

Heritage Academy Charter Schools
Heritage Academy Middle School of Del Rio
2018-2019 Campus Improvement Plan

Board Approval Date: August 14, 2018
Public Presentation Date: August 14, 2018



Mission Statement

To develop educational wealth in our students that exemplifies academic excellence, moral leadership, career readiness, community services and civic citizenship.

Vision

To educationally empower our learning community through competency based learning and talent development.

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Comprehensive Needs Assessment

Revised/Approved: August 14, 2018

Demographics

Demographics Summary

The student population at Heritage Academy Middle School of Del Rio is approximately 200 and serves students in grades 4th through 8th grade. According to the 2017-2018 TARP Report of our campus profile, student population includes: Hispanic 93%, White 7%, Asian 0%, African American 0%, Economically Disadvantaged 69%, Limited English Proficient (LEP) 51%, At-Risk 90%, Migrant 0% , Gifted and Talented 4%, Special Education 6%, and Sec. 504 4%.

Demographics Strengths

- Communication procedures between home and school
- Early RTI plans are in place and are updated continuously with current academic data.
- After-school tutorials are offered for all students.
- ELL student placement into the ESL Program within the 20 day period.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. **Root Cause:** Provide more academic support and interventions to ESL program. (Educators/students)

Student Academic Achievement

Student Academic Achievement Summary

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2017 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2017-2018 SY state and local student assessment data (e.g., STAAR, 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).

According to the data collected throughout the school year the areas of weaknesses are 6th-8th ELA, 6th-8th Mathematics, and 8th grade Social Studies. Once weaknesses are identified, teachers plan instruction accordingly to target the areas of need. If needed, teachers plan for targeted student intervention & instruction (peer tutoring, Saturday camps, after school turotials, on-line programs and pull-out programs).

2016-2017/2017-2018 STAAR/EOC Summary of 6th-8th Grades Tested (All Students)

| 2016-2017 | Reading | Writing | Math | S.S. | Science | |
|-----------------|---------|---------|------|------|---------|--|
| 6 th | 48% | | 57% | | | |
| 7 th | 44% | 32% | 43% | | | |
| 8 th | 72% | | 89% | 39% | 65% | |
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| 2017-2018 | Reading | Writing | Math | S.S. | Science | |
|-----------|---------|---------|------|------|---------|--|
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|-----------------|-----|-----|-----|-----|-----|--|
| 6 th | 64% | | 64% | | | |
| 7 th | 63% | 60% | 63% | | | |
| 8 th | 69% | | 64% | 52% | 47% | |
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2016-2017 TELPAS Composite Ratings

| | Beginning | Intermediate | Advanced | Advanced High |
|-----------------------|-----------|--------------|----------|---------------|
| 6 th Grade | 5 | 5 | 4 | 1 |
| 7 th Grade | 3 | 24 | 7 | 0 |
| 8 th Grade | 2 | 2 | 22 | 4 |
| | | | | |
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Student Academic Achievement Strengths

- 8th STAAR Mathematics 64%
- Provide Reading and Math Specialist
- Provide on-line resources. (Reading Horizons, Study Island, Pearson, and Tynker)
- TELPAS progress
- Gifted and Talented Program
- Career Technical Education (CTE) 8th grade
- English as a Second Language Program (ELS)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Math and ELA STAAR scores at the middle school are below district expectations. **Root Cause:** There is a need for more rigorous academic instruction for all students.

Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. **Root Cause:** Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways

Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. **Root Cause:** Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular

Student data is used to drive instructional planning. Teachers review state and local data in order to determine the most effective course of action. Once lesson plans are implemented, teachers continue to monitor progress of each student in order to determine what interventions, if any, are needed. Teachers spiral back and/or offer enrichment activities to keep all students progressing and actively learning. Remedial programs will be implemented in addition to regularly scheduled classes (Saturday Camps, Total System, etc.).

Personnel

Professional development and mentors are provided as deemed beneficial by administration. Teachers are provided ample time to plan and collaborate with colleagues in order to meet the needs of their classroom. Incentives are offered to teachers for holding higher degrees and additional certificates (Master's Degree, ESL, math/science certificate).

School Processes & Programs Strengths

Teachers meet regularly during a common time to design assessments and lessons. Teachers also analyze data and student work in order to drive instructional decisions. Heritage Academy Del Rio is staffed with full time teachers of which over 50% are highly qualified. Over 200 Chromebooks are available to students to increase technological skills.

Data sources-

- Study Island Usage Report
- DMAC
- DMAC Quintile Reports
- Total System Google Sheets
- MAP Benchmark Results
- Reading Horizons Reports
- Tutorial List
- TELPAS Scores
- PIEMS
- STAAR Scores

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited on access for students to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks smart boards, computer and internet access for all students and distant learning opportunities.

Problem Statement 2: Attendance for high school students is below district and state standards. **Root Cause:** Teachers are not documenting daily class/student attendance at the appropriate time on a consistent basis.

Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year. **Root Cause:** Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 4: All staff require increased guidance and understanding regarding district policies outlined in employee and parent/student handbooks. **Root Cause:** Lack of clear understanding about employee practices/accountability aligned with district policies/expectations outlining employee attendance, student supervision, professional communication/conduct, and grievance policies.

Problem Statement 5: Administrative/PEIMS staff experience difficulties in correctly coding/entering/monitoring student data in a consistent and timely manner. **Root Cause:** Staff lack comprehensive knowledge and experience and require updated training on PEIMS data entry requirements, reports, and monitoring process to ensure accurate student data reporting.

Perceptions

Perceptions Summary

Heritage Academy Middle School of Del Rio prides itself on the family atmosphere it provides for staff, students and parents. Everyone involved in the daily routines of the school has a voice and is treated with respect. Parents have a relationship with the staff that allows needs and concerns to be addressed in a timely manner. The uniform policy increases positive interactions between students and improves behavior. Feedback received from staff, students and parents through surveys reiterates what is already felt at the school. Everyone is an integral part of the family culture that fosters the success at Heritage Academy Middle School of Del Rio.

Perceptions Strengths

A small school feeling is what draws many families to Heritage Academy Middle School of Del Rio. Free tuition offers a private school setting without the cost. Partly because of the size, the school does not experience bullying behavior or the great number of dropouts that the local school district struggles with.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education. **Root Cause:** A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment 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,
- 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
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: All students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2019.

Performance Objective 1: Heritage Academy MS of Del Rio will deliver strong core instruction to all students in the area of reading and writing.

Evaluation Data Source(s) 1: STAAR Reading Analysis

Edgenuity Progress Reports

Bechmarks




Nine Weeks assessment

Total System

Walkthrough and observation data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide a Reading Specialist to assist teachers and students with reading interventions and strategies.</p> | 2.4, 2.6 | Assistant Principal Principal | Bechmarks MAP TELPAS STAAR | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 5000.00</p> | | | | | | |
| <p>Comprehensive Support Strategy</p> <p>2) Use reading assessment/development data to identify students at risk for reading difficulties, to further diagnose, to plan intervention and to measure progress.</p> | 2.4, 2.5 | ELA Teachers ESL Coordinator ESL Teachers Assistant Principal Principal Title I Teacher | Bechmarks MAP DMAC TELPAS STAAR Edgenuity Reports | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p> | | | | | | |

| | | | | | | |
|---|-------------------------|---|---|--|--|--|
| <p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> | 2.5 | ESL Coordinator Assistant Principal Principal | Bechmarks MAP TELPAS STAAR Observations | | | |
| <p>3) Provide professional development for instructional staff for reading curriculum.</p> | | | | | | |
| <p align="center">Comprehensive Support Strategy</p> <p>4) Continue to utilize all on-line programs. For example, Reading Horizons and Study Island. Start implementing Edgenuity.</p> | 2.4, 2.6 | All Teachers Assistant Principal Principal | Bechmarks MAP TELPAS STAAR Edgenuity | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 500.00</p> | | | | | | |
| <p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Students will continue to utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned.</p> | 2.4, 2.6 | All Teachers ESL Coordinator Principal | Journal Checks | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 3 Funding Sources: 420 General Fund - 15000.00, 211 Title I, Part A - 3000.00</p> | | | | | | |
| <p>6) Saturday school will continue to be offered to better prepare students to meet their academic needs.</p> | 2.4, 2.5, 2.6 | All Teachers ESL Coordinator Assistant Principal Principal | Sign-in Sheets Assessment Reports observations | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 3</p> | | | | | | |
| <p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Provide a Title I Teacher to assist teachers and students with interventions and strategies in reading and math., and increase parent/community involvement in school-wide planning committees & activities.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal Assistant Principal | Increase student academic performance in reading & math. Increase parent involvement in programs and support planning for school success activities. | | | |
| <p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 3 - School Processes & Programs 3 - Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 23800.00</p> | | | | | | |
| <p align="center">  = Accomplished  = No Progress  = Discontinue </p> | | | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. **Root Cause 1:** Provide more academic support and interventions to ESL program. (Educators/students)

Student Academic Achievement

Problem Statement 1: Math and ELA STAAR scores at the middle school are below district expectations. **Root Cause 1:** There is a need for more rigorous academic instruction for all students.

Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. **Root Cause 3:** Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education.

School Processes & Programs

Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year. **Root Cause 3:** Lack of comprehensive professional development plan for teachers and staff.

Perceptions

Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education.

Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause 2:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Goal 1: All students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2019.

Performance Objective 2: Heritage Academy MS of Del Rio will deliver strong core instruction to all students in the area of mathematics.

Evaluation Data Source(s) 2: Walkthrough and observation data

STAAR Progress Measure results

District Benchmark Item Analysis




Total System

Edgenuity Reports

YPG's (Yearly Planning Guides) and SPG's (Student Performance Guides)

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| Comprehensive Support Strategy 1) Provide a Mathematics Specialist to assist teachers and students with math interventions and strategies. | 2.4, 2.5, 2.6 | Assistant Principal Principal | Bechmarks MAP TELPAS STAAR | | | |
| | | | | | | |
| Comprehensive Support Strategy 2) Continue to utilize all on-line programs. For example, Think Through Math and Study Island. Start implementing Edgenuity. | 2.4, 2.5, 2.6 | All Teachers Assistant Principal Principal Title I Teacher | Bechmarks MAP TELPAS STAAR Edgenuity Reports | | | |
| | | | | | | |
| Comprehensive Support Strategy 3) Provide professional development for instructional staff for math curriculum. | 2.5, 2.6 | ESL Coordinator Assistant Principal Principal | Bechmarks MAP TELPAS STAAR | | | |
| | | | | | | |
| Comprehensive Support Strategy 4) Continue utilizing the Total System for after school tutorials. | 2.4, 2.6 | Principal | On-line Google Sheets Observations Increase Assessment results | | | |
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|---|--|---|--|--|--|--|
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 5) Saturday school will continue to be offered to better prepare students to meet their academic needs. | 2.4, 2.5, 2.6 | All Teachers ESL Coordinator Assistant Principal Principal | Sign-in Sheets Assessment Reports observations | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 420 General Fund - 1200.00 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Performance Objective 2 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. Root Cause 1: Provide more academic support and interventions to ESL program. (Educators/students) |
| Student Academic Achievement |
| Problem Statement 1: Math and ELA STAAR scores at the middle school are below district expectations. Root Cause 1: There is a need for more rigorous academic instruction for all students. |
| Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. Root Cause 2: Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways |
| School Processes & Programs |
| Problem Statement 1: Limited on access for students to become proficient with modern technology. Root Cause 1: Heritage Academy of Del Rio lacks smart boards, computer and internet access for all students and distant learning opportunities. |

Goal 1: All students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2019.




Performance Objective 3: Heritage Academy MS of Del Rio will deliver strong core instruction to all students in the area of science and social studies

Evaluation Data Source(s) 3: Walkthrough and observation data

STAAR Progress Measure results
 District Benchmark Item Analysis
 Total System
 Edgenuity Reports

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) Students will have access to a science laboratory to perform experiments. | 2.4, 2.6 | Science Teacher Assistant Principal Principal | Walkthrough Observations Assessments STAAR | | | |
| | Problem Statements: Demographics 1 - School Processes & Programs 1 | | | | | |
| Comprehensive Support Strategy 2) Continue to utilize Study Island for Science and Social Studies intervention. Start implementing Edgenuity. | 2.4, 2.5, 2.6 | Science and Social Studies Teacher Assistant Principal Principal | Walkthrough Observations STAAR Lesson plans Edgenuity Reports | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 1 | | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 3) Provide professional development for instructional staff for science and social studies curriculum. | 2.4, 2.6 | ESL Coordinator Assistant Principal Principal | STAAR Results Benchmarks MAP Lesson Plans | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 500.00 | | | | | |

| | | | | | | |
|---|---|-----------|--|--|--|--|
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Continue utilizing the Total System for after school tutorials. | 2.4, 2.5, 2.6 | Principal | On-line Google Sheets Observations Increase Assessment results | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 2 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Performance Objective 3 Problem Statements:

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|--|
| Demographics |
| Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. Root Cause 1: Provide more academic support and interventions to ESL program. (Educators/students) |
| Student Academic Achievement |
| Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. Root Cause 2: Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways |
| Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. Root Cause 3: Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education. |
| School Processes & Programs |
| Problem Statement 1: Limited on access for students to become proficient with modern technology. Root Cause 1: Heritage Academy of Del Rio lacks smart boards, computer and internet access for all students and distant learning opportunities. |
| Problem Statement 2: Attendance for high school students is below district and state standards. Root Cause 2: Teachers are not documenting daily class/student attendance at the appropriate time on a consistent basis. |
| Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year. Root Cause 3: Lack of comprehensive professional development plan for teachers and staff. |

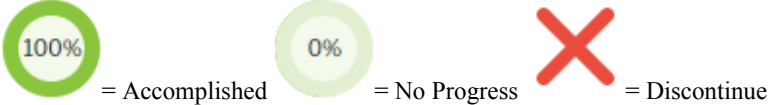
Goal 2: 100% of all students will have access to educational opportunities that promote college and career readiness and produce well-rounded graduates who are prepared for future responsibilities by June 2019.

Performance Objective 1: All middle school students will be prepared to graduate on time and ready for college and career.

Evaluation Data Source(s) 1: Record of applications

- Tests results
- Personal Graduation Plans
- Individual Education Plans

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 1) Meet with 8th grade parents to discuss student's future opportunities. | 2.5, 3.1, 3.2 | Counselor Principal | Sign in Sheets Observations | | | |
| | Problem Statements: Perceptions 1 | | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 2) Provide students ample opportunities to get familiar with college/careers (workshops). | 2.4, 2.5 | Counselor Assistant Principal Principal | Record of applications submitted Sign in sheets Copy of handouts | | | |
| | Problem Statements: Student Academic Achievement 2 | | | | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 3) Provide coherent CTE course sequences and resources for middle school. | 2.4 | Counselor CTE Teachers Principal | Increased student participation in coherent CTE courses. | | | |
| | Problem Statements: Student Academic Achievement 2 Funding Sources: 420-PIC 22 State Career & Technical - 200.00 | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. **Root Cause 2:** Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways

Perceptions

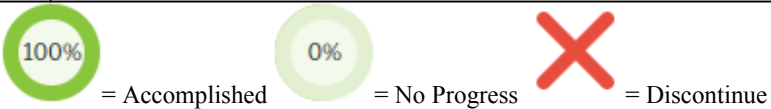
Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education.
Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Goal 3: All students will be taught in an environment that is safe, drug-free, and conducive to learning with the support of parents and community.

Performance Objective 1: Parents will participate in parental meetings to increase a more positive and educational environment.

Evaluation Data Source(s) 1: Staff Survey
 Parent Satisfactory Survey
 Parent Teacher Association (PTA) Participation
 ESL Advisory Participation

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--------------------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| Critical Success Factors CSF 5 CSF 6 1) Increase the level of parent volunteerism to improve student achievement. | 3.1, 3.2 | All Teachers Assistant Principal Counselor | Sign in Sheets Record of activity Website announcement | | | |
| Problem Statements: Student Academic Achievement 2 - Perceptions 1, 2 | | | | | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 7 2) Continue monthly calendar of school related activities and information. | 3.1, 3.2 | Administrative Assistant Principal | Sign in Sheets Record of activity Website announcement | | | |
| Problem Statements: Perceptions 1 | | | | | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 3) All communication with parents via all calls, mail outs and website links will be transmitted in both English and Spanish. | 2.4, 2.6, 3.1, 3.2 | Administrative Assistant Assistant Principal Principal | Mail Phone calls Website | | | |
| Problem Statements: Perceptions 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. **Root Cause 2:** Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways

Perceptions

Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education.

Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause 2:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Goal 3: All students will be taught in an environment that is safe, drug-free, and conducive to learning with the support of parents and community.




Performance Objective 2: Teachers, Staff, Parents and Community members will work collaboratively in building a positive and safe environment.

Evaluation Data Source(s) 2: Student Survey

- Parent Survey
- Sign-in Sheets

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Provide training for teachers, staff, counselor, and administration in dealing with high-needs student intervention topics, such as bullying, cyberbullying, harassment, mediation, etc.</p> | 3.1, 3.2 | Principal Assistant Principal Teachers Counselor | Decrease Referrals Decrease incident of bullying Sign-in Sheets | | | |
| | Problem Statements: Perceptions 1, 2 | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The school will create partnerships with local businesses by inviting community agencies and organizations to participate and disseminate information about the public services and their agencies offer in order to continue building strong community partnership.</p> | 2.6, 3.1, 3.2 | Counselor Assistant Principal Principal | Agendas Roster of Community Agencies and Organizations Sign-in Sheets | | | |
| | Problem Statements: Student Academic Achievement 2 - Perceptions 1, 2 | | | | | |
| <p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parent participation in: LPAC Campus Improvement Plan CTE GT</p> | 2.4, 3.1, 3.2 | ESL Coordinator Assistant Principal Principal | Minutes of Meetings Sign-in Sheets Agendas | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 2 - Perceptions 1, 2 | | | | | |

| | | | | | | |
|---|-----------------------------------|--|------------------------------|--|--|--|
| Critical Success Factors CSF 1 CSF 6 4) Provide drug and tobacco awareness as part of the health curriculum. | 2.5, 2.6 | PE Coach Principal Counselor Teachers | Observations Lesson Plans | | | |
| | Problem Statements: Perceptions 2 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Performance Objective 2 Problem Statements:

| |
|--|
| Demographics |
| Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. Root Cause 1: Provide more academic support and interventions to ESL program. (Educators/students) |
| Student Academic Achievement |
| Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. Root Cause 2: Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways |
| Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. Root Cause 3: Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education. |
| School Processes & Programs |
| Problem Statement 2: Attendance for high school students is below district and state standards. Root Cause 2: Teachers are not documenting daily class/student attendance at the appropriate time on a consistent basis. |
| Perceptions |
| Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education. Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action. |
| Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. Root Cause 2: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth. |

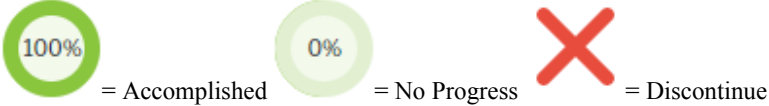
Goal 4: Increase program options that develop and reinforce the strengths, needs, and interests of students in special programs.

Performance Objective 1: Heritage Academy MS of Del Rio will ensure all English Language Learners continue to progress in their listening, speaking, reading, and writing skills.

Evaluation Data Source(s) 1: STAAR Scores
 TELPAS Results
 Benchmarks
 Nine Weeks Exams

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|---|-----|-----|
| | | | | Nov | Jan | Mar |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 1) Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum. | 2.4, 2.6 | ESL Coordinator Assistant Principal Principal Counselor | Lesson Plans Walkthroughs TELPAS Increase passing rates for ELL students in courses Increase student performance rates for ELL students on STAAR | | | |
| | | | | Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 3 | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 2) Ensure all teachers use best ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Reading Horizons and Study Island technology resources. | 2.4, 2.6 | ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher | Walkthroughs Program Evaluations STAAR TELPAS | | | |
| | | | | Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 | | |

| | | | | | | |
|---|--|--|---|--|--|--|
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 3) Will continue utilizing stand alone microphones that will continue to be used with the computer based software for ELL students. This intervention will be used to strengthen the students's auditory skills. | 2.4, 2.6 | All Teachers ESL Coordinator Principal | Bechmark data STAAR Assessments | | | |
| | Problem Statements: Demographics 1 | | | | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 4) Training will be offered for all ESL parents and teachers by the ESL Coordinator. | 2.4, 2.6, 3.1 | Principal | Sign in sheets Agendas Observations | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 - Perceptions 1, 2 | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Demographics |
| Problem Statement 1: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. Root Cause 1: Provide more academic support and interventions to ESL program. (Educators/students) |
| Student Academic Achievement |
| Problem Statement 1: Math and ELA STAAR scores at the middle school are below district expectations. Root Cause 1: There is a need for more rigorous academic instruction for all students. |
| Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. Root Cause 2: Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways |
| Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. Root Cause 3: Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education. |
| School Processes & Programs |
| Problem Statement 1: Limited on access for students to become proficient with modern technology. Root Cause 1: Heritage Academy of Del Rio lacks smart boards, computer and internet access for all students and distant learning opportunities. |
| Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year. Root Cause 3: Lack of comprehensive professional development plan for teachers and staff. |
| Perceptions |

Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education.

Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root**

Cause 2: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

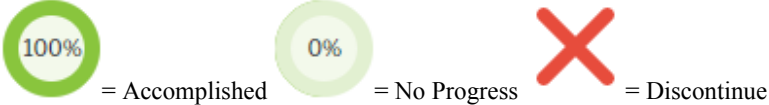
Goal 4: Increase program options that develop and reinforce the strengths, needs, and interests of students in special programs.

Performance Objective 2: Heritage Academy MS of Del Rio will increase the academic performance of all SPED students across all STAAR assessments.

Evaluation Data Source(s) 2: DMAC

MAP
STAAR

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.</p> | 2.4, 2.5, 2.6 | Special Administrator Counselor Assistant Principal Principal SPED Teacher | Sing-in Sheets Observations Training Agendas | | | |
| Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3 - Perceptions 1, 2 | | | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.</p> | 2.4, 2.5, 2.6 | Special Educ. Administrator All Teachers Principal Title I Teacher | Assessment reports Observations | | | |
| Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 1 | | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 2: 8th grade students need support and guidance regarding CTE course pathways and sequence of courses. Root Cause 2: Guidance counselor services and support is inadequate for students and parents to make informed decisions regarding CTE pathways |
| Problem Statement 3: Students across all grade levels are not consistently identified and referred through early intervention processes for evaluation for section 504/dyslexia and specialized education services in a timely manner. Root Cause 3: Teachers, staff, and parents lack information and understanding of response to intervention processes and policies for child find practices regarding section 504/dyslexia and special education. |
| School Processes & Programs |

Problem Statement 1: Limited on access for students to become proficient with modern technology. **Root Cause 1:** Heritage Academy of Del Rio lacks smart boards, computer and internet access for all students and distant learning opportunities.

Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year. **Root Cause 3:** Lack of comprehensive professional development plan for teachers and staff.

Perceptions

Problem Statement 1: The school needs to facilitate more opportunities for parents to be more informed (ESL, GT, general expectations) and more involved in their children's education.

Root Cause 1: A committee needs to be formed that will assess the most crucial areas of need and implement a plan of action.

Problem Statement 2: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause 2:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Provide a Reading Specialist to assist teachers and students with reading interventions and strategies. |
| 1 | 1 | 2 | Use reading assessment/development data to identify students at risk for reading difficulties, to further diagnose, to plan intervention and to measure progress. |
| 1 | 1 | 3 | Provide professional development for instructional staff for reading curriculum. |
| 1 | 1 | 4 | Continue to utilize all on-line programs. For example, Reading Horizons and Study Island. Start implementing Edgenuity. |
| 1 | 1 | 5 | Students will continue to utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned. |
| 1 | 1 | 6 | Saturday school will continue to be offered to better prepare students to meet their academic needs. |
| 1 | 1 | 7 | Provide a Title I Teacher to assist teachers and students with interventions and strategies in reading and math., and increase parent/community involvement in school-wide planning committees & activities. |
| 1 | 2 | 1 | Provide a Mathematics Specialist to assist teachers and students with math interventions and strategies. |
| 1 | 2 | 2 | Continue to utilize all on-line programs. For example, Think Through Math and Study Island. Start implementing Edgenuity. |
| 1 | 2 | 3 | Provide professional development for instructional staff for math curriculum. |
| 1 | 2 | 4 | Continue utilizing the Total System for after school tutorials. |
| 1 | 2 | 5 | Saturday school will continue to be offered to better prepare students to meet their academic needs. |
| 1 | 3 | 1 | Students will have access to a science laboratory to perform experiments. |
| 1 | 3 | 2 | Continue to utilize Study Island for Science and Social Studies intervention. Start implementing Edgenuity. |
| 1 | 3 | 3 | Provide professional development for instructional staff for science and social studies curriculum. |
| 1 | 3 | 4 | Continue utilizing the Total System for after school tutorials. |
| 2 | 1 | 1 | Meet with 8th grade parents to discuss student's future opportunities. |
| 2 | 1 | 2 | Provide students ample opportunities to get familiar with college/careers (workshops). |
| 2 | 1 | 3 | Provide coherent CTE course sequences and resources for middle school. |
| 3 | 1 | 2 | Continue monthly calendar of school related activities and information. |
| 3 | 1 | 3 | All communication with parents via all calls, mail outs and website links will be transmitted in both English and Spanish. |
| 3 | 2 | 3 | Ensure representation of community and parent involvement in the decision-making process. Parent participation in: LPAC Campus Improvement Plan CTE GT |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 4 | 1 | 1 | Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum. |
| 4 | 1 | 2 | Ensure all teachers use best ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Reading Horizons and Study Island technology resources. |
| 4 | 1 | 3 | Will continue utilizing stand alone microphones that will continue to be used with the computer based software for ELL students. This intervention will be used to strengthen the students's auditory skills. |
| 4 | 1 | 4 | Training will be offered for all ESL parents and teachers by the ESL Coordinator. |
| 4 | 2 | 1 | All teachers will be trained and supported throughout the school year in meeting the needs of SPED students. |
| 4 | 2 | 2 | SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement. |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2018-2019 CIP 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 CIP and begin the strategic planning process. As part of strategic planning, CIP Committee, district department members, and stakeholders utilized the needs assessment to analyze various types of data for the 2017-2018 school year.

Our CIP 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 Campus 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 schoolwide/school improvement program plan. Those persons involved were campus leadership, teachers, parents, and community members. The ways they were involved were evaluation 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 campus will report progress to all stakeholders through all available communication resources available per federal, state, and local requirements.

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

All written communications concerning school events, activities, notifications, and progress reporting for parents/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 Saturday school, Summer school, and in-school/after-school programs to increase student achievement.

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The 2018-2019 CIP 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 CIP 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 Campus 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 campus will take the following actions to involve parents in the joint development of its school Parent and Family Engagement plan under section 1116(a)(1) of ESSA:

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

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

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

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

Parents will be invited to these meetings at least 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> |
|-------------|-----------------|-----------------|------------|
| ----- | Title I Teacher | Title I Program | 1.0 |

Campus Improvement Plan Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|------------------|-------------------------|
| Administrator | Judy Galindo | Principal |
| Classroom Teacher | Ralph Garza | ESL Coordinator/Teacher |
| Parent | Sandra Montes | Parent |
| District-level Professional | Derrick Armstead | District Administrator |