

Heritage Academy Charter Schools

District Improvement Plan

2019-2020

Accountability Rating: A



**HERITAGE
ACADEMY™**

Board Approval Date: May 16, 2019
Public Presentation Date: May 16, 2019

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.

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Comprehensive Needs Assessment

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 February and March 2019. Community stakeholders include Heritage Academy Campus and Corporate Office 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.

Source: 2018-2019 PEIMS - February 2019 - Student Demographics (640 Students)

Gender:

M (54%) & F (46%)

Race:

Am. Indian/Al. Nat. (Less than 1%)

African Am. (12%)

White (11%)

Hispanic (75%)

Asian (Less than 1%)

Pacific Islander (Less than 1%)

2 or More Races (3%)

Economic Disadvantage: (69%)

Homeless: (2%)

Foster Care: (Less than 1%)

Migrant: (0%)

Special Education: (7%)

At Risk: (79%)

English Second Language: (35%)

Career & Technology: (29%)

Gifted & Talented: (3%)

Source: 2017-2018 Texas Academic Performance Report

2017-2018 Graduation Rate: (100%)

2017-2018 Annual Dropout Rate: (0%)

(February 2019) Attendance Rate: (95.3%)

2017-2018 SAT/ACT Results: (Annual Graduates - 52.2% tested; 8.3% at or above criterion)

Staff Quality, Recruitment, and Retention:

According to the 2017-2018 Texas Academic Performance Report (TAPR) district profile, Heritage Academy staff consisted of 56 total employees: 66% teachers, 4% para-educators, 9% professional support, 4% campus administration, and 5% district administration. Heritage Academy Charter School District is locally governed and managed by the Board of Directors comprised of five members, and the Superintendent/CEO.

According to the 2017-2018 TEA Texas Academic Performance Report (TAPR) district profile, teachers serving Heritage Academy had an average of 10 years of teaching experience and an average of 3 years of service with the district. 21% of teachers had graduate degrees. The average number of students per teacher was approx. 14:1 in 2017-2018. Heritage Academy maintains a smaller student-to-teacher ratio when compared to the state average of

approx.15:1 student-to-teacher ratio. The 2017-2018 TAPR indicates the turnover rate for teachers was 28.5% compared to the state average of 16.6%.

2018-19 Employee Demographic Percentages:

Years of experience in education for employees:

Years of Experience in Education	Percentages and Totals	
Completed ten yrs. or more.	56%	29
Completed 5 - 9 yrs.	12%	6
Completed 2 - 4 yrs.	15%	8
Completed 1 yr.	4%	2
This is my first year.	13%	7
Total Employees	52	

Source: 2018-2019 Heritage Academy Staff Survey

Demographics Strengths

HACS continues to increase student participation in Career and Technical Education (CTE) and Dual Credit programs. Approximately 22 students have enrolled in dual credit courses for this academic year; an increase of over 200% from last year. HACS has implemented a Gifted and Talented program for 21 identified students.

According to the 2018-2019 Heritage Academy Staff Survey, as of February 2019, nearly 75% of Heritage Academy employees have a minimum of five years or more of experience in education. Teachers have an average of 10 years of experience, according to the 2017-2018 TAPR district report.

The district has adopted a revised compensation plan with competitive salaries that attract qualified applicants to apply for positions in the district. Average Salaries for campus level staff: Teachers \$42,055; Professional Support \$49,900; School Leadership \$59,919.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 2: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. **Root Cause:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Problem Statement 3: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 4: Budget specifics for professional development and personal growth need to be uniform and communicated. **Root Cause:** No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

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 new computers for teachers and 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, TEA generated district and campus-level student academic performance-based reports (e.g., PBMAS, TAPR, and Federal/State Report Cards), including current local student assessment data (e.g., 9-week assessments and benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, Imagine Math, Edgenuity, Accelerated Reader, 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/Math/Writing Specialists).

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 STAAR and EOC reports, measurable curriculum strengths are evident in the district regarding improvement on state/local student academic performance measures (TAPR, MAP, & DMAC) across all core subject areas specifically and overall. The ALL STUDENT group data summaries (2017-18 TAPR) for the district show performance increases in core content areas on STAAR/EOC. Implementation of Reading Horizons, Accelerated Reader, Imagine Math, Study Island, and Edgenuity (Grades 8-12 only) 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, DMAC, MAP, Imagine Math, Study Island, Accelerated Reader, Edgenuity, and Reading Horizons are intended to improve teacher 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 at each campus location maintains compliance with federal and state requirements of RTI and improve student achievement. In response to the 2018 student achievement data, a Title I teacher and Academic Specialists in reading, as well as, writing consultants are in place to provide services to the at-risk and academically struggling students. The RTI coordinators serve the campuses and is instrumental in ensuring that students in need of additional instructional and/or behavioral supports are provided with sound interventions using weekly/quarterly/semester progress measures (i.e., DMAC, MAP, TOTAL System, Reading Horizons, Accelerated Reader, Imagine Math, and Study Island) with fidelity prior to determining if a referral to a special program such as Sec. 504/dyslexia or special education is necessary.

The district technology goals and efforts have equipped all teachers, staff, and students with updated computers and increased wireless access and bandwidth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELLs across all grade levels have a 66% approaches grade level rate on STAAR reading compared to state standard of 74%. **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: 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 reading. **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 3: Students across all grade levels have a 78% approaches grade level rate on STAAR mathematics compared to the state standard of 81%. **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 students requiring second language support.

Problem Statement 4: ELLs across all grade levels have a 59% approaches grade level rate on STAAR social studies compared to state standard of 78%. **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 5: Students across all grade levels have a 66% approaches grade level rate on STAAR social studies to the state standard of 78%. **Root Cause:** There is a need for instructional strategies and curriculum supports to support students at the 8th grade level.

Problem Statement 6: Students across all grade levels have a 63% approaches grade level rate on STAAR science compared to the state standard of 80%. **Root Cause:** There is a need for more project-based opportunities and lab experiences for middle and high school students.

Problem Statement 7: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. **Root Cause:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students

and parents.

Problem Statement 8: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 9: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 10: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 11: 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 12: Nonviolent crisis intervention (CPI/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 CPI/SAMA training must be identified prior to school year.

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 communication systems in place for students, parents, community members, and all other stakeholders. These systems include District/school websites, Facebook, and Remind apps.

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, DMAC, MAP, Accelerated Reader, Imagine Math, Study Island, Edgenuity, 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 child'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 federal Title I grant 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. Title II funds are also used to supplement efforts to recruit, hire, and retain teachers. Title III funds received by the district through a shared services agreement with ESC Region 20, and are used to supplement costs of resources to support instruction for ELL students. 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.

Carl D. Perkins grant funds are received by the district through a shared services agreement with ESC Region 20, and are utilized to supplement costs of resources to support instructional needs of students enrolled in CTE courses. Special education grant funds are also 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 awarded to Heritage Academy are utilized to supplement and implement district academic and performance goals that impact student engagement/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: Nonviolent crisis intervention (CPI/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 CPI/SAMA training must be identified prior to school year.

Problem Statement 2: 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 3: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. **Root Cause:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Problem Statement 4: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment

and retention of qualified instructional staff.

Problem Statement 5: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 6: Budget specifics for professional development and personal growth need to be uniform and communicated. **Root Cause:** No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 7: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

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 reflect stakeholder (Employees, Parents, and Students) views 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: 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 2: 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 3: 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.

Problem Statement 4: Budget specifics for professional development and personal growth need to be uniform and communicated. **Root Cause:** No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Priority Problem Statements

Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education.

Root Cause 1: Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 2: ELLs across all grade levels have a 66% approaches grade level rate on STAAR reading compared to state standard of 74%.

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.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: ELLs across all grade levels have a 59% approaches grade level rate on STAAR social studies compared to state standard of 78%.

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.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students across all grade levels have a 66% approaches grade level rate on STAAR social studies to the state standard of 78%.

Root Cause 4: There is a need for instructional strategies and curriculum supports to support students at the 8th grade level.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Students across all grade levels have a 63% approaches grade level rate on STAAR science compared to the state standard of 80%.

Root Cause 5: There is a need for more project-based opportunities and lab experiences for middle and high school students.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Students across all grade levels have a 78% approaches grade level rate on STAAR mathematics compared to the state standard of 81%.

Root Cause 6: 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 students requiring second language support.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: 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 reading.

Root Cause 7: 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 7 Areas: Student Academic Achievement

Problem Statement 8: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals.

Root Cause 8: 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 8 Areas: Perceptions

Problem Statement 10: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations.

Root Cause 10: 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 10 Areas: Perceptions

Problem Statement 11: Nonviolent crisis intervention (CPI/SAMA) training needs to be provided for identified campus staff, including special education instructional personnel.

Root Cause 11: Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring CPI/SAMA training must be identified prior to school year.

Problem Statement 11 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 12: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling.

Root Cause 12: 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 12 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 13: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented.

Root Cause 13: CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Problem Statement 13 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 14: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels.

Root Cause 14: Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 14 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 15: Budget specifics for professional development and personal growth need to be uniform and communicated.

Root Cause 15: No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 15 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 17: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement.

Root Cause 17: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 17 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 18: There are few enrichment opportunities for elementary students (clubs, sports, history/science/art fairs, etc.)

Root Cause 18: Identifying, planning, and funding of enrichment activities must be conducted comprehensively and with fidelity.

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- 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 between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: By implementing the district curriculum in conjunction with research-based resources, strategies, & program initiatives required to strengthen the instructional core, STAAR /EOC student academic performance rates will reflect an increase of 3% growth of all tested grade-level subject areas for students regarding Approaching, Meets, & Masters STAAR/EOC Performance Rates.

Evaluation Data Source(s) 1: 2018-2019 Texas Academic Performance report:



- Overall Student Achievement/Accountability Rating
- Overall Performance Rating
- Grade Level Performance Rating
- Approaching STAAR /EOC Performance Rate
- Meets STAAR/EOC Performance Rate
- Masters STAAR/EOC Performance Rate

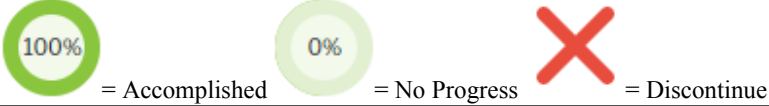
Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Recruit, support, retain teachers and principals 1) Provide professional development and access to TEKS Resource for instructional staff.	2.4, 2.5, 2.6	Campus Administration District Curriculum Coordinator	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.			
Problem Statements: Demographics 1, 5 - Student Academic Achievement 2, 3, 4, 5, 6, 8, 10 - School Processes & Programs 4, 7 - Perceptions 5 Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 6420.00						

<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 2) Maintain/monitor student/staff access and usage of math instructional technology programs (Imagine Math & Edmentum/Study Island).</p>	2.4, 2.5, 2.6	Campus Administrators Teachers Title I Staff Curriculum Coordinator Director of Student Svcs..	Increase in grade level math performance by 5% each quarter as determined by DMAC & MAP assessments.			
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 ESSA-Title I, Part A - 5000.00</p>						
<p>Comprehensive Support Strategy Equity Plan Strategy TEA Priorities Build a foundation of reading and math 3) Provide Title I teachers to facilitate development of PFE Policy/Parent Engagement activities, while implementing, monitoring, and coordinating core instructional supports and strategies for at-risk students targeted for intensive reading, math, science, and social studies intervention.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principals Director of Student Services Curriculum Coordinator	Increased academic progress for at-risk students targeted for intensive support in core subjects as measured by DMAC, MAP, & annual state assessments.			
<p>Problem Statements: Student Academic Achievement 2, 3, 5, 6 Funding Sources: 211 ESSA-Title I, Part A - 70000.00, 420-PIC 24 State Comp Ed (SCE) - 20000.00</p>						
<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 4) Provide Reading Specialist to implement reading instruction and support for at-risk students targeted for intensive reading intervention.</p>	2.4, 2.5, 2.6	Campus Administration Director of Student Svcs..	Increased student reading achievement as measured by benchmark assessments, MAP, STAAR, and EOCs			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 211 ESSA-Title I, Part A - 8500.00</p>						
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Recruit, support, retain teachers and principals 5) Increase access to student program information/guidance to all stakeholders to ensure compliance and systems of support are available to all parents of students at-risk including: a. Migrant & Unaccompanied Minors b. Homeless c. Foster Care d. 504/Dyslexia e. Special Education f. ELL</p>	2.4, 2.6	Campus Administrators PEIMS Coordinator Director of Student Svcs..	Increase stakeholder awareness through semi-annual, multiple forms of dissemination of information (via brochures, web page, letters, etc.) regarding student intervention programs and support systems for at-risk students, parents, staff, and other stakeholders.			
<p>Problem Statements: Demographics 3 - Student Academic Achievement 9 - School Processes & Programs 5 Funding Sources: 211 ESSA-Title I, Part A - 500.00</p>						

<p>Comprehensive Support Strategy PBMAS TEA Priorities Connect high school to career and college 6) Supplement costs of tuition and textbooks for students participating in dual credit program.</p>	2.4, 2.5, 2.6, 3.1	Campus Administrators Counselor Director of Student Services	Increased student participation and enrollment in established CTE Pathways, advanced CTE courses, and Dual Credit Programs.			
<p>Problem Statements: Demographics 2, 3 - Student Academic Achievement 7, 9 - School Processes & Programs 3, 5 Funding Sources: 289 ESSA-Title IV, Part A - 10532.00, 420-General Fund - 10000.00</p>						
<p>TEA Priorities Connect high school to career and college 7) Provide tutoring and funding for registration costs for SAT/ACT Exam for high school seniors.</p>	2.5	Campus Administrators Dir. of Student Services	Increase percentage of high school seniors that take the SAT/ACT. Increase percentage of students that score at/above criterion for passing the SAT/ACT.			
<p>Funding Sources: 420-General Fund - 2500.00</p>						
<p>TEA Priorities Build a foundation of reading and math 8) Maintain/monitor student/staff access and usage of reading instructional technology programs (Reading Horizons, Accelerated Reader, Study Island & Edgenuity).</p>	2.4, 2.5, 2.6	Campus Administrators Teachers District Curriculum Coordinator	Increase in grade level reading performance by 5% each quarter as determined by DMAC & MAP assessments.			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 211 ESSA-Title I, Part A - 20000.00</p>						
<p>TEA Priorities Build a foundation of reading and math 9) Provide updated ELA curriculum resources for campus instructional staff and students.</p>	2.4, 2.5, 2.6	District Curriculum Coordinator Campus Administrators	Increase ELA overall student academic performance by 3% by end of 2019-2020 school year.			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 1, 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 410-Instructional Materials Allotment - 90000.00</p>						
<p>PBMAS TEA Priorities Build a foundation of reading and math 10) Provide supplemental instructional resources for students (STAAR /EOC assessment preparation regarding reading, math, science, social studies, and writing).</p>	2.4, 2.5, 2.6	Campus Administrators Dir. of Student Services	Increase overall student academic performance in all STAAR/EOC subject areas per grade level by 3% by end of 2019-2020 school year.			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 211 ESSA-Title I, Part A - 20000.00</p>						
<p>PBMAS TEA Priorities Build a foundation of reading and math Connect high school to career and college 11) Provide at least 1 field trip (per grade level) regarding community-based experiential learning/enrichment opportunities for students (field trips to museums, events, etc).</p>	2.4, 2.5, 2.6	Campus Administrators Teachers Director of Student Services	Increase overall student academic performance in all STAAR/EOC subject areas per grade level by 3% by end of 2019-2020 school year.			
<p>Problem Statements: Student Academic Achievement 2, 3, 5, 6 - Perceptions 3 Funding Sources: 211 ESSA-Title I, Part A - 3000.00, 420-General Fund - 7000.00</p>						

PBMAS TEA Priorities Build a foundation of reading and math 12) Provide weekly, after-school/in-school tutoring for at-risk students targeted for intensive reading and math intervention.	2.4, 2.5, 2.6	Campus Administrators Teachers Campus RtI Coordinators	Increase overall student academic performance in reading and math in grade levels 3 through 8 by 3% by end of 2019-2020 school year.			
	Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 3, 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 211 ESSA-Title I, Part A - 15000.00, 420-PIC 25 State Bilingual/ESL - 15000.00, 420-PIC 24 State Comp Ed (SCE) - 20000.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause 1: Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.
Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause 5: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.
Problem Statement 3: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. Root Cause 3: Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.
Problem Statement 2: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. Root Cause 2: CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.
Student Academic Achievement
Problem Statement 8: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause 8: Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.
Problem Statement 10: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause 10: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.
Problem Statement 2: 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 reading. Root Cause 2: 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 3: Students across all grade levels have a 78% approaches grade level rate on STAAR mathematics compared to the state standard of 81%. 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 students requiring second language support.
Problem Statement 4: ELLs across all grade levels have a 59% approaches grade level rate on STAAR social studies compared to state standard of 78%. Root Cause 4: 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 5: Students across all grade levels have a 66% approaches grade level rate on STAAR social studies to the state standard of 78%. Root Cause 5: There is a need for instructional strategies and curriculum supports to support students at the 8th grade level.

Problem Statement 6: Students across all grade levels have a 63% approaches grade level rate on STAAR science compared to the state standard of 80%. **Root Cause 6:** There is a need for more project-based opportunities and lab experiences for middle and high school students.

Problem Statement 1: ELLs across all grade levels have a 66% approaches grade level rate on STAAR reading compared to state standard of 74%. **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 9: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause 9:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 7: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. **Root Cause 7:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

School Processes & Programs

Problem Statement 4: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 4:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 7: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 7:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 5: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause 5:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 3: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented. **Root Cause 3:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Perceptions

Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 5:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 3: There are few enrichment opportunities for elementary students (clubs, sports, history/science/art fairs, etc.) **Root Cause 3:** Identifying, planning, and funding of enrichment activities must be conducted comprehensively and with fidelity.

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




Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, ELL, EcoDis.), strengthening the instructional core, and implementing RtI with fidelity, all students across all subjects will show 3% growth over student overall academic performance at end of 2019-2020 SY.

Evaluation Data Source(s) 2: 2019 PBMAS Report
 2018-2019 Texas Academic Performance report:
 Overall Student Achievement/Accountability Rating
 Overall Performance Rating
 Approaching STAAR /EOC Performance Rate
 Meets STAAR/EOC Performance Rate
 Masters STAAR/EOC Performance Rate

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 1) Provide guidance and support to facilitate implementation and monitoring of student performance-based programs (BE/ESL, CTE, ESSA, and Special Education).</p>	2.4, 2.6	Campus Administration Curriculum Coordinator Counselor Director of Student Service	Improve overall performance monitoring levels of support programs (ESL, SPED, CTE, ESSA) in accordance with program indicator standards of the 2019 District PBMAS Report.			
<p>Problem Statements: Student Academic Achievement 11 - School Processes & Programs 2 - Perceptions 2 Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 8000.00, 224 IDEA B, Formula Sp-Ed - 100466.00, 225 IDEA B, Preschool Sp-Ed - 1039.00, 420-General Fund - 50000.00, 420-PIC 22 State Career & Technical - 25000.00, 420-PIC 25 State Bilingual/ESL - 4000.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>2) Summer School, Saturday School before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments.</p>	2.4, 2.5, 2.6	Campus Administration Title I Teachers RTI Coordinator Counselor District Curriculum Coordinator Director of Student Services	Increased student achievement as measured by DMAC, MAP, & 2020 STAAR/EOC Assessments.			
	<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 50000.00</p>					
<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>						

Performance Objective 2 Problem Statements:

<p>Student Academic Achievement</p> <p>Problem Statement 11: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. Root Cause 11: 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>Problem Statement 2: 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 reading. Root Cause 2: 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>School Processes & Programs</p> <p>Problem Statement 2: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. Root Cause 2: 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> <p>Problem Statement 2: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. Root Cause 2: There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.</p>

Goal 2: Heritage Academy will improve staff development and student success through focus on staff and student success.

Performance Objective 1: Increase staff satisfaction with opportunities for professional growth, dedication of district to staff professional development, and implementation of 8 quality standards by 5% at the end of 2019-2020.

Evaluation Data Source(s) 1: Staff Survey
Quality Indicators

Summative Evaluation 1:

High Priority

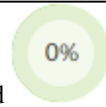
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals 1) Provide specific guidance to all staff regarding PD allotment concerning opportunities for professional growth for all employees.</p>	2.4, 2.6	Campus Administration	Increase staff satisfaction with opportunities for professional growth and dedication of district to staff professional development by 5%.			
<p>Problem Statements: Demographics 4 - School Processes & Programs 6 - Perceptions 1, 4 Funding Sources: 420-General Fund - 12000.00</p>						
<p>Comprehensive Support Strategy PBMAS TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide writing PD & Follow-up sessions with Rachel Reyna writing support services.</p>	2.4, 2.5, 2.6	Campus Administrators Curriculum Coordinator ELL Coordinator Director of Student Svcs..	Increased staff instructional capacity to improve student academic performance in writing as measured by DMAC, MAP, STAAR/EOC, TELPAS assessment data, incl. principal/teacher participation and feedback.			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 10 - School Processes & Programs 7 - Perceptions 5 Funding Sources: 255 ESSA-Title II, Part A, TPTR - 1200.00, 420-PIC 24 State Comp Ed (SCE) - 1800.00</p>						

<p align="center">Comprehensive Support Strategy Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) Provide math professional development to teachers throughout the school year.</p>	2.4, 2.5, 2.6	Campus Administrators Curriculum Coordinator Director of Student Svcs..	Increased teacher instructional capacity to improve student achievement as measured by math benchmark assessments, MAP, STAAR/EOC, and principal/teacher participation and feedback.			
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 2000.00</p>						
<p align="center">Comprehensive Support Strategy Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Improve low-performing schools Build a foundation of reading and math</p> <p>4) Provide science and social studies professional development for instructional staff.</p>	2.4, 2.5, 2.6	Campus Administrators District Curriculum Coordinator Director of Student Svcs..	Improved teacher instructional capacity to increased student achievement as determined by science and social studies benchmark assessments, MAP, STAAR/EOC, and principal/teacher participation and feedback.			
<p>Problem Statements: Student Academic Achievement 4, 5, 6 Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 1400.00</p>						
<p align="center">Comprehensive Support Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>5) Provide professional training/certification for 504/dyslexia teachers/staff to conduct assessments and provide instructional support for students identified with dyslexia.</p>	2.4, 2.5, 2.6	Campus Administrators Title I Teacher 504 Coordinator Director of Student Svcs..	Increase district-wide teacher capacity/support to improve reading performance of students with dyslexia as measured by benchmark assessments, MAP, STAAR/EOC, and principal/teacher participation and feedback.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 1000.00</p>						
<p align="center">Comprehensive Support Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>6) Provide professional development to GT teachers to differentiate instruction for students identified as gifted and talented.</p>	2.4, 2.5, 2.6	Campus Administrators GT Coordinators Director of Student Svcs..	Increased GT teacher capacity to improve student achievement as measured by benchmark assessments, MAP, STAAR/ EOC, and principal/teacher participation and feedback.			
<p>Funding Sources: 420-PIC 21 State Gifted and talented (G/T) - 1500.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>7) Provide ongoing professional development regarding instructional and behavioral strategies to support all students, ARD facilitation, eStar, ASD, Intellectual disabilities, & Speech/OT disorders for General & SPED teachers and aides.</p>	2.4, 2.5, 2.6	Campus Administrators Director of Student Services	Training Participation Professional Development Feedback Performance Growth Goals			
<p>Problem Statements: Demographics 3 - Student Academic Achievement 9, 11, 12 - School Processes & Programs 1, 2, 5 - Perceptions 2 Funding Sources: 420-PIC 23 State Special Education - 5000.00, 420-PIC 24 State Comp Ed (SCE) - 3000.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>8) Provide ongoing professional development for instructional staff to support ELL students.</p>	2.4, 2.5, 2.6	Principals ELL Coordinator Curriculum Coordinator Director of Student Services	Increased teacher capacity regarding instructional strategies for ELL students.			
<p>Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 3, 4, 10 - School Processes & Programs 7 - Perceptions 1, 5</p> <p>Funding Sources: 420-PIC 25 State Bilingual/ESL - 2400.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>9) Provide mentor support for teachers to promote classroom effectiveness, teacher success, and student achievement.</p>	2.4, 2.5, 2.6	Campus Administrators Dir. of Student Services	Increased student achievement as measured by benchmark assessments, MAP, STAAR, EOC, and principal/teacher/student participation and feedback			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 8, 11 - School Processes & Programs 2, 4 - Perceptions 2</p> <p>Funding Sources: 255 ESSA-Title II, Part A, TPTR - 5077.00</p>						
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>10) Provide PD and RN supervision/consultation for LVN/Health Services support staff to maintain readiness and proficiency regarding state school health requirements.</p>	2.6	Campus Administrators RN & LVN	Maintain and improve quality professional health services, state compliance, and clinical support for students.			
<p>Problem Statements: Demographics 4 - School Processes & Programs 6 - Perceptions 4</p> <p>Funding Sources: 420-General Fund - 1200.00</p>						
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>11) Review quality standards with district leadership staff.</p>	2.4, 2.5, 2.6, 3.1, 3.2	District leadership team	Increase implementation of 8 quality standards by 5%.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 8 - School Processes & Programs 4</p>						
<p align="center">Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>12) Provide Annual (Fall) Professional Development & Convocation for all district staff.</p>		Director of Student Services District Curriculum and Assessment Cooperate Office Staff	Increase staff satisfaction with opportunities for professional growth and dedication of district to staff professional development by 5%.			
<p>Problem Statements: Demographics 1, 3, 5 - Student Academic Achievement 2, 3, 5, 6, 8, 9, 10, 11, 12 - School Processes & Programs 1, 2, 4, 5, 7 - Perceptions 1, 2, 5</p> <p>Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 15000.00, 255 ESSA-Title II, Part A, TPTR - 5000.00</p>						
<p align="center">Equity Plan Strategy TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>13) Provide district-wide online professional development and support through Safe Schools Program access for all employees to maintain compliance with federal/state educational policies/requirements.</p>		Campus Administrators Director of Student Services Human Resources Department	Increase staff satisfaction with opportunities for professional growth and dedication of district to staff professional development by 5%.			
<p>Problem Statements: Demographics 1, 3, 5 - Student Academic Achievement 8, 9, 10 - School Processes & Programs 4, 5, 7 - Perceptions 1, 2, 5</p> <p>Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 1200.00</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Budget specifics for professional development and personal growth need to be uniform and communicated. Root Cause 4: No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)
Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause 5: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.
Problem Statement 3: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. Root Cause 3: Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.
Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause 1: Staff turnover rate is 28.5% compared to 16.6% 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
Problem Statement 10: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause 10: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.
Problem Statement 3: Students across all grade levels have a 78% approaches grade level rate on STAAR mathematics compared to the state standard of 81%. 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 students requiring second language support.
Problem Statement 4: ELLs across all grade levels have a 59% approaches grade level rate on STAAR social studies compared to state standard of 78%. Root Cause 4: 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 5: Students across all grade levels have a 66% approaches grade level rate on STAAR social studies to the state standard of 78%. Root Cause 5: There is a need for instructional strategies and curriculum supports to support students at the 8th grade level.
Problem Statement 6: Students across all grade levels have a 63% approaches grade level rate on STAAR science compared to the state standard of 80%. Root Cause 6: There is a need for more project-based opportunities and lab experiences for middle and high school students.
Problem Statement 1: ELLs across all grade levels have a 66% approaches grade level rate on STAAR reading compared to state standard of 74%. 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 9: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. Root Cause 9: Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.
Problem Statement 11: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. Root Cause 11: 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 12: Nonviolent crisis intervention (CPI/SAMA) training needs to be provided for identified campus staff, including special education instructional personnel. Root Cause 12: Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring CPI/SAMA training must be identified prior to school year.
Problem Statement 2: 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 reading. Root Cause 2: 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 8: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 8:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

School Processes & Programs

Problem Statement 6: Budget specifics for professional development and personal growth need to be uniform and communicated. **Root Cause 6:** No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 7: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 7:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 5: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause 5:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 2: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause 2:** 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 1: Nonviolent crisis intervention (CPI/SAMA) training needs to be provided for identified campus staff, including special education instructional personnel. **Root Cause 1:** Nonviolent crisis prevention training must be planned and implemented prior to start of school year. Staff requiring CPI/SAMA training must be identified prior to school year.

Problem Statement 4: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 4:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Perceptions

Problem Statement 4: Budget specifics for professional development and personal growth need to be uniform and communicated. **Root Cause 4:** No specific parameters/guidelines regarding PD budget allocation per employee (i.e., PD training registration, travel/lodging, etc.)

Problem Statement 1: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals. **Root Cause 1:** 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 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 5:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 2: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. **Root Cause 2:** 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 improve staff development and student success through focus on staff and student success.

Performance Objective 2: Increase parent satisfaction by 5% regarding treatment of students, expectations for student success, and student academic progress by the end of 2019-2020. .

Evaluation Data Source(s) 2: PFE District/Campus Policies

Parent Survey

Meeting Agendas & Sign-In sheets (home language)

Event communications (Website, Flyers, Apps in home language)

Budget expenditure reports

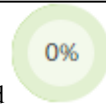
Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Jointly develop with parents and distribute to parents and family members of Title I participating students a written Parent and Family Engagement Policy with notification in their home language.	3.1	Campus Administrators Director of Student Services	Increase parent satisfaction by 5% regarding treatment of students, expectations for student success, and student academic progress.			
2) Convene an annual Title I meeting and subsequently offer a flexible number of parent involvement meetings that include timely information about curriculum and programs, and opportunities for input about decisions regarding the education of their children.	3.1, 3.2	Campus Administrators Director of Student Services	Increase parent satisfaction by 5% regarding treatment of students, expectations for student success, and student academic progress.			
Funding Sources: 211 ESSA-Title I, Part A - 500.00						
3) Campuses will facilitate and support Parent Action Committees (PACs) and/or conduct Focus groups (FGs), incl. a Spring festival and other events to encourage parent/family engagement within the district.	3.2	Campus Administrators Director of Student Services	Increase parent satisfaction by 5% regarding treatment of students, expectations for student success, and student academic progress.			
Funding Sources: 420-General Fund - 2500.00, 198 Fund raising - 500.00						
4) Provide fencing around middle school campus in Del Rio location.	2.6	Campus Administrators Finance Department	Increase parent satisfaction by 5% regarding treatment of students, expectations for student success, and student academic progress.			
Funding Sources: 420-General Fund - 30000.00						
5) Replace school buses for safe student transportation to school-related activities and events.	2.4, 2.5, 2.6	Campus Administrators Finance Department	Improve safe transportation for students to attend school-related functions and increase parent satisfaction by 5% regarding treatment of students.			
Funding Sources: 420-General Fund - 200000.00						



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= No Progress



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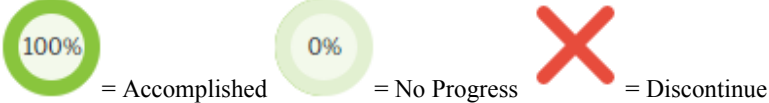
Goal 2: Heritage Academy will improve staff development and student success through focus on staff and student success.

Performance Objective 3: Increase student satisfaction by 5% regarding feelings about attending a good school and teacher concern about their growth and progress by the end of 2019-2020..

Evaluation Data Source(s) 3: Student Survey

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide support for campuses regarding recognition of students/classrooms through incentives to increase student attendance, encourage high academic achievement, and promote citizenship efforts.	2.4, 2.6	Campus Administrators Counselor Director of Student Services	Increase student satisfaction by 5% regarding feelings about attending a good school and teacher concern about their growth and progress.			
	Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 2500.00					
2) Provide school wide program initiatives (Stop It!, local sponsors, law enforcement, etc.) to educate and increase awareness for students, parents, and staff regarding bullying, including legal definition, reporting processes, preventive strategies, and potential dangers/consequences.	2.6	Campus Administrators Counselor Director of Student Services	Increase student satisfaction by 5% regarding feelings about attending a good school and teacher concern about their growth and progress.			
	Funding Sources: 420-PIC 24 State Comp Ed (SCE) - 1000.00, 211 ESSA-Title I, Part A - 500.00					
						

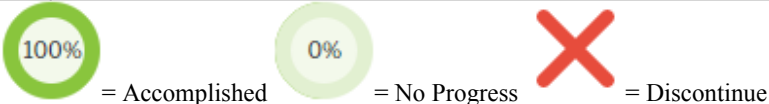
Goal 3: Heritage Academy will improve finance and operations through focus on financial stability and operational excellence.

Performance Objective 1: 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) 1: An Unqualified Opinion Letter will be issued by the independent auditor regarding the financial statements contained in the annual financial audit report.
 Monthly Federal Grant Fund Allocation Reports
 Federal Grant Budgets and Expenditure Reports
 State Program Expenditure Reports

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
PBMAS Equity Plan Strategy 1) The District will monitor state and federal grant expenditures and reporting for compliance.	2.4, 2.5, 2.6	Finance Department Director of Student Services	An Unqualified Opinion Letter issued by the independent auditor regarding the financial statements contained in the annual financial audit report.			
	Problem Statements: Demographics 1, 3, 5 - Student Academic Achievement 8, 9, 10, 11 - School Processes & Programs 2, 4, 5, 7 - Perceptions 1, 2, 5					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause 1: Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.
Problem Statement 3: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. Root Cause 3: Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.
Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause 5: Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Student Academic Achievement

Problem Statement 8: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 8:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 9: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause 9:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 10: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 10:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 11: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause 11:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

School Processes & Programs

Problem Statement 4: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 4:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 5: District-wide interventions/PBIS (Positive Behavioral Intervention and Supports) to address increase in student behavioral/bullying concerns is needed at the primary and middle school grade levels. **Root Cause 5:** Lack of licensed/qualified counselor and behavioral intervention program/training/resources for instructional staff.

Problem Statement 7: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 7:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 2: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause 2:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

Perceptions

Problem Statement 5: Additional qualified personnel, professional development, and expanded reading curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause 5:** Current and projected increase in ELL student population and lack of adequate supports to serve all ELL student core academic needs.

Problem Statement 1: Instructional staff are not able to access professional development opportunities to advance their professional capacity and goals. **Root Cause 1:** 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 2: Campus staff need more training regarding classroom management and differentiated instruction for students in special populations. **Root Cause 2:** 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 finance and operations through focus on financial stability and operational excellence.

Performance Objective 2: The Finance Department will continue to monitor the criteria required to earn a superior rating on the Financial Integrity Rating System of Texas (FIRST).

Evaluation Data Source(s) 2: The district rating regarding Financial Integrity Rating System of Texas (FIRST) indicators.
Annual District Audit

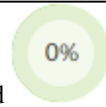
Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The District will perform annual reviews of internal business processes to identify and correct risks.		Finance Dept. Director of Student Services	A superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			
2) Conduct a minimum of 3 Child Nutrition Program internal reviews with a passing score of 95%.		Finance Department	A superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			
3) Provide Child Nutrition consultant services.		Finance Department	A superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			
Funding Sources: 420-General Fund - 25000.00						
4) Provide Financial consultant services.		Finance Department	A superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			
Funding Sources: 420-General Fund - 45000.00						
5) Provide PEIMS Consultant Services.		Campus Administrators Counselor Director of Student Services District Curriculum & Assessment Coordinator Financial Department	A superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			
Funding Sources: 420-General Fund - 20000.00						
6) The District will monitor state and federal grant expenditures and reporting for compliance.		Finance Dept. Director of Student Services	An Unqualified Opinion Letter issued by the independent auditor regarding the financial statements contained in the annual financial audit report and a superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).			



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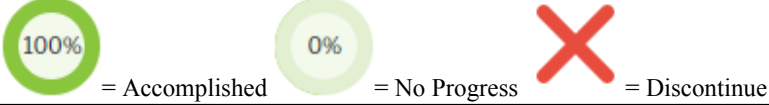
Goal 4: Heritage Academy will improve human resources through focus on hiring and retaining quality staff.

Performance Objective 1: Reduce teacher turnover rate by 5% by end of 2019-2020 SY.

Evaluation Data Source(s) 1: 2018-2019 TAPR - Teacher Turnover Rate Staff Survey

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Provide incentives that will attract and retain effective, experienced teachers to campuses that serve at risk students.		Superintendent Finance Department Campus Administrators Director of Student Services	Reduce teacher turnover rate across the district by 5%.			
	Problem Statements: Demographics 1 - Student Academic Achievement 8 - School Processes & Programs 4 Funding Sources: 255 ESSA-Title II, Part A, TPTR - 10000.00, 420-General Fund - 5000.00					
2) Implement new annual benefits enrollment process		Human Resources Department Finance Department	Increase Benefits Survey Satisfaction Rate by 5%			
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause 1: Staff turnover rate is 28.5% compared to 16.6% 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

Problem Statement 8: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 8:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

School Processes & Programs

Problem Statement 4: Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause 4:** Staff turnover rate is 28.5% compared to 16.6% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

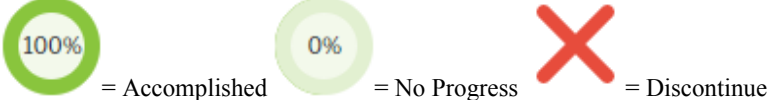
Goal 5: Heritage Academy will promote Board of Directors, staff, and stakeholder relations through focus on customer engagement.

Performance Objective 1: The District will improve stakeholder relations by developing professional relationships with Board of Directors, Staff Members, and Stakeholders.

Evaluation Data Source(s) 1: Staff survey.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Conduct at least 1 board meeting at each campus location during the year.		Corporate Office Campus Administrators	Increase workplace culture satisfaction rate by 5%.			
TEA Priorities Recruit, support, retain teachers and principals 2) Expand required notification efforts of board meetings (Marquee notices, parent notification in home language, etc).		Corporate Office Campus Administrators	Increase workplace culture satisfaction rate by 5%.			
						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Maintain/monitor student/staff access and usage of math instructional technology programs (Imagine Math & Edmentum/Study Island).
1	1	4	Provide Reading Specialist to implement reading instruction and support for at-risk students targeted for intensive reading intervention.
1	1	6	Supplement costs of tuition and textbooks for students participating in dual credit program.
1	1	10	Provide supplemental instructional resources for students (STAAR /EOC assessment preparation regarding reading, math, science, social studies, and writing).
1	1	11	Provide at least 1 field trip (per grade level) regarding community-based experiential learning/enrichment opportunities for students (field trips to museums, events, etc).
1	1	12	Provide weekly, after-school/in-school tutoring for at-risk students targeted for intensive reading and math intervention.
1	2	1	Provide guidance and support to facilitate implementation and monitoring of student performance-based programs (BE/ESL, CTE, ESSA, and Special Education).
1	2	2	Summer School, Saturday School before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments.
2	1	2	Provide writing PD & Follow-up sessions with Rachel Reyna writing support services.
2	1	7	Provide ongoing professional development regarding instructional and behavioral strategies to support all students, ARD facilitation, eStar, ASD, Intellectual disabilities, & Speech/OT disorders for General & SPED teachers and aides.
2	1	8	Provide ongoing professional development for instructional staff to support ELL students.
3	1	1	The District will monitor state and federal grant expenditures and reporting for compliance.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2019-2020 District Improvement Plan (DIP) Committee, comprised of campus administrators, district dept. members, parent/community representatives, and teachers, met beginning in February 2019 to complete a comprehensive needs assessment of the **Schoolwide Program (SWP)** that would be used to generate the 2019-2020 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 from the 2018-2019 school year.

Our DIP Committee met to collaboratively reflect and pre-plan for the 2019-2020 school year based upon data trends from the 2018-2019 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 2019-2020 school year. The 2019-2020 District Improvement Plan was also drafted along with a preliminary 2019-2020 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 plans with the participation of individuals who will carry out the comprehensive district-wide 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/guardians 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 2019-2020 DIP Committee, comprised of school administrators, counselor, parent/community representatives, and several teachers, met beginning in March 2019 to complete a comprehensive needs assessment that would be used to generate the 2019-2020 CIP and begin the strategic planning process. Our DIP Committee met to collaboratively reflect and pre-plan for the 2019-2020 school year based upon data trends from the 2018-2019 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 2019-2020 school year. The District Improvement Plan was also drafted with a preliminary budget for the upcoming 2019-2020 school year. 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, 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:

Parents are provided the opportunity to review the SWP 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 Meetings. 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 campus meetings at least 10 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, Remind App, and Facebook. 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. Two campus meetings will be Annual Title I Meetings that will be held at the start of both semesters during the school year to explain to parents and stakeholders 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 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 Needs Assessment Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Director of Student Services
Administrator	Eric Davis	Campus Administrator
Administrator	Judy Galindo	Campus Administrator
ESL Coordinator	Ralph Garza	ESL Coordinator
Classroom Teacher	Monica Schnaubelt	Title I Teacher
Curriculum & Assessment	Brian Nueman	District Curriculum & Assessment Coordinator
Special Programs	Kimberly Walker	District 504/Dyslexia Coordinator
Parent	Elizabeth Contreras	Parent - San Antonio Campus
Business Representative	Kimber Fucello	Finance Consultant
Finance & Facilities	James Mize	Finance Administrator
Human Resources & IT Services	Sandra Garcia	Executive Assistant to the Superintendent
Parent	Maria Ferrell	Parent - Del Rio Campus

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
Human Resources & IT Services	Sandra Garcia	Executive Assistant to the Superintendent
Classroom Teacher	Monica Schnaubelt	Title I Teacher
Special Programs	Kim Walker	Sec. 504/Dyslexia Coordinator
Finance & Facilities	Jim Mize	Finance Administrator
Classroom Teacher	Velma Valdez	Title I Teacher
Parent	Kirstie Grisham	Parent