

Heritage Academy Charter Schools

District Improvement Plan

2018-2019

Accountability Rating: A

Board Approval Date: April 11, 2018
Public Presentation Date: April 11, 2018



Mission Statement

The Heritage Academy educational philosophy maintains that we value each child as an individual person with unbridled spirit and potential, and each parent as their most fundamental educator. While modeling virtuous conduct and facilitating a comprehensive core curriculum, we emphasize the value of respecting and nurturing the child's dignity as a person while offering them an atmosphere which reflects honor, kindness, and scholarship. Children have a natural inclination to learn, and we intend to provide extraordinary opportunities for each individual child by creating and nurturing an environment that stimulates intellectual growth between all subjects. Our priority is to cultivate an enduring desire to learn and to promote virtuous character. We are able to accomplish this by maintaining a rich culture of teaching and learning while providing each student with the fundamentals of a classical education within a 21st Century environment.

Vision

Through a comprehensive core curriculum and the pursuit of cultural literacy, students will acquire the skills and critical knowledge expected of the 21st century learner in preparation for rigorous academic study.

Value Statement

Through an environment of academic excellence that reflects honor, kindness, and scholarship, we intend to educate and promote an atmosphere that affords each student the self-determination and resources to contemplate and engage in experiences that expand their boundless capacity for academic and social growth. Heritage Academy believes in exposing children to great and noble ideas through resources that are rich in literary content, scientific inquiry, real-world problem solving mathematics, and the appreciation of learning history, art, music and poetry.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	9
District Processes & Programs	13
Perceptions	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Heritage Academy will increase academic rigor through educational leadership and instructional management.	20
Goal 2: Heritage Academy will promote staff and student success through professional development and student services.	28
Goal 3: Heritage Academy will improve financial stability and operational excellence through finance systems and other district operations.	33
Goal 4: Heritage Academy will improve hiring processes and increase retention rate of high quality instructional staff.	36
Goal 5: Heritage Academy will promote stakeholder engagement through increased development of relationships involving board members, staff, parents, students, and community organizations.	37
Comprehensive Support Strategies	39
Title I Schoolwide Elements	42
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	42
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	42
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
Title I Schoolwide Element Personnel	45
District Improvement & Planning Committee	46

Comprehensive Needs Assessment

Revised/Approved: February 28, 2018

Needs Assessment Overview

Through continuous efforts to improve and expand district and campus operations, services, and supports for students, parents, and employees in our education community, the following information was gathered in a community-based comprehensive needs assessment conducted for Heritage Academy Charter Schools, Inc. during January and February 2018. Community stakeholders include Heritage Academy Corporate Office, and Staff, Parents, and Students of Heritage Academy San Antonio and Del Rio campuses.

The needs assessment is a systematic process used to acquire an accurate, thorough picture of strengths and challenges of the Heritage Academy district, most importantly the academic requirements of all students to improve student achievement and exceed rigorous performance standards. Furthermore, the needs assessment shall allow the district to determine goals, develop an aligned, data-driven district improvement plan, and allocate appropriate funds and resources. Accordingly, the priority concerns identified through the needs assessment shall be reflected in the district's strategic goals, the district improvement plan, and campus improvement plans while providing guidance and systems-wide perspective for all community stakeholders.

Demographics

Demographics Summary

Background:

Heritage Academy Charter Schools are committed to providing the best educational experience for all students. In an effort to provide this experience for students, data from a wide range of sources are continuously collected, analyzed, and communicated throughout the organization to address challenges, harness strengths, promote shared accountability, and affect positive changes.

2017-2018 Student Demographics (510 Students):

Gender: M (49%) & F (51%)

Race & Ethnicity:

Am. Indian/Al. Nat. (0.8%)

African Am. (14%)

White (12%)

Hispanic/Latino (71%)

Asian (1.1%)

Pacific Islander (0.4%)

2 or More Races (1.6%)

Economic Disadvantage: (73%)

Homeless: (0.1%)

Foster Care: (0.009%)

Migrant: (0%)

Special Education: (9%)

At Risk: (87%)

English Second Language: (30%)

Career & Technology: (45%)

Gifted & Talented: (4%)

2016-2017 Graduation Rate: (100%)

2016-2017 Annual Dropout Rate: (1.6%)

(April 2018) Attendance Rate: (94.7%)

2016-2017 SAT/ACT Results: (50%)

Staff Quality, Recruitment, and Retention:

According to the 2016-2017 TEA Texas Academic Performance Report (TAPR) district profile, Heritage Academy staff consisted of 49.3 total employees: 32.9 or 66.7% are teachers, 1.0 or 2.0% are paraeducators, 4.5 or 9.1% are professional support, 4.4 or 8.9% are campus administration, and 9.1% are district office administration. Heritage Academy Charter School District is locally governed and managed by the Board of Directors comprised of five members, and the Superintendent/CEO.

The teachers currently serving Heritage Academy have an average of 9.5 years of teaching experience and an average of 3.3 years of service with the district. 22.8% of teachers have graduate degrees. The average number of students per teacher declined from 17.5 in 2015-2016 to 14.2 in 2016-2017. Heritage Academy maintains a smaller student-to-teacher ratio when compared to the state average of 15.1 student-to-teacher ratio. The 2017 TAPR indicates the turnover rate for teaching staff has decreased from 60.5% in 2016 to 51.2% in 2017. The 51.2% turnover rate continues to be above the state average of 16.4%.

2017-18 Employee Demographic Percentages: 58

Years of experience in education for employees:

Years of Experience in Education	Percentages and Totals	
Completed ten yrs. or more.	50.0%	29
Completed 5 - 9 yrs.	22.4%	13
Completed 2 - 4 yrs.	12.1%	7
Completed 1 yr.	5.2%	3
This is my first year.	10.3%	6
Total Employees		58

Source: 2017-2018 Heritage Academy Staff Survey

Demographics Strengths

HACS continues to increase student participation in Career and Technical Education (CTE) programs. As of the 2017-2018 school year, 45% of secondary students are enrolled in CTE courses. HACS has implemented a Gifted and Talented program for identified students.

According to the 2017-2018 Heritage Academy Staff Survey, as of February 2018, nearly 75% of Heritage Academy employees have a minimum of five years or more of experience in education.

The district has adopted a revised compensation plan with competitive salaries that attract qualified applicants to apply for positions in the

district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 6. Campuses must develop more effective strategies to implement various measures that increase and monitor student attendance. The district attendance rate is currently 94.7% as of (2/28/2018), compared to the state baseline of 95.5%. **Root Cause:** District and campuses have not fully implemented truancy requirements due to lack of trained personnel facilitate home visits and address court referrals. Poor attendance averages for PK, K, 11th, and 12th-grade level students (avg. 93%).

Problem Statement 2: 15% of campus staff are new or have one year of experience in the field of education. **Root Cause:** Staff turnover rate is 51.2% compared to 16.4% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Student Academic Achievement

Student Academic Achievement Summary

As a District, Heritage Academy believes all students and employees need to be prepared to meet the technological challenges of the 21st century through learning appropriate computer literacy skills that will provide them a set of skills to expand their ability for lifelong learning. Technology resources include chrome books available to all students for classroom use with instructional technology programs.

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2017 district and campus-level student performance-based reports (e.g., Accountability Ratings, PBMAS, TAPR, TSAD, and Federal Report Cards), 2017-18 SY state and local student assessment data (e.g., STAAR, EOC, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, Imagine Math, CTE online courses, and Study Island), technology inventories, professional development, parent involvement, health and safety practices, student attendance and discipline reports, and federal grant-funded projects and initiatives (e.g., Title I Teacher & Reading Specialist).

Heritage Academy uses MAP and DMAC assessment resources to glean information from STAAR reports and benchmark testing data. All administrators and teachers are expected to use MAP & DMAC to identify specific objectives indicated as improvement required areas in subject areas, grade levels, and individual student performance. Based on the 2017 STAAR and EOC reports, measurable curriculum strengths are evident in the district. The ALL STUDENT group data summaries for the district show performance increases in most content areas on STAAR. Implementation of Reading Horizons, Imagine Math, and Study Island in grades 3-12 will continue to be implemented across campuses.

The District continues to evaluate and implement 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. Web-based programs such as Websmart JR3, DMAC, MAP, Imagine Math, Study Island, CTE Course Program and Reading Horizons are intended to improve staff effectiveness and student academic success.

Student Academic Achievement Strengths

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

An RTI Coordinator will ensure compliance with federal and state requirements of RTI and to improve student achievement. In response to the

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

The district technology goals and efforts continue to be implemented to outfit teachers and staff with updated computers and increase wireless access and bandwidth where needed. Safety and security measures involving technology resources are also being considered at campuses for the 2018-2019 SY.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELLs across all grade levels have a 42% pass rate on STAAR reading and scores have only increased 6% over the last two years.

Root Cause: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.

Problem Statement 2: ELLs across all grade levels have a 21% pass rate on STAAR writing and scores have decreased 37% over the last two years. **Root**

Cause: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.

Problem Statement 3: ELLs across all grade levels have a 41% pass rate on STAAR social studies and scores have changed 0% over the last two years.

Root Cause: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.

Problem Statement 4: SPED students across all grade levels have a 42% pass rate on STAAR mathematics and scores have only increased 13% over the

last two years. The district remains 37% below the state standard of 79% for math. **Root Cause:** The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.

Problem Statement 5: Students across all grade levels have a 53% pass rate on STAAR writing and scores have decreased 9% over the last year. The

district remains 14% below the state standard of 67%. **Root Cause:** An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive understanding of instructional strategies for ELLs. ELLs have a pass rate of 21% in writing, with a 38% decrease in pass rate over the last year.

Problem Statement 6: Students across all grade levels have a 58% pass rate on STAAR social studies and scores have only increased 5% over the last year.

The district remains 19% below the state standard of 77%. **Root Cause:** An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive

understanding of instructional strategies for ELLs. ELLs have a pass rate of 41% in social studies, with 0% change over the last year.

Problem Statement 7: Students across all grade levels have a 69% pass rate on STAAR science and scores have increased 11% over the last year. The district remains 10% below the state standard of 79%. **Root Cause:** A lack of science resources, lab space, and project-based opportunities for middle and high school students.

Problem Statement 8: Students across all grade levels have a 75% pass rate on STAAR mathematics and scores have increased 16% over the last year. The district remains 5% below the state standard of 79%. **Root Cause:** SPED students in grades 3-8 across the district have a pass rate of 30.6% in mathematics. The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.

Problem Statement 9: Students across all grade levels have a 66% pass rate on all STAAR subjects and scores have increased 9% over the last year. The district remains 9% below the state standard of 75% for all subjects. **Root Cause:** SPED students in grades 3-8 across the district have a pass rate of 41% in all subjects. ELL students in grades 3-8 across the district have a pass rate of 52% in all subjects. The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.

Problem Statement 10: Special Education students across all grade levels have a 55% pass rate on STAAR reading and scores have increased 22% over the last two years. **Root Cause:** The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification or have a comprehensive understanding of instructional strategies/accommodations for SPED students.

Problem Statement 11: Students across all grade levels have a 61% pass rate on STAAR reading and scores have increased 6% over the last two years. The district remains 11% below the state standard of 72% for math. **Root Cause:** The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.

Problem Statement 12: Economically disadvantaged students across all grade levels have a 57% pass rate on STAAR reading and scores have increased 2% over the last two years. The district remains 15% below the state standard of 72% for reading for economically disadvantaged students. **Root Cause:** More reading support for economically disadvantaged students is needed through small group/individualized targeted instruction by intervention specialists.

Problem Statement 13: There is a lack of experiential learning opportunities or field trips for all student groups to enhance student achievement. **Root Cause:** Experiential learning opportunities and field trips are not planned and funded comprehensively and implemented with fidelity.

Problem Statement 14: Instructional staff are not utilizing student performance data resources with fidelity to inform and drive student instruction. **Root Cause:** There is a lack of staff knowledge and experience with DMAC and MAP student data systems.

Problem Statement 15: New and developing campus staff need mentoring support throughout the school year to maintain and improve effectiveness in the classroom environment. **Root Cause:** There are a number of new and inexperienced teachers assigned to core subject areas that require ongoing support through an assigned mentor or master teacher.

Problem Statement 16: There is a gap in knowledge, experience, and consistency throughout the district in utilizing Response to Intervention processes and

informing parents effectively. **Root Cause:** Campus administrators and staff require more comprehensive training and support regarding RTI processes and compliance guidelines.

District Processes & Programs

District Processes & Programs Summary

Communication

Communication is vital to the efficacy of all family and community involvement. Using internal and external electronic and printed communication tools, stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities, students are more likely to receive common messages regarding the importance of education, collaboration, and partnerships. Also, a shared vision and strategic priorities translate into district-wide stakeholder participation.

Compliance

The Heritage Academy district has benefited from collaborative efforts to strengthen district-wide systems to promote campus alignment and efficiency of service delivery. These administrative and program initiatives have proven effective in facilitating the district's strategic goals. The ability of campuses to become more functional reflects a desire at all levels of the organization to become more responsive AND proactive, to better serve our stakeholders. Campuses have also benefited from an increased effort to facilitate cross-campus collaboration to align processes and share successful ideas throughout the district.

Family and Community Involvement

The District has multi-faceted, high-tech communication systems in place for students, parents, community members, and all other stakeholders. These systems include District/school websites, Facebook & Remind. Additionally, the district website provides all stakeholders with the tools they need to stay informed of all activities, events, and opportunities to contribute to the education of our students.

The District continues to evaluate and implement 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.

District Processes & Programs Strengths

The District maintains several online programs such as Websmart JR3, DMAC, MAP, Imagine Math, Study Island, CTE Course Program and Reading Horizons that are intended to improve staff effectiveness and student academic success.

Professional development opportunities are provided for all staff prior to the start of the new school year to ensure all staff are prepared to meet the needs of all stakeholders in the school community.

Heritage Academy campuses engage in a variety of strategies to encourage family participation in their children's education, promote volunteerism and actively recruit support from business partners. With the financial support of Title I, campus leaders seek to involve parents in an effective home-school partnership to provide the best possible education for all students.

Heritage Academy receives Title I funds. These funds are used to provide additional instructional support for student groups identified as needing additional assistance in reading and mathematics. Some of the services provided to students include tutoring, computer-assisted instruction, intervention classes, professional development and funds to increase parental involvement activities. Heritage Academy also receives Title II funds. Funds allocated to the district under this program are used to provide supplemental professional development services to staff in the core subject areas. Training is conducted both on the campuses and at the Region 20 Education Service Center. Funds are also used to recruit, hire, and retain teachers. Title IV funds received by the district are used to supplement the costs associated with tuition and textbook fees for high school students participating in dual-credit college courses.

Special education grant funds are received by Heritage Academy to support the needs of eligible students identified with a disability per federal and state laws regarding special education. All federal grant funds are utilized to supplement and implement district academic and performance goals that impact student achievement, staff development and effectiveness, parent involvement, school culture and climate, and post-secondary readiness.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Instructional technology programs intended to promote student academic performance are not being utilized with fidelity throughout the district. **Root Cause:** Some instructional staff are overwhelmed by the number of instructional technology programs required to use for student academic support.

Problem Statement 2: Only 16% of high school juniors and seniors chose to participate in district-funded dual-credit courses during the 2017-18 school year. **Root Cause:** Dual credit program required a more timely and comprehensive promotion and explanation to eligible students and their parents.

Problem Statement 3: CTE online course program (Odysseyware) is not sufficient and efficiently facilitated to address CTE student needs and requirements. **Root Cause:** The district does not currently have an experienced and qualified counselor or staff member, trained to manage and monitor student personal graduation plans, graduation requirements and endorsements, CTE online course assignment and sequence monitoring, and program evaluation.

Problem Statement 4: Comprehensive parent involvement efforts and recruitment regarding program evaluation and campus advisory is needed. **Root Cause:** Parent involvement efforts regarding advisory committees and community partnerships are not consistently and efficiently promoted throughout the school year.

Problem Statement 5: Increased promotion of academic and art competitions are needed to expand enrichment opportunities and facilitate different interests

for all students (i.e., science/history fairs, debate, robotics, chess, painting, poetry, etc.) **Root Cause:** Minimal engagement of community/cultural partnerships to promote academic and arts enrichment/participation in local/regional competitions.

Problem Statement 6: District must provide more consistent, comprehensive campus-level protocols and guidance for active shooter response, as well as contingencies for hazards or other high-level emergencies. **Root Cause:** Campus level staff across the district do not have adequate training and essential guidance regarding active shooter response, as well as contingencies for hazards or high-level emergencies.

Problem Statement 7: There is a gap in knowledge and understanding of financial processes and accountability at the campus level regarding federal and local program allowances. **Root Cause:** Principals and administrative assistants do not comprehensively understand and have not received adequate training regarding federal grant program allowances and fund coding.

Problem Statement 8: There is a lack of understanding and experience regarding high school graduation plans and requirements, course scheduling, PEIMS coding, and CATE program mandates. **Root Cause:** There is not an experienced counselor or administrator that maintains the professional knowledge and experience necessary to implement and manage CATE and HS program requirements in compliance with state/federal laws.

Problem Statement 9: Nonviolent crisis intervention (SAMA) training needs to be provided for identified campus staff, including special education instructional personnel. **Root Cause:** Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring SAMA training must be identified prior to school year.

Problem Statement 10: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

Problem Statement 11: There is a lack of staff computers that support current student monitoring and instructional technology programs. **Root Cause:** Campus staff computer upgrades have not yet been fully implemented due to delay in available resources.

Perceptions

Perceptions Summary

District Culture and Climate

Heritage Academy is committed to fostering a nurturing positive culture and climate at each school to ensure a safe teaching and learning environment for teachers and students. The district leadership works collaboratively with students, parents, and schools to provide a safe teaching and culturally-responsive learning environment.

Challenges and Opportunities

The dedication to excellence and expectation for success is evident by the concerted efforts, support, and partnerships with students, families, staff, and administration, throughout the Heritage Academy Charter School community. Engaging students and parents in comprehensive and rigorous academic exercise and character development, framed by an expanding classical curriculum, and delivered through combined traditional, blended, and Socratic instruction, are chief among multiple key factors promoting success in the Heritage Academy learning environment.

Heritage Academy is committed to the active recruitment, hiring, utilization, and retention of all district personnel; specifically, highly trained and competent instructional staff. The scope of our efforts includes development and maintenance of the employee salary scale, improved benefits management, maintenance of student and human resources records, and the establishment of an effective teacher mentoring program. The initiatives mentioned above underscore a continued mission to maintain premium standards of organizational and educational practice.

Perceptions Strengths

The District conducts climate surveys that indicate how stakeholders view their experiences with programs, services, and systems. To ensure all Heritage Academy campuses are aligned in providing a safe teaching and learning environment, the district embraces efficient, practical, researched-based initiatives that facilitate the development of safe and secure schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and parents are not satisfied with meal quality and choices offered by the current vendor. **Root Cause:** Some parents and students maintain that the lunches provided by the current school vendor are of poor quality and taste and middle and high school students may choose to simply discard the meal.

Problem Statement 2: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals.

Root Cause: There is a lack of resources to fund individual professional development opportunities as well as a lack of understanding of the campus/district process of how to request professional development.

Problem Statement 3: Campus staff require more professional development opportunities throughout the school year to improve instructional capacity.

Root Cause: There are not enough scheduled professional development full days or early release days throughout the school year calendar.

Problem Statement 4: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations.

Root Cause: There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Problem Statement 5: There are few enrichment opportunities for elementary students (clubs, sports, history/science/art fairs, etc.) **Root Cause:** Identifying, planning, and funding of enrichment activities must be conducted comprehensively and with fidelity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Heritage Academy will increase academic rigor through educational leadership and instructional management.

Performance Objective 1: By implementing the district curriculum along with the strategies and initiatives to strengthen the instructional core, STAAR / EOC performance will demonstrate a three-percentage point growth for all tested subject areas for students achieving Approaching Grade Level Standard and Meets Grade Level Standards.

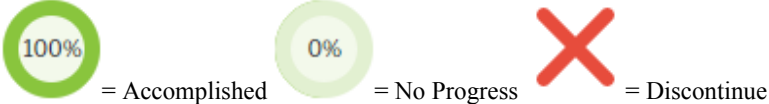
Evaluation Data Source(s) 1: % Approaching Grade Level Standards
% Meets Grade Level Standards

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS</p> <p>1) HACS teachers will have access to the TEKS Resource System to plan and deliver high quality instructional lessons aligned to the TEKS/State standards to ensure all students are provided quality instruction designed to meet or exceed state accountability standards.</p>	Principal District Curriculum Coordinator Director of Student Services	Teachers will deliver targeted and aligned lessons to meet or exceed state and federal accountability standards.			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1</p> <p>Funding Sources: 420 General Fund - 2000.00</p>				
<p>PBMAS</p> <p>2) Provide a conceptually-based online mathematics supplemental program at all campuses through the implementation of Imagine Math . Ongoing professional development will support the implementation and use of the data to drive instruction.</p>	Principals Teachers Title I Staff Curriculum Coordinator ELL Coordinator Director of Student Svcs.	Increased student achievement as measured by math benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 4, 8, 9 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 2500.00</p>				

<p align="center">PBMAS</p> <p>3) Build the capacity of all teachers, aides, and staff, including district instructional support, to integrate technology into instructional core. Professional development sessions provided to focus on using specific instructional/monitoring technology resources to enhance comprehension across core content areas (Reading Horizons & Study Island).</p>	Principals Teachers Title I Staff Curriculum Coordinator ELL Coordinator RTI Coordinator 504 Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
Problem Statements: Student Academic Achievement 1, 4, 8, 9 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 15000.00					
<p align="center">PBMAS</p> <p>4) Create a middle school STEM program to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers so that they implement research-based, best practice instructional strategies.</p>	Principals Curriculum Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback			
Problem Statements: Student Academic Achievement 7, 8, 9 - School Processes & Programs 1, 5 Funding Sources: 211 Title I, Part A - 5000.00, 255 Title II, Part A, TPTR - 1000.00					
<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p>5) Provide Title I teachers to implement RTI monitoring and coordination, core instruction supports and strategies for at-risk students targeted for intensive reading, math, science, and social studies intervention.</p>	Principals Director of Student Services Curriculum Coordinator	Increased student achievement as measured by benchmark assessments, MAP, STAAR, and EOCs			
Problem Statements: Demographics 1 - Student Academic Achievement 5, 6, 7, 8, 9, 11, 14, 16 - School Processes & Programs 1, 4 Funding Sources: 211 Title I, Part A - 70000.00, 420-PIC 24 State Comp Ed (SCE) - 25000.00					
<p align="center">PBMAS</p> <p>6) Provide Reading Specialists to implement reading instruction and support for at-risk students targeted for intensive reading intervention.</p>	Principals Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, and EOCs			
Problem Statements: Student Academic Achievement 1, 9 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 10000.00					
<p>7) Provide Math Specialists to implement reading instruction and support for at-risk students targeted for intensive reading intervention.</p>	Principals Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, and EOCs			
Problem Statements: Student Academic Achievement 4, 8 - School Processes & Programs 1 Funding Sources: 211 Title I, Part A - 10000.00					
<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p>8) Ensure systems of support are provided to students at-risk including: a. Refugee/Asylees b. Homeless c. Foster Care</p>	Principals Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, and EOCs			
Problem Statements: Demographics 1 - Perceptions 4 Funding Sources: 211 Title I, Part A - 1500.00					

9) Communicate with parents and students the design of the dual credit program a. Benefits of dual credit b. Qualifications for dual credit c. Process for enrollment into dual credit	Principals Counselor Director of Student Services	Implementation Plan and Results Performance Growth Goals			
	Problem Statements: School Processes & Programs 8 Funding Sources: 289 Title IV, Part A - 5000.00				
PBMAS 10) In response to the new truancy guidelines limiting the court referrals, campuses will share information with parents/guardians/students regarding attendance laws and hold Truancy Intervention meetings with families and students, when necessary. Diligent efforts will be made to locate students experiencing attendance issues.	Principals Teachers Counselor District & Campus PEIMS	PEIMS Attendance Data TAPR Reports Truancy Intervention Meeting Documentation			
	Problem Statements: Demographics 1				
PBMAS 11) To boost student attendance, incentives such as monthly attendance awards and perfect attendance socials will be held at the various campuses experiencing low attendance. Campuses will provide incentive to the grade level with the highest attendance rate each quarter.	Principal PEIMS Coordinator	PEIMS Attendance Data TAPR Reports			
	Problem Statements: Demographics 1 Funding Sources: 420 General Fund - 1000.00				
					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 6. Campuses must develop more effective strategies to implement various measures that increase and monitor student attendance. The district attendance rate is currently 94.7% as of (2/28/2018), compared to the state baseline of 95.5%. Root Cause 1: District and campuses have not fully implemented truancy requirements due to lack of trained personnel facilitate home visits and address court referrals. Poor attendance averages for PK, K, 11th, and 12th-grade level students (avg. 93%).
Student Academic Achievement
Problem Statement 1: ELLs across all grade levels have a 42% pass rate on STAAR reading and scores have only increased 6% over the last two years. Root Cause 1: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.
Problem Statement 4: SPED students across all grade levels have a 42% pass rate on STAAR mathematics and scores have only increased 13% over the last two years. The district remains 37% below the state standard of 79% for math. Root Cause 4: The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.
Problem Statement 5: Students across all grade levels have a 53% pass rate on STAAR writing and scores have decreased 9% over the last year. The district remains 14% below the state standard of 67%. Root Cause 5: An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive understanding of instructional strategies for ELLs. ELLs have a pass rate of 21% in writing, with a 38% decrease in pass rate over the last year.

Problem Statement 6: Students across all grade levels have a 58% pass rate on STAAR social studies and scores have only increased 5% over the last year. The district remains 19% below the state standard of 77%. **Root Cause 6:** An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive understanding of instructional strategies for ELLs. ELLs have a pass rate of 41% in social studies, with 0% change over the last year.

Problem Statement 7: Students across all grade levels have a 69% pass rate on STAAR science and scores have increased 11% over the last year. The district remains 10% below the state standard of 79%. **Root Cause 7:** A lack of science resources, lab space, and project-based opportunities for middle and high school students.

Problem Statement 8: Students across all grade levels have a 75% pass rate on STAAR mathematics and scores have increased 16% over the last year. The district remains 5% below the state standard of 79%. **Root Cause 8:** SPED students in grades 3-8 across the district have a pass rate of 30.6% in mathematics. The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.

Problem Statement 9: Students across all grade levels have a 66% pass rate on all STAAR subjects and scores have increased 9% over the last year. The district remains 9% below the state standard of 75% for all subjects. **Root Cause 9:** SPED students in grades 3-8 across the district have a pass rate of 41% in all subjects. ELL students in grades 3-8 across the district have a pass rate of 52% in all subjects. The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.

Problem Statement 11: Students across all grade levels have a 61% pass rate on STAAR reading and scores have increased 6% over the last two years. The district remains 11% below the state standard of 72% for math. **Root Cause 11:** The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.

Problem Statement 14: Instructional staff are not utilizing student performance data resources with fidelity to inform and drive student instruction. **Root Cause 14:** There is a lack of staff knowledge and experience with DMAC and MAP student data systems.

Problem Statement 16: There is a gap in knowledge, experience, and consistency throughout the district in utilizing Response to Intervention processes and informing parents effectively. **Root Cause 16:** Campus administrators and staff require more comprehensive training and support regarding RTI processes and compliance guidelines.

School Processes & Programs

Problem Statement 1: Instructional technology programs intended to promote student academic performance are not being utilized with fidelity throughout the district. **Root Cause 1:** Some instructional staff are overwhelmed by the number of instructional technology programs required to use for student academic support.

Problem Statement 4: Comprehensive parent involvement efforts and recruitment regarding program evaluation and campus advisory is needed. **Root Cause 4:** Parent involvement efforts regarding advisory committees and community partnerships are not consistently and efficiently promoted throughout the school year.

Problem Statement 5: Increased promotion of academic and art competitions are needed to expand enrichment opportunities and facilitate different interests for all students (i.e., science/history fairs, debate, robotics, chess, painting, poetry, etc.) **Root Cause 5:** Minimal engagement of community/cultural partnerships to promote academic and arts enrichment/participation in local/regional competitions.

Problem Statement 8: There is a lack of understanding and experience regarding high school graduation plans and requirements, course scheduling, PEIMS coding, and CATE program mandates. **Root Cause 8:** There is not an experienced counselor or administrator that maintains the professional knowledge and experience necessary to implement and manage CATE and HS program requirements in compliance with state/federal laws.

Perceptions

Problem Statement 4: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. **Root Cause 4:** There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Goal 1: Heritage Academy will increase academic rigor through educational leadership and instructional management.

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, all students across all subjects will show three percent growth over district performance in 2018-2019 school year.




Evaluation Data Source(s) 2: % Approaching Grade Level Standards
% Meets Grade Level Standards

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS</p> <p>1) Implement research-based reading interventions and differentiation for all students through the use of the Mondo, Reading Horizons, and Study Island at elementary and middle school campuses. Ongoing professional development will also be provided regarding RTI processes and reading intervention strategies.</p>	<p>Principals Teachers Reading Specialists Title I Staff Curriculum Coordinator ELL Coordinator 504 Coordinator Director of Student Svcs.</p>	<p>Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback</p>			
<p>PBMAS</p> <p>2) Provide supplemental curricula, instructional materials, educational software to include assessment resources for teachers of ELL students to increase academic achievement for English Language Learners.</p>	<p>Principals Teachers Reading Specialists Title I Staff Curriculum Coordinator ELL Coordinator/Teachers Director of Student Svcs.</p>	<p>Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback</p>			

<p align="center">PBMAS</p> <p>3) Partner with ESC Region 20 to provide the following Migrant program services:</p> <ol style="list-style-type: none"> 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination <p>ESC Region 20 will provide services to eligible students.</p>	ESC 20	Assessment data, progress reports, student grades, migrant forms			
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 9</p> <p>Funding Sources: 420-PIC 25 State Bilingual/ESL - 1000.00</p>				
<p>4) Provide information and support for students to access and register for college entrance exam prep programs and tests in the fall and spring to help students in preparing for ASVAB, PSAT and SAT exams.</p>	Principals Curriculum Coordinator Counselor Director of Student Services	Exam participation and results			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1, 3</p> <p>Funding Sources: 289 Title IV, Part A - 1000.00</p>				
<p align="center">PBMAS Equity Plan Strategy</p> <p>5) Monitor special programs such as BE/ESL, CTE, Federal Safeguards, and Special Education.</p>	Principals Curriculum Coordinator Counselor Director of Student Service	Improved Student Performance on TELPAS and STAAR Review of student performance data by student groups each 9 weeks			
	<p>Problem Statements: Student Academic Achievement 14 - School Processes & Programs 3, 8, 10, 11 - Perceptions 4</p> <p>Funding Sources: 420 General Fund - 10000.00, 420-PIC 23 State Special Education - 3000.00, 420-PIC 25 State Bilingual/ESL - 1000.00, 420-PIC 22 State Career & Technical - 10000.00, 211 Title I, Part A - 1000.00, 289 Title IV, Part A - 3000.00, 420-PIC 21 State Gifted and talented (G/T) - 1000.00</p>				
<p align="center">PBMAS Equity Plan Strategy</p> <p>6) Evaluate ARD, LPAC, 504, RTI, and GT files and committee decisions concerning state assessments and interventions.</p>	Principal Program Coordinators Curriculum Coordinator Director of Student Services	Implementation Plan & Results Student use of technology programs (Usage report), TOTAL System monitoring of intervention plans implemented at the campus level by District staff, District Data Meetings, Student Performance Growth Goals			
	<p>Problem Statements: Student Academic Achievement 14 - School Processes & Programs 10 - Perceptions 4</p> <p>Funding Sources: 420 General Fund - 1000.00</p>				
<p align="center">PBMAS</p> <p>7) Provide teachers with professional development on positive behavior intervention supports (PBIS).</p>	Principals Counselor	# of discipline referrals; % decrease of student discipline referrals			
	<p>Problem Statements: School Processes & Programs 9 - Perceptions 4</p> <p>Funding Sources: 420 General Fund - 1000.00, 211 Title I, Part A - 1000.00</p>				
<p align="center">PBMAS</p> <p>8) Provide teachers with professional development on research-based Response to Intervention strategies (RTI)</p>	Principals Counselor	RTI services implemented Student performance results Performance Growth Goals			
	<p>Problem Statements: Demographics 2 - Student Academic Achievement 14 - School Processes & Programs 11 - Perceptions 3, 4</p> <p>Funding Sources: 420 General Fund - 1000.00</p>				

<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p>9) Summer School, before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments. Student Success Initiative (SSI) requirements for 5th and 8th grade students will be followed per state guidelines.</p>	Principal Title I Coordinators RTI Coordinator Counselor Curriculum & Assessment Director of Student Services	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> <p>Problem Statements: Student Academic Achievement 11 Funding Sources: 211 Title I, Part A - 15000.00, 420 General Fund - 15000.00</p>					

Performance Objective 2 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 2: 15% of campus staff are new or have one year of experience in the field of education. Root Cause 2: Staff turnover rate is 51.2% compared to 16.4% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 1: ELLs across all grade levels have a 42% pass rate on STAAR reading and scores have only increased 6% over the last two years. Root Cause 1: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 2: ELLs across all grade levels have a 21% pass rate on STAAR writing and scores have decreased 37% over the last two years. Root Cause 2: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 3: ELLs across all grade levels have a 41% pass rate on STAAR social studies and scores have changed 0% over the last two years. Root Cause 3: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 9: Students across all grade levels have a 66% pass rate on all STAAR subjects and scores have increased 9% over the last year. The district remains 9% below the state standard of 75% for all subjects. Root Cause 9: SPED students in grades 3-8 across the district have a pass rate of 41% in all subjects. ELL students in grades 3-8 across the district have a pass rate of 52% in all subjects. The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.</p>
<p>Problem Statement 10: Special Education students across all grade levels have a 55% pass rate on STAAR reading and scores have increased 22% over the last two years. Root Cause 10: The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification or have a comprehensive understanding of instructional strategies/accommodations for SPED students.</p>
<p>Problem Statement 11: Students across all grade levels have a 61% pass rate on STAAR reading and scores have increased 6% over the last two years. The district remains 11% below the state standard of 72% for math. Root Cause 11: The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.</p>
<p>Problem Statement 12: Economically disadvantaged students across all grade levels have a 57% pass rate on STAAR reading and scores have increased 2% over the last two years. The district remains 15% below the state standard of 72% for reading for economically disadvantaged students. Root Cause 12: More reading support for economically disadvantaged students is needed through small group/individualized targeted instruction by intervention specialists.</p>
<p>Problem Statement 14: Instructional staff are not utilizing student performance data resources with fidelity to inform and drive student instruction. Root Cause 14: There is a lack of staff knowledge and experience with DMAC and MAP student data systems.</p>

School Processes & Programs

Problem Statement 1: Instructional technology programs intended to promote student academic performance are not being utilized with fidelity throughout the district. **Root Cause 1:** Some instructional staff are overwhelmed by the number of instructional technology programs required to use for student academic support.

Problem Statement 3: CTE online course program (Odysseyware) is not sufficient and efficiently facilitated to address CTE student needs and requirements. **Root Cause 3:** The district does not currently have an experienced and qualified counselor or staff member, trained to manage and monitor student personal graduation plans, graduation requirements and endorsements, CTE online course assignment and sequence monitoring, and program evaluation.

Problem Statement 8: There is a lack of understanding and experience regarding high school graduation plans and requirements, course scheduling, PEIMS coding, and CATE program mandates. **Root Cause 8:** There is not an experienced counselor or administrator that maintains the professional knowledge and experience necessary to implement and manage CATE and HS program requirements in compliance with state/federal laws.

Problem Statement 9: Nonviolent crisis intervention (SAMA) training needs to be provided for identified campus staff, including special education instructional personnel. **Root Cause 9:** Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring SAMA training must be identified prior to school year.

Problem Statement 10: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause 10:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

Problem Statement 11: There is a lack of staff computers that support current student monitoring and instructional technology programs. **Root Cause 11:** Campus staff computer upgrades have not yet been fully implemented due to delay in available resources.

Perceptions

Problem Statement 3: Campus staff require more professional development opportunities throughout the school year to improve instructional capacity. **Root Cause 3:** There are not enough scheduled professional development full days or early release days throughout the school year calendar.

Problem Statement 4: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. **Root Cause 4:** There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Goal 2: Heritage Academy will promote staff and student success through professional development and student services.

Performance Objective 1: All Administrators, teachers, and staff will participate in a minimum of six professional development hours specific to their assignment and alignment with student achievement and professional growth.

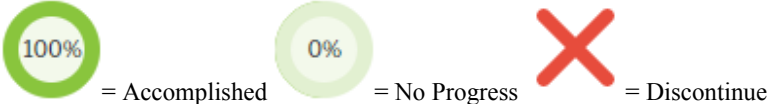
Evaluation Data Source(s) 1: Professional Development certificates of completion, college course transcripts, and certification endorsements

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS Equity Plan Strategy</p> <p>1) Provide ongoing support and professional development for Section 504 Coordinator relating to meeting the needs of Section 504 and students with dyslexia.</p>	Principals Curriculum Coordinator 504 Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 9</p> <p>Funding Sources: 420 General Fund - 2000.00</p>				
<p>PBMAS</p> <p>2) Provide ongoing, research-based professional development opportunities for elementary, middle and high school teachers of students with dyslexia to include strategies used for instruction for students with dyslexia.</p>	Principals Curriculum Coordinator 504 Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1</p> <p>Funding Sources: 255 Title II, Part A, TPTR - 500.00, 211 Title I, Part A - 500.00</p>				
<p>PBMAS</p> <p>3) Provide writing professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through PD & Follow-up sessions with Rachel Reyna writing support services. Writing instructional support will include online access to instructional resources as well as face-to-face professional development sessions for all ELAR teachers serving students in kindergarten through 10th grade including special education teachers and teachers of ELLs.</p>	Principals Curriculum Coordinator ELL Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, TELPAS data; principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 2, 5</p> <p>Funding Sources: 211 Title I, Part A - 4800.00, 255 Title II, Part A, TPTR - 2400.00</p>				

<p align="center">PBMAS</p> <p>4) Provide math professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards. Kindergarten - HS teachers of math curriculum, special education teachers, and teachers of ELLs will develop strategies to teach mathematical concepts and skills.</p>	Principals Curriculum Coordinator ELL Coordinator Director of Student Svcs.	Increased student achievement as measured by math benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 4, 8, 9 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 3000.00, 255 Title II, Part A, TPTR - 3000.00</p>				
<p align="center">PBMAS</p> <p>5) Provide science and social studies professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, developing concepts necessary to develop critical thinking skills, hands-on learning tasks, and integrating science and social studies across content areas.</p>	Principals Teachers Title I Staff Curriculum Coordinator ELL Coordinator Director of Student Svcs.	Increased student achievement as measured by science and social studies benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 3, 6, 7, 9 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 5000.00, 255 Title II, Part A, TPTR - 2000.00</p>				
<p align="center">PBMAS</p> <p>6) Provide reading professional development for all teachers serving grades Kindergarten through 10 throughout the school year and in the summer to include reading strategies that develop and strengthen the instructional core including the development of content area literacy; rigorous, well-aligned content; differentiated instruction; meeting the needs of underresourced learners, and accountable talk/student discourse.</p>	Principals Teachers Title I Staff Curriculum Coordinator ELL Coordinator RTI Coordinator 504 Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 1, 9 - School Processes & Programs 1</p> <p>Funding Sources: 420-PIC 25 State Bilingual/ESL - 1200.00, 255 Title II, Part A, TPTR - 1200.00</p>				
<p align="center">PBMAS</p> <p>7) Provide professional development for PE teachers throughout the school year and in the summer to include strategies for integrating academic content.</p>	Principals PE Teachers Title I Staff Curriculum Coordinator ELL Coordinator 504 Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1</p> <p>Funding Sources: 255 Title II, Part A, TPTR - 1500.00</p>				
<p>8) Provide professional development to enable teachers to differentiate instruction for students identified as gifted and talented.</p>	Principals GT Coordinators Curriculum Coordinator Director of Student Svcs.	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher participation and feedback			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 5</p> <p>Funding Sources: 420-PIC 21 State Gifted and talented (G/T) - 10000.00</p>				

<p align="center">PBMAS</p> <p>9) Provide professional development to teachers of record to support students in credit recovery online courses.</p>	Principals Teachers Curriculum Coordinator Director of Student Svcs.	Edgenuity utilization reports, student success in online courses, and teacher feedback.			
	<p>Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1, 3</p> <p>Funding Sources: 289 Title IV, Part A - 1000.00</p>				
<p align="center">PBMAS</p> <p>10) Provide professional development regarding instructional and behavioral strategies, ARD facilitation, eStar, ASD, Intellectual disabilities, & Speech/OT disorders for all SPED teachers and aides.</p>	Principals Director of Student Services	Training Participation Professional Development Feedback Performance Growth Goals			
	<p>Problem Statements: School Processes & Programs 10 - Perceptions 3, 4</p> <p>Funding Sources: 420-PIC 23 State Special Education - 4500.00, 224 IDEA B, Formula SpEd - 1000.00</p>				
<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p>11) Continue to provide professional development for instructional staff to support ELL students.</p>	Principals ELL Coordinator Curriculum Coordinator Director of Student Services	Training Participation Professional Development Feedback Performance Growth Goals TELPAS Results			
	<p>Funding Sources: 420-PIC 25 State Bilingual/ESL - 1000.00</p>				
<p align="center">PBMAS</p> <p>12) HACS will provide mentor support for new and developing teachers to promote classroom effectiveness, teacher success, and student achievement.</p>	Principal	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback			
	<p>Problem Statements: Student Academic Achievement 15 - Perceptions 2, 3, 4</p> <p>Funding Sources: 211 Title I, Part A - 14000.00</p>				
<p>13) HACS will provide PD for LPN/Health Services support staff to maintain readiness and proficiency regarding state school health requirements. Provide RN supervision & consultation for LPN.</p>	Principals RN & LPN	Maintain and improve quality professional health services, state compliance, and clinical support for students.			
	<p>Problem Statements: Demographics 1 - School Processes & Programs 9 - Perceptions 3</p> <p>Funding Sources: 420 General Fund - 1200.00</p>				
					

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 6. Campuses must develop more effective strategies to implement various measures that increase and monitor student attendance. The district attendance rate is currently 94.7% as of (2/28/2018), compared to the state baseline of 95.5%. Root Cause 1: District and campuses have not fully implemented truancy requirements due to lack of trained personnel facilitate home visits and address court referrals. Poor attendance averages for PK, K, 11th, and 12th-grade level students (avg. 93%).</p>
Student Academic Achievement
<p>Problem Statement 1: ELLs across all grade levels have a 42% pass rate on STAAR reading and scores have only increased 6% over the last two years. Root Cause 1: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>

<p>Problem Statement 2: ELLs across all grade levels have a 21% pass rate on STAAR writing and scores have decreased 37% over the last two years. Root Cause 2: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 3: ELLs across all grade levels have a 41% pass rate on STAAR social studies and scores have changed 0% over the last two years. Root Cause 3: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 4: SPED students across all grade levels have a 42% pass rate on STAAR mathematics and scores have only increased 13% over the last two years. The district remains 37% below the state standard of 79% for math. Root Cause 4: The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.</p>
<p>Problem Statement 5: Students across all grade levels have a 53% pass rate on STAAR writing and scores have decreased 9% over the last year. The district remains 14% below the state standard of 67%. Root Cause 5: An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive understanding of instructional strategies for ELLs. ELLs have a pass rate of 21% in writing, with a 38% decrease in pass rate over the last year.</p>
<p>Problem Statement 6: Students across all grade levels have a 58% pass rate on STAAR social studies and scores have only increased 5% over the last year. The district remains 19% below the state standard of 77%. Root Cause 6: An increase of nearly 70 tested ELL students compared to an average of 33 tested ELL students in 2016 & 2015 is outpacing the current capacity of qualified teachers in the district that has ESL certification and has a comprehensive understanding of instructional strategies for ELLs. ELLs have a pass rate of 41% in social studies, with 0% change over the last year.</p>
<p>Problem Statement 7: Students across all grade levels have a 69% pass rate on STAAR science and scores have increased 11% over the last year. The district remains 10% below the state standard of 79%. Root Cause 7: A lack of science resources, lab space, and project-based opportunities for middle and high school students.</p>
<p>Problem Statement 8: Students across all grade levels have a 75% pass rate on STAAR mathematics and scores have increased 16% over the last year. The district remains 5% below the state standard of 79%. Root Cause 8: SPED students in grades 3-8 across the district have a pass rate of 30.6% in mathematics. The growing number of SPED students is outpacing the current capacity of teachers in the district that have SPED certification and have a comprehensive understanding of instructional strategies for students requiring specialized instruction and support.</p>
<p>Problem Statement 9: Students across all grade levels have a 66% pass rate on all STAAR subjects and scores have increased 9% over the last year. The district remains 9% below the state standard of 75% for all subjects. Root Cause 9: SPED students in grades 3-8 across the district have a pass rate of 41% in all subjects. ELL students in grades 3-8 across the district have a pass rate of 52% in all subjects. The growing number of SPED & ELL students is outpacing the current capacity of teachers in the district that have a comprehensive understanding of instructional strategies for SPED & ELL students.</p>
<p>Problem Statement 15: New and developing campus staff need mentoring support throughout the school year to maintain and improve effectiveness in the classroom environment. Root Cause 15: There are a number of new and inexperienced teachers assigned to core subject areas that require ongoing support through an assigned mentor or master teacher.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Instructional technology programs intended to promote student academic performance are not being utilized with fidelity throughout the district. Root Cause 1: Some instructional staff are overwhelmed by the number of instructional technology programs required to use for student academic support.</p>
<p>Problem Statement 3: CTE online course program (Odysseyware) is not sufficient and efficiently facilitated to address CTE student needs and requirements. Root Cause 3: The district does not currently have an experienced and qualified counselor or staff member, trained to manage and monitor student personal graduation plans, graduation requirements and endorsements, CTE online course assignment and sequence monitoring, and program evaluation.</p>
<p>Problem Statement 5: Increased promotion of academic and art competitions are needed to expand enrichment opportunities and facilitate different interests for all students (i.e., science/history fairs, debate, robotics, chess, painting, poetry, etc.) Root Cause 5: Minimal engagement of community/cultural partnerships to promote academic and arts enrichment/participation in local/regional competitions.</p>
<p>Problem Statement 9: Nonviolent crisis intervention (SAMA) training needs to be provided for identified campus staff, including special education instructional personnel. Root Cause 9: Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring SAMA training must be identified prior to school year.</p>
<p>Problem Statement 10: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. Root Cause 10: Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.</p>
<p>Perceptions</p>

Problem Statement 2: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals. Root Cause 2: There is a lack of resources to fund individual professional development opportunities as well as a lack of understanding of the campus/district process of how to request professional development.
Problem Statement 3: Campus staff require more professional development opportunities throughout the school year to improve instructional capacity. Root Cause 3: There are not enough scheduled professional development full days or early release days throughout the school year calendar.
Problem Statement 4: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. Root Cause 4: There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Goal 3: Heritage Academy will improve financial stability and operational excellence through finance systems and other district operations.

Performance Objective 1: Through efficient and effective management of resources and operations, district and campus support will be maximized to meet ALL local, state, and federal requirements.

Evaluation Data Source(s) 1: Local, State, & Federal requirements, Audits, and Program Compliance Evaluations.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The District will establish funding, on a per student basis, for the development of the general fund budget.	Finance Dept.	Distribution of student allocation funds by campus.			
Problem Statements: School Processes & Programs 7					

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: There is a gap in knowledge and understanding of financial processes and accountability at the campus level regarding federal and local program allowances. Root Cause 7: Principals and administrative assistants do not comprehensively understand and have not received adequate training regarding federal grant program allowances and fund coding.</p>

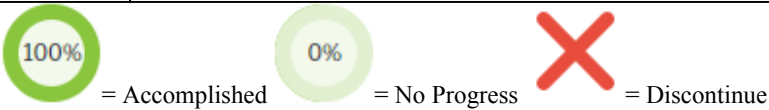
Goal 3: Heritage Academy will improve financial stability and operational excellence through finance systems and other district operations.

Performance Objective 2: The finance department will continuously monitor the current fiscal year financial records and implement changes as required and in accordance with new accounting rules to ensure that the financial position of the school district is reflected fairly in all material aspects.

Evaluation Data Source(s) 2: An Unqualified Opinion Letter will be issued by the independent auditor regarding the financial statements contained in FY 2017-2018 through FY 2018-2019 annual financial audit report.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The District will monitor state and federal grant expenditures and reporting for compliance.	Finance Dept. Director of Student Services	No findings or questioned costs as a result of the annual single audit. Draw down of funds submitted to the Texas Education Agency on a monthly basis. Timely filed grant applications and amendments.			
Problem Statements: School Processes & Programs 7					
					

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: There is a gap in knowledge and understanding of financial processes and accountability at the campus level regarding federal and local program allowances. Root Cause 7: Principals and administrative assistants do not comprehensively understand and have not received adequate training regarding federal grant program allowances and fund coding.</p>




Goal 3: Heritage Academy will improve financial stability and operational excellence through finance systems and other district operations.

Performance Objective 3: The Finance Department will continue to monitor the criteria required to earn a superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).

Evaluation Data Source(s) 3: The rating of the SY 2017-2018 through SY 2018-2019 Financial Integrity Rating System of Texas will be indicated as superior achievement.

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The District will perform reviews of internal financial processes to identify and correct risks.	Finance Dept.	Completed monthly reconciliations of bank accounts and inventory accounts.			
Problem Statements: School Processes & Programs 7					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: There is a gap in knowledge and understanding of financial processes and accountability at the campus level regarding federal and local program allowances. Root Cause 7: Principals and administrative assistants do not comprehensively understand and have not received adequate training regarding federal grant program allowances and fund coding.</p>

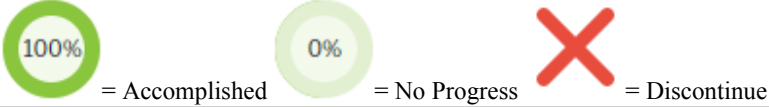
Goal 4: Heritage Academy will improve hiring processes and increase retention rate of high quality instructional staff.

Performance Objective 1: The district will ensure instructional staff are adequately compensated.

Evaluation Data Source(s) 1: Use compensation trend data and comparison analysis of surrounding ISDs to align within 80% of fair market value to assist in reducing the district turnover rate by a minimum of 10% across the district.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Equity Plan Strategy</p> <p>1) Provide incentives that will attract and retain effective, experienced teachers to high poverty/minority campuses.</p>	<p>Superintendent Finance Department Principals Director of Student Services</p>	<p>Decrease teacher turnover rate across the district and attract experienced instructional staff.</p>			
<p>Problem Statements: Demographics 2 Funding Sources: 255 Title II, Part A, TPTR - 7000.00</p>					
<p>Equity Plan Strategy</p> <p>2) Required professional development training will be provided to all personnel to include: FERPA, Sexual Harassment, Bullying, and Ethics.</p>	<p>Human Resources Principals Director of Student Services</p>	<p>Training documentation, Presentation, Roster of staff completing training</p>			
<p>Problem Statements: Demographics 2 Funding Sources: 420 General Fund - 1500.00</p>					
					

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 15% of campus staff are new or have one year of experience in the field of education. Root Cause 2: Staff turnover rate is 51.2% compared to 16.4% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.</p>

Goal 5: Heritage Academy will promote stakeholder engagement through increased development of relationships involving board members, staff, parents, students, and community organizations.

Performance Objective 1: The District and campuses will improve communication with all stakeholders by increasing the number of information pathways and parental involvement opportunities and community outreach events.

Evaluation Data Source(s) 1: End of Year Program Evaluations and data from community events and parent surveys.

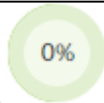
Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS</p> <p>1) In addition to district/campus provided staff development, the district will promote one full-day self-selected professional development opportunity per employee that helps increase their professional capacity in their current position.</p>	<p>Superintendent Principals Director of Student Services Finance Department</p>	<p>Increase teacher retention. Improve staff professional competency, student achievement, and school improvement.</p>			
<p>Problem Statements: Perceptions 2, 3 Funding Sources: 420 General Fund - 12000.00</p>					
<p>PBMAS</p> <p>Equity Plan Strategy</p> <p>2) Garner input from family and community members and host district and campus-wide events that provide resources for parents/families and students in the community, showcase district and student successes and bring together different stakeholders (families, students, business partners, community organization, HACCS staff that can ultimately support student achievement.</p>	<p>Principals Director of Student Services Finance Department</p>	<p>Increase participation by hosting one campus-wide family/community meetings each semester.</p> <p>Host one campus-wide event (per campus) with a goal of 50 parent/guardian participants at the event. Presence of at least 10 different district partners (vendors, community organizations, local businesses) across all district sponsored campus-wide events. Ex. college/careers night, science/history/art fairs, talent shows, etc.</p>			
<p>Problem Statements: School Processes & Programs 4 Funding Sources: 211 Title I, Part A - 2000.00, 198 Fundraising - 1000.00</p>					
<p>PBMAS</p> <p>Equity Plan Strategy</p> <p>3) Establish a parent organization on every campus.</p>	<p>Principals Director of Student Services</p>	<p>Parent Survey will reflect a 10% increase of parents feeling welcomed and increased satisfaction on campuses.</p>			
<p>Problem Statements: School Processes & Programs 4 Funding Sources: 420 General Fund - 600.00</p>					



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Comprehensive parent involvement efforts and recruitment regarding program evaluation and campus advisory is needed. Root Cause 4: Parent involvement efforts regarding advisory committees and community partnerships are not consistently and efficiently promoted throughout the school year.
Perceptions
Problem Statement 2: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals. Root Cause 2: There is a lack of resources to fund individual professional development opportunities as well as a lack of understanding of the campus/district process of how to request professional development.
Problem Statement 3: Campus staff require more professional development opportunities throughout the school year to improve instructional capacity. Root Cause 3: There are not enough scheduled professional development full days or early release days throughout the school year calendar.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	HACS teachers will have access to the TEKS Resource System to plan and deliver high quality instructional lessons aligned to the TEKS/State standards to ensure all students are provided quality instruction designed to meet or exceed state accountability standards.
1	1	2	Provide a conceptually-based online mathematics supplemental program at all campuses through the implementation of Imagine Math . Ongoing professional development will support the implementation and use of the data to drive instruction.
1	1	3	Build the capacity of all teachers, aides, and staff, including district instructional support, to integrate technology into instructional core. Professional development sessions provided to focus on using specific instructional/monitoring technology resources to enhance comprehension across core content areas (Reading Horizons & Study Island).
1	1	4	Create a middle school STEM program to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers so that they implement research-based, best practice instructional strategies.
1	1	5	Provide Title I teachers to implement RTI monitoring and coordination, core instruction supports and strategies for at-risk students targeted for intensive reading, math, science, and social studies intervention.
1	1	6	Provide Reading Specialists to implement reading instruction and support for at-risk students targeted for intensive reading intervention.
1	1	7	Provide Math Specialists to implement reading instruction and support for at-risk students targeted for intensive reading intervention.
1	1	8	Ensure systems of support are provided to students at-risk including: a. Refugee/Asylees b. Homeless c. Foster Care
1	1	9	Communicate with parents and students the design of the dual credit program a. Benefits of dual credit b. Qualifications for dual credit c. Process for enrollment into dual credit
1	1	10	In response to the new truancy guidelines limiting the court referrals, campuses will share information with parents/guardians/students regarding attendance laws and hold Truancy Intervention meetings with families and students, when necessary. Diligent efforts will be made to locate students experiencing attendance issues.
1	1	11	To boost student attendance, incentives such as monthly attendance awards and perfect attendance socials will be held at the various campuses experiencing low attendance. Campuses will provide incentive to the grade level with the highest attendance rate each quarter.
1	2	1	Implement research-based reading interventions and differentiation for all students through the use of the Mondo, Reading Horizons, and Study Island at elementary and middle school campuses. Ongoing professional development will also be provided regarding RTI processes and reading intervention strategies.

Goal	Objective	Strategy	Description
1	2	2	Provide supplemental curricula, instructional materials, educational software to include assessment resources for teachers of ELL students to increase academic achievement for English Language Learners.
1	2	3	Partner with ESC Region 20 to provide the following Migrant program services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination ESC Region 20 will provide services to eligible students.
1	2	4	Provide information and support for students to access and register for college entrance exam prep programs and tests in the fall and spring to help students in preparing for ASVAB, PSAT and SAT exams.
1	2	5	Monitor special programs such as BE/ESL, CTE, Federal Safeguards, and Special Education.
1	2	6	Evaluate ARD, LPAC, 504, RTI, and GT files and committee decisions concerning state assessments and interventions.
1	2	7	Provide teachers with professional development on positive behavior intervention supports (PBIS).
1	2	8	Provide teachers with professional development on research-based Response to Intervention strategies (RTI)
1	2	9	Summer School, before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments. Student Success Initiative (SSI) requirements for 5th and 8th grade students will be followed per state guidelines.
2	1	1	Provide ongoing support and professional development for Section 504 Coordinator relating to meeting the needs of Section 504 and students with dyslexia.
2	1	2	Provide ongoing, research-based professional development opportunities for elementary, middle and high school teachers of students with dyslexia to include strategies used for instruction for students with dyslexia.
2	1	3	Provide writing professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through PD & Follow-up sessions with Rachel Reyna writing support services. Writing instructional support will include online access to instructional resources as well as face-to-face professional development sessions for all ELAR teachers serving students in kindergarten through 10th grade including special education teachers and teachers of ELLs.
2	1	4	Provide math professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards. Kindergarten - HS teachers of math curriculum, special education teachers, and teachers of ELLs will develop strategies to teach mathematical concepts and skills.
2	1	5	Provide science and social studies professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, developing concepts necessary to develop critical thinking skills, hands-on learning tasks, and integrating science and social studies across content areas.

Goal	Objective	Strategy	Description
2	1	6	Provide reading professional development for all teachers serving grades Kindergarten through 10 throughout the school year and in the summer to include reading strategies that develop and strengthen the instructional core including the development of content area literacy; rigorous, well-aligned content; differentiated instruction; meeting the needs of underresourced learners, and accountable talk/student discourse.
2	1	7	Provide professional development for PE teachers throughout the school year and in the summer to include strategies for integrating academic content.
2	1	8	Provide professional development to enable teachers to differentiate instruction for students identified as gifted and talented.
2	1	9	Provide professional development to teachers of record to support students in credit recovery online courses.
2	1	10	Provide professional development regarding instructional and behavioral strategies, ARD facilitation, eStar, ASD, Intellectual disabilities, & Speech/OT disorders for all SPED teachers and aides.
2	1	11	Continue to provide professional development for instructional staff to support ELL students.
2	1	12	HACS will provide mentor support for new and developing teachers to promote classroom effectiveness, teacher success, and student achievement.
5	1	1	In addition to district/campus provided staff development, the district will promote one full-day self-selected professional development opportunity per employee that helps increase their professional capacity in their current position.
5	1	2	Garner input from family and community members and host district and campus-wide events that provide resources for parents/families and students in the community, showcase district and student successes and bring together different stakeholders (families, students, business partners, community organization, HACS staff that can ultimately support student achievement.
5	1	3	Establish a parent organization on every campus.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2018-2019 DIP Committee, comprised of the school administrator, counselor, district dept. members, parent/community representatives, and teachers, met beginning in May 2018 to complete a comprehensive needs assessment that would be used to generate the 2018-2019 DIP and begin the strategic planning process. As part of strategic planning, the DIP Committee including, district department members, and stakeholders utilized the needs assessment to analyze various types of data for the 2017-2018 school year.

Our DIP Committee met to collaboratively reflect and pre-plan for the 2018-2019 school year based upon data trends from the 2017-2018 school year. The team spent time analyzing the effectiveness of strategies and programs implemented during the previous school year as well as the outcome of overall student achievement. Data driven discussions were conducted to formulate the plan of action for the 2018-2019 school year. The 2018-2019 District Improvement Plan was also drafted along with a preliminary 2018-2019 budget. Through this process, our campus' strengths and weaknesses were identified.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive districtwide improvement program plan. Those persons involved were campus leadership, teachers, parents, and community members. The ways they were involved were evaluation/discussion of campus demographics, academic achievement scores and instructional support programs, school processes, stakeholder survey data, community and technology systems, parent involvement activities, curriculum and instruction needs, and school safety efforts.

2.2: Regular monitoring and revision

All administration and instructional staff will engage in on-going monitoring, assessment, and evaluation of student growth, instructional, and support programs and processes, and revise plans and goals accordingly, when necessary to ensure school success. The district and campuses will report progress to all stakeholders through all available communication resources available per federal, state, and local requirements.

2.3: Available to parents and community in an understandable format and language

All written communications concerning school events, activities, notifications, and progress reporting for parents/guradians and other stakeholders will be communicated in english and other languages as required, with respect to the needs of school community members.

2.4: Opportunities for all children to meet State standards

All students will be afforded an opportunity to access quality educational instruction, curriculum, and resources that promote student achievement, school equity, cultural awareness and sensitivity, and student wellness. Academic opportunities and support to meet and exceed state standards will be provided to all students.

2.5: Increased learning time and well-rounded education

Opportunities for increased academic support and enrichment will be provided for all students through campus-wide activities, such as Athletics, academic competitions, field trips, Saturday school, Summer school, and in-school/after-school tutoring programs to increase student achievement, health, and wellness.

2.6: Address needs of all students, particularly at-risk

All at-risk students will be provided academic support and access to specific programs that may be necessary to address individual needs and/or disabilities. Professional development will be provided for teachers, support staff, and administrators to support the curriculum and developmental needs for all students targeted for intervention and support. Parents will continuously be invited and encouraged to participate in planning and decision making activities, as well as informed of student progress through early intervention program and processes.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The 2018-2019 DIP Committee, comprised of school administrators, counselor, parent/community representatives, and several teachers, met beginning in May 2018 to complete a comprehensive needs assessment that would be used to generate the 2018-2019 CIP and begin the strategic planning process. Our DIP Committee met to collaboratively reflect and pre-plan for the 2018-2019 school year based upon data trends from the 2017-2018 school year. The committee spent time analyzing the effectiveness of strategies and programs implemented during the previous school year as well as the outcome of overall student achievement and parent and family engagement. Data driven discussions were conducted to formulate the plan of action for the 2018-2019 school year. The 2018-2019 District Improvement Plan was also drafted along with a preliminary 2018-2019 budget. Through this process, our campus' strengths and weaknesses were identified in student achievement and parent and family engagement.

3.2: Offer flexible number of parent involvement meetings

1. The district and campuses will take the following actions to involve parents in the joint development of its school Parent and Family Engagement plan under section 1116(a)(1) of ESSA:

Parents will be involved in planning meetings, scheduled Title 1 Annual meeting, Title 1 planning meetings, PTA meetings, parent-teacher meetings, Title 1 testing meetings, and Title 1 core content workshops. They will be invited to these meetings at least 10 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls.

2. The campuses will take the following actions to involve parents in the process of school review and improvement under section 1116 of ESSA:

All parents are provided the opportunity to review and revise the policy and Schoolwide Plan at the Title 1 Annual Meeting. At the annual meeting, the following documentation is used to verify that parents provided input and suggestions: meeting notes, surveys, program evaluations, and sign in sheets. All stakeholders are provided the opportunity to provide input at the Title 1 Annual Meeting. Additional meetings are held if requested by parents.

3. The campuses will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The schools will convene the meeting at a time convenient for parents and will offer a flexible number of additional Parent and Family Engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Parents will be invited to these meetings at least 7 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls. In order to meet the needs of the parents and provide parents with information, we will offer at least two Title 1 meetings throughout the school year at different times. One of the meetings will be the Annual Title I Meeting to explain what the Title 1 program will entail at our school. Other meetings will be held throughout the week in mornings and/or evenings.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Schnaubelt	Title I Teacher - San Antonio Campuses	Title I	1.0
Velma Valdez	Title I Teacher - Del Rio Campuses	Title I	1.0

District Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Director of Student Services
Administrator	Eric Davis	Principal
Administrator	Judy Galindo	Principal
Curriculum & Assessment	Brian Neuman	Curriculum Coordinator
Special Programs	Ralph Garza	ESL Coordinator
PEIMS	Katrina Moore	District PEIMS
Human Resources & IT Services	Sandi Garcia	Administrative Assistant to Superintendent
Non-classroom Professional	Monica Schnaubelt	Title I Teacher
Classroom Teacher	Charles Brierty	ESL/GT Teacher
Non-classroom Professional	Kim Walker	Sec. 504/Dyslexia Coordinator