

Heritage Academy Charter Schools

Heritage Academy of Windcrest

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



HERITAGE
A C A D E M Y TM

Public Presentation Date: June 10, 2020

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

The campus had a total of 190 students in 2018-2019.

| | |
|-------------------------------------|------------|
| Total Number of Students | 190 |
| Gender | |
| Female | 48.95% |
| Male | 51.05% |
| Pre-Kinder | 16.8% |
| Kindergarten | 17.8% |
| Grade 1 | 22.6% |
| Grade 2 | 15.7% |
| Grade 3 | 13.7% |
| Grade 4 | 13.2% |
| Race | |
| African American | 30% |
| White | 55.79% |
| Asian | 0.53% |
| Pacific Islander | 1.05% |
| 2 or more Races | 12.63% |
| Ethnicity | |
| Hispanic/Latino | 47.37% |
| Not Hispanic/Latino | 52.63% |
| Eco Disadvantaged | 91.58% |
| ELL | 6.32% |

Total Number**190****of Students**

| | |
|---------|--------|
| At-Risk | 78.95% |
| Sped | 13.68% |
| Gifted | 1.58% |

Staff Information

There were 13 staff members in 2018-2019. This included 1 administrator, 10 teachers, and 2 instructional aides.

Teacher ethnicity: 30.7% African-American, 38.4% Hispanic, and 23.0% White.

Gender: 84% Female and 16% Male

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

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

The campus staff is diverse and represents the diversity of the student body. The teachers are trained to analyze Data and use information in their lesson presentations. The staff has a strong commitment to academic excellence and character development. The teacher to student ratio has been at 10:1 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 Learning

Student Learning Summary

Heritage Academy of Windcrest uses MAP and DMAC assessment resources to gather 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 state, district, and campus 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 2018 STAAR, measurable curriculum strengths are evident.

Student Learning 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 for the 2019-2020 SY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause:** Math teachers need to increase proficiency in tracking student's academic performance.

Problem Statement 4 (Prioritized): 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 (Prioritized): 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 events
- Art events
- Scholastic Book Week
- Red Ribbon week
- Cultural Float Parade
- Autism week
- Pennies for Pasta
- Hoops for Heart
- Technology guidance for parents
- Award ceremony
- Fire Prevention week
- Athletic Award Banquet
- Kindergarten graduation

Perceptions Strengths

- Parent communication in English, Spanish, and other languages as required
- 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.

Priority Problem Statements

Problem Statement 2: Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction..

Root Cause 2: The absence of writing resources and viable professional development opportunities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards.

Root Cause 3: Economically disadvantage and At Risk students lack educational background experiences at home.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons.

Root Cause 4: Math teachers need to increase proficiency in tracking student's academic performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Students identified as GT lack opportunity for real world experiences and application of project-based activities.

Root Cause 6: Limitations of planned curriculum, community partnerships, and resources for field trip activities.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parent involvement activities for all students needs to be expanded.

Root Cause 7: Parent involvement committees for students in special programs, including GT & CTE are recommended.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR Released Test Questions
- 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: Behavior and Other Indicators

- Student surveys and/or other feedback

Goals

Goal 1: 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2021.




Performance Objective 1: Integrate digital content and tools into instructional in meaningful ways to encourage student use of available resources to enhance learning.

Evaluation Data Sources: Benchmarks




MobyMax

Weekly reports.


Summative Evaluation: None


| | |
|---|---|
| Strategy 1: Enhance student learning with increased access to digital tools (available chromebooks) and communicate to parents how tools are being used. | |
| Strategy's Expected Result/Impact: Completed ELL Student folders | Formative |
| Staff Responsible for Monitoring: ESL Teacher All Teachers | Nov |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 |  |
| TEA Priorities: None | Feb |
| ESF Levers: None |  |
| Comprehensive Support Strategy | June |
| |  |
| | Summative |
| | June |

Strategy 2: Ensure teachers and students demonstrate appropriate and safe digital behavior.

| | | |
|---|--|---------------------------------|
| Strategy's Expected Result/Impact: Teacher Survey | Formative Nov  Feb  June  | |
| Staff Responsible for Monitoring: ESL Teachers All Teachers | | |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | | Problem Statements: None |
| TEA Priorities: None | | Funding Sources: None |
| ESF Levers: None | | |
| Comprehensive Support Strategy | | |
| | | Summative |
| | | June |

 No Progress

 Accomplished




 Continue/Modify

 Discontinue








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 Sources: Benchmarks, assessments, and MobyMax weekly reports.

Summative Evaluation: None

| | | |
|--|---------------------------------|---|
| Strategy 1: Provide technology support to include training, communication, and development of instructional strategies and resources. | | |
| Strategy's Expected Result/Impact: Technology/Help Desk repair and ticket reports | | Formative |
| Staff Responsible for Monitoring: Teachers Administrators District IT | | Nov  |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 | Problem Statements: None | Feb  |
| TEA Priorities: None | Funding Sources: None | June  |
| ESF Levers: None | | |
| Comprehensive Support Strategy | | |
| | | Summative |
| | | June |




Strategy 2: Monitor Technology support integration through campus-wide teachers and student usage.

| | | |
|--|--|---|
| <p>Strategy's Expected Result/Impact: Instructional student reports</p> <p>Benchmarks DMAC MAP</p> <hr/> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administration District IT</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | Formative |
| | | Nov |
| | |  |
| | | Feb |
| | |  |
| June | | |
|  | | |
| | | Summative |
| | | June |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | |

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

Evaluation Data Sources: Weekly usage reports


Summative Evaluation: None


| Strategy 1: Provide community engagement opportunities for parents, students, and staff to promote student academic performance. | | Formative |
|---|---------------------------------|---|
| Strategy's Expected Result/Impact: STAAR scores | | Nov |
| Staff Responsible for Monitoring: Administrators Staff Parents Students | |  |
| Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 | Problem Statements: None | Feb |
| TEA Priorities: None | Funding Sources: |  |
| ESF Levers: None | None | June |
| Comprehensive Support Strategy | |  |
| | | Summative |
| | | June |

Strategy 2: Conduct parent information sessions to communicate student engagement activities (campus updates)

| | |
|--|---|
| <p>Strategy's Expected Result/Impact: Parent, student, and teacher surveys Parent-teacher conferences STAAR</p> | <p>Formative Nov</p> |
| <p>Staff Responsible for Monitoring: Administrators Teachers Staff Parents</p> | <p>Feb</p> |
| <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2</p> | <p>Problem Statements: None</p> |
| <p>TEA Priorities: None</p> | <p>Funding Sources:</p> |
| <p>ESF Levers: None</p> | <p>None</p> |
| <p>Comprehensive Support Strategy</p> | <p>June</p> |
| | <p>Summative June</p> |

 No Progress

 Accomplished

 Continue/Modify




 Discontinue

Goal 2: 40% of 4th grade students will achieve the meets grade level performance standard for writing by the end of June 2021.




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

Evaluation Data Sources: Administration/Consultant feedback
Assessments

Summative Evaluation: None

| | | |
|--|---------------------------------|--|
| Strategy 1: Utilize resources and tools provided by the writing consultant to fidelity. | | |
| Strategy's Expected Result/Impact: EOY evaluation | | Formative |
| Staff Responsible for Monitoring: Administrators Teachers Instructional staff Weekly reports | | Nov  |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Problem Statements: None | Feb  |
| TEA Priorities: None | Funding Sources: None | June  |
| ESF Levers: None | | |
| Comprehensive Support Strategy | | |
| | | Summative |
| | | June |

Strategy 2: Provide Writing Instructional Support consultant to conduct follow up sessions to Writing PD.

| | | |
|--|--|---|
| <p>Strategy's Expected Result/Impact: Teacher survey Program evaluation STAAR</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Writing Consultant</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p> | <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | Formative |
| | | Nov |
| | |  |
| | | Feb |
| | |  |
| June | | |
|  | | |
| | | Summative |
| | | June |





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: 50% of 3rd and 4th grade students will achieve the meets grade level performance standard for reading by the end of June 2021.




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

Evaluation Data Sources: Teacher surveys, admin. feedback, Benchmarks, Measurement of Academic Performance (MAP), and MobyMax progress reports.


Summative Evaluation: None


| Strategy 1: Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS. | | Formative |
|---|---------------------------------|---|
| Strategy's Expected Result/Impact: EOY Teacher Observations | | Nov |
| Staff Responsible for Monitoring: Administrators Instructional Staff | |  |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Problem Statements: None |  |
| TEA Priorities: None | Funding Sources: | Feb |
| ESF Levers: None | None |  |
| Comprehensive Support Strategy | | June |
| | |  |
| | | Summative |
| | | June |

Strategy 2: PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.

| | |
|---|---|
| <p>Strategy's Expected Result/Impact: STAAR Teacher survey Program evaluation</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Instructional staff Title 1 Teacher Reading Consultant</p> <hr/> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Additional Targeted Support Strategy</p> | Formative |
| | Nov  |
| | Feb  |
| | June  |
| | Summative |
| | June |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: 45% of 3rd and 4th grade students will achieve the meets grade level performance standard for math by the end of June 2021.

Performance Objective 1: Deliver strong core instruction to all students in the area of mathematics.




Evaluation Data Sources: Benchmarks

DMAC



MAP


Walkthroughs

Summative Evaluation: None

| | |
|--|--|
| Strategy 1: Implement PLCs that supports best practices in math instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching. | |
| Strategy's Expected Result/Impact: EOY Teacher Observations | Formative |
| Staff Responsible for Monitoring: Administration Instructional staff | Nov  |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Problem Statements: None |
| TEA Priorities: None | Funding Sources: |
| ESF Levers: None | None |
| Comprehensive Support Strategy | Feb  |
| | June  |
| | Summative |
| | June |

Strategy 2: PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.

| | |
|---|--|
| <p>Strategy's Expected Result/Impact: STAAR Teacher surveys Program evaluation</p> | <p>Formative</p> |
| <p>Staff Responsible for Monitoring: Administrators All Teachers Title 1</p> | |
| <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> | <p>Feb </p> |
| <p>TEA Priorities: None</p> | <p>June </p> |
| <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p> | <p>Summative June</p> |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 2020-2021 academic year.




Performance Objective 1: Implement new ELAR curriculum in all grade levels.

Evaluation Data Sources: Monitor




Follow up training

Walkthroughs

Summative Evaluation: None

| | | |
|--|---------------------------------|--|
| Strategy 1: Provide training and support to teachers for implementing new ELAR curriculum and using Lead4ward strategies and tools. | | |
| Strategy's Expected Result/Impact: Teacher surveys Program evaluation | | Formative |
| Staff Responsible for Monitoring: Administration All teachers | | Nov  |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Problem Statements: None | Feb  |
| TEA Priorities: None | Funding Sources: None | June  |
| ESF Levers: None | | |
| Comprehensive Support Strategy | | |
| | | Summative |
| | | June |

Strategy 2: Use performance assessments and curriculum based assessments to monitor and evaluate student progress to mastery level..

| | |
|---|--|
| <p>Strategy's Expected Result/Impact: Teacher surveys Program evaluation</p> | Formative |
| <p>Staff Responsible for Monitoring: All staff</p> | Nov |
| <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> |  |
| <p>TEA Priorities: None</p> | Feb |
| <p>ESF Levers: None</p> |  |
| <p>Comprehensive Support Strategy</p> | June  |
| Summative | |
| June | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 | 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 |
| 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/guardians 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 10 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 Personnel

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

Addendums