

**Heritage Academy Charter Schools**  
**Heritage Academy of Windcrest**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**HERITAGE**  
**A C A D E M Y <sup>TM</sup>**

**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, real-world 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

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The campus had a total of 139 students in 2016-2017.

Total Number	139
of Students	
Pre-Kinder	18.7%
Kindergarten	16.5%
Grade 1	15.1%
Grade 2	15.1%
Grade 3	10.8%
Grade 4	16.5%
Grade 5	7.2%
African American	28.1%
Hispanic	46.8%
White	20.1
Asian	1.4%
Pacific Islander	1.4%
2 or more Races	2.2%
Eco Disadvantaged	90.6%
ELL	6.5%
At-Risk	94.2%

### Staff Information

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There were 11 staff members in 2016-17. This included one administrator, and 9 teachers, there was 1 instructional aid.

Ethnicity and gender: 22.8% African-American, 48.6% Hispanic, 28.6% White. Females are 78.8% and Males 21.2%.

The education of teachers is as follows: 79.4% have Bachelor's Degrees, 20.6% have Masters.

Teachers by years of experience, there are 24.6% beginning teachers, 22.1% with 1-5 years, 8.7% with 6-10 years,

34.1% with 11-20 years, and 10.5%

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 23:1 or lower in some classrooms..

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Teachers lack understanding of child find policy and requirements for engaging protocols for timely referral of students suspected of having a disability. **Root Cause:** Inconsistent understanding of early intervention and referral procedures for students suspected of having a disability.

## Student Academic Achievement

### Student Academic Achievement Summary

Heritage Academy of Windcrest uses MAP and DMAC assessment resources to glean information from STAAR reports and benchmark testing 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

The campus provides instructional technology resources and programs to improve student access to curriculum supports in effort to increase student achievement in reading, mathematics, writing, science, and social studies. Instructional technology programs continue to effectively support students in special programs (SPED, ESL, GT, & 504/Dyslexia).

An RTI Coordinator will ensure compliance with federal and state requirements of RTI and to improve student achievement. In response to the 2017 student achievement data, a Title I teacher and Academic Specialists in reading and math, as well as, a writing consultant have been added to provide services to the at-risk and academically struggling students. The RTI coordinator serves the campuses and is instrumental in ensuring that students in need of additional instructional and/or behavioural interventions are provided with sound interventions using weekly progress measures (i.e., TOTAL System, Reading Horizons, and Imagine Math) with fidelity prior to determining if a referral to a special program such as dyslexia or special education is necessary.

The campus provides technology support and continues training teachers and staff with computers and computer applications and increase wireless access and bandwidth where needed. Safety and security measures involving technology resources are also being considered at campuses for the 2018-2019 SY.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction.. **Root Cause:** The absence of writing resources and viable professional development opportunities.

**Problem Statement 2:** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. **Root Cause:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 3:** 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.

**Problem Statement 4:** Students identified as GT lack opportunity for real world experiences and application of project-based activities. **Root Cause:** Limitations of planned curriculum, community partnerships, and resources for field trip activities.

**Problem Statement 5:** Teachers experience difficulties with disruptive classroom behavior and IEP program specifics for students with exceptional needs. **Root Cause:** Teachers and support staff require training regarding behavior strategies and approaches for developing and implementing behavior intervention plans for students with disabilities.



## 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:** First year teachers require a consistent mentoring and teacher support program. **Root Cause:** Classroom management and best practices for student engagement is required for first year teachers.

**Problem Statement 2:** Parent involvement activities for all students needs to be expanded. **Root Cause:** Parent involvement committees for students in special programs, including GT & CTE are recommended.

## 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:** Administrators and teachers lack awareness training and access to sec. 504 policies and procedures regarding expectations/accountability for supporting students with 504/dyslexia disabilities. **Root Cause:** Inadequate training, communication, and dissemination of updated 504/dyslexia policies and procedures for administrators and teachers concerning students with section 504/dyslexia concerns.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Communications data
- Study of best practices

# Goals

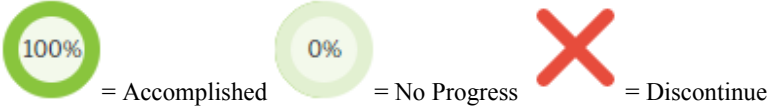
**Goal 1: 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2019.**

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

**Evaluation Data Source(s) 1:** Benchmarks, assessments, Imagine Math and Reading Horizons weekly reports.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 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					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7  2) Provide ELPS training to all teachers to improve ELL performance.	2.4, 2.5, 2.6	ESL Teachers All Teachers	Teacher Survey			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  3) Monitor and promote continuous improvement for students academic success.	2.4, 2.5, 2.6	Instructional Staff Administrators	Improved STAAR performance 0 indicators in PBMAS			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1 - Student Academic Achievement 1, 2, 3					

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) Implement Differentiated Instruction strategies at all grade levels to enhance student instruction/engagement.	2.4, 2.5, 2.6	Instructional Staff Administrators	STAAR			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 2					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 5) Implement grade level meetings once a week 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.	2.4, 2.5, 2.6, 3.2	Instructional Staff Administrators	Teacher Evaluations STAAR			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 3					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 6) Provide a Title 1 Teacher to work with at-risk students targeted for early intervention through the RTI process.	2.4, 2.5, 2.6	Title 1 Teacher Administrators 504 Coordinator SPED Coordinator	Increased early detection and intervention for students requiring evaluation for specialized support programs. Program evaluation			
	Problem Statements: Student Academic Achievement 2					
						

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system. <b>Root Cause 1:</b> Teachers are still learning the curriculum and supplemental computer applications.
<b>Technology</b>
<b>Problem Statement 1:</b> Additional professional development for teachers. <b>Root Cause 1:</b> Additional face to face training instead of online training in regards to trouble shoot day to day problems.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction.. <b>Root Cause 1:</b> The absence of writing resources and viable professional development opportunities.
<b>Problem Statement 2:</b> A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. <b>Root Cause 2:</b> Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 3:** Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause 3:** Math teachers need to continue tracking student's academic performance.

**Goal 1:** 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end 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:** Benchmarks, assessments, Imagine Math and Reading Horizons weekly reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7 1) Provide technology support to include training, communication, and development of instructional strategies and resources.	2.4, 2.5, 2.6, 3.1	Teachers Administrators District IT	Technology/Help Desk repair and ticket reports			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 2) Monitor Technology support integration through campus-wide teachers and student usage.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Administration District IT	Instructional student reports Benchmarks DMAC MAP			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1 - Student Academic Achievement 3					

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system. <b>Root Cause 1:</b> Teachers are still learning the curriculum and supplemental computer applications.
<b>Technology</b>



**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**

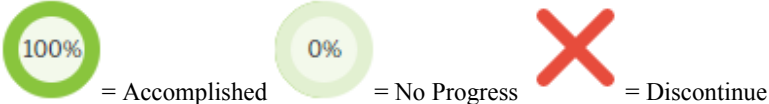
**Problem Statement 3:** Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause 3:** Math teachers need to continue tracking student's academic performance.

**Goal 1:** 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2019.

**Performance Objective 3:** Increase link between home and school by providing systemic opportunities for parent engagement.

**Evaluation Data Source(s) 3:** Weekly usage reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Provide community engagement opportunities for parents, students, and staff to promote student academic performance.	2.4, 2.6, 3.1, 3.2	Administrators Staff Parents Students	STAAR scores			
	Problem Statements: School Processes & Programs 2					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  2) Conduct parent information sessions to communicate student engagement activities (campus updates)	2.4, 2.6, 3.1, 3.2	Administrators Teachers Staff Parents	Parent, student, and teacher surveys Parent-teacher conferences STAAR			
	Problem Statements: School Processes & Programs 2					
						

**Performance Objective 3 Problem Statements:**




<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Parent involvement activities for all students needs to be expanded. <b>Root Cause 2:</b> Parent involvement committees for students in special programs, including GT & CTE are recommended.

**Goal 2: All students participating in the 2019 STAAR Writing Assessment will meet or exceed state performance standards for writing by the end of June 2019.**

**Performance Objective 1:** Intiate strategies and instructional supports to implement and monitor writing curriculum and instruction.

**Evaluation Data Source(s) 1:** Benchmarks and Assessments

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Implement instructional walk-throughs to provide teachers with constructive timely feedback.	2.4, 2.5, 2.6	Administrators Teachers Instructional staff	EOY evaluation			
	Problem Statements: Student Academic Achievement 1					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Provide Writing Instructional Support consultant to conduct follow up sessions to Writing PD.	2.4, 2.5, 2.6	Administrators Writing Consultant	Teacher survey Program evaluation STAAR			
	Problem Statements: Technology 1 - Student Academic Achievement 1					
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**




<b>Technology</b>
<b>Problem Statement 1:</b> Additional professional development for teachers. <b>Root Cause 1:</b> Additional face to face training instead of online training in regards to trouble shoot day to day problems.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction.. <b>Root Cause 1:</b> The absence of writing resources and viable professional development opportunities.

**Goal 3: 100% of students participating in the 2019 STAAR Reading Assessment 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, Measurement of Academic Performance (MAP), and Reading Horizon progress reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> 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	Administrators Instructional Staff	EOY Teacher Observations			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> 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	Administrators Instructional Staff Title 1 Teacher Reading Consultant	STAAR scores Teacher surveys Program evaluation			
	Problem Statements: Technology 1					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Provide one reading specialist to work with targeted students for reading intervention.	2.4, 2.5, 2.6	Administrators Reading Specialist	STAAR scores Program evaluation			
	Problem Statements: Technology 1 - Student Academic Achievement 2					
<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:** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. **Root Cause 2:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Goal 4: All students in grade levels that will participate in the 2019 STAAR Math Assessment 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:** Benchmarks, Teacher survey, Admin. feedback, Imagine Math, and MAP

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> 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	Administrators Instructional staff	EOY Teacher Observations			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 3					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> 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	Administrators All Teachers Title 1 Teacher Math Consultant	STAAR scores Teacher surveys Program evaluation			
	Problem Statements: Technology 1 - Student Academic Achievement 2, 3					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) All staff will participate in ongoing professional developing in math instruction.	2.4, 2.5, 2.6	Administrators All Teachers Title 1 Teacher Math Consultant	STAAR scores Teacher surveys Program evaluation			
	Problem Statements: Technology 1 - School Processes & Programs 1					
 = Accomplished  = No Progress  = Discontinue						

**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:** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. **Root Cause 2:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 3:** Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause 3:** Math teachers need to continue tracking student's academic performance.

### School Processes & Programs

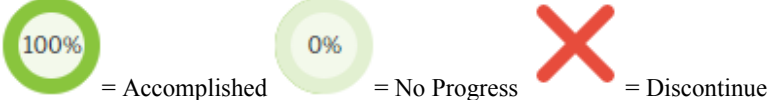
**Problem Statement 1:** First year teachers require a consistent mentoring and teacher support program. **Root Cause 1:** Classroom management and best practices for student engagement is required for first year teachers.

**Goal 5: All teachers and instructional support staff will be trained in targeted instruction and intervention strategies across subject areas throughout and by the end of the 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, and Certificates of Completion

**Summative Evaluation 1:**

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

### Student Academic Achievement

**Problem Statement 2:** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. **Root Cause 2:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 4:** Students identified as GT lack opportunity for real world experiences and application of project-based activities. **Root Cause 4:** Limitations of planned curriculum, community partnerships, and resources for field trip activities.

### School Processes & Programs

**Problem Statement 1:** First year teachers require a consistent mentoring and teacher support program. **Root Cause 1:** Classroom management and best practices for student engagement is required for first year teachers.

## 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 students academic success.
1	1	4	Implement Differentiated Instruction strategies at all grade levels to enhance student instruction/engagement.
1	1	5	Implement grade level meetings once a week 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.
1	1	6	Provide a Title 1 Teacher to work with at-risk students targeted for early intervention through the RTI process.
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.
1	3	1	Provide community engagement opportunities for parents, students, and staff to promote student academic performance.
1	3	2	Conduct parent information sessions to communicate student engagement activities (campus updates)
2	1	1	Implement instructional walk-throughs to provide teachers with constructive timely feedback.
2	1	2	Provide Writing Instructional Support consultant to conduct follow up sessions to Writing PD.
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 reading instruction.
3	1	3	Provide one reading specialist to work with targeted students for reading intervention.
4	1	1	Implement instructional walk-through system to monitor and provide teachers with constructive timely feedback.
4	1	2	All staff will participate in ongoing professional development in math instruction.
4	1	3	All staff will participate in ongoing professional developing in math instruction.
5	1	1	Provide professional development to support Differentiated Instruction, School-wide Interventions and Instructional Technology Programs
5	1	2	Provide Gifted and Talented training (New teachers have one year to complete the initial 30-hour training or 6 hrs. renewal).
5	1	3	Provide mentor program for new teachers.

# 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 are listed below:

Name	Position	Email	Role
Eric Davis	Principial	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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Eric Davis	Principal
Administrator	Robert Lara	Assistant principal
Classroom Teacher	Monica Schnaubelt	Title 1 Teacher
Classroom Teacher	Charles Brierty	ESL Coordinator
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