

New Frontiers Charter School District Improvement Plan 2015-2016

August 19, 2016
Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

About New Frontiers Charter School

Summary: New Frontiers Charter School is a community-based, open enrollment charter school serving children in kindergarten through tenth grade on the south side of downtown San Antonio, Texas.

Established: “Generation Two” Charter, 1998

Current Enrollment: 713 Students

Mission: New Frontiers Charter School is dedicated to educating and growing our students and their character. By compassionately reaching out to people in our own community, we give students a sense of pride and purpose, inspiring them to become tomorrow’s leaders.

Vision: To be the school of choice in the minds of the people in our community and those that extend beyond it. To be recognized by the city at large as the institution that cares just as much about enriching the community as providing educational excellence to our students.

Curriculum: Core Knowledge, an educational curriculum that provides a solid, sequential, and specific grade-by-grade core of common knowledge with the goal of developing cultural literacy, greater fairness, and higher literacy in the early grades. This content rich curriculum is designed to provide a “coherent foundation of learning” including significant knowledge of diverse people and culture. Our Kindergarten through 2nd grade students are utilizing the Core Knowledge Language Arts (CKLA) as their explicit instruction reading program.

School Offerings include:

- Stringent Character Education, The Leader in Me
- Media Center with Digital Library
- Extensive Reading and Math Intervention Programs
- Computers and Wireless Internet in Every Classroom
- National School Lunch and Breakfast Program
- Exceptional Special Education Instruction
- Extracurricular Sports and Fine Arts Programs
- Parent Education
- Parent Teacher Organization (PTO)
-

Texas Education Agency Ratings:

- District=Met Standard
- Elementary=Improvement Required
- Middle School=Met Standard
- High School = Met Standard

District Leadership:

- Alfredo Segura Jr., Chief Executive Officer
- Melissa Holguin, Executive Director of Curriculum and Instruction
- Jesse Jimenez, Executive Director of Finance
- Mario Mendiola, Director of Communications for Special Projects and Families
- Jennifer Oropeza, Director of Human Resources

Mission and Vision Statements

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Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Alfredo Segura Jr	CEO	
Jennifer Oropeza	Director Human Resources	
Mario Mendiola	Director of Operations	
Melissa Holguin	Executive Director	
Ruben Pesina	Principal, K-8	
Jeffrey Flores	Principal, ECHS	
Khalid Zakaria	Academic Advisor	
Norma Arshad	Guidance Counselor	
Dovie Boykins	Special Programs Coordinator	
Amanda Guzman	Behavior Intervention Specialist	
Laura Medina	Parent	
Mike Barr	Business Partner	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on July 22, 2015.

Participants in Attendance	Data Sources Examined
Alfredo Segura Jr, CEO	<div style="border: 1px solid black; padding: 5px;"> AEIS TAPR STAAR Data--disaggregated District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Benchmark testing data TPRI data Teacher retention data </div>
Jennifer Oropeza, Director Human Resources	
Mario Mendiola, Director of Operations	
Melissa Holguin, Executive Director	
Ruben Pesina, Principal	
Jeffrey Flores, Principal	
Khalid Zakaria, Academic Advisor	
Norma Arshad, Guidance Counselor	
Dovie Boykins, Special Programs Coordinator	
Amanda Guzman, Behavior Intervention Specialist	
Melonie Hammons, PSP	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Writing Grade 4 (SS)</i>	<i>State Accountability</i>
<i>Social Studies Grade 8 (SS)</i>	<i>State Accountability</i>
<i>Science Grade 5</i>	<i>State Accountability</i>
<i>Reading grades 3,4</i>	<i>State Accountability</i>
<i>Math grades 3,4</i>	<i>State Accountability</i>
<i>Teacher Recruiting and Retention – Elementary 3-5</i>	<i>Vacancies by campus</i>
<i>Special Programs – Dyslexia; ESL</i>	<i>Performance safeguards, student achievement; participation in special programs</i>
<i>Enrollment in ECHS feeder students from 8th grade</i>	<i>Student roster</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, EB, and Special Education**

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: \$745,146

Total FTEs funded through SCE at this District: 34

The process we use to identify students at risk is:

Using the eligibility criteria the campus Principal and PEIMS coordinator collaborate to individually examine students' electronic cumulative file to collect documents that meet the at-risk standards.

The process we use to exit students from the SCE program who no longer qualify is:

Through the process detailed below, each students' electronic file is examined to determine whether exit criteria is met.

At New Frontiers Charter School State Compensatory Funds are used to support Title I initiatives.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades K-9**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS
2015	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS	ELEM	MS	HS
Students EcoDis	NA	NA	94%	53%	77%	84%	26%	62%	NA	38%	57%	100%	NA	46%	NA
All Students	NA	NA	87%	55%	78%	84%	30%	67%	NA	40%	57%	100%	NA	47%	NA

	Drop Out Data		Completion Data	
	2014	2015	2014	2015
Students At-Risk	0%	0%	NA	NA
Students Not At-Risk	0%	0%	NA	NA

The comprehensive, intensive, accelerated instruction program at this district/campus consists of after school tutorials for students at-risk, two additional intervention teachers in reading and math to reduce the student teacher ratios, and the purchase and implementation of the Leader in Me program to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that additional intervention and safety nets must be developed for students. Additionally, teachers must be provided with a model that maximizes coaching and support for the implementation of effective instruction.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title I, Part A Schoolwide Components

1. A comprehensive needs assessment of the whole school
2. Implementation of schoolwide reform strategies that:
 - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
 - Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthens the core academic program
 - Increases the amount of learning time
 - Includes strategies for serving underserved populations
 - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
 - Address how the school will determine if those needs of the children have been met
 - Are consistent with and are designed to implement state and local improvement plans, if any
3. Highly qualified teachers in all core content area classes
4. High quality and on-going professional development for teachers, principals, and paraprofessionals
5. Strategies to attract high-quality, highly qualified teachers to this school
6. Strategies to increase parental involvement, such as literary services
 - 6 a. Description how the school will provide individual academic assessment results to parents
 - 6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components
 - 10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
Title I, Part A
Title I, Part C (Migrant)
Title II, Part A (TPTR)
Title III (ELL) Shared Service Agreement
IDEA - formula
IDEA – pre-school
State Programs/Funding Source
State Compensatory Education
Dyslexia
Special Education
Bilingual/ESL Program
High School Allotment
Local Programs/Funding Source
Grants – The Leader in Me (partial – for materials only)

Goal 1: All campuses at New Frontiers Charter School will meet standard in state accountability in 2015-16 (NCLB).

Objective 1: By June 2015, 70% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet standards in every area measured.

Summative Evaluation: 70% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data 2014-15		% Classes taught by Highly Qualified Teachers			% Highly Qualified Teachers			% Highly Qualified Paraprofessionals	
		100%			100%			100%	
Data 2014-2015	All Students	H	W	AA	ED	LEP	Spec. Ed.	Male	Female
% Met Standard	55%	56%	61%	22%	55%	55%	10%	56%	54%
PBMAS 2015	STAAR 3-8 Passing Rate	TELPAS Reading Beginning Proficiency Level	Title I STAAR 3-8 Passing Rate	Title I STAAR 3-8 Passing Rate	SPED Discretionary ISS Placements	SPED Discretionary OSS Placements	SPED Discretionary OSS Placements		
	Math – 34.3 = PL 3 Reading- 51.4 = PL 2	20.6 = PL 3	Math 59.4 = PL 2 Science 45.2 = PL2 Soc. St 43.3 = PL 3 Writing 45.2 = PL 3	Math 22.5 = PL 4 Science 20 = PL 4	Disproportionality Rate 76.0 = PL 3 Report Only	SPED OSS Placements 35.2 = PL 3	Disproportionality Rate 147.9 = PL 3 Report Only		

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Redesign elementary and middle school campus to include levels of support, coaching, and accountability measures.	2,9	Principal	Every 3 weeks	Title I Funds Title II Funds - \$35,000 # FTE	Improved six weeks grades Reduced failure rate
Provide a curricular framework for all district to utilize to ensure consistency and vertical alignment	2	Executive Director of Curriculum and Instruction	August 2015	TEKS Resource System - FSP	9 week evaluation of sequence Local benchmark assessments

Develop professional learning communities and reflective practice among teachers who meet regularly in a structured environment	1,2,8	Campus Principals	Ongoing	FSP Title I Title II	Teacher evaluation ratings – planning domain
Provide accelerated instruction in various times of the day and year to support students' targeted academic needs	9	Campus Principals	Ongoing – After school Saturdays	SCE	Data analysis for targeted groups of at-risk and economically students
Establish district assessments utilizing norm referenced tests to assess student progress	1,2	Executive Director of Curriculum Campus Principals	Three times per year	FSP	Data reports by campus and grade level

Goal 1: At New Frontiers Charter School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained through the school year. .

Objective 2: 90% of proficient and above teachers and 80% of paraprofessionals with instructional duties will be retained for subsequent school year.

Summative Evaluation: 90% of proficient and above teachers and 80% of paraprofessionals with instructional duties will receive be retained for subsequent school year 2016-2017.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals and place effective teachers in grades 3-5	5	Principal, Human Resources Dept.	Once a semester	FSP Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements

Develop and implement HQ strategies/activities to maintain HQ staff	3, 5	Principal, Human Resources Dept.	Beginning and end of each semester	ESC 20 FSP	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
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Goal 2: New Frontiers Charter School will create an articulated pathway from Kindergarten through 12th grade in order to benefit from dual enrollment in high school and college.

Objective 1: At New Frontiers Charter School 75% of 8th grade students will enroll in the Frank L. Madla Early College High School/Alamo Colleges.

Summative Evaluation: 75% of students who matriculate to the high school campus will graduate with 60 college credit hours, a distinguished diploma, or a Level I certificate.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize instructional methodologies and programs consistent across campuses such as Core Knowledge, AVID, and the Common Instructional Framework.	2,3	Executive Director of Curriculum and Instruction	Beginning July 2015	Title II FSP Title I	TTESS observations Post Conference documents

Create modes of transportation to provide ease of access to early college high school	1,9	Director of Operations	Beginning August 17, 2015-May 27, 2016	FSP	Transportation rosters Attendance rates
Develop a marketing strategy to include student-led initiatives to create a linked activities between the middle school and high school campuses	10	Campus Principals Director of Marketing and Special Projects	December 2015 – June 2016	FSP Local Funds	Calendar of events Marketing materials Enrollment data

Goal 3: All students at New Frontiers Charter School will be educated in learning environments that promote positive discipline structures conducive to high levels of learning.

Objective 1: By May 2016 the number of incidents involving disobedience, will be reduced from 2015 by 30% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2014-15	All Students
Discipline/Incidents	445 Referrals 525 Incidents

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Employ a positive behavioral support system to be consistently used in all campuses.	10	Principal	Monitor: End of each nine week cycle	FSP ESC 20 Resources and Training	Reduction in the number of bullying incidents and office referrals
Establish routines and common expectations in shared spaces of the physical environment.	1,2	Campus Principal Behavior Intervention Specialist	Monitor: End of each nine week cycle	Local Funds FSP	Analyze incident data by location Reduction in incidents and referrals
Implement the Leader in Me program appropriate to the grade level served.	1,2,8	Campus Principals Lighthouse Teams	End of the year grant report Discipline data	The Leader in Me Foundation grant Professional development – Covey consultant	Analyze discipline data

Goal 4: Parents and Community will be partners in the education of students at New Frontiers Charter School.

Objective 1: By May 2015, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records/documentation will indicate that at least 90% of students' parents/family members will have participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Community Outreach activities will be designed to develop meaningful relationships with parents and the community	1,2,6	Campus Principals Behavior Intervention Specialist	Beginning August 14, 2015 Ongoing	FSP	Community survey results
Family Academic Nights centered on curriculum and college readiness will be offered to engage parents in Epstein's learning at home component.	6	Campus Principals Behavior Intervention Specialist	Every nine weeks	FSP Local Funds	Sign in sheets by campus
Provide community eligibility provision to ensure 100% in the K-8 grade levels	1,2	Executive Director of Finance		Department of Agriculture	Increased participation in the national school lunch and breakfast programs

Goal: 5 New Frontiers Charter School students will have access to technological tools that will allow them to be successful in 21st Century skills.

Objective: 1 100% of all teachers will integrate classroom instruction with technology platform to promote the enhancement of subject matter.

Summative Evaluation: Educational Service Center 20 will provide the district with a measurement and data tool to assess level of integration.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
New Frontiers will implement Google education and make available for all students served in the district.	3,4	Executive Director of Curriculum and Instruction Campus Principals Technology Specialist	Beginning August 2015 – ongoing	FSP	Lesson Plans Classroom observations
Utilize technology platforms and databases through Region 20 commitments to cultivate technological proficiency	3,4	Executive Director of Finance Technology Specialist Executive Director of Curriculum and Instruction	Beginning August 2015 – ongoing	Region 20 commitments – FSP	Monitor usage
Train all teachers in educational technology enhancements	2,4	Campus Principals Technology Specialist	August 2015 Ongoing as needed	FSP Title II	Training documentation TTESS evaluation rubric