EOY Teacher Observation
Provide Writing Instructional Support consultant to conduct follow up sessions to Writing PD. (1, 2, 4)	Administrators Writing Consultant	Title I DMAC MAP	Quarterly	Sign-in sheets Agendas PD calendar Assessment review	Teacher survey Program evaluation STAAR

<b>Goals: 3</b>	70% of students in all grade levels will be proficient in reading by June 2018.
<b>Performance Objective: 1</b>	Institute strategies and instructional supports to implement and monitor reading curriculum and instruction.
<b>Source:</b> 2016-17 STAAR READING	All Students: 70% You need to have a goal for 5th and a separate goal for 6th grade. Having 5 <sup>th</sup> Grade: 50%% 6 <sup>th</sup> Grade: 83% one goal of 70% looks like you will do a worse job with 6th grade next year.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback (1, 2, 8).	Administrators Instruct. Staff	Walkthroughs ESC-20	Monthly	Teacher-Teacher feedback Admin-Consultant feedback	EOY Teacher Observations
All staff will participate in ongoing professional development in reading instruction (1, 2, 4).	Administrators Instruct. Staff Title I Teacher Reading Consultant	Title I DMAC	Quarterly	Sign-in sheets Agendas PD calendar Assessment review	STAAR Teacher surveys Program evaluation
Provide one reading specialist to work with targeted students for reading interventions (2, 9).	Administrators Reading Specialist	Title I DMAC MAP	Monthly	Sign in sheets Intervention plan	STAAR Program evaluation

<b>Goal: 4</b>	70% of students in all grade levels will be proficient in math by the end of June 2018.
<b>Performance Objective: 1</b>	Institute strategies and instructional supports to implement and monitor math curriculum and instruction.
<b>Source:</b> 2016-17 STAAR MATH	All Students: 80% Look at these percentages. 5 <sup>th</sup> Grade: 75% 6 <sup>th</sup> Grade: 83%

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback. (1, 2, 8)	Administrators Instructional-staff	Walkthroughs ESC-R 20	Monthly	Teacher-Teacher feedback Admin-Consultant feedback	EOY Teacher Observations
All staff will participate in ongoing professional development in math instruction. (1, 2, 4)	Administrators All teachers Title I Teacher Math Consultant	Title I DMAC Think Through Math (TTM)	Quarterly	Sign-in sheets Agendas PD calendar Assessment review TTM reports	STAAR Teacher surveys Program evaluation
Provide one math specialist to work with targeted students for reading interventions. (2, 9)	Administrators Math Specialist	Title I DMAC MAP	Monthly	Sign in sheets Intervention plan	STAAR Program evaluation

<b>Goal: 5</b>	90% of teachers will participate in professional development regarding targeted instruction and monitoring strategies by June 2018.
<b>Performance Objective: 1</b>	Provide professional development to successfully implement the campus vision.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluations</b>
Provide professional development to support Differentiated Instruction, School-wide Interventions, & Instructional Technology Programs. (2, 4)	Administrators Instructional-Staff	ESC 20 Title 1 SPED funds State Comp	Quarterly	Sign-in sheets Agendas PD calendar Certificate of Completion	Teacher surveys Program evaluation
Provide G/T training. (New teachers have one year to complete the initial 30- hour training). (2, 4,)	Administrators Instructional Staff GT Coordinator	ESC 20 State Comp	1 <sup>st</sup> Quarter	Certificate of Completion	Teacher surveys Program evaluation
Provide mentor program for new teachers. (1, 3, 5)	Administrators Teacher-mentors Instructional staff	Title funds State Comp	Quarterly	Monitor evaluation form Teacher surveys	Teacher surveys Program evaluation

<b>Goal: 6</b>	50% of students will have opportunity to participate during/after-school programs and events by end of June 2018.
<b>Performance Objective: 1</b>	Provide students with organized and structured during/after-school activities that promote student engagement.

<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
Provide opportunities for students to participate in art and music activities, competitions, and events during and after-school. (2, 9)	Administrators Elective teachers After-school support staff	Art materials Music materials Title I	Quarterly	Parent and Student surveys Participation rosters	Program evaluation
Provide opportunities for students to participate in varied athletic activities, competitions, and events. (2, 9)	Administrators Elective teachers After-school support staff	Title I Fundraisers	Quarterly	Parent and Student surveys Participation rosters	Program evaluation
Provide five to seven after-school teacher tutors for targeted student academic interventions for at-risk students. (2, 9)	Administrators Teacher Tutors Title I teacher	Title I DMAC MAP	Monthly	Intervention plan Student rosters Total System Google Sheets	Program evaluation
Provide three to four contracted tutors for targeted student academic interventions during and after school for at-risk students. (2, 9)	Administrators Contracted Tutors Title I teacher	Title I DMAC MAP	Monthly	Intervention plan Student rosters	Program Evaluation
Provide three support personnel for to facilitate after-school enrichment programs for at-risk students. (2, 9)	Administrators Support staff	Title I Art Materials Music Material	Monthly	Participation rosters Surveys	Program Evaluation

## PLANNING AND DECISION-MAKING COMMITTEE

NAME	POSITION
Eric Davis	Principal
Robert Lara	Assistant Principal
Monica Schnaubelt	Title I Teacher
Charles Brierty	ESL Coordinator
LaTondra Nelson	Middle School Teacher
Darlene Smith	Elementary School Teacher
Valorie Neff	Special Education Resource Teacher
Linda Miller	Special Education Inclusion Teacher