# Heritage Academy District Improvement Plan

## (015-815)

## 2017-2018

# Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and <u>revised annually</u>, 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 student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

# Educational Philosophy

*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.*

# Planning and Decision Making Committee

| Name | Title |
|---|---|
| Derrick Armstead | Director of Student Services |
| Eric Davis | Principal |
| Lupe Sotelo | Principal |
| Robert Lara | Asst. Principal |
| Renee Rodriguez | Counselor |
| Brian Neuman | District Assessment Coordinator |
| Charles Brierty | ESL Teacher |
| | |

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on ___2/20/17___.**

| Participants in Attendance | Data Sources Examined |
|---|---|
| Derrick Armstead | *State Assessment Data—disaggregated* |
| Eric Davis | *District PEIMS reports* |
| | *PBMAS reports* |
| Lupe Sotelo | *Dropout and School Leaver data—disaggregated* |
| | *Texas Academic Performance Reports* |
| Robert Lara | *District discipline referral data* |
| | *Parent, Staff, and Student surveys* |
| Renee Rodriguez | *Student attendance data* |
| | *Benchmark testing data (DMAC & MAP)* |
| Brian Neuman | *TPRI data* |
| | *Campus parent participation documentation* |
| Charles Brierty | *Community & Student Engagement reports* |
| | *Truancy data* |
| Sandra Garcia | *Homeless & Foster Care student population analysis* |
| | *Teacher Retention Data (TAPR)* |
| Sandi Lehman | *Technology Inventories* |
| | *Career & Technology Education Compliance Survey* |

# Comprehensive Needs Assessment:
## <u>Summary of Findings</u>

| Identified Areas of Strength and Concern | |
|---|---|
| **Areas of Strength** | **Data Source** |
| **District met 2016 AEA Accountability Ratings for all indices** | **2016 Accountability Ratings** |
| **Student attendance is above state average at 96%.** | **PEIMS Attendance Summary** |
| **District maintains multiple communication methods for stakeholders.** | **District Website, Parent Portals, Email, Parent Conferences, Parent Info Meetings, and Parent Letters** |
| **Comprehensive Student Monitoring Processes and Resources** | **DMAC & MAP** |
| **100% Graduation Rate** | **2016 Accountability Ratings & TAPR** |
| **Areas of Concern** | |
| *Reading/ELA, Math, Soc. Studies, Science, & Writing Proficiency* | *State Accountability & Local Assess. Data (All Student Groups)* |
| *Special Programs Training – (Helping students in ESL, Dyslexia, & Special Education) for General Educ. Staff* | *Staff Survey* |
| *Teacher Retention* | *Staff Survey & TAPR* |
| *Coordinated Professional Development for all teachers & staff* | *Staff Survey* |
| *Comprehensive Writing Curriculum* | *State Accountability & Local Assessment Data* |
| *Enrichment Programs for all students (Athletics, Art, Chess, etc.)* | *Parent, Student, & Staff Surveys* |
| *GT & Dual Credit Programs* | *Parent, Student, & Staff Surveys* |
| *Career & Technical Education* | *Parent, Student, & Staff Surveys* |
| *Professional Development for all Staff* | *Staff Survey* |
| *Staff Appraisal Process* | *Staff Survey* |
| *District-wide Records Management Process* | *Staff Survey* |
| *Beginning Teacher Support* | *Staff Survey* |
| *Employee Benefits Support* | *Staff Survey* |
| *Child Nutrition Menu Choices and Technical Support* | *Parent & Student Surveys* |
| *Program Evaluation Tools for Support Services & Inst. Programs* | *Staff Surveys, PBMAS, Federal Grant Requirements* |
| **In this plan, the term "student groups" refers to students who are H, W, AA, ED, ESL, 504, G/T, At Risk, CTE, and SPED** | |

## Summary of Findings - Narrative

1. The District must develop, communicate, and implement a 2017-18 Professional Development Plan & Calendar to advance the capacity of staff on instructional strategies, special populations, classroom management strategies, and instructional technology programs to address the needs of the ESL, SPED, 504/Dyslexia, and GT student population. Campuses continue to face challenges in meeting the academic, social, and emotional needs of their minority, English second language, and economically disadvantaged subpopulations.
2. The District must communicate a plan for increased technology support and resources regarding high-capacity wireless access/security, support, and computers/laptops to provide expanded opportunities for gathering, accessing, monitoring, analyzing, and utilizing data for effective decision-making and strategic planning as well as instruction. Technology training for parents and staff on the utilization of available programs accessible from home. Web-based programs such as Websmart JR3, DMAC, MAP, TTM, Study Island, and Reading Horizons provide administrators, program coordinators, and teachers online curriculum resources and assessment data to enable critical decision making.
3. The District requires comprehensive plan to address the needs of GT students at elementary and secondary levels.
4. The District requires comprehensive plan to address the needs of the Dual-Credit students.
5. The District must identify, purchase, and implement a K-12 writing curriculum.
6. The District must assess, communicate, and expand development of CTE program, CTE Teacher certification, and CTE course opportunities to provide pathways to industry certification
7. Campuses must develop more efficient strategies to implement various measures that increase, educate, incentivize, and monitor student attendance.
8. Review communication methods and effectiveness to inform parents about activities and adjust as needed to increase parent involvement.
9. All Campuses must provide and promote enrichment activities to include sports, academic competitions, clubs, community organizations (scouts).
10. District must implement records access, dissemination, and retention procedures for storage, retrieval, and disposal for campus and district level personnel.
11. The district must develop and implement program evaluation tools for student support programs.
12. Student achievement must increase by 10-25% in Reading, Math, Science, Social Studies, and Writing across subgroups.
13. The district must review and implement increased child nutrition inventory, menu selection, monitoring procedures, and ordering processes. Campuses must offer more food and beverage choices to students during lunch periods.
14. The district must develop and implement a mentoring program for beginning teachers.
15. The district must develop and implement an employee summative and formative evaluation instruments and employee evaluation schedule.
16. Insurance benefits support needed to improve coordination and communication of service concerns/responses.

# 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 District:

**$349,915**

Total FTEs funded through SCE at the District:

**31.0**

The process we use to identify students at risk is:

**Identification through Texas student eligibility criteria for at-risk.**

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

**Student is exited from SCE program based on verification that at-risk indicator(s) are no longer applicable to the student per Texas student eligibility criteria.**

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*At Heritage Academy, State Compensatory Funds are used to support Title I initiatives.*

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# State Compensatory Education Program
## Program Evaluation/Needs Assessment

| STAAR | Math<br>% Met Standard | Reading/ELA<br>% Met Standard | Writing<br>% Met Standard | Science<br>% Met Standard | Social Studies<br>% Met Standard |
|---|---|---|---|---|---|
| | **2016** | **2016** | **2016** | **2016** | **2016** |
| All Students | 59% | 55% | 62% | 58% | 53% |

| End of Course 2016 | All Students (District) | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| English I<br>% Met Standard | 42% | 43% | * | * | * | * | * | * | 37% | * | 30% |
| English II<br>% Met Standard | 47% | 50% | * | * | * | * | * | * | 65% | * | 36% |
| Algebra I<br>% Met Standard | 71% | 70% | * | * | * | * | * | * | 63% | * | 53% |
| Biology<br>% Met Standard | 80% | 78% | * | * | * | * | * | * | 74% | * | 71% |
| U.S. History<br>% Met Standard | 100% | 100% | * | * | * | * | * | * | 100% | * | 100% |

| 2015 SY | Annual Drop Out Rate | Graduation Rate |
|---|---|---|
| | 2015 | 2015 |
| Grades 7-8 | 0.7% | * |
| Grades 9-12 | 0.0% | 100% |

Comprehensive, intensive, instructional programs at the campus level consists of during/after-school tutorials for students at-risk, reading and/or math specialists, and instructional technology resources to assist teachers and improve student achievement in ELA/Reading and Math.

# 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 (students in pre-k and k that are retained at parent request are not considered at-risk).
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 10 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.

# 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** |
| *ESSA Title 1, Part A* |
| *ESSA Title II, Part A (TPTR)* |
| *ESSA Title IV, Part A* |
| *Carl Perkins* |
| *IDEA-B Special Education (Regular)* |
| *IDEA-B Special Education (Preschool)* |
| **State Programs/Funding Source** |
| *Career/Technology Education* |
| *State Compensatory Education* |
| *Gifted/Talented* |
| *Special Education* |
| *Bilingual/ESL Program* |
| **Local Programs/Funding Source** |
| *Fundraising* |
| |
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*Recommended by the District Improvement Plan Committee on:* March 30, 2017
*Approved by the Heritage Academy Board of Directors on:*

*District Long-range Goals (DLG):*

A.   Educational Leadership and Instructional Management - Focus on Increasing Academic Rigor
B.   Staff Development and Student Services - Focus on Staff and Student Success
C.   Finance and Operations - Focus on Financial Stability and Operational Excellence
D.   Human Resources - Focus on Hiring and Retaining Quality Staff
E.   Stakeholder Relations – Focus on Customer Engagement

*Required 10 Components for Title I Schoolwide Campuses aligned with district long-range goals in the 2017-2018 school year, HACSD will implement:*

1.   Comprehensive Needs Assessment.
2.   Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards.
3.   Instruction by highly qualified teachers.
4.   High quality and ongoing professional development for teachers, principals, paraprofessionals and others.
5.   Strategies to attract and retain high-quality qualified teachers.
6.   Strategies to increase parental involvement.
7.   Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8.   Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
9.   Effective, timely additional assistance for students that experience difficulties mastering state standards.
10.  Coordination and integration of Federal, State, and local services and programs.

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**

**Objective 1:** **By May 2018, 65% of all students (Grades 3-12) and each student group will meet established standards on the state assessment for Reading.**

**Summative Evaluation: 65% of all students pass all portions of the state tests and the District will meet State Standards for Reading.**

| Data 2015-2016 | All Students | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Met Standard | 55% | 54% | 60% | 54% | * | * | * | * | 55% | 33% | 40% |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) *DLG (A-E) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide required tutorial times for students who are at risk of failure. | 2,9 A | Core subject teachers Principal | Every 3 weeks | State, SCE | TOTAL System Data Sheets | Improved 9 weeks' grades. Progress reports. State & local Assessments. |
| Provide flexible, focused individual & small group instruction utilizing the Reading Horizons Program. | 2,9 A | Core subject teachers Principal | Every 3 weeks | Title I, State SCE | Teacher/Staff User data. Reading Horizons Progress Monitoring and Student Participation & Performance Data | Improved student performance on concept specific aligned assessment. Student success as evidenced by walkthrough. |
| Provide new Reading curriculum for Grades 6-8 at Del Rio Campus. | 2,9 A | Principal Curriculum Coord. | July 2017 | Title I State | Purchase Orders. Campus Curriculum Inventories Walkthroughs | Improved student performance on concept specific aligned assessment. |
| Provide Professional Development for Grades 6-8 at Del Rio Campus Instructional Staff re: Reading Curr. & Lively | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II, State | Prof. Dev. Agenda, Evaluations, & Training P.O. | Improved 9 weeks grades. Student success as evidenced by walkthrough. |

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|---|---|---|---|---|---|---|
| Latin. | | | | | | |
| Provide full program access to Reading Horizons Program for Heritage Campuses. | 2,9 A | Core subject teachers Principal Curriculum Coordinator | July 2017 | Title I | Purchase Orders. Teacher/Staff User data. Reading Horizons Progress Monitoring and Student Performance Data | Reading Horizons Progress Monitoring and Student Participation & Performance Data |
| Provide Professional Development for Instructional Staff for Heritage San Antonio Campuses re: Reading Horizons & Mondo. | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Improved 9 weeks grades. Student success as evidenced by walkthrough documentation. |
| Provide Professional Development for Grades 6-12 at Del Rio Campus Instructional Staff re: Study Island Program. | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Study Island Progress Monitoring and Student Participation & Performance Data. Improved 9 weeks grades. |
| Title I Reading Specialist for San Antonio campus (Grades K-8). | 2, 9 A | Principal Dir. Student Svcs. | August 2017 | Title I | P.O.s, Schedules, Agendas, Sign in/out documentation. | Improved 9 weeks' grades. Student success as evidenced by DMAC & MAP reports. Progress reports. |

**\*Identify the Title 1 <u>Schoolwide</u> Component that the activity/strategy addresses if applicable.**

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**

**Objective 2:** **By May 2018, 65% of all students (Grades 3-12) and each student group will meet established standards on the state assessment for Mathematics.**

**Summative Evaluation:** **65% of all students pass all portions of the state tests, and the District will meet State Standards for Mathematics.**

| Data 2015-2016 | All Students | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Met Standard | 59% | 56% | 88% | 54% | * | * | * | * | 57% | 29% | 52% |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide required tutorial dates/times for students who are at risk of failure. | 2,9 A | Core subject teachers Principal | Every 3 weeks | SCE, State | TOTAL System Data Sheets | Improved 9 weeks' grades. Progress reports. State & local Assessments. |
| Provide flexible, focused individual & small group instruction utilizing the Think Through Math Program. | 2,9 A | Core subject teachers Principal | Every 3 weeks | Title I SCE | Teacher/Staff User data. Think Through Math Progress Monitoring and Student Participation & Performance Data | Improved student performance on concept specific aligned assessment. Student success as evidenced by walkthrough documentation. |
| Provide new Math curriculum for Grades 6-8 at Del Rio Campus re: Math in Focus. | 2,9 A | Principal Curr. Coord. | July 2017 | Title I State | Purchase Orders. Campus Curriculum Inventories Walkthroughs | Improved student performance on concept specific aligned assessment. |
| Provide Professional Development for Grades 6-8 at Del Rio Campus Instructional Staff re: Math in Focus. | 2,9 A,B | Principal Curr. Coord. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training P.O. | Improved 9 weeks grades. Student success as evidenced by walkthrough documentation. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Provide Advanced Professional Development for Instructional Staff for Heritage San Antonio Campuses re: Math in Focus | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Improved 9 weeks grades. Student success as evidenced by walkthrough documentation. |
| Provide Professional Development for Grades 6-12 at Del Rio Campus Instructional Staff re: Study Island Program. | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Study Island Progress Monitoring and Student Participation & Performance Data. Improved 9 weeks grades. |
| Title I Math Specialists for Heritage campuses (Grades K – 8). | 2, 9 A | Principal Dir. Student Svcs. | August 2017 | Title I | P.O.s, Schedules, Agendas, Sign in/out documentation. | Improved 9 weeks' grades. Student success as evidenced by DMAC & MAP reports. Progress reports. |

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**

**Objective 3:** **By May 2018, 65% of all students (Grades 3-12) and each student group will meet established standards on the state assessment for Writing.**

**Summative Evaluation: 65% of all students pass all portions of the state tests, and the District will meet State Standards for Writing.**

| Data 2015-2016 | All Students | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Met Standard | 62% | 66% | * | * | * | * | * | * | 59% | * | 61% |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide required tutorial dates/times for students who are at risk of failure. | 2,9 A | Core subject teachers Principal | Every 3 weeks | SCE | TOTAL System Data Sheets | Improved 9 weeks' grades. Progress reports. State & local Assessments. |
| Provide flexible, focused individual & small group instruction utilizing the Writing across the curr. Program. | 2,9 A | Core subject teachers Principal | Every 3 weeks | Title I SCE | Student Participation & Performance Data | Improved student performance on concept specific aligned assessment. Student success as evidenced by walkthroughs. |
| Provide new Writing curriculum for Grades K-12 at all Campuses. | 2,9 A | Core subject teachers Principal Curr. Coord. | July 2017 | Title I State | Purchase Orders. Campus Curriculum Inventories Walkthroughs | Improved student performance on concept specific aligned assessment. |
| Provide Professional Development for all Grades at all Heritage campuses for Instructional Staff re: Writing Curriculum. | 2,9 A,B | Core subject teachers Principal | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training P.O. | Improved 9 weeks grades. Student success as evidenced by walkthroughs. |

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**

**Objective 4:** **By May 2018, 63% of all students (Grades 3-12) and each student group will meet established standards on the state assessment for Science.**

**Summative Evaluation: 63% of all students pass all portions of the state tests, and the District will meet State Standards for Science.**

| Data 2015-2016 | All Students | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Met Standard | 58% | 57% | 83% | * | * | * | * | * | 52% | * | 50% |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide required tutorial times for students who are at risk of failure in core subject areas. | 2,9 A | Core subject teachers Principal | Every 3 weeks | SCE Title I | TOTAL System Data Sheets | Improved 9 weeks' grades. Progress reports. State & local Assessments. |
| Provide flexible, focused individual & small group instruction utilizing the Science Curriculum. | 2,9 A | Core subject teachers Principal | Every 3 weeks | Title I SCE | Student Performance Data & monitoring. | Improved student performance on concept specific aligned assessment. Walkthroughs. |
| Provide Professional Development for Grades K-12 at all Heritage Campuses for Instructional Staff re: Science Curriculum | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training P.O. | Improved 9 weeks grades. Student success as evidenced by walkthrough documentation. |
| Provide Professional Development for all grades at Del Rio Campus Instructional Staff re: Study Island Program. | 2,9 A,B | Principal Dir. Student Svcs. | August 2017 | Title I | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Study Island Progress Monitoring and Student Participation & Performance Data. Improved 9 weeks grades. |

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**

**Objective 5:** **By May 2018, 62% of all students (Grades 3-12) and each student group will meet established standards on the state assessment for Social Studies.**

**Summative Evaluation: 62% of all students pass all portions of the state tests, and the District will meet State Standards for Social Studies.**

| Data 2015-2016 | All Students | H | W | AA | Asian | Two or More Races | Am. Indian | Two or More Races | ED | Spec. Ed. | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Met Standard | 53% | 57% | * | * | * | * | * | * | 42% | * | 43% |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide required tutorial times for students who are at risk of failure. | 2,9 A | Core subject teachers Principal | Every 3 weeks | SCE | TOTAL System Data Sheets | Improved 9 weeks' grades. Progress reports. State & local Assessments. |
| Provide flexible, focused individual & small group instruction utilizing the Social studies curriculum. | 2,9 A | Core subject teachers Principal | Every 3 weeks | Title I SCE | Student Performance Data | Improved student performance on concept specific aligned assessment. Walkthroughs. |
| Provide Professional Development for Instructional Staff for Heritage Campuses re: Social Studies Curriculum | 2,9 A,B | Core subject teachers Principal | August 2017 | Title I & II | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Improved 9 weeks grades. Student success as evidenced by walkthrough. |
| Provide Professional Development for Grades 6-8 at Del Rio Campus Instructional Staff re: Core knowledge & Study Island Program. | 2,9 A, B | Core subject teachers Principal | August 2017 | Title I, State, EMAT | Prof. Dev. Agenda, Evaluations, & Training Purchase Order. | Study Island Progress Monitoring and Student Participation & Performance Data. Improved 9 weeks grades. |

**Goal 1:** **80% of students will attain maximum student achievement through relevant and rigorous instructional programs and supports.**
**Objective 6:** **All campuses will meet district-level standard for attendance of 96.5% by end of 2017-2018 school year.**
**Summative Evaluation: All campuses will meet district-level standard for attendance of 96.5% by end of 2017-2018 school year.**

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide mandatory attendance and truancy information to parents and students at beginning of school year and each quarter. | 1,2,9 A | Core subject teachers Principal | Quarterly | Title, State, SCE | Parent Information Boards Parent Letters Parent-Student Handbook | Improved student attendance & performance data. Progress reports. |
| Provide campus incentives to promote student attendance and participation in school events. | 1,2,9 A | Core subject teachers Principal | Quarterly | Title, State, SCE | PEIMS Reports Purchase Orders Campus Attendance-Promotion Activities | Improved student attendance & performance data. Student Perfect Attendance Awards/Certificates Walkthroughs. |
| Monitor District/Campus attendance rates. | 1,2,9 A | Core subject teachers Principal District Administration | Monthly | Title, State, & SCE | PEIMS Reports | Improved 9 weeks grades. Student success as evidenced by walkthrough. |

**Goal 2:** **100% of core academic classes will be taught by teachers qualified and trained in their grade level/content area(s) by the end of the 2017-2018 School Year.**

**Objective 1:** **100% of instructional staff will implement strategies that improve student success as a result of high quality professional development, mentorship, and performance monitoring.**

**Summative Evaluation:** **Student success specific to targeted areas of staff development and increased teacher retention.**

| Activity/Strategy | Title 1 Schoolwide Component | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide meaningful, scientific, research-based professional development for all support staff, teachers, and paraprofessionals. | 2,3,4, 9 A, B, D | Principal Dir. of Student Services. | Prior & During 2017-2018 SY | Title I, State, & SC | Agendas, PD Evals, Sign In/Out sheets, PD Request Forms, & District PD Calendar | Increased student performance on local & state assessments |
| Maintain instructional staff documentation for all principals/teachers regarding the teacher/principal credentials aligned to their grade level/content employment assignment. | 3,4 A, D | Principal Teachers Human Resources | 2017-2018 SY | Principal Certification Teacher Certification Documentation TEA/SBEC Certification Requirements | Employee credentials and qualifications on file, Job Descriptions State Compliance Reports | Increased student performance on local & state assessments |
| Develop & disseminate a district-wide professional development calendar to teachers, support staff and administrators. | 2,3,4,5 A, B, D | Principal Dir. of Student Services. | 2017-2018 SY | Title I, State, & SC | Agendas, PD Evals, Sign In/Out sheets, PD Request Forms, & District PD Calendar | Increased student performance on local & state assessments |
| Provide beginning teacher mentoring program. | 2,3,4,5 A, B, D | Principal | 2017-2018 SY | Title II, State | Mentor/Teacher Feedback documentation, | Increased teacher performance per employee evaluation. Increased student performance on local & state assessments. Walkthroughs. Staff Survey Teacher retention data |

**Goal 2:** 100% of employees will have access to professional development aligned to their job assignment by the end of the 2017-2018 school year.

**Objective 2:** 100% of employees will implement strategies that improve their skills and capacity as a result of high quality professional development and performance monitoring by the end of the 2017-2018 school year.

**Summative Evaluation:** Increased employee capacity/success specific to targeted areas of prof. development and increased staff retention.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide meaningful, scientific, research-based professional development for all level support staff, teachers, & administrators. | 2,3,4, 9 A, B, D | Principal Dir. of Student Svcs. HR | Prior & During 2017-2018 SY | Title I, State, & SCE | Agendas, PD Evals, Sign In/Out sheets, PD Request Forms, & District PD Calendar | Employee Performance Evaluations/Reviews. |
| Develop and implement district-wide employee summative/formative evaluation instrument. | 3,4,5,8 A,B,D,E | Principal HR | 2017-2018 | State | Employee Performance Evaluation Forms | Staff Survey Teacher retention data |
| Implement PEIMS data entry process for recording/scanning/monitoring student/financial data and documentation. | 2, A,C | Principal Admin. Asst. | 2017-2018 | State | PEIMS – Student & Financial Reports from Websmart JR3 | Reduction in PEIMS errors Staff Survey |

**Goal 3:** **100% of all students in Heritage Academy will be educated in learning environments that are safe, drug free, and conducive to learning by end of 2017-2018 school year.**
**Objective 1:** **By May 2018, the number of incidents involving disciplinary concerns to include truancy, physical violence, class disruption, bullying, harassment, and drug/alcohol use, will be reduced by 10% 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 2016-2017 | All Students |
|---|---|
| Discipline/Incidents | * |

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, physical violence, harassment, drugs/alcohol, & truancy. | 2, 10 A | Principal Counselor | First 9 Weeks Monitor: End of each quarter | Title I | Agenda | Reduction in PEIMS and discipline referrals |
| Provide character education curriculum activities to all student groups. | 2,7 A | Principal Counselor Teachers | Weekly | State | Calendar of Events/Activities re: Character First & Leader in Me Programs | Reduction in PEIMS and discipline referrals |
| Implement PEIMS data entry process for recording/scanning/monitoring student referrals/discipline data and documentation. | 2,7 A, B, C | Principal Admin. Asst. | 2017-2018 | State | PEIMS – District & Campus Discipline Reports from Websmart JR3 | Reduction in PEIMS and discipline referrals |

**Goal 4:** All students in Heritage Academy will graduate from high school.

**Objective 1:** By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.

**Summative Evaluation:** Dropout rate of less than 1% and a completion rate of 90%.

| 2015 SY | Annual Drop Out Rate | Graduation Rate |
|---|---|---|
| | **2015** | **2015** |
| **Grades 7-8** | 0.7% | * |
| **Grades 9-12** | 0.0% | 100% |

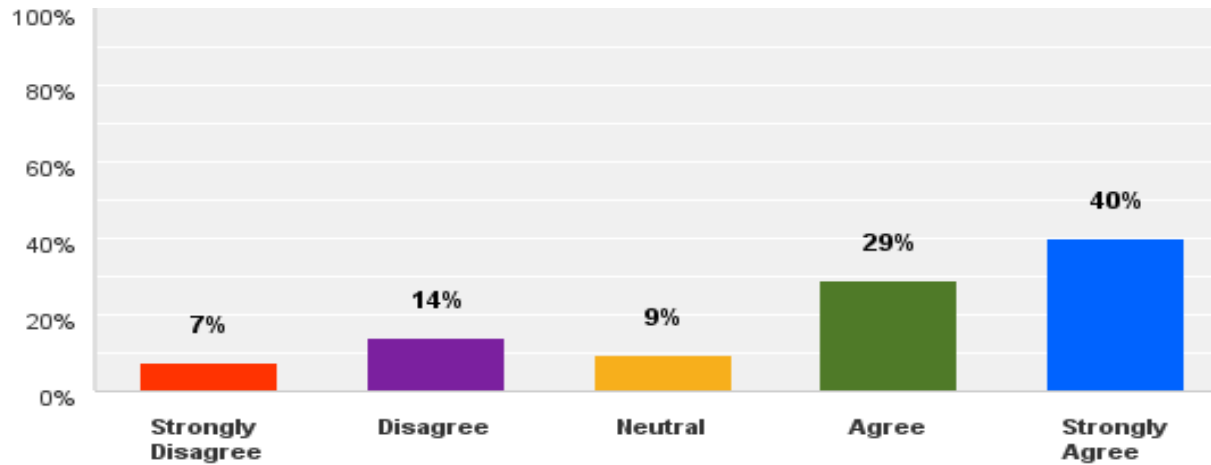| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out | 2,9 A | Principal Counselor Teachers | End of each semester in 2017-2018 | State & SCE | Student Semester Schedules, PGPs, & Transcripts Odysseyware Program user reports | Successful completion of course work to recover credits |
| Implement PEIMS data entry process for recording/scanning/monitoring student leaver data and documentation. | 2,7 A, B | Principal Admin. Asst. | 2017-2018 | State | PEIMS – Student Leaver Reports from Websmart JR3 | Reduction in PEIMS dropouts |

**Goal 5:** All Parents and Community will be partners in the education of students in Heritage Academy.
**Objective 1:** By May 2018, at least 80% 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 indicate that at least 80% of students' parents/family members participated in partnership in education opportunities.

**2016-2017 Parent Survey results that indicate district/campus efforts to communicate and facilitate parent involvement.**
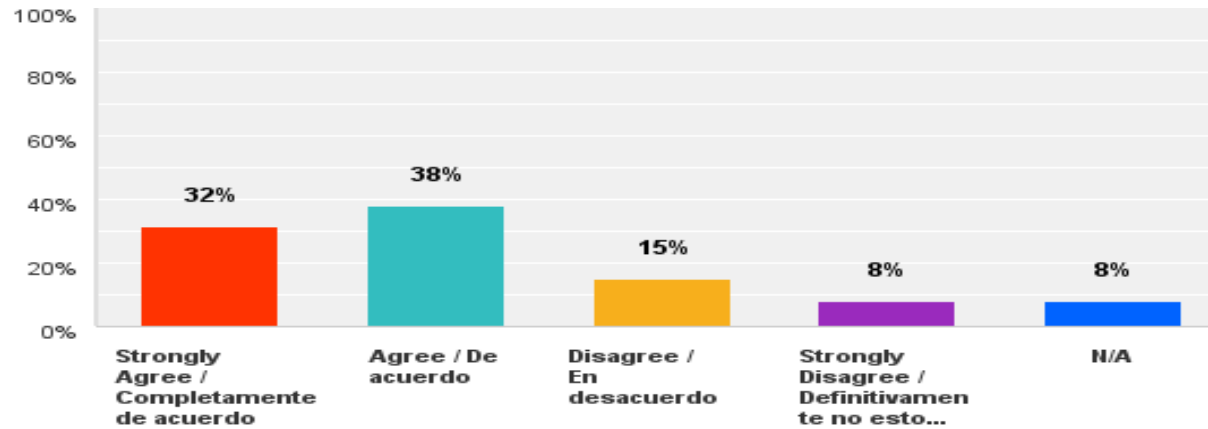


| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide State assessment results to parents in a language they can understand. | 6,10 E | Principal Assessment Coordinators | Within 10 days of receipt of reports | State | Parent Receipt of Report Documentation, Reports from TEA/ETS/testing company | Parents receive reports of assessment results |
| Provide a "Parent/Student Center" bulletin board where educational and parenting information can be posted, displayed, and accessed. | 6, 10 E | Principal Counselor | 2017-2018 | Title, State and SCE funds agencies | Documentation of communication about bulletin board to parents/students Parent Portal Web-based resources | Documentation of usage (Parent & Student Surveys) |

**Goal 6:** By May 2018, 100% of students will have opportunity to participate in after-school enrichment activities.
**Objective 1:** By May 2018, at least 70% of all students will participate in at least one school sponsored afterschool enrichment activity.
**Summative Evaluation:** Student Participation Rosters indicate that 70% of students participated in after school enrichment activities.

2016-2017 Student Survey results that indicate participation in extracurricular activities is important to students.
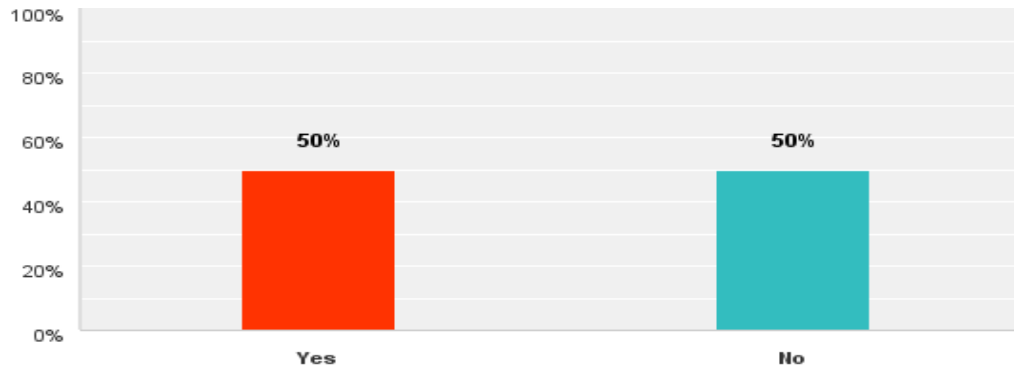


| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Provide after-school enrichment activities and equipment for students. | 2 A | Principal Teachers | 2-3 days per week 2017-2018 | State, SCE, Title, Fundraiser | Student Rosters, Game Schedules, Awards | Parent & Student Surveys |
| Provide Teacher extra-duty compensation for facilitating enrichment activities after-school. | 10 A | Principal | 2017-2018 | State, SCE, Title, | Extra Duty Payroll forms Job descriptions | Staff Survey |
| Provide communications to parents about after school enrichment activities. | 6 E | Principal Teachers | 2017-2018 | State, SCE, Title, | Parent Letters, Schedules, Rosters | Parent & Student Surveys |

**Goal 7:** **100% of district employees will receive a response and an approximate resolution time regarding health benefit questions and concerns within 48 hrs. by start of 2017-2018 school year.**

**Objective 1:** **Reduce incidents by 25%, where employee did not receive a timely response and resolution to concerns regarding health benefits by end of 2017-2018 school year.**

**Summative Evaluation:** **25% decrease in incidents where employee did not receive a timely response and resolution to concerns regarding health benefits.**

**2017-2018 Staff Survey results indicate percentage of employee health benefit concerns not resolved in a timely manner.**



| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Create and implement an employee health benefits email link for district benefits liaison to facilitate communications between Heritage staff and benefits provider. | D | Human Resources | 2017-2018 | State | Employee Health Benefits Email account for district communication & concerns | Decrease of 100% in employee health benefit concerns not resolved in a timely manner (48 hrs.). Staff Survey. |

**Goal 8:** **100% of students will have access to additional food choices during breakfast/lunch period by end of 2017-2018 school year.**
**Objective 1:** **100% of students will have access to additional food choices during breakfast/lunch period by end of 2017-2018 school year.**
**Summative Evaluation:** **Decrease in expenditures and waste regarding Child Nutrition program.**

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Offer students regional menu for Heritage Campuses. | 10 E | Child Nutrition Mgr. | 2017-2018 | State | Regional Menus aligned with student preferences | Student and Parent Surveys PEIMS Expenditure Reports |
| Increased monitoring procedures and coordination of food orders/expenditures with vendor and campuses. | 10 E | Child Nutrition Mgr. | 2017-2018 | State | P.O.s Monthly Communication Documentation | Student and Parent Surveys PEIMS Expenditure Reports |
| Provide additional food and drink items during breakfast/lunch periods to each grade level. | 10 E | Principal Child Nutrition Mgr. | 2017-2018 | State | Receipts | Student and Parent Surveys PEIMS Expenditure Reports |

**Goal 9:** **100% of instructional technology and student support programs will have effective program monitoring/evaluation instruments by end of 2017-2018 school year.**

**Objective 1:** **100% of instructional technology and student support programs will have effective program monitoring/evaluation instruments by end of 2017-2018 school year.**

**Summative Evaluation:** **Increase in data from instructional technology & support programs to critically evaluate program efficacy regarding student progress and achievement.**

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Develop/Implement Program Evaluation tools/Quality Framework for Instructional Technology & Support Programs | 1,2,7,8,9,10 A, B | Principal Dir. of Student Services Curriculum Coord. | 2017-2018 | State | Program Evaluation tools Quality Framework Quarterly Monitoring Reports | Staff Survey State & local assessment data Program Eval. Reports |

**Goal 10:** 80% of students participating in Gifted & Talented, Dual Credit, & Career & Technical Education programs will attain maximum student achievement through researched-based curriculum and instructional supports by end of 2017-2018 school year.

**Objective 1:** 100% of campuses will provide comprehensive Gifted & Talented, Dual Credit, & Career & Technical Education programs by end of 2017-2018 school year.

**Summative Evaluation:** 100% of campuses will provide comprehensive Gifted & Talented, Dual Credit, & Career & Technical Education programs by end of 2017-2018 school year.

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) *DLG (A-E) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|---|---|---|---|---|
| Purchase and utilize assessment tools to identify eligible students for GT program in grades 3-8. | 2 A, B | Principal Curriculum Coord. Campus GT Coordinator | 2017-2018 | Title, State, SCE | Purchase Orders. GT Curriculum & Resource Inventories Student Assessment Data Parent/Guardian Consents | PEIMS reports for GT enrollment and participation. Student Assessment Data. |
| Assign campus GT coordinators for each campus. | 2 A, B | Principal Curriculum Coord. | 2017-2018 | Title, State, SCE | Job Descriptions | GT Program Evaluation |
| Develop, implement, & communicate district-wide policies, procedures, program evaluation, and eligibility protocols for GT program. | 2 A, B | Principal Curriculum Coord. Campus GT Coordinator | 2017-2018 | Title, State, SCE | District-wide policies, procedures, and eligibility protocols for GT program. Parent/Student GT Program Info. | GT Program Evaluation Parent/Student Surveys |
| Provide professional development for GT coordinators and core teachers (Grades 3-8). | 2 A, B | Principal Curriculum Coord. Campus GT Coordinator | 2017-2018 | Title, State, SCE | Purchase Orders. Agendas, Sign In/Out sheets, PD Evals. PD Calendar | Progress Monitoring and Student Participation & Performance Data. Student success as evidenced by walkthrough. |
| Provide GT curriculum & resources for Grades 3-8 at San Antonio | 2,9 A, B | Core subject teachers Principal | 2017-2018 | Title, State, SCE | Purchase Orders. Campus Curriculum Inventories | Progress Monitoring and Student Participation & |

| | | | | | | |
|---|---|---|---|---|---|---|
| Campus. | | Curriculum Coord. Campus GT Coordinator | | | Walkthroughs | Performance Data. Student success as evidenced by walkthrough. Parent/Student Surveys |
| Provide GT curriculum & resources for Grades 6-8 at Del Rio Campus. | 2,9 A, B | Core subject teachers Principal Curriculum Coord. Campus GT Coordinator | 2017-2018 | Title, State, SCE | Purchase Orders. Campus Curriculum Inventories Walkthroughs | Progress Monitoring and Student Participation & Performance Data. Student success as evidenced by walkthrough. Parent/Student Surveys |
| Provide flexible, focused in-class instruction & supports to participating students, utilizing GT curriculum and resources. | 2,9 A, B | Core subject teachers Principal Curriculum Coord. Campus GT Coordinator | 2017-2018 | Title, State, SCE | Teacher/Staff User data. Reading Horizons Progress Monitoring and Student Participation & Performance Data | Progress Monitoring and Student Participation & Performance Data Student success as evidenced by walkthrough. |
| Develop, implement, & communicate district-wide policies, procedures, program evaluation, and eligibility protocols for Dual Credit program for grades 11-12. | 2,9 A, B | Core subject teachers Principal Counselor | 2017-2018 | Title, State, SCE | District-wide policies, procedures, and eligibility protocols for Dual Credit program. Parent/Student Dual Credit Program Info. | Progress Monitoring and Student Participation & Performance Data Dual Credit Program Evaluation. Parent/Student Surveys PEIMS Student Reports |
| Provide funding (course cost & fees) for 1 dual credit course per eligible student. . | 2,9 A | Principal Counselor | 2017-2018 | Title, State, SCE | Purchase Orders. Student Course Schedule/Completion Reports College/District MOUs | Student Schedules/AARs Parent/Student Surveys PEIMS Student Reports |
| Develop, implement, & communicate district-wide policies, procedures, program evaluation, and eligibility protocols for CTE | 2,9 A | Principal Curriculum Coord. Counselor | 2017-2018 | Title, State, SCE | District-wide policies, procedures, and eligibility protocols for CTE program. Parent/Student CTE | Progress Monitoring and Student Participation & Performance Data Dual Credit Program Evaluation. |

| program for grades 8 - 12. | | | | | Program Info. | Parent/Student Surveys PEIMS Student Reports |
|---|---|---|---|---|---|---|