

Heritage Academy Charter Schools
Heritage Academy of San Antonio
2018-2019 Campus Improvement Plan

Accountability Rating: Met Alternative Standard



HERITAGE
A C A D E M Y TM

Board Approval Date: June 14, 2018
Public Presentation Date: June 14, 2018

Mission Statement

The Heritage Academy educational philosophy maintains that we value each child as an individual person with unbridled spirit and potential, and each parent as their most fundamental educator. While modeling virtuous conduct and facilitating a comprehensive core curriculum, we emphasize the value of respecting and nurturing the child's dignity as a person while offering them an atmosphere which reflects honor, kindness, and scholarship. Children have a natural inclination to learn, and we intend to provide extraordinary opportunities for each individual child by creating and nurturing an environment that stimulates intellectual growth between all subjects. Our priority is to cultivate an enduring desire to learn and to promote virtuous character. We are able to accomplish this by maintaining a rich culture of teaching and learning while providing each student with the fundamentals of a classical education within a 21st Century environment.

Vision

Through a comprehensive core curriculum and the pursuit of cultural literacy, students will acquire the skills and critical knowledge expected of the 21st century learner in preparation for rigorous academic study.

Value Statement

Through an environment of academic excellence that reflects honor, kindness, and scholarship, we intend to educate and promote an atmosphere that affords each student the self-determination and resources to contemplate and engage in experiences that expand their boundless capacity for academic and social growth. Heritage Academy believes in exposing children to great and noble ideas through resources that are rich in literary content, scientific inquiry, realworld problem solving mathematics, and the appreciation of learning history, art, music and poetry.

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Comprehensive Needs Assessment

Needs Assessment Overview

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.

Demographics

Demographics Summary

Student Information

The campus had a total of 23 students in 2016-2017.

Total Number	23
of Students	
5th	43.5%
6th	56.5%
African Amrican	17.4%
Hispanic	65.2%
White	17.4%
Eco Disadvantaged	82.6%
ELL	17.4%
At-Risk	100%

Staff Information

There were 4 staff members in 2016-17. This included one administrator, and 3 teachers.

Ethnicity and gender: 32.8% African-American, 45.0% Hispanic, 22.2% White. Females are 36.5% and Males 63.5%.

The education of teachers is as follows: 82.8% have Bachelor's Degrees, 17.2% have Masters.

Teachers by years of experience, there are 46.3% beginning teachers, 11.1% with 1-5 years, 11.1% with 6-10 years, 31.5% with 11-20 years, and 0%

with over 20 years' experience.

Demographics Strengths

Staff is diverse, highly-qualified, and committed to school improvement efforts.

Student body is diverse and the teacher to student ratio has been at 7:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student organizations recommended to increase student input. **Root Cause:** Minimal student representation and opportunities for leadership development activities.

Student Academic Achievement

Student Academic Achievement Summary

Heritage Academy of San Antonio uses MAP, DMAC, Reading Horizons, and Imagine Math assessment resources and STAAR reports to gather data throughout the year. In addition, the campus Site Based Committee reviews the Texas Academic Performance Reports for additional campus, district, and state comparisons. All administrators and teachers are expected to use MAP & DMAC to identify specific objectives indicated as improvement required areas in subject areas, grade levels, and individual student performance. Based on the 2017 STAAR, measurable curriculum strengths are evident.

Student Academic Achievement Strengths

All students continue to show consistent growth in reading and math. The use of instructional technology resources continues to positively impact student achievement in reading and math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A high percentage of economically disadvantaged and At Risk students in grades 5 and 6 did not meet state standards. **Root Cause:** Economically disadvantage and At Risk students lack educational background experiences at home.

Problem Statement 2: Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause:** Math teachers need to continue tracking student's academic performance.

School Processes & Programs

School Processes & Programs Summary

The campus maintains academic, athletic, and enrichment programs for all students through engagement of parent, community, and professional resources. Technology applications are an integral part of the academic program that affords parents, students, and teachers to engage supplemental support in reading and mathematics.

School Processes & Programs Strengths

Through systemic processes that support students identified as At-Risk, ESL, GT, SPED, CTE, 504/dyslexia, Migrant, as well as, homeless and foster care, the campus provides student supports, parent involvement opportunities, and professional development activities for teachers and staff. Program outcomes demonstrate a consistent increase in student progress and parent involvement as evidenced through state assessments, surveys, and social media feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers require more training and experience in utilizing instructional technology resources with fidelity. **Root Cause:** Increased usage of instructional technology resources requires more training and experience for some teachers and staff.

Perceptions

Perceptions Summary

Families that are new to the campus are given a welcome packet along with a campus tour to inform them of campus procedures and other information. Frequent communication in both English and Spanish occurs to keep families informed of school events. In addition to posting school events on Facebook and Instagram for our families and community. We offer many opportunities for our families and community to get involved in their student's education.

The following is a list of opportunities for our families and community to get involved in:

- Meet the Teacher Night
- Daily morning presentations
- Teacher/parent/student meetings
- Football events
- Basketball events
- Volleyball events
- Music events
- Track event
- Art events
- Scholastic Book Week
- Red Ribbon week
- Autism week
- Pennies for Pasta
- Hoops for Heart
- Technology guidance for parents
- Award ceremony
- Fire Prevention week
- Athletic Award Banquet
- Writing contest for 4th and 7th graders
- Kindergarten graduation

Perceptions Strengths

- Communication is frequent in English and Spanish
- Opportunities for parent involvement in school are frequent
- Well-trained and culturally responsive staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased student enrichment opportunities for students is recommended. **Root Cause:** Inadequate resources to sustain enrichment program for after school activities and regional competitions.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: All students will participate in instructional technology and academic support programs aligned with core curriculum by the of June 2019




Performance Objective 1: Deliver a rigorous and relevant curriculum using instructional strategies designed to engage learners in meaningful learning.

Evaluation Data Source(s) 1:

BENCHMARKS
Progress Reports
Classroom walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Monitor Imagine Math and Reading Horizons weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.	2.4, 2.5, 2.6	ESL Teacher All Teachers	Completed ELL student folders			
	Problem Statements: Technology 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide ELPS training to all teachers to improve ELL performance	2.4, 2.5, 2.6, 3.2	ESL Teacher All Teachers	Teacher Survey			
	Problem Statements: Technology 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 3) Monitor and promote continuous improvement for student's academic success.	2.4, 2.5, 2.6, 3.1	Instructional Staff Administrators	STAAR PDMAS			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) Implement Differentiated Instruction (DI) strategies at all grade levels to enhance student engagement.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Staff Administration	STAAR			
	Problem Statements: Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:




Technology
Problem Statement 1: Additional professional development for teachers. Root Cause 1: Additional face to face training instead of online training in regards to trouble shoot day to day problems.
Student Academic Achievement
Problem Statement 1: A high percentage of economically disadvantaged and At Risk students in grades 5 and 6 did not meet state standards. Root Cause 1: Economically disadvantage and At Risk students lack educational background experiences at home.
School Processes & Programs
Problem Statement 1: Teachers require more training and experience in utilizing instructional technology resources with fidelity. Root Cause 1: Increased usage of instructional technology resources requires more training and experience for some teachers and staff.

Goal 1: All students will participate in instructional technology and academic support programs aligned with core curriculum by the of June 2019

Performance Objective 2: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.

Evaluation Data Source(s) 2: Weekly student progress reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide technology support, to include training, communication, and development of instructional strategies and resources.	2.4, 2.5, 2.6, 3.2	Instructional Teachers Administrators District IT	Technology/Help Desk and repair ticket reports			
	Problem Statements: School Processes & Programs 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 2) Monitor technology support integration through campus-wide teachers and student usage reports.	2.5, 2.6, 3.1, 3.2	Teachers Administration District IT	Instructional student reports DMAC MAP STAAR			
	Problem Statements: Technology 1 - Student Academic Achievement 2 - School Processes & Programs 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Additional professional development for teachers. Root Cause 1: Additional face to face training instead of online training in regards to trouble shoot day to day problems.
Student Academic Achievement
Problem Statement 2: Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. Root Cause 2: Math teachers need to continue tracking student's academic performance.

School Processes & Programs

Problem Statement 1: Teachers require more training and experience in utilizing instructional technology resources with fidelity. **Root Cause 1:** Increased usage of instructional technology resources requires more training and experience for some teachers and staff.

Goal 2: 75% of students participating in the 2019 State Assessment for Reading will meet or exceed state performance standards for reading by the end of June 2019.

Performance Objective 1: Initiate strategies and instructional supports to implement and monitor reading curriculum and instruction.

Evaluation Data Source(s) 1:

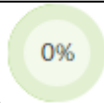
- Teacher surveys
- Admin feedback
- BENCHMARKS
- MAP
- Reading Horizons Progress Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback	2.4, 2.5, 2.6, 3.2	Administrators Instructional Staff	EOY Teacher Observations			
	Problem Statements: Student Academic Achievement 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) All staff will participate in ongoing professional development in reading instruction	2.4, 2.5, 2.6, 3.2	Administrators Instructional Staff Title 1 Teacher Reading Consultant	STAAR Teacher surveys Program evaluation			
	Problem Statements: Technology 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Provide one reading specialist to work with targeted students for reading interventions	2.4, 2.5, 2.6, 3.1, 3.2	Administration Reading Specialist	STAAR Program evaluation			
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1600.00					



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Technology

Problem Statement 1: Additional professional development for teachers. **Root Cause 1:** Additional face to face training instead of online training in regards to trouble shoot day to day problems.

Student Academic Achievement




Problem Statement 1: A high percentage of economically disadvantaged and At Risk students in grades 5 and 6 did not meet state standards. **Root Cause 1:** Economically disadvantage and At Risk students lack educational background experiences at home.

Goal 3: 90% of students participating in the 2019 State Assessment for Math will meet or exceed state performance standards for mathematics by the end of June 2019.

Performance Objective 1: Initiate strategies and instructional supports to implement and monitor math curriculum and instruction.

Evaluation Data Source(s) 1: Teacher surveys
 Admin feedback
 BENCHMARKS
 MAP
 Imagine Math Progrss Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback	2.4, 2.5, 2.6, 3.2	Administrators Instructional staff	EOY Teacher Observations			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 2					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) All staff will participate in ongoing professional development in math instruction.	2.4, 2.5, 2.6, 3.2	Administrators All Teachers Title 1 Teacher Math Consultant	STAAR Teacher surveys Program evaluation			
	Problem Statements: Technology 1					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system. **Root Cause 1:** Teachers are still learning the curriculum and supplemental computer applications.

Technology

Problem Statement 1: Additional professional development for teachers. **Root Cause 1:** Additional face to face training instead of online training in regards to trouble shoot day to day problems.

Student Academic Achievement

Problem Statement 2: Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause 2:** Math teachers need to continue tracking student's academic performance.

Goal 4: All instructional staff will be trained in targeted instruction and strategies throughout 2018-2019 school year.

Performance Objective 1: Provide necessary professional development to successfully implement the 2018-2019 Vision.

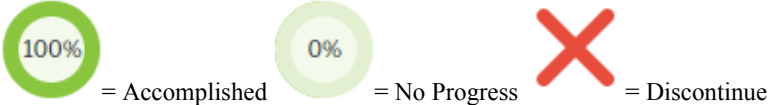
Evaluation Data Source(s) 1: Sign-in sheets

Teacher surveys

Agendas

Certificates of Completion

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide professional development to support Differentiated Instruction, School-wide Intervention, and Instructional Technology Programs.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Instructional Staff	Teacher surveys Program evaluation			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide G/T new & renewal training (New teachers have 1 year to complete the initial 30 hour training).	2.4, 2.5, 3.1, 3.2	Administrators Instructional Staff GT Coordinator	Teacher surveys Program evaluation			
	Problem Statements: Technology 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Provide mentor program for new teachers.	2.4, 2.5, 2.6	Administrators Teacher-mentors Instructional staff	Teacher surveys Program evaluation			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1					
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system. **Root Cause 1:** Teachers are still learning the curriculum and supplemental computer applications.

Technology

Problem Statement 1: Additional professional development for teachers. **Root Cause 1:** Additional face to face training instead of online training in regards to trouble shoot day to day problems.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor Imagine Math and Reading Horizons weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.
1	1	2	Provide ELPS training to all teachers to improve ELL performance
1	1	3	Monitor and promote continuous improvement for student's academic success.
1	1	4	Implement Differentiated Instruction (DI) strategies at all grade levels to enhance student engagement.
1	2	1	Provide technology support, to include training, communication, and development of instructional strategies and resources.
1	2	2	Monitor technology support integration through campus-wide teachers and student usage reports.
2	1	1	Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback
2	1	2	All staff will participate in ongoing professional development in reading instruction
2	1	3	Provide one reading specialist to work with targeted students for reading interventions
3	1	1	Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback
3	1	2	All staff will participate in ongoing professional development in math instruction.
4	1	1	Provide professional development to support Differentiated Instruction, School-wide Intervention, and Instructional Technology Programs.
4	1	2	Provide G/T new & renewal training (New teachers have 1 year to complete the initial 30 hour training).
4	1	3	Provide mentor program for new teachers.

State Compensatory

Personnel for Heritage Academy of San Antonio:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Schnaubelt	Title 1 Teacher	Title 1	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive 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.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders present in the school, administrators (including administrators of programs described in other parts of this title).

Name	Position	Email	Role
Eric Davis	Principal	edavis@heritageacademy.net	Administrator
Robert Lara	Assistant principal	rlara@heritageacademy.net	Administrator
Monica Schnaubelt	Title 1 Teacher	mschnaubelt@heritageacademy.net	Classroom Teacher
Charles Brierty	ESL Coordinator	cbrierty@heritageacademy.net	Classroom Teacher
Latondra Nelson	Middle School Teacher	lnelson@heritageacademy.net	Classroom Teacher
Darlene Smith	Elementary School Teacher	dsmith@heritageacademy.net	Classroom Teacher
Valorie Neff	Special Education Resource Teacher	vneff@heritageacademy.net	Classroom Teacher
Linda Miller	Special Education Inclusion Teacher	lmiller@heritageacademy.net	Classroom Teacher
Elizabeth Boyle-Contreras	Parent	eboylecontreras@icloud.com	Parent
Nicole Escobar	Parent	nikola.hortaesco@gmail.com	Parent

2.2: Regular monitoring and revision

All administration and instructional staff will engage in on-going monitoring, assessment, and evaluation of student growth, instructional, and support programs and processes, and revise plans and goals accordingly, when necessary to ensure school success. The campus will report progress to all stakeholders through all available communication resources available per federal, state, and local requirements.

2.3: Available to parents and community in an understandable format and language

All written communications concerning school events, activities, notifications, and progress reporting for parents/guradians and other stakeholders will be communicated in english and other languages as required, with respect to the needs of school community members.

2.4: Opportunities for all children to meet State standards

All students will be afforded an opportunity to access quality educational instruction, curriculum, and resources that promote student achievement, school equity, cultural awareness and sensitivity, and student wellness. Academic opportunities and support to meet and exceed state standards will be provided to all students.

2.5: Increased learning time and well-rounded education

Opportunities for increased academic support and enrichment will be provided for all students through Saturday school, Summer school, and in-school/after-school programs to increase student achievement.

2.6: Address needs of all students, particularly at-risk

All at-risk students will be provided academic support and access to specific programs that may be necessary to address individual needs and/or disabilities. Professional development will be provided for teachers and administrators to support the curriculum needs for students targeted for intervention and support. Parents will be invited to participate in planning and decision making activities, as well as informed of student progress through early intervention program and processes.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Campus shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

- Provide community engagement opportunities for parents, students, and staff to promote student academic performance
- Conduct parent information sessions to communicate student engagement activities
- Implement parent booster club

The Campus will continue strengthening Parent and Family Engagement by utilizing many resources such as:

- Facebook
- Instagram
- Remind
- Call Alert
- District Website
- Event Flyers
- School-Community Board

3.2: Offer flexible number of parent involvement meetings

1. The campus will take the following actions to involve parents in the joint development of its school Parent and Family Engagement plan under section 1116(a)(1) of ESSA:

Parents will be involved in planning meetings, scheduled Title 1 Annual meeting, Title 1 planning meetings, PTA meetings, parent-teacher meetings, Title 1 testing meetings, and Title 1 core content workshops. They will be invited to these meetings at least 10 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls.

2. The campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of ESSA:

All parents are provided the opportunity to review and revise the policy and Schoolwide Plan at the Title 1 Annual Meeting. At the annual meeting, the following documentation is used to verify that parents provided input and suggestions: meeting notes, surveys, program evaluations, and sign in sheets. All stakeholders are provided the opportunity to provide input at the Title 1 Annual Meeting. Additional meetings are held if requested by parents.

3. The campus will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional Parent and Family Engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Parents will be invited to these meetings at least 7 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls. In order to meet the needs of the parents and provide parents with information, we will offer at least two Title 1 meetings throughout the school year at different times. One of the meetings will be the Annual Title I Meeting to explain what the Title 1 program will entail at our school. Other meetings will be held throughout the week in mornings and/or evenings.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Schnaubelt	Title 1 Teacher	Title 1	1.0

A Site Based Committee

Committee Role	Name	Position
Administrator	Eric Davis	Principal
Administrator	Robert Lara	Assistant principal
Classroom Teacher	Monica Schnaubelt	Title 1 Teacher
Classroom Teacher	Charles Brierty	ESL Teacher
Classroom Teacher	Latondra Nelson	Middle School Teacher
Classroom Teacher	Darlene Smith	Elementary School Teacher
Classroom Teacher	Valorie Neff	Special Education Resource Teacher
Classroom Teacher	Linda Miller	Special Education Inclusion Teacher
Parent	Elizabeth Boyle-Contreras	Parent
Parent	Nicole Escobar	Parent