



**HERITAGE**  
**A C A D E M Y™**

**HERITAGE ACADEMY**  
**DISTRICT IMPROVEMENT PLAN**

**(015815)**

**2016-2017**

# Heritage Academy District Improvement Plan 2016-17

*Recommended by the District Improvement Plan Committee on:* November 3, 2016

*Approved by the Heritage Academy Board of Directors on:* November 10, 2016

## *District Long-range Goal(s):*

1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor
2. Staff Development and Student Services - Focus on Staff and Student Success
3. Finance and Operations - Focus on Financial Stability and Operational Excellence
4. Human Resources - Focus on Hiring and Retaining Quality Staff
5. Board / Staff / Stakeholder Relations - Focus on Customer Engagement

## *Short-term objectives for achieving district long-range goals in the 2016-2017 school year, HACSD will:*

1. Meet or exceed the state and federal academic achievement standards for all students and all student groups.
2. Meet or exceed 96% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 6 hours of Continuing Professional Education (CPE) credit.
5. Receive 80% or better agreement on student, staff, and parent comprehensive needs surveys that include Demographics; Student Achievement; School Culture & Climate; Staff Quality, Recruitment and Retention/Professional Development; Curriculum, Instruction & Assessment; Family & Community Involvement; School Context & Organization; and Technology.
6. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Achieve an overall rating 75% or higher in all four domains measured on the STAR (technology) chart.
8. All campuses will uniformly implement Parent Involvement survey protocols to document a 10% increase in involvement.
9. All campuses will implement Coordinated School Health and Safety program requirements (SHAC).
10. Board Members attend Educational Conferences & Share Information with Board of Directors.

## **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>• CIP &amp; SIP documents in accordance with state (TAPR &amp; PBMAS) and federal (System Safeguards &amp; Title I)</li> <li>• TAPR data</li> <li>• PEIMS data</li> <li>• District Dept. Meetings</li> <li>• Staff development session agendas &amp; minutes</li> <li>• School Safety Reports</li> <li>• Comprehensive Needs Assessment (CNA)</li> <li>• Teacher Certifications</li> <li>• PBMAS/CIP</li> <li>• Discipline data</li> <li>• District Strategic Goals</li> <li>• DMAC data</li> <li>• MAP data</li> </ul>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>  DIP Objectives: 1, 2, and 4	<ul style="list-style-type: none"> <li>• Half-day PK for qualifying students.</li> <li>• Student/Teacher ratio.</li> <li>• Graduation rate is 100%</li> </ul>	<ul style="list-style-type: none"> <li>• Provide services to at-risk.</li> <li>• Increase the number of CTE certified teachers.</li> <li>• Additional core intervention staff needed.</li> <li>• Increase ELL achievement scores.</li> <li>• Increase level II &amp; III performance on state assessments for Writing, Science, Rdg, Math, &amp; Soc.St.</li> <li>• Improve the achievement performance of all students by closing the achievement gaps.</li> <li>• Develop identification process for GT students.</li> <li>• Provide Rdg. &amp; Math specialists to train teachers on effective intervention strategies of at-risk students.</li> <li>• Retain highly qualified teachers.</li> <li>• Decrease the turnover rate of teachers.</li> <li>• Increase student attendance rate.</li> <li>• Develop surveys for students, parents, teachers, &amp; staff.</li> <li>• Develop Homeless &amp; Foster care student policies &amp; procedures to support enrollment, attendance, &amp; success.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide personnel to meet intervention strategies of at- risk students.</li> <li>• Increase level II &amp; III performance on state assessments for Writing, Science, Reading, Math, and Social Studies.</li> <li>• Improve the achievement performance of all students by closing the achievement gaps.</li> <li>• Develop identification process for GT students.</li> <li>• Retain highly qualified teachers.</li> <li>• Increase the number of CTE certified teachers.</li> <li>• Increase student attendance rate.</li> <li>• Develop district-wide surveys for students, parents, teachers, &amp; staff.</li> <li>• Develop Homeless &amp; Foster care student policies &amp; procedures to support enrollment, attendance, &amp; success.</li> </ul>
<b>Student Achievement</b>  DIP Objectives: 1 and 9	<ul style="list-style-type: none"> <li>• Graduation rates are 100%</li> </ul>	<ul style="list-style-type: none"> <li>• Implement T.O.T.A.L. model for Science, Reading (gr. 2-12) &amp; Math, for (grades 2-9) students including SPED, LEP, and Eco. Disadvantage.</li> <li>• Implement academic support for Science and Social Studies for all students in grades K- 12 including SPED, LEP, 504, and Eco. Disadvantage.</li> <li>• Require writing across all content areas in grades PK-12.</li> <li>• Increase Level III performance on state level assessments.</li> <li>• Increase supplemental services to all special populations through approved before, during, and after school tutorials/pullouts, Saturday School, &amp; STAAR Academies.</li> <li>• Improve performance of African-American, LEP, Special Education, and Eco. Disadvantaged students in all areas.</li> <li>• Implementation of ELL instructional strategies.</li> <li>• Increase the performance on state assessments for all core content areas (Math, Reading, Writing, Science, and Social Studies).</li> <li>• Utilize research-based ELL instructional strategies to improve ELL student performance.</li> <li>• Increase participation in AP Exams (all subjects).</li> <li>• Develop Distinguished Graduate Project protocols</li> <li>• Implement Personal Graduation Plans in DMAC</li> </ul>	<ul style="list-style-type: none"> <li>• Implement T.O.T.A.L. model for Science, Reading (gr. 2-12) &amp; Math for (grades 2-9) students including SPED, LEP, 504, and Eco. Disadvantage.</li> <li>• Implement academic support for Science and Social Studies for all students in grades K- 12 including SPED, LEP, and Eco. Disadvantage.</li> <li>• Increase supplemental services to all special populations through approved before and after school tutorials/pullouts,</li> <li>• Require writing across all content areas in grades PK-12.</li> <li>• Utilize research-based ELL instructional strategies to improve ELL student performance.</li> <li>• Increase participation in AP Exams (all subjects)</li> <li>• Develop Distinguished Graduate Project protocols</li> <li>• Implement Personal Graduation Plans in DMAC</li> </ul>

<b>School Culture and Climate</b>  DIP Objectives: 2, 5, 6 and 8	<ul style="list-style-type: none"> <li>All schools met the safe school requirement under Title IX.</li> <li>Staff positive outlook.</li> <li>District-wide professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the attendance rate for all students.</li> <li>Investigate Response to Intervention (RtI) for academics and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the attendance rate for all students.</li> </ul>
<b>Staff Quality/ Professional Development</b>  DIP Objective: 3	<ul style="list-style-type: none"> <li>Years of experienced staff.</li> <li>Professional development (PD) provided by HACSD is based on multiple sources of data and aligned with identified needs.</li> <li>100% of the district's faculty and staff are highly qualified.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of ELL and Bilingual certified teachers.</li> <li>Continue to disaggregate student achievement data to determine PD needs of instructional staff.</li> <li>Establish a system to assign highly effective staff to highest needs students for intervention.</li> <li>Feedback for teacher performance is maintained in a secure management system (DMAC) for teachers to access.</li> <li>Implement R.E. Quality Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to disaggregate student achievement data to determine PD needs of instructional staff.</li> <li>Teacher performance maintained in a secure management system (DMAC) for teachers to access.</li> <li>Implement R.E. Quality Standards.</li> </ul>
<b>Curriculum, Instruction, Assessment</b>  DIP Objective: 1	<ul style="list-style-type: none"> <li>The adoption &amp; implementation of HACSD curriculum K-8 for Science, Reading, Writing, Math, and Social Studies.</li> <li>Research-based curriculum "Frog Street" adopted and used for PK.</li> <li>Scheduled district assessments are used for Reading, Writing, Math, Science and Social Studies.</li> <li>Comprehensive curriculum available and adopted district best practices.</li> <li>Use of DMAC &amp; MAP to quickly disaggregate assessment results and inform.</li> </ul>	<ul style="list-style-type: none"> <li>Expand the Response to Intervention (RtI) and student supports in all core content areas so that it is comprehensive for grades PK-12.</li> <li>Increase teacher expertise in the use of data analysis and in providing differentiated instruction.</li> <li>Increase the level of student engagement.</li> <li>Develop rigorous TEKS instruction in grades PK-12 in all content areas.</li> <li>Increase intervention (Tier II, III, and ESL).</li> <li>Increase implementation of aligned curriculum and best practices across campuses.</li> <li>Increase achievement on benchmarks and state assessments.</li> <li>Monitor implementation of PD on delivery of high yield strategies and design (content/standards).</li> <li>Monitor implementation of high-yield strategies and connect to teacher appraisal system.</li> <li>Implementation of T.O.T.A.L. intervention model</li> </ul>	<ul style="list-style-type: none"> <li>Expand the Response to Intervention (RtI) and student supports in all core content areas so that it is comprehensive for grades PK-12.</li> <li>Increase teacher expertise in the use of data analysis and in providing differentiated instruction.</li> <li>Increase intervention (Tier II, III, and ESL).</li> <li>Develop rigorous TEKS instruction in grades PK-12 in all content areas.</li> <li>Monitor implementation of high-yield strategies; consequences for not implementing PD on delivery and design.</li> <li>Monitor implementation of high-yield strategies and connect to teacher appraisal system.</li> <li>Implementation of T.O.T.A.L. intervention model</li> </ul>
<b>Family and Community Involvement</b>  DIP Objectives: 8 and 9	<ul style="list-style-type: none"> <li>Parent communication is provided in English and Spanish.</li> <li>Annual Title I parent meetings are held at all Title I school-wide campuses.</li> <li>Call Now/REMIND is utilized at most campuses.</li> <li>Parent Portal enables parents to check their child's grades and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Determine parent accessibility and use of online resources by using a survey at BOY &amp; EOY.</li> <li>Establish more partnerships within the community.</li> <li>Increase parent participation in and use of online resources such as Parent Portal, On-line Surveys, District Website, etc.</li> <li>Ensure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish</li> <li>Provide and clearly communicate opportunities for parent involvement.</li> <li>Increase parent involvement.</li> <li>Adequate calendar of school activities.</li> <li>District website to provide critical information for student, parents, staff, and community stakeholders.</li> <li>AIM Program supports academic and enrichment on campuses.</li> <li>Bexar County parent/student Drug-Free/Safety Program</li> <li>Local Fire Department Awareness Activities</li> </ul>	<ul style="list-style-type: none"> <li>Determine parent accessibility and use of online resources by using a survey at BOY &amp; EOY.</li> <li>Increase parent participation in and use of online resources such as Parent Portal, online surveys, district website, etc.</li> <li>Ensure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.</li> <li>Systemic data collection and reporting process.</li> <li>Provide and clearly communicate opportunities for parent involvement.</li> <li>District website to provide critical information for student, parents, and staff.</li> <li>AIM Program supports academics and enrichments on campuses.</li> </ul>

<p><b>School Context and Organization</b></p> <p>DIP Objective: 4, 10</p>	<ul style="list-style-type: none"> <li>• District Leadership Team meets regularly and has membership from each campus and district dept.</li> <li>• All stakeholders have a voice in decision making in district policies through the District Improvement Plan Committee (DIPC).</li> <li>• Board members actively engaged with district and community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and develop a plan to address the top three systemic issues (Technology, Student Intervention Resources, Curriculum &amp; Instruction).</li> <li>• District wide implementation of Think Through Math, Reading Horizons &amp; Dreambox.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and develop a plan to address the top three systemic issues (Technology, Student Intervention Resources, Curriculum &amp; Instruction).</li> <li>• District wide implementation of Think Through Math, Reading Horizons &amp; Dreambox.</li> </ul>
<p><b>Technology</b></p> <p>DIP Objective: 6</p>	<ul style="list-style-type: none"> <li>• Increased availability of district wide technology for all staff and students.</li> <li>• Student to computer ratio.</li> <li>• The district has access automated help desk/technical support.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide lab time to do investigative lessons (<i>not just computer-based programs</i>).</li> <li>• Designate an instructional technology support staff member on each campus.</li> <li>• Continue the implementation of the maintenance and replacement plan of district-wide technology.</li> <li>• Implement time for staff development on how to instruct with technology and how to integrate it into existing curriculum.</li> <li>• Reliable technology infrastructure, wireless access, up-to-date software and internet speed, labs/mobile labs, research on internet, and technology support.</li> <li>• Implement STAR Chart to assess district-wide staff technology proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the implementation of the maintenance and replacement plan for district-wide technology.</li> <li>• Implement time for staff development on how to instruct with technology and how to integrate it into existing curriculum.</li> <li>• Designate an instructional technology support staff member on each campus.</li> <li>• Reliable technology infrastructure, wireless access, up-to-date software and internet speed, labs/mobile labs, research on internet, and technology support.</li> </ul>

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor
<b>Short-term Objective: 1</b>	Meet or exceed the state and federal standards for all students and all student groups.

	<b>Strategies/Activities &amp; Title I School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
1.1	Implement the Mind Play, Think Through Math, Dreambox, & Reading Horizons initiatives for Reading/ELAR & Math and allow opportunities for PK-12 students to respond to literature in Writing. Require writing across all content areas in grades PK-12. SW1, SW2, SW3, SW4, SW9, SW10	Principals Teachers	Title I, Pt A Focus Local Funds	August 2016- June 2017	Reports each grading period Benchmark assessments each grading period Classroom observations Lesson plans Student writing samples Program performance & participation reports	State Assessment Scores 2017
1.2	Implement and Monitor district benchmark assessment for grades 3-12 in the core content areas. SW2, SW9	Principals Asst. Principals Assessment Team	DMAC MAP Instructional Program Reports Title I & II, Focus, & Local funds	Every 9 weeks	Performance Assessments	State Assessment Scores 2017 Benchmark Assessment Data
1.3	Continue to develop adequate personnel and supplies to meet the instructional needs of our at-risk students for grades PK-12 including SPED, LEP, 504, Homeless/ Foster, and Eco. Dis.	Principals	Title I, Pt A Title II Title III Focus Funds Local Funds	August 2016- June 2017	Campus and District Benchmark Assessments	State Assessment Scores 2017 Attendance Reports
1.4	Monitor to ensure effective ELPS instructional strategies are being implemented in all core content areas in PK-12. SW1, SW9	Directors Principals Asst. Principals ESL Instructional Personnel	Teachers Title I & II, Pt A Focus Funds Local Funds	August 2016- June 2017	Report Cards or Observation Lesson Plans PDAS Walk-through Reports DMAC Reports 9-Week Assessments each grading period	State Assessment Scores 2017

### **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

1.5	Conduct Data Analysis meetings after each district and state assessment to discuss the findings and prepare a plan for targeted instruction. SW1, SW2, SW8	Principals Asst. Principals DCSI CITs DIT Assessment Team PSP	DMAC Reports MAP Reports STAAR Resources TOTAL Data	October 2016- April 2017	DMAC Reports Progress Monitoring	State Assessment Scores 2017 District Assessments
1.6	Plan, develop, and implement a Response to Intervention (RtI) model district-wide in all core content areas. SW9	Principals Teachers Special Programs	DMAC Reports MAP Reports STAAR Resources TOTAL Data	Fall 2016	Meeting Minutes Sign-in Sheets Training	Written plan/procedure for RtI
1.7	Utilize all student support programs (i.e. Dreambox, AIM, Read. Horizons, etc.) to improve student achievement and promote college and career readiness. SW2, SW9, SW10	Principals Teachers	DMAC & MAP Program Reports Title I, Pt A Focus Funds Local Funds	August 2016- June 2017	Attendance Reports Grade Reports	State Assessment Scores 2017 District Assessments Program Evaluation Data
1.8	Monitor to ensure effective instructional strategies are being implemented in all core content areas in PK-12, in order to address low achievement scores. SW2, SW9	DCSI PSP Principals Asst. Principals Counselor	HACSD Curriculum Title I, Pt A Local Funds	August 2016- June 2017	Walk-through Reports DMAC Reports 9-Week Assessments	State Assessment Scores 2017 District Assessments
1.9a	Provide Reading & Math Specialists to increase/enhance teacher instructional skills and strategies to address at-risk student intervention needs using campus resources.	Principals Asst. Principals DCSI PSP	Reading & Math Specialists Title I & II, Pt. A Focus Funds Local Funds	August 2016- June 2017	Walk-through Reports DMAC Reports 9-Week Assessments each grading period	State Assessment Scores 2017 District Assessments
1.9b	Plan, develop & implement GT program model: Assessment & Identification Resources Eligibility Criteria Certified Teachers Curriculum Resources	Principals Asst. Principals Counselor Teachers Special Programs	DMAC & STAAR Reports MAP Reports GT Assessment Data GT Teachers Curriculum Resources Reg. 20 GT Training Local Funds	August 2016- July 2017	DMAC Reports 9-Week Assessments	State Assessment Scores 2017 District Assessments Program Evaluation Data

### **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor
<b>Short-term Objective: 2</b>	Meet or exceed <b>96% student attendance rate</b> for all students and all student groups.

	<b>Strategies/Activities &amp; Title 1 School-wide</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
2.1	Notify parents when absences are more than 3 per month. SW6	Principals Asst. Principals Counselor Teachers Special Programs	Websmart JR3	August 2016- June 2017	Websmart JR3 Six-weeks Attendance Reports	TAPR 2017 Attendance Rates 2017 System Safeguards
2.2	Report truancy to the court. SW6, SW10	Principals Asst. Principals Counselor Teachers Special Programs	Websmart JR3 Courts	August 2016- June 2017	Websmart JR3 Six-weeks Attendance Reports	TAPR 2017 Attendance Rates 2017 System Safeguards
2.3	Continue to implement an incentive program for students who have attendance rates at or above the 96% rate.	Principals Asst. Principals Counselor Teachers Special Programs	Websmart JR3 Local Funds	August 2016- June 2017	Websmart JR3 Six-weeks Attendance Reports	TAPR 2017 Attendance Rates 2017 System Safeguards
2.4	Continue to monitor enrollment, attendance, & dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis. & Homeless/Foster students. SW1, SW3, SW10	Principals Asst. Principals Counselor Teachers Special Programs	Websmart JR3	August 2016- June 2017	Websmart JR3 Six-weeks Attendance Reports	TAPR 2017 2017 PEIMS System Reports
2.5	Collaborate with the state or local child welfare agency to: Provide liaison and ensure within one year of enactment, develop and implement policy & procedures for how transportation to maintain homeless/foster youth in their schools of origin, when in their best interest, will be provided, arranged and funded.	Principals Asst. Principals Counselor Homeless/Foster Care Liaison	Websmart JR3 Texas DFPS ESC Regions 10 & 20 Homeless/Foster Care Liaison First Student Bus Services. Title I, Pt. A Funds	August 2016- June 2017	Websmart JR3 Six-weeks Attendance Reports	TAPR 2017 2017 PEIMS System Reports

### **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs



# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor
<b>Short-term Objective: 3</b>	All students and all student groups will meet or exceed the state standard for graduation.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
3.1	Continue to offer credit recovery SW10	H.S. Principal Counselor	Computer lab Odysseyware Program HS Allotment Local Funds	August 2016- June 2017	Odysseyware reports Websmart JR3 grade reports	TAPR Completion Rate 2017 System Safeguards PBMAS
3.2	Continue to offer and expand the Pre-K program to all eligible students. SW7; SW10	Elem. Principals	General Funds	August 2016- June 2017	Websmart JR3 Reports	TAPR Reports 2017 System Safeguards PBMAS 2017
3.3	Continue to offer and expand dual credit course offerings.	H.S. Principals Counselor	Community College MOU CTE Funds Local Funds	August 2016- June 2017	Master schedule Websmart JR3 reports on course enrollment	TAPR 2017
3.4	CTE course offerings that lead to certificates.	H.S. Principals Campus CTE Coordinator Counselor	CTE Funds Region 20	August 2016- June 2017	Master schedule Websmart JR3 reports on course enrollment	Websmart JR3 Reports 2016 Perkins Effectiveness Report 2017
3.5	Expand opportunities for early college entry for high school students.	H.S. Principals Counselor Campus CTE Coordinator	HS Allotment Local Funds CTE Funding	August 2016- July 2017	HS Applicants	College Entrance College Credit Accrued GPA
3.6	Provide guidance and counseling services for at-risk students. SW2	Principal Asst. Principal Counselor	Local Funds	August 2016- June 2017	Counseling Documentation	TAPR 2017
3.7	Monitor the appropriate placement along the continuum service for those students eligible for special education services. SW9	Principals Asst. Principals SPED Teachers LSSP Dir. of Student Svcs.	Principals Special Education Counselor LSSP Local Funds SPED Grant	August 2016- June 2017	ARD documentation Student data	TAPR 2017

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3.8	Provide additional college and career readiness opportunities for all at-risk students including SPED, ELL, 504, and Eco. Dis.	Principals Counselor Special Programs Dir. of Student Svcs.	CTE Local funds	August 2016- June 2017	Student data ARD Documentation 504 Documentation	TAPR 2017
3.9	Provide guidance, counseling, and transition services for students receiving special education services. SW2	Principals Asst. Principals Special Education Counselor	SPED Staff Counselor Local Funds SPED Grant	August 2016- January 2017	Student data ARD documentation	TAPR 2017 Special Education Indicator 13 Special Education Indicator 14

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# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1 &amp; 4</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor 4. Human Resources - Focus on Hiring and Retaining Quality Staff
<b>Short-term Objective: 4</b>	100% of instructional staff will obtain 6 hours of Continuing Professional Education (CPE) hours of credit.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
4.1	Utilize Continuous/Improvement Continuum and Comprehensive Needs Assessment to effectively address district needs. SW1; SW4; SW5; SW6	Principals DCSI Teachers Dir. Student Svcs.	CIC Documents DMAC & MAP TOTAL Reports	August 2016- June 2017	DMAC Reports TOTAL data	TAPR Reports 2017
4.2	Establish a district-wide implementation plan of PLCs. SW10	Principals DCSI Dir. Student Svcs.	Title I & II, SPED Focus Funds Local Funds	August 2016- June 2017	Participant Evaluation Forms Staff Dev. Survey Logs	TAPR Reports 2017
4.3	Continue district-wide principal & program meetings. SW8	DCSI Principals Dir. Student Svcs.	District and Campus Representatives	August 2016- June 2017	Planning Agenda & relative Documents	TAPR Reports 2017
4.4	Provide professional development opportunities for all campus teaching personnel and administrators. SW2; SW3; SW4; SW5	Principals Assessment Team DCSI Dir. Student Svcs.	All Teachers and Administrators ESC 20 Title I & II, Pt. A & Focus	August 2016- June 2017	Professional Development Certifications Identification of appropriate trainings	STAAR Assessments 2017 TAPR Reports 2017
4.5	Provide training for MAP, DMAC, Curriculum Strategies, Reading Horizons, & Dreambox programs. SW5	Principals DCSI Assessment Team	Local Funds, Title I, Title II, Pt. A & Focus Funds	August 2016- June 2017	Training Certificates Evaluations	System Safeguards
4.6	Post jobs on various websites ( <i>i.e. district, ESC 20, TASA, attend job fairs through-out Texas</i> ) to increase the opportunities to recruit and retain highly qualified staff. SW3	District Leadership Human Resources	Local Funds	Ongoing	Job post websites	State Assessments TAPR Reports
4.7	Disaggregate student achievement data to determine professional development (PD) needs of instructional staff. SW4	Principals Asst. Principals DCSI PSP	DMAC MAP Title I, Pt. A Focus Funds Local Funds	August 2016- June 2017	PD Certificates	STAAR Assessments 2017 TAPR Reports 2017

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# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goals:</b>	<ol style="list-style-type: none"> <li>1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor</li> <li>2. Staff Development and Student Services - Focus on Staff and Student Success</li> <li>3. Finance and Operations - Focus on Financial Stability and Operational Excellence</li> <li>4. Human Resources - Focus on Hiring and Retaining Quality Staff</li> </ol>
<b>Short-term Objective 5:</b>	Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	Comprehensive Needs Assessment (CNA) Surveys for each campus. SW1; SW6; SW8	Principals Asst. Principal DCSI	Title I & II Part A Focus Special Education	August 2016– June 2017	Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, & Sign-in Sheets
5.2	Communication of positive events at school including co-curricular and extra-curricular strategies/activities, student honor rolls, etc. SW1	Principals Asst. Principal	Local Funds Focus Title I, Pt. A	August 2016– June 2017	Publications District Web Page Community Feedback	Survey Results Program Evaluations
5.3	Continue to provide communication between superintendent, Board of Directors, administrators, teachers, support staff, and campus and district planning and decision-making teams. SW1 & SW10	District and Campus Administrators, Teachers, & Support Staff	DLT, DIPC, District Website Local Funds Prof. Dev. Information Forms	Monthly/ Ongoing	Meeting Minutes HACSD Website	CNA Surveys HACSD Website
5.4	Utilize the REMIND/One Call automated system to contact parents about upcoming events. SW6	Principals Asst. Principal	REMIND & Call Now programs Local Funds	August 2016– July 2017	Surveys	Surveys
5.5	Increase morale for staff and students. SW1; SW8	District and Campus Leadership	Local Funds Title II Focus	August 2016- June 2017	Teacher Feedback	Surveys

### **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1, 2, &amp; 3</b>	<ol style="list-style-type: none"> <li>1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor</li> <li>2. Staff Development and Student Services - Focus on Staff and Student Success</li> <li>3. Finance and Operations - Focus on Financial Stability and Operational Excellence</li> </ol>
<b>Short-term Objective: 6</b>	All schools will meet federal requirements for safe schools for Title IX to ensure a safe and orderly school environment.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
6.1	Update all facilities needs and long range utilization on each campus as identified by faculty, community, and empirical data.	Principals DLT Facilities Mgr.	Principals Facilities Mgr. Facilities Review Local Funds	August 2016 - July 2017	Surveys Facilities Maintenance Reports Building Inventories	Report of district facility needs and recommendations
6.2	All campuses will continue to implement procedures to maintain Safe Schools. SW2	Principals Asst. Principal Teachers	Local Board Policy Title I, Pt. A Focus Local Funds	August 2016– July 2017	Discipline Referrals Surveys	PEIMS Data TAPR Reports
6.3	Improve consistency with implementation of district student code of conduct. SW10	Principals Asst. Principal Teachers Counselor Support Staff Special Programs	Principals Teachers Local Funds Focus Title I, Pt. A	August 2016- June 2017	Quarterly Review of discipline Referrals	PEIMS Data Surveys
6.4	Use Raptor to manage visitor access to campus and preserve safe school measures. SW10	Principals Asst. Principal Support Staff	Principals Local Funds Title I, Pt. A	August 2016- June 2017	Surveys	Surveys

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor.
<b>Short-term Objective: 7</b>	Achieve an overall rating of 75% or higher in all four domains measured on the STAR (technology) chart.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
7.1	Develop procedures and district-wide plan to enhance existing technology and acquire new technology to support	District Leadership	District Leadership Local Funds	August 2016– February 2017	Principal Meetings Agenda/Minutes	Repair/Replacement Plan Technology Inventory
7.2	Staff will be surveyed to determine individual campus technology training needs. SW1	DCSI Principals Asst. Principals	Principal Teachers Local Funds	Annual	Sign-in Sheets Survey Results Training Evaluations	Surveys
7.3	Continue to provide technical training opportunities for staff. SW4	DLT Assessment Team	Principals Title I & II Pt. A Local Funds	Ongoing	Teacher Requests Staff Training Agendas/Sign-in Sheets	Surveys
7.4	Provide training for new teachers in technology throughout school year. SW4	Principal Asst. Principals	Computer Labs Principal Local Funds Title II, Pt. A Focus	Ongoing	Teacher Survey Training Evaluations	Surveys

### **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1 &amp; 5</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor 5. Board / Staff / Stakeholder Relations - Focus on Customer Engagement
<b>Short-term Objective: 8</b>	All campuses will uniformly implement the Parent Involvement Process to document a 10% increase in involvement.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
8.1	Provide opportunities for parents to participate and provide input in the educational process including the use of the online survey. SW6	Principals Asst. Principals Teachers Support Staff Dir. Student Svcs. Assessment Team	Title I, Part A, Title III CIP Teams & SHAC Campus Websites Parent Portals Local Funds	August 2016– June 2017	Agendas, sign-in sheets, Minutes	Program evaluation(s)
8.2	Assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish. SW6	Principals Asst. Principals Teachers Support Staff	School Messenger, marquees, emails, text messages, notes & letters	August 2016– June 2017	Marquees, emails, text messages, notes & letters	Review of communication in both English and Spanish to determine timeliness.
8.3	Continue to provide individual academic results to parents. SW6	Principals Asst. Principals Teachers Support Staff	Assessment Data Mailing Materials Local funds	Each 9 weeks	Progress Reports, Report Cards TPRI, STAAR, EOC, TELPAS, & Parent Portal	Parent Conference Logs Signed Progress Reports and Report Cards
8.4	Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement. SW 6	Principals Asst. Principals Dir. Student Svcs.	Campus Staff Title I, Pt. A Local Funds	September 2016 – November 2016	Parent Involvement Policy	Agendas, Sign-in Sheets Campus Parent Involvement Policy in student handbook and on district webpage

## **Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 1</b>	1. Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor.
<b>Short-term Objective: 9</b>	All campuses will implement Coordinated School Health & Safety requirements.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
9.1	Increase the Fitness Gram results by 2%. SW2	Principals P.E. Teachers	Health/PE Teachers Coaches, Nurses Counselors Child Nutrition Services Coordinator Local funds	August 2016– June 2017	CIP Activities Sign-In Sheets Agendas Meeting Minutes Fitness Gram Pre-test	Fitness Gram Results Nurse Records Counseling Records
9.2	Students will be provided opportunities after school to develop academic & fitness skills. SW10	Principal Title I Teacher After school Tutoring Staff AIM Staff P.E. Teachers	AIM Tutoring Campus Tutor Staff Focus Grant Title I, Pt. A Funds Focus Local Funds	August 2016– June 2017	Fitness Gram Post Test	Fitness Gram Pre/Post Tests
9.3	PE teachers will increase activities that build upper body strength and endurance.	Principals PE Teachers	Fitness Gram Website Local Funds	August 2016– June 2017	9-week performance assessments	Fitness Gram

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs



# Heritage Academy District Improvement Plan 2016-2017

<b>Long Range Goal: 5</b>	5. Board / Staff / Stakeholder Relations - Focus on Customer Engagement
<b>Short-term Objective: 10</b>	Board Members attend Educational Conferences & Share Information with Board of Directors

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
10.1	Board members attend educational conferences and share information learned with the board	Board Members	Schedules of Education Events & Conferences for region and state	August 2016– June 2017	Event & conference materials	Board meeting minutes

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs